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THE PERCEPTIONS OF PREPARATORY SCHOOL STUDENTS AND THEIR INSTRUCTORS TOWARDS GRAMMAR LEARNING AND TEACHING IN FACE-TO-FACE AND ONLINE EDUCATION AT A FOUNDATION UNIVERSITY IN TURKEY

Hande KOŞANSU

MA THESIS

ENGLISH LANGUAGE TEACHING DEPARTMENT

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TELİF HAKKI VE TEZ FOTOKOPİ İZİN FORMU

Bu tezin tüm hakları saklıdır. Kaynak göstermek koşuluyla tezin teslim tarihinden itibaren 1 ay sonra tezden fotokopi çekilebilir.

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Tez yazma sürecinde bilimsel ve etik ilkelere uyduğumu, yararlandığım tüm kaynakları kaynak gösterme ilkelerine uygun olarak kaynakçada belirttiğimi ve bu bölümler dışındaki tüm ifadelerin şahsıma ait olduğunu beyan ederim.

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Hande KOŞANSU tarafından hazırlanan "The Perceptions of Preparatory School Students and Their Instructors Towards Grammar Learning and Teaching in Face-to-Face and Online Education at a Foundation University in Turkey" adlı tez çalışması aşağıdaki jüri tarafından oy birliği ile Gazi Üniversitesi Yabancı Diller Eğitimi Anabilim Dalı'nda Yüksek Lisans tezi olarak kabul edilmiştir.

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Eğitim Bilimleri Enstitüsü Müdürü ……

To my dear mother, father and aunt…

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THE PERCEPTIONS OF PREPARATORY SCHOOL STUDENTS AND THEIR INSTRUCTORS TOWARDS GRAMMAR LEARNING AND TEACHING IN FACE-TO-FACE AND ONLINE EDUCATION AT A FOUNDATION UNIVERSITY IN TURKEY

(MA Thesis)

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ABSTRACT

This descriptive case study aims to reveal the perceptions of low- and high-level students and their teachers towards grammar learning in online and face-to-face education. For data collected both quantitatively and qualitatively, 158 students studying at the preparatory school of a foundation university in Ankara and 14 instructors working there were selected according to the appropriate sampling method. In order to ensure the content validity, after the expert opinion was obtained and the necessary validity and reliability calculations were conducted, a 30-item Likert-type questionnaire prepared by the researcher was applied to the lecturers and students. The questionnaire consisted of some questions about demographic information, 4 items about the role of grammar, 6 items about grammar teaching techniques

in face-to-face education and 7 items about grammar activities, 6 items about grammar teaching techniques in online education and 7 items about grammar activities in online education. The quantitative data obtained were analyzed using IBM SPSS 20. In the qualitative part, interviews were conducted with 18 students from the highest and lowest level classes selected according to the criterion sampling method, which is a purposeful sampling type, and with 9 instructors who were their teachers. Semi-structured questions were divided into 2 parts. In the first part, the demographic information of the participants was targetted. However, in the second part, besides the sub-questions, there were 8 questions about the role of grammar, teaching techniques and grammar activities used in online and face-to-face education, the benefits and difficulties of online education, and the participants' suggestions. By finding the codes, the content analysis of the qualitative data was made. According to the most important findings of the study, in teaching grammar in online education, most of the instructors and students preferred the clear and direct explanation of the grammar rules and functions. It was emphasized that the grammar activities in the lessons were limited to mechanical activities, and communicative activities were applied less. In addition, it was underlined that while learning grammar online, in-class interaction was insufficient and paired or group work was less possible, compared to face-to-face education.

Key Words : Teaching grammar, learning grammar, online education, face-to-face education
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TÜRKİYE'DEKİ BİR VAKIF ÜNİVERSİTESİNDEKİ HAZIRLIK ÖĞRENCİLERİNİN VE ÖĞRETİM GÖREVLİLERİNİN YÜZ YÜZE VE ÇEVRİM İÇİ EĞİTİMDE DİLBİLGİSİ ÖĞRENİMİ VE ÖĞRETİMİNE İLİŞKİN ALGILARI

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GAZİ ÜNİVERSİTESİ

EĞİTİM BİLİMLERİ ENSTİTÜSÜ

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ÖZ

Bu betimsel vaka çalışması, düşük ve yüksek seviyedeki öğrencilerin ve onların hocalarının çevrim içi ve yüz yüze eğitimde dilbilgisi öğrenimine yönelik algılarını ortaya koymayı amaçlamaktadır. Nicel araştırma için, Ankara'da bir vakıf üniversitesinin hazırlık okulunda okuyan 158 öğrenci ve burada çalışan 14 öğretim görevlisi, uygun örneklemeye göre seçilmiştir. Kapsam geçerliliğini sağlamak amacıyla uzman görüşü alındıktan ve gerekli geçerlik ve güvenirlik hesaplamaları yapıldıktan sonra, öğretim görevlilerine ve öğrencilere araştırmacı tarafından hazırlanan 30 maddelik likert tipi anket uygulanmıştır. Ankette, demografik bilgilerle ilgili bazı sorular, dilbilgisinin rolü ile ilgili 4 madde, yüz yüze eğitimde dilbilgisi öğretim teknikleriyle ilgili 6 madde ve dilbilgisi etkinlikleri ile ilgili 7 madde, çevrim içi eğitimde dil bilgisi öğretim teknikleri ile ilgili 6 madde ve yine çevrim içi

eğitimde dilbilgisi etkinlikleri hakkında 7 madde bulunmaktadır. Elde edilen nicel veriler IBM SPSS 20 kullanılarak analiz edilmiştir. Nitel kısımda, amaçlı örnekleme çeşidinden olan ölçüt örnekleme göre seçilmiş en yüksek seviyeli ve en düşük seviyeli sınıflardan derslere düzenli olarak katılan 18 öğrenci ve onların hocaları olan 9 öğretim görevlisi ile görüşmeler yapılmıştır. Yarı yapılandırılmış sorular 2 bölüme ayrılmıştır. İlk bölümde katılımcıların demografik bilgileri sorulmuştur. Bununla birlikte, ikinci bölümde alt soruların yanı sıra dilbilgisinin rolü, çevrim içi ve yüz yüze eğitimde kullanılan öğretim teknikleri ve dilbilgisi etkinlikleri, çevrim içi eğitimin yararları, zorlukları ve katılımcıların önerileri ile ilgili 8 temel soru bulunmaktadır. Kodlar oluşturularak nitel verilerin içerik analizi yapılmıştır. Çalışmanın en önemli bulgularına göre, çevrim içi eğitimde dilbilgisinin öğretiminde, öğretim görevlilerinin ve öğrencilerin çoğu kuralların ve işlevlerin açık bir şekilde, direkt olarak verilmesini tercih etmişlerdir. Yapılan etkinliklerin mekanik aktivitelerle sınırlı kaldığı, iletişimsel aktivitelerin ise az uygulandığı vurgulanmıştır. Ayrıca, yüz yüze eğitime kıyasla, dilbilgisini çevrim içi öğrenirken ders içi etkileşimin yetersiz olduğunun ve ikili ya da gruplu çalışmaların yapılamadığının altı çizilmiştir.

Anahtar Kelimeler : Dilbilgisi öğrenimi, dilbilgisi öğretimi, çevrim içi eğitim, yüz yüze eğitim

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LIST OF ABBREVIATIONS

EFL	English as a foreign language
ELT	English Language Teaching
FTFE	Face-to-face Education
ONED	Online Education
HIN	High-Level Students' Instructors
LIN	Low-Level Students' Instructors
HLS	High-Level Students
LLS	Low-Level Students

CHAPTER I

INTRODUCTION

This chapter introduces the background of the study, problem statement and also explains the purpose of the study and the research questions. In addition to the assumptions and limitations, the significance of the study is also emphasized. Additionally, definitions of the frequently used terms are presented within this chapter.

1.1. Background of the Study

COVID-19, which "originated in Wuhan of China and is the severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) has already taken on pandemic proportions" (Remuzzi & Remuzzi, 2020, p. 1225). This fatal viral infection has resulted in millions of loses of life in nearly every continent. It has spread in an unprecedented rate unlike most of the other infections in the recorded human history. As a protective measure, billions of people have been restricted to some unusual conditions such as lockdown (Sahu, 2020, p. 1).

The lockdown has naturally some detrimental impacts on the students and the teachers (Crawfordet al., 2020). For instance, academic, social and sportive events such as conferences, workshops at the campuses were indefinitely delayed or called off in nearly all countries around the world (Sahu, 2020, p. 1). Most importantly, education was interrupted. Moreover, the exact time when everything will normalize has still been unspecified since the official recognition of COVID-19 by the governments as a pandemic. Thus, this uncertainty has forced the universities to make a rapid transition from face-to-face education to online education referring to the utilization of a network to share instructional materials (as cited in Paulsen, 2002, p. 1) by employing online platforms available and trying to adapt the curriculum and lesson materials within a very limited period.

As expected, all the universities in Turkey have also shifted from face-to-face education to online education on the 23rd of March 2020. In line with the decision of the Council of Higher Education in the 2019-2020 academic year, all of the universities in Turkey started to use online education platforms although they may not have had done the necessary groundwork to evaluate the effectiveness of these systems beforehand (Doğan, 2020). Adobe Connect, Advancity, Blackboard, Canvas, Zoom, Google Products (G Suite), Microsoft Teams, and Moodle are among the software programs that have been used at most of the universities in Turkey during the pandemic although some state and private universities such as Adnan Menderes University, İzmir Katip Çelebi University, Yıldız Technical University, Antalya AKEV University, İstanbul Kültür University have designed their own software platforms (Doğan, 2020).

No matter how hard it is for both students and teachers to get used to online education, the pandemic has helped educators and learners realize that online education has inevitably become a new aspect of learning and teaching not only various subjects but also English as a foreign language. Hence, given the educational innovations, this descriptive study aims to shed light on the low- and high-level students' perceptions towards online and face-to-face grammar learning, the perceptions of high- and low-level students' EFL instructors pertaining to online and face-to-face grammar teaching.

1.2.Problem Statement

Covid-19 pandemic has started to change not only the whole of life but also the education system in Turkey, traditionally given face-to-face in each grade from kindergarten to university until the outbreak of the pandemic. The lesson here is that in today's world, the students, the instructors, and the administrators should endeavoure to shape the future mostly with online education. Specifically, teaching English online has reminded the teachers that all the methods and techniques should be reviewed in terms of their compatibility with the online teaching platforms.

The literature on EFL has displayed a wide range of studies about the online tools used in teaching English as well as teaching grammar in ELT since emergence of the Internet. The results show that mainly, computer assisted language learning helps the students improve their grammar (Abuseileek, 2009; Ali, 2018; Al-Jarf, 2004; Anggrawan et al., 2020;

Hegelheimer & Fisher, 2006; Kayaoğlu et al., 2015; Türkmen & Aydın, 2016; Yusofa & Saadon, 2012).

Based on the perceptions towards the challenges, benefits, and effectiveness of online education in general, the studies which focus on areas other than language teaching have found that the most common benefits are flexibility, accessibility, and cost-friendliness of online education while the most considerable challenges are the technical problems and the lack of interaction as well as the immediate feedback (Al-Abdullatif, 2012; Filimban, 2008; Kim et al., 2005; Song et al., 2004; Yang & Cornelius, 2004).

Furthermore, the studies based on teaching and learning English as a foreign language have focused on the following issues:

- the teachers' and students' preferences for and perceptions towards the effectiveness of online and traditional English composition learning methodologies (Nelson, 2008)
- the perceptions on learning English online in general (Krish & Wong, 2009)
- the effectiveness of classroom and online discussion of speaking skill (Alhabbash, 2012)
- the effects of online learning on student reading achievement test performance (Blowers, 2015)
- the effectiveness of teaching grammar in introductory journalism writing courses by using hybrid (part online/part classroom) and online grammar instructions (Moore & Jones, 2015)
- the roles and competencies of online EFL (English as a Foreign Language) instructors in an online learning environment (Güneş, 2017)
- the differences in the English language learning outcomes between online students and students who received their classes in traditional face-to-face settings (Chamorro, 2018)

According to the general findings, online education is more effective in improving writing and speaking skills (Alhabbash, 2012; Nelson, 2008). Another study emphasizes that online education helps the students develop grammar and reading skills but not speaking, writing and listening (Krish & Wong, 2009). Yet, another study supports the result related to the contribution of online education to the development of mainly reading skills (Blowers, 2015). However, one of the studies demonstrates that the students who took face-to-face education develop writing and speaking skills better than their online counterparts

(Chamorro, 2018). Finally, it is also stated that although the students are more responsible for learning grammar, they prefer a hybrid system to improve their writing skills (Moore & Jones, 2015).

Yet, there has been a paucity of research conducted on teaching English in terms of the perceptions of students and instructors in tertiary education regarding teaching and learning grammar synchronously in online education. This descriptive study then sets out to clarify to what extent the students' and the instructors' perceptions regarding the role of grammar, grammar teaching techniques, and grammar activities in face-to-face and online education differentiate.

1.3. Purpose of the Study

The purpose of this study is to investigate the low- and high-level students' perceptions regarding online and face-to-face grammar learning, the perceptions of low- and high-level students' EFL instructors towards online and face-to-face grammar teaching. Furthermore, the students' and the instructors' perceptions on the role of grammar, grammar teaching techniques, and grammar activities are explored. The benefits and challenges of online education are also listed. Finally, some suggestions by the students and the instructors are also included. To attain the goals listed above, the study focuses on the following research questions:

1. What are the perceptions of low- and high-level students' instructors in terms of the role of grammar?
2. What are the perceptions of low- and high-level students in terms of the role of grammar?
3. What are the perceptions of low- and high-level students' instructors in terms of teaching grammar in face to face and online education?

    3.1. What are the perceptions of low- and high-level students' instructors in terms of grammar teaching techniques while teaching grammar in face-to-face and online education?

    3.2. What are the perceptions of low- and high-level students' instructors in terms of grammar activities in face-to-face and online education?

4. What are the perceptions of low- and high-level students in terms of learning grammar in face to face and online education?

    4.1. What are the low- and high-level students' perceptions in terms of grammar teaching techniques while learning grammar in face-to-face and online education?

    4.2. What are the low- and high-level students' perceptions in terms of grammar activities in face-to-face and online education?

1.4. Significance of the Study

The studies in the related literature are generally limited to the perceptions towards the challenges, benefits, and effectiveness of online education (Al-Abdullatif, 2012; Filimban, 2008; Kim et al., 2005; Song et al., 2004; Yang & Cornelius, 2004). Furthermore, mostly, the research to date has tended to focus on the online tools used in teaching grammar and the perceptions about teaching the main language skills such as reading, listening, writing, and speaking synchronously or asynchronously in online education. Specifically, studies on students' perceptions about the effectiveness of asynchronous technological tools to learn grammar are limited in number and scope. However, more studies need to be conducted on teaching and learning grammar synchronously. Therefore, the present study aims to contribute to this growing area of research by exploring the high- and low-level students' and their instructors' perceptions on teaching and learning grammar in terms of the role of grammar, grammar teaching techniques, and grammar activities in face-to-face and online education.

1.5. Assumptions

The present study is based on the low- and high-level students' perceptions towards online and face-to-face grammar learning, and the perceptions of low- and high-level students' EFL instructors towards online and face-to-face grammar teaching. First of all, it is assumed that there are some differences between low- and high-level students' perceptions in terms of the role of grammar, grammar teaching techniques, and grammar activities while learning grammar in face-to-face and online education. Second, low- and high-level students' instructors may have different perceptions on the role of grammar, grammar teaching techniques, and grammar activities in face-to-face and online education. Third, all the

participants may believe that doing communicative activities during online education is difficult. Finally, most of the students and instructors might think that teaching grammar explicitly is more practical in online education.

1.6.Limitations

One of the limitations is that the participants are from only one university. Moreover, it is not possible to know whether all the participants who responded to the questionnaire attended all the online lessons regularly. The final limitation of the present study is that the perceptions of the students' parents towards online education remain unclear.

1.7. Definitions of Terms

Some important terms that were used in this thesis are explained in this part to assist the reader to gain a clear understanding.

Throughout this thesis, the term 'online education' will be used to refer to "the use of a computer network to present or distribute some educational content" (as cited in Paulsen, 2002, p. 1).

'Online learning' can be defined as follows: it is the type of learning which "encompasses a range of technologies such as the world wide web, email, chat, new groups and texts, audio and video conferencing delivered over computer networks to impart education" (Dhull and Sakshi (2017, p. 32).

The phrase 'synchronous e-learning' will be used in this study to describe the type of learning that consists of media such as videoconferencing and chat, a group of learners and teachers who can be more social by asking and answering questions in real-time (Hrastinski, 2008).

Finally, the term 'asynchronous e-learning' will refer to the type of learning which includes media such as e-mail and discussion boards, cooperation between learners and teachers who cannot be online at the same time (Hrastinski, 2008).

CHAPTER II

REVIEW OF LITERATURE

This chapter presents the review of the related literature concerning teaching grammar, and online education. The first part consists of deductive and inductive approaches to teaching grammar, activities to practice grammar, studies related to teaching grammar and the research about some online tools utilized to teach grammar. The second part defines online education and new roles assigned to both teachers and learners in online education. The advantages and disadvantages of online learning are explained. Finally, this part focuses on the studies about online education in general and the ones about teaching English in online education.

2.1. Grammar

Grammar is the field that deals with the analyses of the forms in sentences and describes the structural rules of the language (Thornbury, 1999). However, Thornbury (1999) states that grammar is more than the body of rules as to when the language is produced, people not only order the forms but also mention the function of what they say or write. In the mid-seventies, the connection between grammar and function started to be extremely significant for teachers. Teaching materials have also focused on both grammatical structures and function so that students can learn how to communicate.

2.1.1. How to Teach Grammar

Thornbury (1999) divides the grammar teaching approaches into two: 1) deductive approach called rule-driven learning that “starts with the presentation of a rule and is followed by examples in which the rule is applied, 2) inductive approach also known as discovery learning that “starts with some examples from which a rule is inferred” (p. 29).

Similarly, Larsen-Freeman (2001) also defines deductive approach as direct explanation and application of the rule and inductive approach as inference or generalization of the rule from examples.

2.1.1.1. Deductive Approach

According to Thornbury (1999), the rule-driven approach is generally related to the Grammar-Translation Method although translating the rules is not necessarily required in this approach. In a typical grammar translation lesson, the grammar rule is explained in the mother tongue. Swan (as cited in Thornbury, 1999) states that a good rule should be true, clear, simple, familiar, and relevant to the mother tongue, and the lesson show the restricted use of the rule. Even the practice activities consist of translating sentences into the mother tongue or the target language. Nevertheless, the biggest problem with this method is that the students have no chance to practise and to expose themselves to the other skills of the target language as the lessons are given in students' mother tongue. Additionally, little attention is given to speaking and pronunciation while reading and writing have more importance.

Thornbury (1999, p. 30) highlights four disadvantages of the inductive approach. The first one is that the explanation of grammar rules with the grammar terminology at the beginning of the lesson may be annoying for the students, especially for the young learners. The second disadvantage is that the lessons inevitably become rather teacher centred. For this reason, the students cannot easily and directly interact and get involved in the learning process. The third one is that direct explanation tends to make retaining of knowledge related to grammar more temporary. The final disadvantage is that this approach might cause some learners to interpret that language learning is all about learning grammar rules only.

On the other hand, according to Thornbury (1999), this rule-driven approach has also four advantages. Firstly, less time is spent for learning as the rules are presented in an easy and fast manner. Thus, the students have more opportunities to practice on the given rules. Secondly, it is appropriate to the levels of cognitive process, and the adult learners can learn grammar in a simpler way. Thirdly, the expectations of the learners who have analytical learning styles are met with the help of the deductive approach. Finally, the teachers do not have to get prepared before the lessons as they mainly work on the samples that come out.

2.1.1.2. Inductive Approach

Thornbury (1999) states that the students tend to study the examples at first, and then they try to discover the rules. Therefore, the Direct Method and Natural Approach, which are experiential methods and have the same philosophy, focuses on using the inductive approach. For this reason, this approach is trying to follow similar lines with first language acquisition. In the lessons designed according to direct method, the sentences are repeated several times. Thus, the students can learn unconsciously. The most important thing is that in discovery learning, the students have the freedom to try new rules and make some mistakes. The teachers also guide them by giving feedback. Moreover, actions, realia, generative situation, minimal sentence pairs, and concordance data are among the most frequently used teaching materials in this approach. Additionally, consciousness-raising tasks are required to be used so that the students can think critically and discover the rules (Larsen-Freeman, 2001). Larsen-Freeman (2001) also highlights that the teachers have a chance to evaluate students' previous knowledge about the structure and to arrange their lesson plans.

When evaluated from a different point of view, the inductive approach has some disadvantages (Thornbury, 1999, p. 55). Firstly, some students may think that discovering the rules is a waste of time and energy. Hence, they might believe that explicitly focusing on rules is more necessary than focusing on meaning to learn a language. Secondly, considering the limited instruction time, they have less time to conduct productive activities when they spend much of their instructional time discovering the rules. Thirdly, the learners may make incorrect assumptions about the grammatical rules if not monitored and provided feedback. Fourthly, the teachers need to spend much time getting prepared for the lesson. They have to predetermine the most appropriate data and materials to guide the students in their discovery process of the target structures. Finally, some students might prefer a direct explanation of the rules.

However, like all the other approaches and methods, this approach has also some advantages. The first one is that concerning the cognitive depth, the learning is expected to have a greater potential to become more permanent and meaningful as the learners discover the rules by themselves. The second one is that the students have a more active participation in the lessons. For this reason, they may naturally have higher motivation. The next one is that this approach is suitable for the students who love solving problems and recognizing the patterns.

The fourth one is that the students have more chances to practice the target language as they work together to explore the rules. Lastly, they study on their own to discover the structures, so this independent effort helps them become more autonomous.

2.1.1.3. Texts and Contexts

Texts include sentences that consist of words which comprise of sounds (Thornbury, 1999). The texts can be separated into three groups (Thornbury, 1999, p. 70). The first one is co-text which makes the meaning available to each language item in the text. The second one is the context of the situation in which all the elements should be taken into consideration to understand the meaning of the language items and the relation between them and the type of communication. The third one is the context of the culture that refers to familiarity with the culture. Therefore, if there is a lack of context, elicitation of the meaning will be difficult and confusing. For this reason, discussing the meaning without context is time-consuming in the classroom.

In the beginning of the learning process, the students should comprehend the meaning of grammar. Thus, they need whole texts rather than single sentences. These texts are seen in both written and spoken English. For instance, the given texts may be "postcards, novels, sermons, football commentaries, street signs, jokes, and air safety instructions" (Thornbury, 1999, p. 71). The newspapers, songs, literary texts, the Internet, teachers, or even the students themselves are the authentic texts although sometimes they might be boring and demotivating as they may include some unfamiliar vocabulary (Thornbury, 1999, p. 72).

2.1.2. How to Practise Grammar

After the presentation of grammar, the students start to do practice. The first step is focus on accuracy. In this phase, the students do "highly controlled text-manipulation exercises" (Ellis, 1998, p. 50). It is difficult to concentrate on both form and meaning (Thornbury, 1999, p. 92). For this reason, the aim is to decide the correct form in adequate time by using limited sources such as imitation drills, simple substitution drills, variable substitution drills. Achieving the integration between new grammatical structures and their interlanguage systems takes time (Ellis, 1998). Then, the learners expect feedback about the correction of the form. Furthermore, speaking is very challenging for the learner. Also, Richards states that "activities focusing on accuracy reflect classroom use of language, focus on the

formation of correct examples of language, practice language out of context and small samples of language, do not require meaningful communication and control choice of language" (2006, p. 14).

The second step is fluency. The students can produce the language simply and quickly when they automatize the knowledge with the help of chunks (Thornbury, 1999, p. 93). Besides, the tasks focus on the meaning. For example, communicative and information gap tasks which comprise authenticity, purpose, reciprocity, mutual intelligibility, and unpredictability are quite appropriate. Richards also explains that "activities focusing on fluency reflect natural use of language, focus on achieving communication, require meaningful use of language and communication strategies, produce language that may not be predictable and seek to link language use to context" (2006, p. 14).

The final step is restructuring. The learners combine the new information with the old one. For the sake of example, when the message is misunderstood, they try to solve the problem and explain it by redesigning the form in accordance with the meaning. Hence, they generally overtake their capacities. Moreover, scaffolding should be provided by the teachers. In line with this purpose, the tasks ought to have different aspects; however, the students should be familiar with them (Thornbury, 1999, p. 94).

Apart from fluency and accuracy activities, Richards (2006) classifies the other activities as mechanical, meaningful, and communicative activities. The set of mechanical activities mostly consists of controlled practice. The students do not need to understand the meaning. Repetition drills and substitution drills designed to practice use of the certain grammatical rules are examples of mechanical activities. In addition, Kameen (1978) highlights that as the mechanical activities provides the easiest practice and have only one correct answer, they promote students' self-confidence. Nevertheless, there are also two disadvantages. The first one is that the students do not have to think to find the correct answer. The second one is that the students do not need to create their own sentences or opinions; therefore, they are unprepared for free writing (Kameen, 1978).

Meaningful activities consist of some meaningful choices although they are also partially controlled. Hence, the students have to understand the meaning to complete those (Richards, 2006). There are three advantages of meaningful activities, according to Kameen (1978). Firstly, the teachers can adapt these activities in light of the students' needs. Secondly, there is a possibility that the students can come up with more than one idea. For this reason, some

short discussions which are natural, accessible, and effective may occur. Thirdly, the students may believe that the meaningful activities are more challenging, but they are similar to puzzles and games (Kameen, 1978). To explain the meaningful activities better, Richards gives an example by stating (2006, p. 16):

"For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. They are also given a list of prepositions such as across from, on the corner of, near, on, next to. They then have to answer questions such as "Where is the book shop? Where is the café?" etc. The practice is now meaningful because they have to respond according to the location of places on the map."

Communicative activities tend to be among the least controlled practice, and they include various correct answers (Kameen, 1978). Moreover, the students use the language in a real context, interchange the unpredictable information (Richards, 2006). Richards exemplifies this by noting that "for example, students might have to draw a map of their neighbourhood and answer questions about the location of different places, such as the nearest bus stop, the nearest café, etc." (2006, p. 16).

2.1.3. Studies Related to Teaching Grammar

Globally, the issue of teaching grammar has sustained its popularity for many decades now. The teaching methods, activities to practise, its role, and difficulties in teaching grammar have also been investigated for many years. Moreover, accumulating studies about teachers' and students' beliefs and perceptions have come into prominence nowadays.

The existing literature on teaching and learning grammar is extensive and focuses particularly on teachers' and students' beliefs. For example, in 2002, Burges and Etherington carried out a study on a number of teachers' beliefs about grammar and its teaching. The findings were related to the role of grammar in language, explicit grammar teaching, including the importance of instruction, the role of declarative knowledge, consciousness in the learning of grammar, comparison and contrast of structures, the use of grammatical terminology, problem-solving activities, correction, presentation of grammar through authentic texts, the role of practice. According to the results, most of the teachers were of the idea that grammar had an important role as a framework for the rest of the language system; as the building blocks of language; as something which was added later to language

proficiency; as an equal pillar supporting language proficiency. The second finding showed that the teachers thought that their students generally expected the traditional, explicit grammar teaching, and the teachers also seemed to support this approach. Another important finding was that the majority of teachers believed that the students needed formal instruction more than exposure to language in natural setting and use to produce grammatically correct language. The fourth significant finding was that most of the teachers thought that the students could learn grammar better when it was presented in authentic texts although some of them supported the idea that unknown words in the authentic texts might cause some problems for the teachers and their students. The final finding was that most of the teachers agreed that the students needed some productive practice and real-life tasks to improve grammatical accuracy.

In 2009, Thu also investigated ESL teachers' beliefs in the role of grammar in language learning, the optimal way to teach grammar, the way to deal with grammar mistakes, the influence of students' first language, the use of metalanguage, the role of practice, and teacher preparation for grammar teaching. According to results, generally, the teachers thought that grammar was vital to learn a foreign or second language when language learning was limited to the classroom. Furthermore, they preferred the communicative activities that relied on real-life to discover the grammatical structures. Additionally, the teachers preferred explicit teaching even though they believed in implicit teaching. They agreed that inductive or deductive teaching could be determined in accordance with the target structure. Surprisingly, they disagreed that they should teach grammar only in context. Another finding was that the teachers had a tendency to correct all the grammar mistakes although they did not deteriorate the comprehensibility. However, they did not support immediate feedback. They also thought that the students' mother tongue might cause some mistakes in the target language due to the negative transfer. Moreover, the teachers believed that the students in each level should use metalanguage to learn grammar faster. The writing and speaking activities ought to be conducted to practise grammar. Finally, they thought that they loved teaching grammar and got prepared well to teach it.

Much of the literature since 2011 has emphasized the perceptions on learning grammar. For instance, the study conducted by Rattar and Dilshad (2011) aimed at identifying the learners' perceptions about learning grammar. The first finding presented that most of the students defined grammar as an important tool to learn the language, to pass the exams, or to write

and speak accurately. The second important finding was that the students believed that teaching grammar implicitly was more effective than teaching it explicitly, whereas their teachers preferred the latter by giving the curriculum, requirements of school administration, and overall environments as reasons to do so. The third one was that they would rather adopt the communicative method to use grammar rules. Lastly, reading grammar books and practising learned rules in language were the main strategies for the students to learn grammar.

Similarly, Male (2011) examined the students' perceptions on grammar instruction at the English Teaching Study Program of the Faculty of Education and Teachers Training of the Christian University of Indonesia. The results showed that the students believed that grammar was significant to learn English and of due necessary for writing. However, they thought that grammar was less important to communicate. Additionally, most of the learners preferred the explicit teaching and hated the self-discovery method (Male, 2011, p. 67).

In addition, the research on the perceptions towards difficulties that teachers and students came upon in teaching and learning grammar explained if there were some differences in teachers' perceptions on difficulties concerning their gender, qualification, teaching experience, and the level they teach in school (Al-Mekhlafi & Nagaratnam, 2011). One of the obvious findings was that both the students and the teachers prefer explicit teaching. Another important result was that most of the teachers believed that transferring the declarative knowledge into procedural knowledge was challenging for the majority of students. Additionally, they thought that using grammatical terminology was helpful for their students. According to most of the teachers, correcting the grammar mistakes in spoken language was more difficult than correcting them in written language. They also believed that although the students were nervous about the problem-solving techniques, they were motivated to learn grammar. Moreover, they thought that using authentic texts was problematic on account of structures, culture, and vocabulary, implicit form-function matches, handling grammar, waste of time, and producing suitable tasks from such texts. The final result indicated that the teachers believed that it was troublesome for students to be accurate in communicative writing activities.

2.1.4. Studies Related to Online Tools to Teach Grammar

As technology has developed, the integration of online tools or websites into teaching grammar has also accelerated recently. It is believed that online instruction containing Internet software should become an inseparable part of teaching and learning grammar. Therefore, a lot of research has revealed findings in favour of technological advancements (Abuseileek, 2009; Ali, 2018; Al-Jarf, 2004; Anggrawan et al., 2020; Hegelheimer & Fisher, 2006; Kayaoğlu et al., 2015; Türkmen and Aydın, 2016; Yusofa & Saadon, 2012).

A considerable amount of literature has been published on the online tools used in teaching grammar. For the sake of an example, in one of the studies, the in-class instruction was given to all the students in the writing, grammar, culture, and study skills while the online instruction was followed by the students in the experimental group. Students in the control group completed the activities in the grammar textbook called Understanding and Using English Grammar by Betty Azar (3rd Edition); however, the ones in the experimental group used a grammar website (hyperlink) which included some explanations, examples, exercises and quizzes, and a daily grammar lessons in addition to the grammar textbook. Questions related to the use of a particular tense or grammatical structure were sent in the "Conferencing" area of Nicenet. The students could write short paragraphs about any topic on which they decided themselves. It has been found that the students in the experimental group achieved higher scores with the help of online instruction (Al-Jarf, 2004).

Hegelheimer's and Fisher's (2006) research was also based on grammar in writing approaches and computer-assisted language learning. To do this, the Internet Writing Resource for the Innovative Teaching of English (iWRITE) was developed. This study has shown that iWRITE helped the learners increase grammatical awareness, develop metalanguage related to grammar and prepare for peer-editing sessions.

Abuseileek (2009) also designed a computer-mediated course to identify the effectiveness of using an online-based course on the learning of sentence types inductively and deductively in his study. The students in the first group were taught with computer-based learning inductively, the ones in the second group were taught with computer-based learning deductively, the ones in the third group were taught with non-computer-based learning inductively, and the ones in the third group were taught with non-computer-based learning deductively. The first result shows that the students who got computerized instruction overtook the other groups taught traditionally. The second result demonstrates that EFL

learners improve their grammar more when the deductive approach is applied. The third result reveals that the computer-based inductive group outperformed the computer-based deductive, non-computer-based inductive, and non-computer-based deductive groups in the compound sentence. Nevertheless, in the complex-sentence, computer-based learning (both inductive and deductive) took higher scores than noncomputer-based learning inductively and deductively. Additionally, in the compound complex sentence, the computer-based deductive group had the highest significant mean score (Abuseileek, 2009).

Likewise, Yusofa and Saadon (2012) investigated the effects of three different grammar teaching instructions on the performance of students' understanding in learning passive voices. The students in the first group took the traditional method. The teacher who was the researcher at the same time gave the rules of passive voice. The second group was taught by using both traditional instruction and web-based learning. However, the third group used only web-based materials. The most significant finding was that the combination of traditional instruction and web-based learning was the most helpful mode so that the students could get higher grades.

In another study, the students in the experimental group got the grammar instruction by means of the online grammar lab designed beforehand in addition to the face-to-face (FTF) instruction while the control group continued with the only traditional grammar instruction (Kayaoğlu et al., 2015). The aim was to identify the role of a web-based grammar instruction system in students' grammar achievement and their perceptions about the system. According to the results, although some students mentioned some negative points related to logging into the system due to technical problems, they also stated some positive aspects. For instance, this online grammar lab helped them to get prepared for the class requirements. They had a chance to find various activities and tests to practise grammar. Moreover, they reported that they like the opportunity of monitoring their grammar errors immediately. The students also observed to study regularly and be careful about managing the time following the implementation (Kayaoğlu et al., 2015, p. 505).

Türkmen and Aydın (2016) presented the reviews of some related studies about the effects of online concordancers on teaching and learning grammar and how online concordancers promote learning grammar in English as a foreign language (EFL) context. It has been found that the students improved their language skills, especially vocabulary and grammar by the

help of online concordancers or authentic materials. Hence, the technology should be integrated into traditional instruction (Türkmen & Aydın, 2016, p. 151).

In a study conducted by Ali (2018), 68 EFL students were divided into two equal groups namely: experimental group (Computer Assisted Language Learning) and control group (Teacher-Directed Instruction). In the control group, a prepared beforehand textbook was used; on the other hand, the students in the experimental group, as a language learning software, utilized Web-Based instructional material based on Hot Potatoes. During the study, pre-tests and post-tests were conducted with both groups. According to the results, he has found that computer-based instruction tends to yield more effective results in teaching grammar in comparison with teacher-directed instruction.

In a current study, the outcomes of grammar learning in online and face-to-face learning were compared (Anggrawan et al., 2020). The Learning Management System (LMS) or Virtual Learning Environment (LVE) of Moodle was used for online learning in one group. The other group continued with face-to-face learning. The data was collected from the sample groups that were determined randomly and proportionally. Proportionate sampling was done considering the learners' learning styles. This study has shown that the students who took online learning had higher results in their performances. Additionally, they were better to acquire the knowledge of outcome cognitively than the students in face-to-face learning (Anggrawan et al., 2020, p. 3).

2.2. Online Education

As is known, since the advent of the World Wide Web in 1992, online education has become a reality accessible with the help of this invention, following which new educational models have incessantly appeared (Harasim, 2000). During the COVID-19 pandemic, nearly all of the universities in the world have had to change their education systems, curricula, lesson plans, and teaching techniques in order to make their instructional platforms be compatible with online education. Among many other possible ones, Desmond Keegan (as cited in Paulsen, 2002, p. 1) presents some definitions of online education as

• "the separation of teachers and learners which distinguishes it from face-to-face education

• the influence of an educational organization which distinguishes it from self-study and private tutoring

• the use of a computer network to present or distribute some educational content

• the provision of two-way communication via a computer network so that students may benefit from communication with each other, teachers, and staff".

Harasim (2000) also states that the Web or computer networks are the main channels to discuss and interact in online lessons. Besides presenting and discussing information by working in groups, the online courses also consist of some hard copies of "textbooks, audio, or video cassettes, telephone calls, or audio or video conferencing" (Harasim, 2000, p. 47). Harasim (2000) mentions that both online and distance education that are mainly dependent on texts can be provided at any place and at any time. Nevertheless, online education is different from distance education as, in the former, a group of people communicates with each other. Thus, it is more similar to face-to-face courses.

Moreover, online education has five characteristics. Firstly, many-to-many (group communication) supports "motivational (socio-affective) benefits of working through problems with peers, active exchange: rich information environment, identification of new perspectives, multiplicity, opportunity to compare, discuss, modify, and/or replace concepts (conceptual change) and encouragement to work through differences and arrive at intellectual convergence" (Harasim, 2000, p. 50).

Secondly, place independence enables "access to the wealth of Web resources (as well as peers, experts) and shared interests, not just shared locations among participants" (Harasim, 2000, p. 50).

Thirdly, time independence maintains twenty-four-hour access that users can respond immediately or reflect and compose a response, unlimited airtime/access, student participation all week, and thereby ongoing knowledge building and participation by users at their best learning readiness time" (Harasim, 2000, p. 50).

Fourthly, text-based/media-enriched messaging promotes and supports "verbalization and articulation of ideas, focus on the message rather than on the messenger (reduced socio-physical discrimination), the clear expression of ideas and rich database/web of ideas" (Harasim, 2000, p. 50).

Finally, computer-mediated environments allow "searchable, transmissible, and modifiable archived database and multiple passes through conference (discourse) transcript, building tools to exchange and organize ideas and support collaborative learning, building templates,

scaffolds, and educational supports for advanced pedagogy and customizing learning environments for all disciplines and evidenced-based pedagogies" (Harasim, 2000, p. 50).

2.2.1. New Roles in Online Education

According to Harasim (2000), online education has resulted in the emergence of new roles and forms as the virtual professor, the virtual learner, the virtual course, and the virtual university. The virtual professor is "an educator who chooses to teach online instead of or in addition to teaching traditional classes" (Harasim, 2000, p. 57). Virtual professors state that teaching online strengthens their interest in teaching. They have higher motivation in online education than in face-to-face education as the students participate in the learning process more and prepare better and have more philosophical assignments. Moreover, the virtual professors think that online education has helped them develop their teaching style in face-to-face education. They also try to find some ways to make the students not only interact more but also feel amused (Harasim, 2000, p. 57).

The virtual learner is "the student who prefers to take all or some courses totally online" (Harasim, 2000, p. 58). The virtual learners are pleased with peer interaction and control of time. However, the biggest problem is a technical issue like the slowness of the network. Another problem is that they feel worried while they are communicating although they improve their competencies and confidence with the help of feedback and obvious user anticipations (Harasim, 2000, p. 58).

The virtual course can be provided "entirely online with no significant classroom or face-to-face element, in mixed mode in which the online component was a significant component, or in adjunct mode" (Harasim, 2000, p. 58).

A virtual university supplies diversified credit courses for a degree or diploma in undergraduate and graduate levels. They include full-time academic staff, certain curricula, and the system of assessment. In a virtual course, the virtual students can engage in discussions, seminars, debates, simulations, and individual and/or group projects that are similar to ones taking place in a physical university course. Additionally, there is an interaction among the virtual students, instructors and peers by mean of "a computer conferencing system, using tools and software and resources, which may be online (readings, video clips, animations, graphs, spreadsheets, etc.) or in a CD-ROM or simulation software or offline, such as a course textbook" (Harasim, 2000, p. 59).

2.2.2. Advantages and Disadvantages of Online Learning

Online learning offers several advantages. The first of which is the accessibility as the students can participate at any place in the world. For this reason, the students who live in different locations can study in other countries by deciding the most appropriate courses or a degree program and they attain this by staying at their home (Dhull & Sakshi, 2017). The second one is personalised learning. By the help of this advantage, the students can determine and develop their learning styles, contents, aims, current knowledge, and individual skills. Additionally, they feel more motivated and confident and cope with the challenges more easily. Their learning experience and information and communications technology (ICT) skills are personalized and improved. Thirdly, the students' cognitive abilities are developed as the students can reach endless sources of information provided by various online programs at the most admired universities from all around the world. The fourth one is cost-effectiveness. Kelllie and Ferguson (as cited in Dhull & Sakshi, 2017) mention that since online education can be provided at any place, the students do not have to allocate their financial resources to expenditures such as buying books, paying to travel, or spending much money on colleges. Therefore, it costs considerably less than face-to-face learning. The requirements of this type of education consist of access to the necessary computer software and the payment of substantial fees for access to an internet service provider. Fifthly, online learning supports research. For instance, the students can publish their studies or upload them to a website. Sixthly, they can gain basic computer skills which are beneficial for their professional and educational life. The seventh advantage is equal opportunity to all in terms of caste, creed, race, sex, religion, and disability. Online learning is a benefit for learners who live with disabilities and face problems at far places from schools and universities. The eighth one is opportunity of self-pacing. Each individual has various characteristics and competencies. Therefore, they may not finish their work or assignments until the deadline due to some problems. Nevertheless, the students have an opportunity to plan their learning process according to their individual differences without strict time limitations. The final advantage is globalization. The world has become narrower and the people from all over the world have contacted each other by courtesy of the technological developments. Thus, they have a chance to reach, share and use any information (Dhull & Sakshi, 2017).

However, Dhull and Sakshi (2017) also highlight that online learning has some disadvantages. The first disadvantage is poor communication. In online learning, the

students and teacher cannot interact with each other as efficient as face-to-face education. For this reason, the teachers may not establish an effective mutual relationship with their students. More importantly, there might be myriad misunderstandings because of absence of physically sharing the same environment, which might deprive them from the nonverbal clues playing a significant role in effective communication. Secondly, they feel isolated. Although the students can socialize through some social platforms such as WhatsApp, Instagram, or Facebook, they cannot meet their friends in a physical environment in real-time. Hence, they have difficulty in interacting with their peers. Thirdly, the students have less motivation. If students cannot manage their time or procrastinate their instructional responsibilities, they lose their attention while studying and expectedly fail to control the pace. Therefore, these kinds of learners may feel more motivated in traditional educational environment. The fourth one is the lack of funds. Some software programmes require subscription or purchasing costs unaffordable by a great majority of learners, which may be constitute financial obstacles impeding online learning; nonetheless, most universities do not or cannot foresee them. The fifth one is the lack of quality. Some online instructors do not get prepared for the lessons, so this causes the quality of online learning to dramatically decrease. The final disadvantage is poor accessibility in remote areas. Some students do not have a computer and internet connection or even when they have the necessary equipment, there might be some infrastructure problems resulting in poor quality in connection. Moreover, even if they have the necessary equipment, they might not be able to use them appropriately due to the lack of technological literacy.

2.2.3. Studies on Online Education

A considerable amount of literature has been published on perceptions towards the challenges, benefits, and effectiveness of online education. To give an example, Tung (1982) completed a doctoral dissertation about perceptions of instructors and students on the course effectiveness of fully online courses or Web-enhanced courses. The first finding was that instructors had more confidence to design and teach in Web-based courses. The other result showed that instructors who believed that they had enough technology skills and teaching experiences thought that online courses were more effective. Furthermore, the native-English-speaker students thought that online courses were more effective than non-native-English-speaker students.

In 2004, Yang and Cornelius clarified the perceptions of students from two universities and one community college about the quality of online education based on their own online learning experiences. According to findings, the positive experiences might be listed as flexibility, cost-effectiveness, electronic research availability, ease of connection to the Internet, easy navigation of the online class interface, and familiarity with the instructor; whereas, there were also some negative experiences such as delayed feedback from the instructor, unavailable technical support from the instructor, lack of self-regulation and self-motivation, sense of isolation, monotonous instructional methods and poorly-designed online course content.

In another study, the students' perceptions on helpful factors and challenges in online learning experiences were clarified (Song et al., 2004). The findings revealed that the students felt satisfied with the design of the course and time management. Also, they were more comfortable with online technologies. However, the students were less satisfied resulting from a lack of community, having some technical problems, and difficulty in understanding the goals/objectives of the course (Song et al., 2004).

Another study also investigated the students' perceptions of the benefits and challenges in online learning and their suggestions for enhancing the quality of the online MBA program (Kim et al., 2005). One of the results showed that most of the students thought that online learning was "excellent, good, rewarding, effective, satisfied, and enlightening" as they had great satisfaction (Kim et al., 2005, p. 338). This study has also found that the majority of students believed that online learning is flexible. Additionally, they thought that they interacted with their instructors and collaborated with peers more easily in the online learning environment, which was helpful for them to improve virtual teaming skills. However, more than half of them reported that online learning resulted in a decrease in interaction between the teacher and the students and among students. Similarly, most of them stated that online learning had some challenges such as inadequate communication with their friends due to the differences in the time zone and the lack of emotional connection in the online environment. Another challenge was that they had to wait for the online responses when they asked some questions, which might result from delayed feedback by the instructors instead of real-time one. Finally, they suggested that technology such as video conferencing, online chat tools, and PowerPoint presentations should be used to increase their interaction with instructors and peers. They also requested some training about working

in a team in the online environment and more chances to develop entrepreneurship in their online MBA program (Kim et al., 2005).

Similarly, the aim of the study carried out by Young and Norgard in 2006 was to identify students' perceptions and preferences related to online course delivery. Firstly, it was found that the students believed that online course design should be consistent and very structured with predetermined due dates similar to face-to-face courses. Secondly, they reported that the interaction among instructors and students was high. Thirdly, most of the students thought that the course materials were effective, the assignments were fruitful, and the exams managed to evaluate all the course content. Fourthly, the students who had some experience on online learning expressed dissatisfaction with the hours of technical support while the ones taking their first online courses reported more satisfaction with the online technical support sessions. Finally, although over half of them reported that they learned more effectively in face-to-face courses in comparison to online courses, most of them stated that they felt more comfortable in online courses. Moreover, most of them thought that they needed more time to study in online education, and online courses tended to be more difficult than face-to-face courses.

Also, in the same year, in doctoral dissertation by Bowman, the effectiveness and student satisfaction were identified (2006) by evaluating the comments of twelve employees of Department of Defence (DOD), who participated in an online web-based graduate course. This study found that the majority of students were of the idea that online web-based courses were satisfying and enjoyable. Additionally, they stated that they learned better in an online learning environment. They also believed that they had more responsibility in their learning although they thought that using various tools and spending much time were different in online web-based courses in comparison to the face-to-face ones. Moreover, the students believed that these kinds of courses were flexible, and they could interact with the instructors regularly. However, they also mentioned that they usually felt the need for body language and facial expressions to attain a full comprehension provided by the face-to-face interaction. Moreover, most of the students did not believe that the chat room activities were related to real-life experiences. While some of the students liked posting their assignments to an online bulletin board as they shared their opinions and knowledge, some of them felt nervous when everyone saw and read their messages. Finally, they suggested more online collaboration between the students and instructors via e-mail, chat rooms, class folders, coarse folders, and

bulletin boards. They also preferred receiving immediate personal feedback. Furthermore, extra assignments should be given so that the students can study with their friends collaboratively.

In 2008, Filimban conducted a doctoral dissertation on the students' and instructors' perceptions about the effectiveness of online distance learning technology in a sampling of undergraduate courses at Oregon State University in terms of critical pedagogical philosophy. This study found that most of the instructors and students believed that online courses were accessible, flexible, student-centered, and collaborative. However, they thought that online courses caused less face-to-face interactions, more isolation, and more intensity of time. Moreover, the students and the faculty needed more technological skills. The majority of instructors and students thought that online education had no promoting effect on their teaching styles. It was also time-consuming and required clearer instructions and more attention to prepare materials although some of them believed that there were various web sources for practice and assignments. Some of the students mentioned that they had difficulty in understanding some parts of the lessons and complained about the extra assignments. The students suggested that the communication between students and instructors should be improved and that the instructions and assessments ought to be explained in detail. In addition, the interactions on the discussion board should be enhanced. Some instructors also recommended that online platforms should be more intelligible and that the training sessions for the new instructors were also necessary.

In 2010, in his doctoral dissertation, Ke clarified professionals' perceptions towards the effectiveness of online versus FTF Continuing Professional Education (CPE) courses in terms of adult learning: professional knowledge and practice development and technology context link, and a function of their sociocultural and professional contexts. The participants of this study were the professionals employed and trained at the Texas Engineering Extension Service (TEEX) in 2008. This study found that most of the professionals agreed that FTF CPE courses were more effective in promoting Professional Knowledge and Practice than online courses. However, another finding demonstrated that they believed that online CPE courses were more effective in supporting their ability to integrate the knowledge learned with technology context. Generally, they also thought that online CPE courses were less effective than FTF courses. Additionally, the participants recommended that the

interaction should be increased, and blended or hybrid methods should be followed to improve the effectiveness of online and FTF CPE courses.

Similarly, Al-Abdullatif (2012) examined the perceptions of Saudi tertiary instructors and students towards teaching and learning in an online environment and the effectiveness of online learning in his doctoral dissertation. According to the results, firstly, the students thought that online learning was more flexible, convenient, promoting them to be more autonomous learners. Additionally, they believed that online learning made some contributions to their success with the help of the course design and the asynchronous interaction. Instructors thought that online education was appropriate for the students who worked, experienced some family obligations, or lived in distant places, which were among many factors preventing an individual to physically participating FTF courses. Nevertheless, in contrast to the students, the instructors believed that face-to-face instruction was more effective than the online instruction, and the former helped the students get higher grades. Furthermore, online instruction did not have an effect on teaching and working styles except some extra workload during the preparation of online courses. Interestingly, one of the results showed that online education was teacher-centred as the instructors required more pedagogical knowledge to design and transform their traditional courses into their online versions. Finally, the instructor availability to students, social presence and interaction, students' active engagement in discussion and collaboration activities; instructional design aspects of the course (structure, content, resources, materials, availability, and format), clarity of assessment definitions, and the variety of assessment methods, course evaluations and participation in course evaluations, students' techno-literacy level, instructors' technical and pedagogical knowledge, the level of instructor's engagement in professional development activities and training sessions provided for instructors were the issues that should be dealt with to increase the effectiveness of online education.

Dean (2017), in her master thesis, investigated the perceptions and opinions of teachers towards the effectiveness of online education. One of the major findings demonstrated that most of the teachers thought that students had more chances to use technological tools such as Google documents, or YouTube and to attend the lessons whenever and wherever they wanted under the favour of a flexible schedule and individualized instruction that addressed their needs directly. Additionally, the students who were bullied or had negative experiences in a traditional school naturally felt better in the online learning environment. Nonetheless,

the students who did not have enough academic foundation and note-taking skills or could not study independently and set daily learning goals had difficulty in online learning. Most of the teachers thought that they encouraged each other by communicating via phone, email, shared Google Documents or Google Hangouts. Moreover, they did not have to prepare lesson plans, spend more time grading, helping students, and for classroom management. On the other hand, there was an interruption in teacher/student communication as the communication was reliant on electronic communication only when students checked their school email addresses and sent a message to their teacher through Google Hangouts.

2.2.4. Studies on Teaching English in Online Education

There is a relatively small body of literature that is concerned with perceptions on learning English online, the effectiveness of classroom and online discussion on speaking skill, the effects of online learning on student reading achievement test performance, the effectiveness of teaching grammar in introductory journalism writing courses by using hybrid (part online/part classroom) and online grammar instructions, the teachers' and students' preferences for and perceptions towards the effectiveness of online and traditional English composition learning methodologies, the differences in the English language learning outcomes between online students and students who received their classes in traditional face-to-face settings and the roles and competencies of online EFL instructors in an online learning environment.

In concern with writing skills, Nelson prepared her dissertation about the teachers' and students' preferences for and perceptions towards the effectiveness of online and traditional English composition learning methodologies in 2008. The first result illustrated that the students and the teachers had satisfaction with both online and traditional methods as their perceptions were similar. The second finding was that even the students who took traditional classes in English Composition preferred online lessons since online learning was convenient, flexible, accessible, and inexpensive. The third finding was that the teachers believed that they needed to improve their computer skills.

Referring to the general perceptions, Krish and Wong (2009) conducted a study about the learners' perceptions towards the teaching and learning and technology factors of online English language courses at University Tun Abdul Razak, a virtual university in Malaysia. In this virtual university, learning and teaching happened through the mixed mode of FTF,

online, and multimedia environments synchronously or asynchronously. This study found that firstly, most of the students believed that their instructors were good at computer skills. Secondly, they thought that the immediate feedback from the teachers improved their language and study skills. Thirdly, they believed that the Online Language Teaching (OLT) helped them to improve their grammar and do more practice. Fourthly, they thought that their reading skill also developed although writing, listening and speaking skills were limited in their due developments. Interestingly, most of the students stated that the interaction was unimportant as group work was also limited. However, individual work was more convenient and timesaving. Fifthly, the students felt motivated during the OLT by the help of their instructors. Finally, some autonomous students had self-initiated learning since they read some resources to get prepared for the lessons and corrected their peers' work.

In respect of speaking skill, in 2012, Alhabbash wrote his master thesis on the effectiveness of classroom and online discussion of speaking skills of 12th grade students. There were 25 male students in the experimental classroom discussion group, 15 male students in the experimental online synchronous discussion group through video call in Skype, and 25 male students in the control group. The first result showed that discussion in the classroom was an effective technique as the students in the classroom group asked questions, participated in the discussion, made comments, and used various techniques such as pair work, group work, and role play. However, according to the second finding, the online discussion was a more effective technique to improve students' speaking as the teacher used the communicative method more. Using online discussion was more effective to improve vocabulary, grammar, and fluency. For instance, they learned vocabulary subconsciously and use the words in contexts. To teach grammar, the teacher used "the Silent Way," and the discovery learning method instead of lecturing. The students also had a chance to learn from each other. In addition, their fluency was acquired more by speaking freely about a topic in the lessons in the favour of some videos, listening exercises, and toolkit materials.

Concerning the reading skill, Blowers' (2015) doctoral dissertation focussed on the effects of online learning on student reading achievement test performance. Hence, this study aimed at clarifying to what extent, if any, the learning platform, online Odyssey platform versus traditional classroom, and gender affected students' performance on the tenth grade Florida Comprehensive Assessment Test (FCAT) in one Central Florida school district. The most obvious result was that the online learning platform had more advantageous effects on

student performance on the 2013-2014 tenth grade FCAT reading within the tenth grade English courses. Nevertheless, there was no significant difference between the male and female participants.

Another study (Moore & Jones, 2015) investigating the effectiveness of teaching grammar in introductory journalism writing courses by using hybrid (part online/part classroom) and online grammar instructions showed that students did significantly better to learn certain grammar topics in the online course (ran for a four-week period) while they were more successful to learn other topics in the hybrid course (ran for a four-three period). In addition, there was a larger difference between online students' pre-test and post-test scores; however, the students in hybrid courses improved less throughout the semester. It was also found that the students were more responsible for learning grammar skills, understanding and correcting their own grammar mistakes, and restructuring their grammar knowledge through online instruction. The final result demonstrated that students had significantly better attitudes on the writing skills in the hybrid course than the online course as they had face-to-face interaction and received feedback from their instructor in the hybrid model.

Bringing something new in Turkey, Güneş (2017), in her master's thesis, examined the roles and competencies of online EFL instructors in an online learning environment through perceptions of online EFL instructors and students taking online English courses. The lessons were provided by UZEM which included an LMS, one-hour live and interactive virtual class each week in addition to face-to-face practical classes. One of the most important results demonstrated that online education had flexibility in terms of time and place, accessibility for the individuals who coped with disabilities, and a decrease in cost. Moreover, online education made the learners more autonomous. Another significant finding showed that even if there was a video-conferencing platform, the students and the instructors highlighted the lack of "interaction, communication, student engagement, student motivation, getting and giving feedback, utilizing different teaching methods, strategies, activities, and materials, and teaching four basic skills (speaking, writing, reading and listening)" (Güneş, 2017, p. 137). Instructors and students also mentioned that only instructors could speak in online classes while students used only chat application as the method of communicating. For this reason, giving and receiving immediate feedback were deterred. Additionally, the instructors stated that communicative activities were missing, students could not be monitored, could not engage in the learning procedure, and the

comprehension could not be checked. They also emphasized that the online lessons were teacher centred as they had to use the lecturing method mostly due to the lack of interaction. Furthermore, they believed that they needed constant training during the semester. They also thought that their workload increased since the materials designed by some of the instructors were not effective for online education. Finally, the instructors' most important role was acting as the facilitators.

Last but not least, in Chamorro's (2018) doctoral dissertation, the differences in the English language learning outcomes between online students and students who took their classes in traditional face-to-face settings at El Bosque University in Bogota, Colombia were identified. She focused on listening, reading, speaking and writing. Variables were socioeconomic status, instructors, age, duration of the course, attendance, course completion and previous experience with online courses in this study. Touchstone® that had an online and a print version which had equal contents and objectives from Cambridge University Press was used for online learning. Additionally, Blackboard Collaborate and Skype® were utilized for synchronous sessions. According to the results, firstly, the rates of online and face-to-face students' development were different. Secondly, the students in both online and face-to-face classes had difficulty in developing listening skills. Thirdly, the students who took face-to-face classes developed speaking skills more as they had more opportunities to practice than the ones who took online classes. Fourthly, similarly, the students in face-to-face classes improved writing skills more as the ones in online classes had fewer opportunities to practice.

CHAPTER III

METHODOLOGY

This chapter presents the methodology used in the study. The first section discusses the research design and setting. In the following section, participants and sampling procedure are described. Next, participant demographics, data collection method are summarized. The final section presents data analysis and triangulation.

3.1. Research Design

In this study, a descriptive study approach was adopted based on the research aim and research questions. In a descriptive study, "researchers summarize the characteristics (abilities, preferences, behaviors, and so on) of individuals or groups or (sometimes) physical environments (such as schools)" (Fraenkel, Wallen & Hyun, 2012, p. 15). As is the case in descriptive studies, what the students' accomplishments and the physical facilities in a school are, and how teachers, administrators, or parents behave are described (Fraenkel, Wallen and Hyun, 2012, p.15). Similarly, a descriptive study is a research method to illustrate the current phenomena precisely (Atmowardoyo, 2018, p. 198).

A descriptive study may consist of both quantitative and qualitative studies. (Atmowardoyo, 2018, p. 198). In the quantitative study, a theory is reinforced or refuted with proofs and hypotheses. The data is analyzed statistically and explicitly by using some formulations (Atmowardoyo, 2018, p. 197). Dörnyei also defines quantitative study as "research that includes numerical data which is analysed by statistical methods" (2007, p.24). To give an example, a questionnaire is conducted, and the results are analysed by statistical software (Dörnyei, 2007, p. 24). On the other hand, Atmowardoyo states that an essential theory is brought to light in the qualitative study. The data were analyzed by means of "coding, comparison, integration, triangulation, and interpretation" implicitly (2018, p.197). Likewise, the recorded open-ended, non-numerical data which are transcribed are analysed

by content analysis (Dörnyei, 2007, p.24). In view of the descriptive study, both quantitative and qualitative data were analysed in integration to gain deeper insight into the perceptions of low- and high-level students towards online and face-to-face grammar learning, the perceptions of high- and low-level students' EFL instructors towards online and face-to-face grammar teaching.

3.2. Research Setting

The study was conducted at a foundation university in Ankara, Turkey, whose English Preparatory Program has been accredited by Pearson Assured. The students' levels are determined according to the results of a proficiency test administered at the beginning of the term. As a result, the students who get low marks are called Alpha level students while the ones who have high marks are the students at Bravo level. The number of students in a classroom changes in the range of 22 and 25.

Alpha Level	Bravo Level
• Speak Out Starter (only five units were covered) • New Language Leader Elementary • New Language Leader Pre-intermediate • New Language Leader Intermediate • the booklets related to the coursebook • reading booklet • listening booklet • the worksheets • games prepared by the instructors	• New Language Leader Elementary • New Language Leader Pre-intermediate • New Language Leader Intermediate • the booklets related to the coursebook • reading booklet • listening booklet • the worksheets • games prepared by the instructors

Figure 1: Distribution of Course Materials

As the lesson materials, the coursebooks published by Pearson were utilized in the Alpha and Bravo classes. However, Bravo students did not cover the book called Speak Out Starter and its workbook. So, they start the term with New Language Leader Elementary Coursebook. In the English Preparatory Program, the 2019-2020 academic year consisted of 2 periods, face-to-face education (FTFE) and online education (ONED), respectively.

FTFE in the First Period

Level	Class hours (weekly)	Coursebooks	Assessment	Assignments
Alpha	20 + 8 + 2 ● 20 hours with main course instructor ● 8 hours with supporter instructor ● 2 hours with native speaker instructor	● Speak Out Starter (a five-unit coursebook) ● New Language Leader Elementary ● New Language Leader Pre-intermediate (only the first 8 units) ● listening booklet	● portfolio (7 writing tasks + 9 speaking tasks) ● 2 end of course tests ● Reflections ● Presentation ● 3 progress tests (listening, structure, vocabulary and reading) ● 3 full tests (listening, structure, vocabulary, reading and writing) ● 1 spoken assessment ● In-class participation	● the homework assigned by instructors ● New Language Leader Online Homework ● English Central

Figure 2: Distribution of Class Hours, Coursebooks, Assessment and Assignments for Alpha Level in FTFE in the First Period

In the first period of Alpha level, during the FTFE, the Alpha students had 30 hours of English lessons in a week, and the students had 6 hours for each instructional day. The lessons were provided by three instructors. The main course instructor taught English for 20 hours, the supporter instructor taught for 8 hours, and the native speaker instructor had speaking lessons for 2 hours each week. As can be seen in Figure 2, during the 16 weeks of instruction, the assigned units were completed. The students were assessed through the instruments given in Figure 2. Lastly, they were supposed to hand in three types of assignments.

Level	Class hours (weekly)	Coursebooks	Assessment	Assignments
Bravo	14 + 8 + 2 ● 14 hours with main course instructor ● 8 hours with supporter instructor ● 2 hours with native instructor	● New Language Leader Elementary ● New Language Leader Pre-intermediate (only the first 8 units) ● listening booklet	● portfolio (7 writing tasks + 9 speaking tasks) ● 2 end-of-course tests ● Reflections ● Presentation ● 3 progress tests (listening, structure, vocabulary and reading) ● 3 full tests (listening, structure, vocabulary, reading and writing) ● 1 spoken assessment ● In-class participation	● the homework assigned by instructors ● New Language Leader Online Homework ● English Central ● Achieve 3000

Figure 3: Distribution of Class Hours, Coursebooks, Assessment and Assignments for Bravo Level in FTFE in the First Period

In the first period of Bravo level, during FTFE, the Bravo students had 24 hours of English lessons in a week. So, they had 5 hours in a day; however, they had 4 hours on Friday. The lessons were given by three instructors. The main course instructor taught English for 14 hours, the supporter instructor taught for 8 hours, and the native speaker instructor had speaking lessons for 2 hours each week. Figure 3 shows that during the 16 weeks of instruction, the assigned units were completed. The assessment of the students was undertaken with portfolio, tests, presentation, reflections, and in-class participation. Finally, the students were given four types of assignments.

FTFE in the Second Period

Level	Duration	Class hours (weekly)	Coursebooks	Assessment	Assignments	ESP Courses for Engineering and Business Departments
Alpha	5 weeks	28 hours	● last 4 units in New Language Leader Pre-intermediate ● the first 3 units in New Language Leader Intermediate ● the exercises related to the units in the booklets, ● the GRFT lessons from 1 to 9 in the listening booklet ● and the skills from 1 to 5 in the reading booklet	● portfolio (2 writing tasks + 3 speaking tasks) ● Book review ● 1 progress test (listening, structure, vocabulary and reading) ● 1 end of course test (listening, structure, vocabulary, reading and writing) ● In-class participation	● the homework which the instructors gave ● New Language Leader Online Homework ● English Central	● 4th hour on Friday

Figure 4: Distribution of Class Hours, Coursebooks, Assessment and Assignments for Alpha Level in FTFE in the Second Period

The second term was separated into two periods as face-to-face education and online education with the onset of the COVID-19 pandemic. In this period, which started with the FTFE and lasted 5 weeks, the Alpha students took 28 hours of English lessons. They had 6 hours in a day, but they had 4 hours on Fridays. As shown in Figure 4, the assigned units in the coursebooks were completed. In addition to the tests, book review, and in-class participation, the students were assessed utilizing their portfolios in which they shared 2 writing tasks and 3 speaking tasks with their instructors through e-mail, Google Classroom or drive. They also completed three types of assignments. Besides, there were ESP lessons for engineering and business departments in the 4th hour on Fridays.

Level	Duration	Class hours (weekly)	Coursebooks	Assessment	Assignments	ESP Courses for Engineering and Business Departments
Bravo	5 weeks	24 hours	● last 4 units in New Language Leader Pre-intermediate ● the 3 units in New Language Leader Intermediate ● the exercises related to the units in the booklets, ● the GRFT lessons from 1 to 9 in the listening booklet ● and the skills from 1 to 5 in the reading booklet	● portfolio (2 writing tasks + 3 speaking tasks) ● Book review ● 1 progress test (listening, structure, vocabulary and reading) ● 1 end of course test (listening, structure, vocabulary, reading and writing) ● In-class participation	● the homework which the instructors gave ● New Language Leader Online Homework ● English Central ● Achieve 3000	● 4th hour on Friday

Figure 5: Distribution of Class Hours, Coursebooks, Assessment and Assignments for Bravo Level in FTFE in the Second Period

In the second period which started with the FTFE and lasted 5 weeks, the Bravo students took 24 hours of English lessons. They had 5 hours in a day, but they had 4 hours on Fridays. Figure 5 presents that the assigned units in the coursebooks were completed. In addition to the tests, book review, and in-class participation, the students were assessed by the help of their portfolios in which they shared 2 writing tasks and 3 speaking tasks with their instructors through e-mail, Google Classroom or drive. They also carried out three types of assignments. Additionally, there were ESP lessons for engineering and business departments in the 4th hour on Fridays.

ONED in the Second Period

After 5 weeks, the students went on a short holiday for 1 week because of the Covid-19. Then the online education started on the 23rd of March 2020. The online education lasted 13 weeks. All the units were shared with the instructors so that they could prepare some materials like PPTs and worksheets for the OE.

1st Week in ONED in the Second Period

In the first week, the Alpha students had 1 hour of English lesson and 2 hours of speaking lessons with the native speaker teacher; however, the bravo students had 1 hour of English lesson and 1 hour of speaking lessons with another native speaker teacher. On Monday, the instructors held a pilot Skype meeting with the students in order to evaluate whether the performance level of Skype was satisfactory. Then, the instructors explained the meeting process to the students. On Tuesday, the instructors gave feedback for reading and listening booklet homework and answered the questions with which the students had difficulties. On Wednesday, they gave speaking task feedback. They made an overall comment and discussed the students' mistakes as a class. On Thursday, they gave feedback for the writing task by mentioning some common mistakes. On Friday, they conducted a question/answer session. This was done only with the students who have some questions about grammar, reading, listening, etc. It was not a whole class Skype meeting. After the 1st week, the students had 3 hours of online instruction each day.

2nd Week in ONED in the Second Period

(30 March- 4 April, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50	NLL 4.1	NLL 4.2	NLL 4.3	NLL 4.4	NLL 4.5 Revision&Unit Tests	EC U4 NLL ONLINE U4 A3000 (Feedback on Friday)
	GRFT-READING Feedback	LISTENING Feedback	SPEAKING Feedback	WRITING Feedback	GRAMMAR Feedback	
Async.Program	SKILL 7 REVIEW SKILL 7	GRFT-LESSON 10-12	Alone Task 2	Advantage- Disadvantage Essay	STEP UP U4 IN CLASS UT4 GR PPTs	

Figure 6: Distribution of the Programme for the 2nd Week

Figure 6 presents that in the second week, unit 4 in New Language Leader Intermediate Coursebook, Skill 7 in the reading booklet, and lessons 10-12 in the listening booklet were

covered. One module in the 4th Unit had to be completed every day. The feedback was given for assignments related to each skill. Besides the reading texts, listening exercises, speaking and writing tasks, the Alpha students were supposed to do the exercises in English Central Unit 4 and New Language Leader Online Unit 4 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 4 as homework. The asynchronous program included some assignments such as reading texts, listening exercises, speaking and writing tasks.

3rd Week in ONED in the Second Period

(6 April- 10 April, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50	NLL 5.1	NLL 5.2	NLL 5.3	NLL 5.4	Revision&Unit Tests Green Toefl Skill 1	EC U5(Sunday) NLL ONLINE U5 (Sunday) A3000
	GRFT-READING Feedback	LISTENING Green Toefl Skill 1 Feedback	SPEAKING Feedback	WRITING Feedback	GRAMMAR Feedback	
Async.Program	SKILL 8 REVIEW SKILL 8	LISTENING SKILL 13-15	Alone Task 3	For and Against Essay	STEP UP U5 IN CLASS UT5	

Figure 7: Distribution of the Programme for the 3rd Week

Figure 7 shows that in the third week, Unit 5 in New Language Leader Intermediate Coursebook, Skill 8 in the reading booklet, and lessons 13-15 in the listening booklet were completed. One module except for the 5th one in the 5th Unit had to be covered every day. The feedback was given for assignments related to each skill. Besides the reading texts, listening exercises, speaking and writing tasks, the Alpha students were supposed to do the exercises in English Central Unit 5 and New Language Leader Online Unit 5 while the Bravo students had to cover the exercises in A3000 and New Language Leader Online Unit 5 as homework. The asynchronous program included some assignments such as reading texts, listening exercises, speaking and writing tasks.

4th Week in ONED in the Second Period

(13 April- 17 April, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50	NLL 6.1	NLL 6.2	NLL 6.3	NLL 6.4	Revision&Unit Test MID-COURSE Test	EC U6(Sunday) NLL ONLINE U6 (Sunday) A3000
	GRFT-READING Feedback	LISTENING Green Toefl Skill 2 Review Skill 1-2	SPEAKING Feedback	STEP UP U6 Feedback	Green Toefl Structure Skill 2 & Exercises (1-2)	
Async.Program	SKILL 9 REVIEW SKILL 9		U4-Pair Task	STEP UP U6	IN CLASS UT6	

Figure 8: Distribution of the Programme for the 4th Week

As can be seen in Figure 8, in the fourth week, Unit 6 in New Language Leader Intermediate Coursebook, Skill 9 in the reading booklet, and the listening exercises in the Green TOEFL booklet were covered. One module except for the 5th one in the 6th Unit had to be covered every day. The feedback was given for assignments related to each skill. As well as the reading texts, listening exercises, speaking and writing tasks, the Alpha students were supposed to do the exercises in English Central Unit 6 and New Language Leader Online Unit 6 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 6 as homework. The asynchronous program included some assignments such as reading texts, listening exercises, speaking and writing tasks.

5th Week in ONED in the Second Period

(20 April- 24 April, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	NLL 7.1	NLL 7.2	NLL 7.3	Official Holiday	NLL 7.4	EC U7(Sunday) NLL ONLINE U7 (Sunday) A3000
	GRFT-READING SKILL 11 REVIEW SKILL 11	GRFT-LISTENING Skill 3-4	GRFT: Structure Skill 3		STEP UP U7 UT7	
			13:00-13:30 ESP Course			
Async.Program	SKILL 10 REVIEW SKILL 10		A well-developed Essay (Individual Feedback for writing)		(STEP UP U7 UT7)	

Figure 9: Distribution of the Programme for the 5th Week

As shown in Figure 9, in the fifth week, Unit 7 in New Language Leader Intermediate Coursebook, Skill 10 in the reading booklet, and the listening exercises in the Green TOEFL booklet were finished. One module except for the 5th one in the 7th Unit had to be covered

every day. In addition to the reading texts, listening exercises, and writing tasks, the Alpha students were supposed to do the exercises in English Central Unit 7 and New Language Leader Online Unit 7 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 7 as homework. The asynchronous program included some assignments such as reading texts and a writing task.

6th Week in ONED in the Second Period

(27 April- 01 May, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	NLL 8.1	NLL 8.2	NLL 8.3	Posttest Feedback STEP UP U8 UT8	Official Holiday	EC U8(Sunday) NLL ONLINE U8 (Sunday) A3000
	GRFT-READING Skill 12 Review Skill 12	GRFT-LISTENING Review Skill 1-4 Skill 5	GRFT: Structure Skill 4 Toefl Review 1-4	Online Progress Test 1		
			13:00-13:30 ESP Course Week 2			
Async.Program				(STEP UP U8 UT8)		

Figure 10: Distribution of the Programme for the 6th Week

Figure 10 illustrates that in the sixth week, unit 8 in New Language Leader Intermediate Coursebook, Skill 12 in the reading booklet, and the listening exercises in the Green TOEFL booklet were finished. One module except the 4th and 5th ones in the 8th Unit had to be covered every day. The students had the first online progress test. As homework, the Alpha students were supposed to do the exercises in English Central Unit 8 and New Language Leader Online Unit 8 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 8.

7th Week in ONED in the Second Period

(04 May- 10 May, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	NLL 9.1	NLL 9.2	NLL 9.3	NLL 9.4	STEP UP U9 UT9	EC U9(Sunday) NLL ONLINE U9 (Sunday) A3000
	GRFT-READING TOEFL Practice 1-2	GRFT-LISTENING Skill 5-6 &Review Skills	GRFT: Structure Skill 5-6 & Review Skills	Online Progress Test 2	Spoken Assessment Practice	
			13:00-13:30 ESP Course Week 2			
Async.Program					(STEP UP U9 UT9)	

Figure 11: Distribution of the Programme for the 7th Week

Figure 11 shows that in the seventh week, unit 9 in New Language Leader Intermediate Coursebook, TOEFL Practice 1-2 in the reading booklet, and the listening exercises in the Green TOEFL booklet were finished. One module except for the 5th one in the 9th Unit had to be covered every day. The students took the second online progress test. Furthermore, spoken assessment practice was initiated. As homework, in addition to the speaking task, the Alpha students were supposed to do the exercises in English Central Unit 9 and New Language Leader Online Unit 9 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 9.

8th Week in ONED in the Second Period

(11 May- 15 May, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	NLL 10.1	NLL 10.2	NLL 10.3	NLL 10.4	STEP UP U10 UT10	EC U10(Sunday) NLL ONLINE U10 (Sunday) A3000
	GRFT-READING TOEFL Practice 3-4	GRFT-LISTENING Skill 7-8	GRFT: Structure Skill 7-8 & Review Skills	Online Progress Test 3 & Feedback Session		
	Speaking Practice		ESP Course Week 4			
Async.Program	PROFICIENCY PRACTICE 1					

Figure 12: Distribution of the Programme for the 8th Week

As can be seen in Figure 12, in the eighth week, unit 10 in New Language Leader Intermediate Coursebook, TOEFL Practice 3-4 in the reading booklet, and the listening exercises in the Green TOEFL booklet were finished. One module except for the 5th one in the 10th Unit had to be covered every day. The students had the third online progress test. Furthermore, spoken assessment practice continued. As homework, in addition to the writing task and proficiency practice 1, the Alpha students were supposed to do the exercises in English Central Unit 10 and New Language Leader Online Unit 10 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 10.

9th Week in ONED in the Second Period

(18 May- 22 May, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	NLL 11.1	Official Holiday	NLL 11.2	NLL 11.3	NLL 11.4 (112 Only)	EC U11(Sunday) NLL ONLINE U11 (Sunday) A3000
	GRFT-READING TOEFL Practice 5-6		GRFT: Structure Skill 9-10 & Review Skills	Online Progress Test 4 & Feedback Session	STEP UP U11 UT11	
	Speaking Practice		ESP Course Week 5			
Async.Program	PROFICIENCY PRACTICE 2					

Figure 13: Distribution of the Programme for the 9th Week

Figure 13 illustrates that in the ninth week, unit 11 in New Language Leader Intermediate Coursebook, TOEFL Practice 5-6 in the reading booklet, and the listening exercises in the Green TOEFL booklet were finished. One module except for the 5th one in the 11th Unit had to be covered every day. On Thursday, the fourth online progress test was done after the 3rd module and the instructors gave the feedback. On Friday, half of the 4th Module, the general revision of the unit and the structure were done. As the assignment, in addition to the writing and speaking tasks and proficiency practice 2, the Alpha students were supposed to do the exercises in English Central Unit 11 and New Language Leader Online Unit 11 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 11.

10th Week in ONED in the Second Period

(25 May- 29 May, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	HOMEWORK
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	Ramadan Festival	Ramadan Festival	NLL 12.1	NLL 12.2	NLL 12.3	EC U11(Sunday) NLL ONLINE U11 (Sunday) A3000
			GRFT: Structure Skills 11-12	Online Progress Test 5 & Feedback Session		
			ESP Course Week 6		Speaking Practice	
Async.Program	PROFICIENCY PRACTICE 3					

Figure 14: Distribution of the Programme for the 10th Week

Figure 14 presents that in the tenth week, Unit 12 in New Language Leader Intermediate Coursebook, was finished. One module except the 4th and 5th ones in the 12th Unit had to be covered every day. On Wednesday, the exercises of eleventh and twelfth skills in the structure part in the Green TOEFL booklet were completed after each grammar item was revised. On Thursday, the fifth online progress test was done after the 2nd module and then the instructors gave the feedback. As the assignment, in addition to the writing and speaking tasks and proficiency practice 3, the Alpha students were supposed to do the exercises in English Central Unit 12 and New Language Leader Online Unit 12 while the Bravo students had to finish the exercises in A3000 and New Language Leader Online Unit 12.

11th Week in ONED in the Second Period

(01- 05.06, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sync. Program **10:00-10:50** **11:00-11:50** **12:00-12:50** **13:00-13:30**	Step up Unit 12/UT12	GRFT-READING Booklet TOEFL Practice 7-10	GRFT: **Complete Test 1** Listening (First 30 questions) & Feedback	GRFT: **Complete Test 1** Structure (40 questions)	GRFT: **Complete Test 1** Reading &Feedback (First 30 questions)
	GRFT: Structure Skill 13 Toefl/Review Exercise	GRFT: Structure Skill 16-17	GRFT: Structure Skill 18 Toefl/Review Exercise	GRFT: CT1 Structure Feedback	GRFT: Structure Skill 19-20 Toefl/Review Exercise
	GRFT: Structure Skill 14-15 Toefl/Review Exercise	Mock Exam 1:Writing	Mock Exam 1:Listening & Feedback	Mock Exam 1:Structure & Feedback	Mock Exam 1:Reading & Feedback
	Speaking Practice		ESP Course Week 7		
Async.Program	PROFICIENCY PRACTICE 4 STRUCTURE PRACTICE 1-2				

Figure 15: Distribution of the Programme for the 11th Week

Figure 15 shows that in the eleventh week, on Monday, before the speaking practice, the revision and unit test of Unit 12, the exercises of thirteenth, fourteenth, and fifteenth skills in the structure part in the Green TOEFL booklet were completed after the grammar item was revised. The students had the first online writing, listening, structure, and reading exams. As the assignment, both the Alpha and the Bravo students needed to do the writing and speaking tasks, proficiency practice 4, and structure practice 1-2.

12th Week in ONED in the Second Period

(08- 12.06, 2020)	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Sync. Program 10:00-10:50 11:00-11:50 12:00-12:50 13:00-13:30	GRFT: Structure Skill 21-22-23 Toefl/Review Exercise	GRFT: Structure Skill 24-25 Toefl/Review Exercise	GRFT: **Complete Test 2** Listening (First 30 questions) & Feedback	GRFT: **Complete Test 2** Structure (40 questions)	GRFT: **Complete Test 2** Reading &Feedback (First 30 questions)
	GRFT: Structure Skill 21-22-23 Toefl/Review Exercise Cont.	GRFT-READING Booklet TOEFL Practice 23-25	GRFT-READING Booklet TOEFL Practice 26-27	GRFT: CT2 Structure Feedback	Writing Feedback
	GRFT-READING Booklet TOEFL Practice 20-22	Mock Exam 2:Writing	Mock Exam 2:Listening & Feedback	Mock Exam 2:Structure & Feedback	Mock Exam 2:Reading & Feedback
	Speaking Practice		ESP Course Week 8		
Async.Program	PROFICIENCY PRACTICE 5 STRUCTURE PRACTICE 3-5				

Figure 16: Distribution of the Programme for the 12th Week

As shown in Figure 16, in the twelfth week, TOEFL practice 20-22 in the reading booklet, the exercises of twenty-first, twenty-second, and twenty-third skills in the structure part in Green TOEFL booklet, TOEFL practice 23-25 in the reading booklet, the exercises of twenty fourth and twenty-fifth skills in the structure part in Green TOEFL booklet were finished. The students took the second online writing, listening, structure, and reading exams. As the assignment, both the Alpha and the Bravo students needed to do the writing and speaking tasks, proficiency practice 5, and structure practice 3-5.

3.3. Participants

Fourteen instructors working at a foundation university in Ankara and one hundred and fifty-eight students studying at the preparatory school of the same university participated in the quantitative study; nevertheless, the interviews were held with eight instructors, one coordinator, and fifteen students.

In the quantitative study, 43 high level, 115 low level students (LLS) participated. 66 of the LLS were male, 49 of them were female while 21 of HLS were male, and 22 of them were female. Most of the low- and high-level students are 19 years old. Nearly all of the low- and high-level students have not taken any online courses before. The low- and high-level students' departments are Electrical and Electronics Engineering, Aviation Management, Computer Engineering, Aeronautical Engineering, Astronautical Engineering, Industrial Engineering, Mechanical Engineering, Logistics Management, Management, Flight Training, and Mechatronics Engineering.

The quantitative data was obtained by 5 instructors teaching English to high level students (HLS) and 9 instructors who taught English to LLS. 7 of the low-level students' instructors (LLSI) were female, 2 of them were male. 4 of the high-level students' instructors (HLSI) were female, and 1 of them was male. Many of the low-level students' instructors are 30 years old while most of the high-level students' instructors are 28 years old. Mostly, the low- and high-level students' instructors have not taught any online courses before. Many of the low- and high-level students' instructors have bachelor's degrees although some of them have master's degrees or doctoral degrees. Generally, most of the instructors have taught at a university for 1-5 years and have not participated in any conferences, training, or seminars related to online education.

In the qualitative study, 8 low level students and 7 high level students were interviewed. 3 of low-level students were female while 5 of them were male. 5 of high-level students were male, and 2 of them were female. Most of the low- and low-level students are 19 years old. Most of the low-level students have experienced online education in their lives; however, none of the high-level students have attended any online courses in their educational lives. The departments of the students are Aviation Management, Mechatronics Engineering, Industrial Engineering, Logistics Management, Electrical and Electronics Engineering, Aeronautical Engineering, Astronautical Engineering, and Mechanical Engineering.

From the instructors who were chosen for the interview, 4 female instructors gave online lessons to high level students; nevertheless, 1 of the instructors who had online classes to low level students was male and 3 of them were female. The low-level students' instructors' ages are 29, 30, 32, 34 while the high-level students' instructors are 27, 28, 29, and 31. None of the low- and high-level students' instructors have taught any online courses during their careers. Half of the low- and high-level students' instructors have bachelor's degrees; nevertheless, 50% of them have a master's degree. Almost all of the instructors have 1-5 years of teaching experience at a university. Nearly none of the instructors have taken part in any seminars, training, or conferences about online education before.

Additionally, the researcher made an interview with the coordinator who is 32 years old, has an MA degree, has been teaching at a university for 7 years, has not had any experience of online education before, and has participated in some seminars that were given at Hacettepe University.

3.3.1. Sampling Procedure

For the quantitative part of the study, convenience sampling was the most suitable sampling method. For the study, this type of sampling is preferred. The first reason is that the participants own the basic qualities. The second reason is that it is practical in terms of time, accessibility, and volunteers (Dörnyei, 2007). In other words, "a convenience sample is a group of individuals who conveniently available for study" (Frankel, Wallen, & Hyun, 2012, p. 99). Hence, as many students and instructors who were working at the same university as possible were targeted as the sample group of the questionnaires. For this reason, all of the instructors except one of them and 158 students at the same preparatory school at the foundation university responded to the questionnaires.

To determine the participants of the qualitative study, both purposive and criterion samplings were preferred because a qualitative study should describe the setting, events, participants, and procedures, so it has to be appropriate for the purposes, as Dörnyei (2007) mentioned. Likewise, "based on previous knowledge of a population and the specific purpose of the research, investigators use personal judgment to select a sample" (Frankel, Wallen, & Hyun, 2012, p. 100). Additionally, the criteria that were determined before the research was selecting the only students who attended the online lessons regularly and had the lowest and highest-grade point averages. Correspondingly, the 15 voluntary students who had the lowest

and highest-grade point averages and attended the online lessons regularly were chosen by checking the attendance sheets and asking the instructors concerning the aim of this study. Similarly, the preference for willing eight instructors who gave English lessons to the students who had the lowest and highest grades and attended the online lessons regularly was given for the interview to identify if the instructors' perceptions would depend on their students' success.

3.4. Data Collection

In this descriptive study, both quantitative and qualitative data were obtained. The most employed data collection tool for quantitative studies is the Likert scale that shows the extent to which participants agree or disagree with the given constructs (Dörnyei, 2007). Similarly, "the popular Likert scale (strongly agree to strongly disagree) illustrates a scale with theoretically equal intervals among responses" (Creswell, 2013, p. 167). For this reason, in this descriptive study, the Likert scales were prepared by the researcher in consideration of the literature to collect the quantitative data.

Dörnyei mentions that for qualitative studies, semi-structured interviews including the "pre-prepared guiding questions and prompt" and supports the interviewee to give more details are carried out most. Specifically, Creswell (2013, p. 205) states that in qualitative research, general interviews or observations are employed. The qualitative data are collected with open-ended questions that are designed by the researcher (Creswell, 2013, p. 205). Thus, the semi-structured interviews were conducted with the willing instructors and the students who were chosen according to the purposive and criterion samplings.

3.4.1. Data Collection Method

In regard to quantitative data collection, two questionnaires were utilized in parallel with the aims of this study. The questionnaires consisted of 4 parts and included 30 items. In the first part of the questionnaire for the instructors, there were some questions about demographic information such as gender, age, the most recent education degrees, university teaching experience, the level of the courses taught, any previous experience in online teaching, and training about online education. The second part containing 4 items were related to the role of grammar. The participants chose the appropriate option to show the extent of their agreement or disagreement. In the third part, there were 6 questions about grammar teaching

techniques and 7 questions about grammar activities in face-to-face education. The instructors needed to choose the extent of their frequency. Lastly, in the fourth part, there were 6 questions about grammar teaching techniques and 7 questions about grammar activities in online education. The instructors chose the extent of their frequency and could make some comments or gave feedback at the end of the questionnaire. Similarly, in the first part of the questionnaire for the students, there were some questions about demographic information such as gender, age, level, department, any previous experience in online learning. The second part containing 4 items was related to the role of grammar. The participants were expected to choose the appropriate option showing the extent of their agreement or disagreement. In the third part, there were 6 questions about grammar teaching techniques and 7 questions about grammar activities in face-to-face education. The students were supposed to choose the extent of their frequency. Finally, in the fourth part, there were 6 questions about grammar learning techniques and 7 questions about grammar activities in online education. The students decided the extent of their frequency and made some comments or shared their opinions at the end of the questionnaire.

As for the qualitative data collection, 10 semi-structured questions were administered to the instructors and the students. The semi-structured questions were divided into 2 parts. In the first part, there were questions to gather instructors' demographic information such as gender, age, the latest education, university teaching experience, the level they gave education, experience in online teaching, and training about online education. In the second part, there were 10 basic questions related to the role of grammar, the techniques for teaching both the structure and function in online and face-to-face education, grammar activities that were used in online and face-to-face education, the benefits and challenges of online education and the suggestions. Likewise, the first part of students' semi-structured questions comprised of their demographic information such as gender, age, level, department, experience in online learning. In the second part, there were 8 basic questions related to the role of grammar, the techniques for learning both the structure and function in online and face-to-face education, grammar activities that were preferred in online and face-to-face education, the benefits and challenges of online education and the suggestions.

3.4.2. Data Collection Procedure

In order to ensure appropriateness and content validity, the questionnaires and the interview questions prepared by the researcher were sent to three language experts who were working

at English Language Teaching Department at Gazi University and have been teaching several language skills and grammar. One of the experts suggested the Likert options be changed into “strongly disagree, disagree, undecided, agree, and strongly agree” in the first part related to the role of grammar, and in the other parts of the questionnaires, the Likert options should be “never, rarely, sometimes, often and always”. Additionally, the other expert advised the researcher that some items which represent teaching the function of grammar should be added in the part about grammar teaching techniques in the questionnaire and interview questions.

After the necessary changes were made by consulting the supervisor, the translation and back-translation method was followed to ensure that there were no misunderstandings between the Turkish and English versions of the students’ questionnaire (Erten, 2015, p.49). Firstly, the English version was translated into Turkish by five English teachers. Secondly, Turkish version was translated by five different English teachers. Finally, one expert who graduated from the science of translation department at Boğaziçi University, was studying for her master’s degree and was working as an instructor at a foundation university in Ankara compared all of the translations and decided the most appropriate Turkish version that was the most semantically equivalent to the original one.

Next, a pilot study was conducted to evaluate the reliability of the measurement instruments. The questionnaires were prepared by using Google Forms. The data were collected from 50 ELT instructors and 38 students at the preparatory schools at various universities where the grammar was taught synchronously. In order to verify reliability, interviews were piloted with 2 instructors and 3 students at the university where the main study would be done, but the volunteers in the pilot study did not participate in the main study.

The reliability of the questionnaires was measured with IBM SPSS 20. The reliability of four items about feelings in both instructors’ and students’ questionnaires were lower than 0.7, so these items were omitted. In the students’ questionnaire, the second part consisted of 4 items and is related to the role of grammar. The reliability of this part was 0.67. In the third part, there were 6 items about grammar teaching techniques and 7 items about grammar activities in face-to-face education, and the reliability was measured as 0.88. The reliability of the fourth part which contained 6 items about grammar teaching techniques and 7 items about grammar activities in online education was 0.91. In the instructors’ questionnaire, the second part comprised of 4 items and was related to the role of grammar. The reliability of the second part was 0.76. In the third part, there were 6 items about grammar teaching

techniques and 7 items about grammar activities in face-to-face education, and the reliability was measured as 0.76. The reliability of the fourth part which contained 6 items about grammar teaching techniques and 7 items about grammar activities in online education was 0.72.

After the completion of the pilot studies, the questionnaires prepared by using Google Forms were sent via WhatsApp groups or e-mail addresses. The participants had one week to complete the questionnaires and submit them. When the quantitative data were delivered, they were analysed with IBM SPSS 20.

At the beginning of the procedure, firstly, the researcher prepared the questionnaires and semi-structured interview questions. Secondly, three experts shared their opinions about the items in the questionnaires and the interview questions. Then, the researcher made the necessary changes after the supervisor approved. Next, the pilot study was completed, and the reliabilities were measured. After that, the collection of the qualitative data was initiated. At first, the researcher sent some WhatsApp messages to the participants to explain the study and to give some information about the procedure. Later, the dates were arranged to do the interviews. The participants and the researcher met in an online platform called Zoom by reason of the coronavirus and social distancing. The interviews were recorded with the informed consents of the participants. During the interview, the students, coordinator, and the instructors at the preparatory school at a foundation university answered 8 semi-structured questions related to the role of grammar, feelings about learning grammar online and face-to-face, the techniques for learning both the structure and function in online and face-to-face education, grammar activities that were preferred in online and face-to-face education, the benefits and challenges of teaching grammar in online education and the suggestions. Finally, the content analyses of the interviews were done to analyse the qualitative data.

3.4.3. Triangulation

In this descriptive case study, the data were collected from different sources namely teachers, one coordinator, and students, the analysis of which was conducted by triangulation method meaning "supporting the data by collecting from different sources" (Creswell, 2012, p.259). The various types of data comprised the perceptions of teachers, students, and the coordinator. Additionally, "triangulation involves using different methods and/or types of data to study the same research question" (Fraenkel, Wallen & Hyun, 2012, p. 559). For this

reason, in this study, different instruments such as questionnaires and interviews which included various types of data were also used in order to maintain the triangulation. Finally, the results that were found both in the quantitative and in the qualitative data which were collected from different participants such as teachers, students, and the coordinator were compared in terms of their perceptions towards learning grammar in FTFE and ONED.

3.5. Data Analysis

Descriptive statistics show "general tendencies in the data (mean, mode, median), the spread of scores (variance, standard deviation, and range), or a comparison of how one score relates to all others (z scores, percentile rank)" (Creswell, 2012, p. 182). Also, describing the information contained many scores with just a few indices, such as the mean and median is the main advantage of descriptive statistics (Fraenkel, Wallen & Hyun, 2012, p. 187). Thus, SPSS was used to analyze the quantitative data and to indicate how the general perceptions change based on level. Creswell (2012) states that when the statistical results are obtained, the researchers discuss them in tables and figures that demonstrate the variables and statistical information before they explain the results in detail (pp.195-196). For this reason, some tables and figures were compiled for each part of the questionnaires.

The content analysis helps the researchers describe an issue or a topic (Fraenkel, Wallen & Hyun, 2012, p. 480). According to Creswell, in qualitative analysis, firstly, the files should be organized as a lot of information is collected from the interviewees (2012, p. 238). Then it is vital to transform the voice recordings into words for content analysis. Another step is to formulate the themes (Fraenkel, Wallen & Hyun, 2012, p. 480) before analysing by using colour coding which is a method to divide and classify the explanations (Creswell, 2012, pp. 239-243). Accordingly, in this study, firstly, the students' and instructors' recordings were categorized in terms of their levels. Secondly, after the transcriptions were completed, the researcher read the documents to find the codes and used the "new comment" part in the word files to write the codes near the data. Concerning validity and reliability, an instructor who was working at a foundation university and was studying at English Language Teaching Ph.D. Program at Hacettepe University checked over the coding. As everything was appropriate, the researcher started to describe the findings. The narrative discussion that is "a written passage in a qualitative study in which authors summarize, in detail, the findings from their data analysis" is the main way to illustrate and explain the results (Creswell, 2012,

p. 254). Additionally, the participants' quotes about their experiences or opinions in the interview data ought to be added to support the qualitative results (Creswell, 2012, p. 257). Identically, the researcher described and discussed the findings in the qualitative data narratively. She also gave the quotes to indicate some evidence.

CHAPTER IV

RESULTS AND DISCUSSIONS

In this chapter, the quantitative and qualitative data collected by means of questionnaires and semi-structured interviews are described and discussed successively in accordance with main research questions.

4.1. Results

4.1.1. Findings of Quantitative Data

4.1.1.1. Findings of Quantitative Data That Was Obtained from Instructors

4.1.1.1.1. Low- and High-Level Students' Instructors' Perceptions on the Role of Grammar

In this study, the first research question is "*What are the perceptions of low- and high-level students' instructors in terms of the role of grammar?*" In order to provide an answer to the first research question related to instructors' perceptions, as mentioned, data were collected by means of questionnaires and interviews, which were then compared.

Table-1
High Level Students' Instructors' Perceptions on the Role of Grammar

I think grammar is the most necessary sub-skill to develop	1	2	3	4	5	M	SD
1. reading skill (RS).	-	4 (80%)	1 (20%)	-	-	2.20	0.44
2. listening skill (LS).	-	4 (80%)	1 (20%)	-	-	2.20	0.44
3. speaking skill (SS).	-	1 (20%)	1 (20%)	3 (60%)	-	3.40	0.89
4. writing skill (WS).	-	-	-	5 (100%)	-	4	0

* 1=Strongly Disagree. 2=Disagree. 3=Undecided. 4=Agree. 5=Strongly Agree.

According to Table 1, it seems that all of the high-level students' instructors (100%) agree that grammar is the most necessary sub-skill to develop WS. More than half of them (60%) agree that grammar is the most necessary sub-skill to develop SS. However, only one of them (20%) disagrees that grammar is the most necessary sub-skill to develop SS. Additionally, whilst a minority (20%) mentioned that they are undecided if the grammar is the most necessary sub-skill to develop RS and LS, nearly all of them (80%) disagree that grammar is the most necessary sub-skill to develop RS and LS.

Table 2
Low Level Students' Instructors' Perceptions on the Role of Grammar

I think grammar is the most necessary sub-skill to develop	1	2	3	4	5	M	SD
1. reading skill (RS).	-	5 (55.6%)	-	3 (33.3%)	1 (11.1%)	3	1.22
2. listening skill (LS).	-	4 (44.4%)	2 (22.2%)	3 (33.3%)	-	2.89	0.92
3. speaking skill (SS).	-	4 (44.4%)	2 (22.2%)	3 (33.3%)	-	2.89	0.92
4. writing skill (WS).	-	1 (11.1%)	1 (11.1%)	4 (44.4%)	3 (33.3%)	4	1

* 1=Strongly Disagree. 2=Disagree. 3=Undecided. 4=Agree. 5=Strongly Agree.

As can be understood from Table 2, the majority (55.6%) of the low-level students' instructors who responded to these items felt that they disagree that grammar is the most necessary sub-skill to develop RS; nonetheless, only one (11.1%) of them strongly agree that grammar is the most necessary sub-skill to develop RS. Less than half of them (44.4%) disagree that grammar is the most necessary sub-skill to develop LS and SS although a third

of them are undecided. Most of them agree that grammar is the most necessary sub-skill to develop WS though only one of them disagrees.

4.1.1.1.2. Low- and High-Level Students' Instructors' Perceptions on Grammar Teaching Techniques in Face-to-Face Education

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar teaching techniques in face-to-face education?*" In order to find the answer to the third research question related to instructors' perceptions, questionnaires and interviews were employed to obtain the data.

Table 3
High Level Students' Instructors' Perceptions on Grammar Teaching Techniques in Face-to-face Education

I …	1	2	3	4	5	M	SD
5. explain the structure rules directly before my students start the grammar activities during face-to-face education.	1 (20%)	2 (40%)	1 (%20)	1 (20%)	-	2.40	1.14
6. use some examples such as realia and actions so that my students can discover the target structure during face-to-face education.	-	-	2 (40%)	3 (60%)	-	3.60	0.54
7. use the sentences in an authentic text so that my students can notice the target structure during face-to-face education.	-	-	1 (20%)	4 (80%)	-	3.80	0.44
8. convey the function directly before my students start the grammar activities during face-to-face education.	-	2 (40%)	1 (20%)	2 (40%)	-	3	1
9. use some examples such as realia and actions so that my students can discover the function during face-to-face education.	-	-	2 (40%)	3 (60%)	-	3.60	0.54
10. use the sentences in an authentic text so that my students can notice the function during face-to-face education.	-	-	2 (40%)	3 (60%)	-	3.60	0.54

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As indicated in Table 3, two-fifths (40%) of high-level students' instructors rarely explain the structure rules directly before their students start the grammar activities during face-to-face education. Three-fifths (60%) of them often use some examples such as realia and actions so that their students can discover the target structure during face-to-face education. However, the majority (80%) of them often use the sentences in an authentic text so that their students can notice the target structure during face-to-face education. Less than half

(40%) of them often convey the meaning directly while two (40%) of them rarely convey the function directly before their students start the grammar activities during face-to-face education. Over half (60%) of them often use some examples such as realia and actions so that their students can discover the meaning during face-to-face education. Nevertheless, three (60%) of them often use the sentences in an authentic text so that their students can notice the meaning during face-to-face education.

Table 4
Low Level Students' Instructors' Perceptions on Grammar Teaching Techniques in Face-to-face Education

I …	1	2	3	4	5	M	SD
5. explain the structure rules directly before my students start the grammar activities during face-to-face education.	1 (11.1%)	1 (11.1%)	4 (44.4%)	3 (33.3%)	-	3	1
6. use some examples such as realia and actions so that my students can discover the target structure during face-to-face education.	-	-	2 (22.2%)	5 (55.6%)	2 (22.2%)	4	0.7
7. use the sentences in an authentic text so that my students can notice the target structure during face-to-face education.	-	-	4 (44.4%)	5 (55.6%)	-	3.56	0.52
8. convey the function directly before my students start the grammar activities during face-to-face education.	1 (11.1%)	1 (11.1%)	4 (44.4%)	3 (33.3%)	-	3	1
9. use some examples such as realia and actions so that my students can discover the function during face-to-face education.	-	1 (11.1%)	1 (11.1%)	6 (66.7%)	1 (11.1%)	3.78	0.83
10. use the sentences in an authentic text so that my students can notice the function during face-to-face education.	-	-	2 (22.2%)	6 (66.7%)	1 (11.1%)	3.89	0.6

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As illustrated in Table 4, less than half (44.4%) of low-level students' instructors sometimes explain the structural rules directly before their students start the grammar activities during face-to-face education. Nevertheless, over half (55.6%) of them often use some examples such as realia and actions so that their students can discover the target structure and use the sentences in an authentic text so that their students can notice the target structure during face-to-face education. Less than nine twentieths (44.4%) of them sometimes convey the meaning directly during face-to-face education. However, the majority (66.7%) of them often use some examples such as realia and actions so that their students can elicit the

meaning and use the sentences in an authentic text so that their students can notice the meaning during face-to-face education.

4.1.1.1.3. Low- and High-Level Students' Instructors' Perceptions on Grammar Activities in Face-to-Face Education

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar activities in face-to-face education?*" In order to collect the data to answer to the third research question related to instructors' perceptions, questionnaires were administered, and interviews were conducted.

Table 5
High Level Students' Instructors' Perceptions on on Grammar Activities in Face-to-face Education

I …	1	2	3	4	5	M	SD
11. use some "fill in the blanks" activities to practise grammar better during face-to-face education.	-	-	1 (20%)	4 (80%)	-	3.80	0.44
12. use some "multiple choice" activities to practise grammar better during face-to-face education.	-	1 (20%)	2 (40%)	2 (40%)	-	3.20	0.83
13. use some "true/false" activities to practise grammar better during face-to-face education.	-	4 (80%)	-	1 (20%)	-	2.40	0.89
14. use some "matching" activities to practise grammar better during face-to-face education.	-	2 (40%)	2 (40%)	1 (20%)	-	2.80	0.83
15. use some "completing sentences" activities to practise grammar better during face-to-face education.	-	-	4 (80%)	1 (20%)	-	3.20	0.44
16. use some "communicative" activities to produce grammar better during face-to-face education.	-	-	-	3 (60%)	2 (40%)	4.40	0.54
17. use some "games" to practise grammar better during face-to-face education.	-	-	2 (40%)	2 (40%)	1 (20%)	3.80	0.83

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As Table 5 illustrates, most (80%) of high-level students' instructors often use some "fill in the blanks" activities to practise grammar better during face-to-face education. Four-fifths (80%) of them rarely use some "true/false" activities; nonetheless, the majority (80%) of them sometimes use some "sentence completion" activities to practise grammar better during face-to-face education. Interestingly, only one of them always uses some "games" to practise grammar.

Table 6
Low Level Students' Instructors' Perceptions on Grammar Activities in Face-to-face Education

I …	1	2	3	4	5	M	SD
11. use some "fill in the blanks" activities to practise grammar better during face-to-face education.	-	1 (11.1%)	-	6 (66.7%)	2 (22.2%)	4	0.86
12. use some "multiple choice" activities to practise grammar better during face-to-face education.	-	2 (22.2%)	3 (33.3%)	3 (33.3%)	1 (11.1%)	3.33	1
13. use some "true/false" activities to practise grammar better during face-to-face education.	-	4 (44.4%)	1 (11.1%)	3 (33.3%)	1 (11.1%)	3.11	1.16
14. use some "matching" activities to practise grammar better during face-to-face education.	-	2 (22.2%)	3 (33.3%)	3 (33.3%)	1 (11.1%)	3.33	1
15. use some "completing sentences" activities to practise grammar better during face-to-face education.	-	-	2 (22.2%)	6 (66.7%)	1 (11.1%)	3.89	0.6
16. use some "communicative" activities to produce grammar better during face-to-face education.	-	-	1 (11.1%)	5 (55.6%)	3 (33.3%)	4.22	0.66
17. use some "games" to practise grammar better during face-to-face education.	-	-	4 (44.4%)	4 (44.4%)	1 (11.1%)	3.67	0.7

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

According to Table 6, most (66.7%) of low-level students' instructors often use some "fill in the blanks" activities and some "completing sentences" activities to practise grammar better during face-to-face education. Over half (55.6%) of them often use some "communicative" activities to produce grammar better during face-to-face education. Surprisingly, only a minority (11.1%) of respondents always use some "games" to practise grammar better during face-to-face education.

4.1.1.1.4. Low- and High-Level Students' Instructors' Perceptions on Grammar Teaching Techniques in Online Education

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar teaching techniques in online education?*" In order to collect data to provide an answer to the third research question related to instructors' perceptions, questionnaires were administered, and interviews were held.

Table 7
High Level Students' Instructors' Perceptions on Grammar Teaching Techniques in Online Education

I …	1	2	3	4	5	M	SD
18. explain the structure rules directly before my students start the grammar activities during online education.	1 (20%)	1 (20%)	1 (20%)	2 (40%)	-	2.80	1.30
19. use some examples such as realia and actions so that my students can discover the target structure during online education.	-	1 (20%)	2 (40%)	2 (40%)	-	3.20	0.83
20. use the sentences in an authentic text so that my students can notice the target structure during online education.	-	-	2 (40%)	3 (60%)	-	3.60	0.54
21. convey the function directly before my students start the grammar activities during online education.	-	3 (60%)	-	2 (40%)	-	2.80	1.09
22. use some examples such as realia and actions so that my students can discover the function during online education.	-	1 (20%)	2 (40%)	2 (40%)	-	3.20	0.83
23. use the sentences in an authentic text so that my students can notice the function during online education.	-	-	4 (80%)	1 (20%)	-	3.20	0.44

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As understood from Table 7, two-fifths (40%) of high-level students' instructors often explain the structural rules directly and use some examples such as realia and actions so that their students can elicit the target structure. However, only one of them never explains the structural rules directly during online education. In addition, three-fifths (60%) of them often use the sentences in an authentic text so that their students can notice the target structure during online education. Four-fifths (80%) of them sometimes use the sentences in an authentic text so that their students can notice the meaning during online education while over half (60%) of them rarely convey the meaning directly before their students start the grammar activities during online education.

Table 8

Low Level Students' Instructors' Perceptions on Grammar Teaching Techniques in Online Education

I …	1	2	3	4	5	M	SD
18. explain the structure rules directly before my students start the grammar activities during online education.	1 (11.1%)	1 (11.1%)	4 (44.4%)	2 (22.2%)	1 (11.1%)	3.11	1.16
19. use some examples such as realia and actions so that my students can discover the target structure during online education.	-	4 (44.4%)	2 (22.2%)	3 (33.3%)	-	2.89	0.92
20. use the sentences in an authentic text so that my students can notice the target structure during online education.	-	1 (11.1%)	4 (44.4%)	3 (33.3%)	1 (11.1%)	3.44	0.88
21. convey the function directly before my students start the grammar activities during online education.	1 (11.1%)	-	2 (22.2%)	5 (55.6%)	1 (11.1%)	3.56	1.13
22. use some examples such as realia and actions so that my students can discover the function during online education.	-	4 (44.4%)	3 (33.3%)	2 (22.2%)	-	2.78	0.83
23. use the sentences in an authentic text so that my students can notice the function during online education.	-	2 (22.2%)	2 (22.2%)	4 (44.4%)	1 (11.1%)	3.44	1.01

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

According to Table 8, less than nine twentieths (44.4%) of low-level students' instructors sometimes explain the structure rules directly and use the sentences in an authentic text; however, four (44.4%) of them rarely use some examples such as realia and actions so that their students can discover the target structure. More than half of them (55.6%) often convey the meaning directly before their students start the grammar activities during online education. Moreover, four (44.4%) of them rarely use some examples such as realia and actions so that their students can discover the meaning, whereas less than nine twentieths (44.4%) of them often use the sentences in an authentic text so that their students can notice the meaning during online education.

4.1.1.1.5. Low- and High-Level Students' Instructors' Perceptions on Grammar Activities in Online Education

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar activities in online education?*" In order to find the answer to the third research question related to instructors' perceptions, as mentioned, data were collected through questionnaires and interviews, which were then compared.

Table 9
High Level Students' Instructors' Perceptions on Grammar Activities in Online Education

I …	1	2	3	4	5	M	SD
24. use some "fill in the blanks" activities to practise grammar better during online education.	-	-	2 (40%)	2 (40%)	1 (20%)	3.80	0.83
25. use some "multiple choice" activities to practise grammar better during online education.	-	1 (20%)	2 (40%)	1 (20%)	1 (20%)	3.40	1.14
26. use some "true/false" activities to practise grammar better during online education.	1 (20%)	2 (40%)	1 (20%)	1 (20%)	-	2.40	1.14
27. use some "matching" activities to practise grammar better during online education.	-	2 (40%)	2 (40%)	1 (20%)	-	2.80	0.83
28. use some "completing sentences" activities to practise grammar better during online education.	-	-	4 (80%)	-	1 (20%)	3.40	0.89
29. use some "communicative" activities to produce grammar better during online education.	-	-	1 (20%)	3 (60%)	1 (20%)	4	0.70
30. use some "games" to practise grammar better during online education.	-	2 (40%)	2 (40%)	1 (20%)	-	2.80	0.83

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As presented in Table 9, four-fifths (80%) of high-level students' instructors sometimes use some "sentence completion" activities to practise grammar better during online education. Three fifths of them (60%) often use some "communicative" activities. Surprisingly, only one (20%) of them always uses some "fill in the blanks" activities, some "multiple choice" activities, and completing activities. Accordingly, a small number (20%) of them never use some "true/false" activities. Similarly, only a fifth (20%) of them often use some "games" to practise grammar better during online education.

Table 10
Low Level Students' Instructors' Perceptions on Grammar Activities in Online Education

I …	1	2	3	4	5	M	SD
24. use some "fill in the blanks" activities to practise grammar better during online education.	-	-	1 (11.1%)	7 (77.8%)	1 (11.1%)	4	0.5
25. use some "multiple choice" activities to practise grammar better during online education.	-	1 (11.1%)	3 (33.3%)	4 (44.4%)	1 (11.1%)	3.56	0.88
26. use some "true/false" activities to practise grammar better during online education.	-	4 (44.4%)	-	4 (44.4%)	1 (11.1%)	3.22	1.2
27. use some "matching" activities to practise grammar better during online education.	-	2 (22.2%)	1 (11.1%)	5 (55.6%)	1 (11.1%)	3.56	1.01
28. use some "completing sentences" activities to practise grammar better during online education.	-	-	1 (11.1%)	7 (77.8%)	1 (11.1%)	4	0.5
29. use some "communicative" activities to produce grammar better during online education.	-	3 (33.3%)	2 (22.2%)	3 (33.3%)	1 (11.1%)	3.22	1.09
30. use some "games" to practise grammar better during online education.	-	7 (77.8%)	1 (11.1%)	1 (11.1%)	-	2.33	0.7

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As shown in Table 10, over three-fourths (77.8%) of low-level students' instructors often use some "fill in the blanks" and some "sentence completion" activities. However, seven (77.8%) of them rarely use some "games" to practise grammar better during online education. Interestingly, only one (11.1%) of them always uses some "multiple choice", "true/false", "matching" and "communicative" activities to produce grammar better during online education.

4.1.1.2. Findings of Quantitative Data That Was Obtained from Students

4.1.1.2.1. Low- and High-Level Students' Perceptions on the Role of Grammar

In this study, the research question is "*What are the perceptions of low- and high-level students in terms of the role of grammar?*" To collect the data to provide an answer to the

second research question related to students' perceptions, questionnaires were administred and interviews were held.

Table 11
High Level Students' Perceptions on the Role of Grammar

I think grammar is the most necessary sub-skill to develop	1	2	3	4	5	M	SD
1. reading skill (RS).	-	12 (27.9%)	6 (14%)	19 (44.2%)	6 (14%)	3.44	1.05
2. listening skill (LS).	2 (4.7%)	13 (30.2%)	9 (20.9%)	13 (30.2%)	6 (14%)	3.19	1.16
3. speaking skill (SS).	1 (2.3%)	7 (16.3%)	8 (18.6%)	18 (41.9%)	9 (20.9%)	3.63	1.07
4. writing skill (WS).	-	1 (2.3%)	4 (9.3%)	15 (34.9%)	23 (53.5%)	4.4	0.76

* 1=Strongly Disagree. 2=Disagree. 3=Undecided. 4=Agree. 5=Strongly Agree.

As indicated in Table 11, prominently, the majority (53.5%) of them strongly agree that grammar is the most necessary sub-skill to develop WS. In addition, less than nine twentieths (44.2%) of high-level students agree that grammar is the most necessary sub-skill to develop RS while more than two fifths (41.9%) of them agree that grammar is the most necessary sub-skill to develop SS.

Table 12
Low Level Students' Perceptions on the Role of Grammar

I think grammar is the most necessary sub-skill to develop	1	2	3	4	5	M	SD
1. reading skill (RS).	11 (9.6%)	18 (15.7%)	21 (18.3%)	45 (39.1%)	20 (17.4%)	3.39	1.21
2. listening skill (LS).	13 (11.3%)	27 (23.5%)	26 (22.6%)	36 (31.3%)	13 (11.3%)	3.08	1.2
3. speaking skill (SS).	12 (10.4%)	15 (13%)	17 (14.8%)	39 (33.9%)	32 (27.8%)	3.56	1.3
4. writing skill (WS).	5 (4.3%)	3 (2.6%)	6 (5.2%)	43 (37.4%)	58 (50.4%)	4.27	0.9

* 1=Strongly Disagree. 2=Disagree. 3=Undecided. 4=Agree. 5=Strongly Agree.

As illustrated in Table 12, nearly half of the low-level students (50.4%) strongly agree that grammar is the most necessary sub-skill to develop WS. Nevertheless, less than two-fifths (39.1%) of them agree that grammar is the most necessary sub-skill to develop RS.

4.1.1.2.2. Low- and High-Level Students' Perceptions on the Grammar Teaching Techniques in Face-to-face Education

In this part, the research question is "*What are the perceptions of low- and high-level students in terms of grammar teaching techniques in face-to-face education?*" In order to obtain the data to provide an answer to the fourth research question related to students' perceptions, questionnaires and interviews were employed.

Table 13
High Level Students' Perceptions on Grammar Teaching Techniques in Face-to-face Education

I learn …	1	2	3	4	5	M	SD
5. the structure rules better when they are explained directly in the lesson during face-to-face education.	2 (4.7%)	2 (4.7%)	8 (18.6%)	18 (41.9%)	13 (30.2%)	3.88	1.05
6. the structure rules better when I discover the target structure from the examples such as realia and actions that are used in the lesson during face-to-face education.	1 (2.3%)	1 (2.3%)	14 (32.6%)	12 (27.9%)	15 (34.9%)	3.91	0.99
7. the structure rules better when the sentences in an authentic text are used in the lesson so that I can notice the target structure during face-to-face education.	-	3 (7%)	10 (23.3%)	19 (44.2%)	11 (25.6%)	3.88	0.87
8. the function better when it is explained directly in the lesson during face-to-face education.	-	3 (7%)	6 (14%)	17 (39.5%)	17 (39.5%)	4.12	0.9
9. the function better when I discover it from the examples such as realia and actions that are used in the lesson during face-to-face education.	-	3 (7%)	9 (20.9%)	19 (44.2%)	12 (27.9%)	3.93	0.88
10. the function better when the sentences in an authentic text are used so that I can notice it in the lesson during face-to-face education.	-	1 (2.3%)	8 (18.6%)	23 (53.5%)	11 (25.6%)	4.02	0.74

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

According to Table 13, less than nine-twentieths (44.2%) of high-level students often learn the structural rules better when the sentences are provided in an authentic text; nonetheless, more than two-fifths (41.9%) of them often learn the structural rules better when they are explained directly. In addition, over a third (34.9%) of them always learn the structural rules better when they elicit the target structure from the examples such as realia and actions that are used in the lesson during face-to-face education. Most of the high-level students (53.5%) often learn the meaning better when the sentences are given in an authentic text although nineteen (44.2%) of them often learn the meaning better when they discover it from the

examples such as realia and actions. Furthermore, less than two fifths (39.5%) of them always learn the meaning better when it is explained directly in the lesson during face-to-face education.

Table 14
Low Level Students' Perceptions on Grammar Teaching Techniques in Face-to-face Education

I learn …	1	2	3	4	5	M	SD
5. the structure rules better when they are explained directly in the lesson during face-to-face education.	5 (4.3%)	7 (6.1%)	18 (15.7%)	44 (38.3%)	41 (35.7%)	3.95	1.07
6. the structure rules better when I discover the target structure from the examples such as realia and actions that are used in the lesson during face-to-face education.	6 (5.2%)	5 (4.3%)	11 (9.6%)	37 (32.2%)	56 (48.7%)	4.15	1.1
7. the structure rules better when the sentences in an authentic text are used in the lesson so that I can notice the target structure during face-to-face education.	4 (3.5%)	4 (3.5%)	15 (13%)	46 (40%)	46 (40%)	4.1	0.9
8. the function better when it is explained directly in the lesson during face-to-face education.	7 (6.1%)	2 (1.7%)	15 (13%)	42 (36.5%)	49 (42.6%)	4.08	1.08
9. the function better when I discover it from the examples such as realia and actions that are used in the lesson during face-to-face education.	6 (5.2%)	5 (4.3%)	17 (14.8%)	42 (36.5%)	45 (39.1%)	4	1.09
10. the function better when the sentences in an authentic text are used so that I can notice it in the lesson during face-to-face education.	4 (3.5%)	4 (3.5%)	23 (20%)	38 (33%)	46 (40%)	4.03	1.03

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As shown in Table 14, approximately half of the low-level students (48.7%) think that they always learn the structural rules better when they discover the target structure from the examples such as realia and actions; however, two fifths (40%) of them always learn the structure rules better when the sentences in an authentic text are used in the lesson so that they can notice the target structure. Moreover, more than seven twentieths (38.3%) of them often learn the structural rules better when they are explained directly in the lesson during face-to-face education. Most of the students (42.6%) always learn the meaning better when it is explained directly; nevertheless, less than two fifths (39.1%) of them always learn the meaning better when they discover it from the examples such as realia and actions.

Furthermore, forty-six (40%) of them always learn the meaning better when the sentences in an authentic text are used so that they can notice it in the lesson during face-to-face education.

4.1.1.2.3. Low- and High-Level Students' Perceptions on the Grammar Activities in Face-to-face Education

In this part, the research question is "*What are the perceptions of low and high level students in terms of grammar activities in face-to-face education?*" In order to find the answer to the fourth research question related to students' perceptions, data were collected by means of questionnaires and interviews, which were then compared.

Table 15.
High Level Students' Perceptions on Grammar Activities in Face-to-face Education

I want to …	1	2	3	4	5	M	SD
11. do some "fill in the blanks" activities to practise grammar better during face-to-face education.	3 (7%)	5 (11.6%)	9 (20.9%)	13 (30.2%)	13 (30.2%)	3.65	1.23
12. do some "multiple choice" activities to practise grammar better during face-to-face education.	-	2 (4.7%)	10 (23.3%)	12 (27.9%)	19 (44.2%)	4.12	0.93
13. do some "true/false" activities to practise grammar better during face-to-face education.	1 (2.3%)	5 (11.6%)	8 (18.6%)	18 (41.9%)	11 (25.6%)	3.77	1.04
14. do some "matching" activities to practise grammar better during face-to-face education.	2 (4.7%)	5 (11.6%)	17 (39.5%)	9 (20.9%)	10 (23.3%)	3.47	1.12
15. do some "completing sentences" activities to practise grammar better during face-to-face education.	1 (2.3%)	2 (4.7%)	17 (39.5%)	11 (25.6%)	12 (27.9%)	3.72	1
16. do some "communicative" activities to produce grammar better during face-to-face education.	-	3 (7%)	14 (32.6%)	8 (18.6%)	18 (41.9%)	3.95	1.02
17. play some "games" to practise grammar better during face-to-face education.	4 (9.3%)	4 (9.3%)	11 (25.6%)	9 (20.9%)	15 (34.9%)	3.63	1.31

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As shown in Table 15, the majority (44.2%) of high-level students always want to do some "multiple choice" activities. Although more than two fifths (41.9%) of them often want to

do some “true/false” activities, the same number (41.9%) of high-level students always want to do some “communicative” activities. While fifteen (34.9%) of them always want to play some “games”, thirteen (30.2%) of them always want to do some “fill in the blanks” activities. Furthermore, less than two-fifths (39.5%) of them sometimes want to do some “matching” activities; however, seventeen (39.5%) of them sometimes want to do some “sentence completion” activities to practise grammar better during face-to-face education.

Table 16
Low Level Students’ Perceptions on Grammar Activities in Face-to-face Education

I want to …	1	2	3	4	5	M	SD
11. do some “fill in the blanks” activities to practise grammar better during face-to-face education.	4 (3.5%)	9 (7.8%)	29 (25.2%)	33 (28.7%)	40 (34.8%)	3.83	1.1
12. do some “multiple choice” activities to practise grammar better during face-to-face education.	5 (4.3%)	6 (5.2%)	20 (17.4%)	37 (32.2%)	47 (40.9%)	4	1.09
13. do some “true/false” activities to practise grammar better during face-to-face education.	7 (6.1%)	12 (10.4%)	21 (18.3%)	37 (32.2%)	38 (33%)	3.76	1.19
14. do some “matching” activities to practise grammar better during face-to-face education.	9 (7.8%)	8 (7%)	28 (24.3%)	34 (29.6%)	36 (31.3%)	3.7	1.2
15. do some “completing sentences” activities to practise grammar better during face-to-face education.	5 (4.3%)	8 (7%)	24 (20.9%)	35 (30.4%)	43 (37.4%)	3.9	1.11
16. do some “communicative” activities to produce grammar better during face-to-face education.	8 (7%)	5 (4.3%)	22 (19.1%)	30 (26.1%)	50 (43.5%)	3.95	1.19
17. play some “games” to practise grammar better during face-to-face education.	7 (6.1%)	9 (7.8%)	21 (8.3%)	22 (19.1%)	56 (48.7%)	3.97	1.24

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As can be understood from Table 16, the majority of the low-level students (48.7%) always want to play some “games”. Less than seven twentieths (34.8%) of low-level students always want to do some “fill in the blanks” activities while over two fifths (40.9%) of them always want to do some “multiple choice” activities. Moreover, a third (33%) of them always want to do some “true/false” activities although less than a third (31.3%) of them always want to do some “matching” activities. Over seven-twentieths (37.4%) of them always want to do

some “completing sentences” activities; nevertheless, fifty (43.5%) of them always want to do some “communicative” activities to produce grammar better during face-to-face education.

4.1.1.2.4. Low- and High-Level Students’ Perceptions on the Grammar Teaching Techniques in Online Education

In this part, the research question is “*What are the perceptions of low- and high-level students in terms of grammar teaching techniques in online education?*” In order to collect data to provide an answer to the fourth research question related to students’ perceptions, questionnaires were administered, and interviews were.

Table 17
High Level Students’ Perceptions on Grammar Teaching Techniques in Online Education

I learn …	1	2	3	4	5	M	SD
18. the structure rules better when they are explained directly in the lesson during online education.	3 (7%)	13 (30.2%)	13 (30.2%)	9 (20.9%)	5 (11.6%)	3	1.13
19. the structure rules better when I discover the target structure from the examples such as realia and actions that are used in the lesson during online education.	3 (7%)	13 (30.2%)	16 (37.2%)	6 (14%)	5 (11.6%)	2.93	1.1
20. the grammar structure rules better when the sentences in an authentic text are used in the lesson so that I can notice the target structure during online education.	2 (4.7%)	6 (14%)	17 (39.5%)	10 (23.3%)	8 (18.6%)	3.37	1.09
21. the function better when it is explained directly in the lesson during online education.	4 (9.3%)	6 (14%)	12 (27.9%)	12 (27.9%)	9 (20.9%)	3.37	1.23
22. the function better when I discover it from the examples such as realia and actions that are used in the lesson during online education.	2 (4.7%)	9 (20.9%)	22 (51.2%)	3 (7%)	7 (16.3%)	3.09	1.06
23. the function better when the sentences in an authentic text are used in the lesson so that I can notice it during online education.	2 (4.7%)	4 (9.3%)	16 (37.2%)	13 (30.2%)	8 (18.6%)	3.49	1.05

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As demonstrated in Table 17, most (39.5%) of the high-level students sometimes learn the grammar rules better when the sentences are provided in an authentic text. Over three tenths (30.2%) of them sometimes learn the structure rules better when they are explained directly while more than seven twentieths (37.2%) of them sometimes learn the structure rules better when they discover the target structure from the examples such as realia and actions. More than half (51.2%) of them sometimes learn the meaning better when they discover it from the examples such as realia and actions. Furthermore, more than a quarter (27.9%) of them sometimes learn the meaning better when it is explained directly; nonetheless, over seven twentieths (37.2%) of them sometimes learn the meaning better when the sentences are given in an authentic text in the lesson so that they can notice it during online education.

Table 18
Low Level Students' Perceptions on Grammar Teaching Techniques in Online Education

I learn …	1	2	3	4	5	M	SD
18. the structure rules better when they are explained directly in the lesson during online education.	27 (23.5%)	27 (23.5%)	26 (22.6%)	25 (21.7%)	10 (8.7%)	2.69	1.28
19. the structure rules better when I discover the target structure from the examples such as realia and actions that are used in the lesson during online education.	20 (17.4%)	29 (25.2%)	33 (28.7%)	24 (20.9%)	9 (7.8%)	2.77	1.19
20. the grammar structure rules better when the sentences in an authentic text are used in the lesson so that I can notice the target structure during online education.	17 (14.8%)	29 (25.2%)	30 (26.1%)	30 (26.1%)	9 (7.8%)	2.87	1.18
21. the function better when it is explained directly in the lesson during online education.	24 (20.9%)	20 (17.4%)	26 (22.6%)	28 (24.3%)	17 (14.8%)	2.95	1.36
22. the function better when I discover it from the examples such as realia and actions that are used in the lesson during online education.	20 (17.4%)	27 (23.5%)	30 (26.1%)	26 (22.6%)	12 (10.4)	2.85	1.25
23. the function better when the sentences in an authentic text are used in the lesson so that I can notice it during online education.	20 (17.4%)	23 (20%)	36 (31.3%)	27 (23.5%)	9 (7.8%)	2.84	1.19

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As Table 18 indicates, most (28.7%) of the low-level students sometimes learn the structural rules better when they discover the target structure from the examples such as realia and

actions. While over a quarter (26.1%) of them sometimes prefer the authentic texts to notice the target structure, less than a quarter (23.5%) of them rarely prefer the direct explanation to learn the structural rules. The majority (31.3%) of them often prefer authentic texts to elicit the meaning. Additionally, twenty-eight (24.3%) of them often
learn the meaning better when it is explained directly; however, thirty (26.1%) of them sometimes learn the meaning better when they discover it from the examples such as realia and actions that are used in the lesson during online education.

4.1.1.2.5. Low- and High-Level Students' Perceptions on the Grammar Activities in Online Education

In this part, the research question is "*What are the perceptions of low- and high-level students in terms of grammar activities in online education?*" In order to obtain data to provide an answer to the fourth research question related to students' perceptions, questionnaires interviews were employed.

Table 19
High Level Students' Perceptions on Grammar Activities in Online Education

I want to …	1	2	3	4	5	M	SD
24. do some "fill in the blanks" activities to practise grammar better during online education.	4 (9.3%)	8 (18.6%)	7 (16.3%)	15 (34.9%)	9 (20.9%)	3.4	1.27
25. do some "multiple choice" activities to practise grammar better during online education.	3 (7%)	6 (14%)	7 (16.3%)	14 (32.6%)	13 (30.2)	3.65	1.25
26. do some "true/false" activities to practise grammar better during online education.	3 (7%)	6 (14%)	11 (25.6%)	15 (34.9%)	8 (18.6%)	3.44	1.16
27. do some "matching" activities to practise grammar better during online education.	4 (9.3%)	7 (16.3%)	17 (39.5%)	9 (20.9%)	6 (14%)	3.14	1.14
28. do some "completing sentences" activities to practise grammar better during online education.	4 (9.3%)	8 (18.6%)	16 (37.2%)	11 (25.6%)	4 (9.3%)	3.07	1.1
29. do some "communicative" activities to produce grammar better during online education.	2 (4.7%)	8 (18.6%)	11 (25.6%)	14 (32.6%)	8 (18.6%)	3.42	1.13
30. play some "games" to practise grammar better during online education.	9 (20.9%)	11 (25.6%)	10 (23.3%)	4 (9.3%)	9 (20.9%)	2.84	1.43

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As Table 19 indicates, the majority (39.5%) of the high-level students sometimes want to do some “matching” activities. More than seven twentieths (37.2%) of them sometimes want to do some “sentences completion” activities. Additionally, less than a third (32.6%) of them often want to do some “multiple choice” activities while the same amount (32.6%) of high-level students want to do some “communicative” activities. More than a third (34.9%) of them often want to do some “fill in the blanks” activities; nevertheless, fifteen (34.9%) of them often want to do some “true/false” activities. Surprisingly, over a quarter (25.6%) of them rarely want to play some “games” to practise grammar during online education.

Table 20
Low Level Students’ Perceptions on Grammar Activities in Online Education

I want to …	1	2	3	4	5	M	SD
24. do some “fill in the blanks” activities to practise grammar better during online education.	25 (21.7%)	22 (19.1%)	29 (25.2%)	23 (20%)	16 (13.9%)	2.85	1.34
25. do some “multiple choice” activities to practise grammar better during online education.	19 (16.5%)	19 (16.5%)	25 (21.7%)	28 (24.3%)	24 (20.9%)	3.17	1.37
26. do some “true/false” activities to practise grammar better during online education.	21 (18.3%)	24 (20.9%)	28 (24.3%)	24 (20.9%)	18 (15.7%)	2.95	1.33
27. do some “matching” activities to practise grammar better during online education.	19 (16.5%)	25 (21.7%)	33 (28.7%)	23 (20%)	15 (13%)	2.91	1.26
28. do some “completing sentences” activities to practise grammar better during online education.	23 (20%)	17 (14.8%)	28 (24.3%)	29 (25.2%)	18 (15.7%)	3.02	1.35
29. do some “communicative” activities to produce grammar better during online education.	23 (20%)	17 (14.8%)	25 (21.7%)	25 (21.7%)	25 (21.7%)	3.1	1.42
30. play some “games” to practise grammar better during online education.	25 (21.7%)	24 (20.9%)	19 (16.5%)	23 (20%)	24 (20.9%)	2.97	1.46

* 1=Never. 2=Rarely. 3=Sometimes. 4=Often. 5=Always.

As Table 20 demonstrates, most (28.7%) of the low-level students sometimes want to do some “matching” activities to practise grammar better during online education. Approximately one-fourth (25.2%) of them sometimes want to do some “fill in the blanks” activities; however, the same number (25.2%) of them often want to do some “sentence completion” activities. Just under a quarter (24.3%) of the respondents often want to do some

"multiple choice" activities while twenty-eight (24.3%) of them sometimes want to do some "true/false" activities. Interestingly, just over a fifth (21.7%) of them always want to do some "communicative" activities; nevertheless, twenty-five (21.7%) of those surveyed never want to play some "games" to practise grammar during online education.

4.1.2. Findings of Qualitative Data

4.1.2.1. Findings of Qualitative Data That Was Obtained from Instructors

Eight instructors and the coordinator participated in the interview. While four of them were teaching the low-level students online, the remaining four and the coordinator were teaching English to the high-level students.

4.1.2.1.1. Findings Related to the Role of Grammar in Language Teaching

In this study, the first research question is "*What are the perceptions of low- and high-level students' instructors in terms of the role of grammar?*" In order to provide an answer to the first research question, the first question in the semi-structured interview for instructors was *"What do you think about the role of grammar in language teaching?"*. As can be seen in Table 21, the high-level students' instructors believe that grammar has a significant role in the production process and is the keystone of other skills while the ones who were teaching the low-level students think that grammar is necessary to produce the language.

Table 21
High- and Low-Level Students' Instructors' Perceptions on the Role of Grammar in Language Teaching

Codes	HINs*	LINs**	Coordinator
Necessity for Production	2	3	-
The Cornerstone of all Other Skills	1	-	1

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Necessity for Production

Two of the high-level students' instructors stated that grammar is necessary to produce the language while speaking and writing. The main reason was that the students could not speak

accurately or write without mistakes when they were not efficient at grammar as can be seen in the following responses:

“Grammar is a must, it can never be rejected because, without grammar, people cannot speak.” [HIN 2]

Similarly, HIN 3 noted that grammar is “one of the essential skills” and added that “without the basic grammar, they cannot progress, they cannot develop further because they will not be able to use complex structures and that’s the basis of fluency and good recommendations of language.”

Three of the low students’ instructors stated that grammar is needed for productive skills such as speaking and writing. The main reason was that the students could not communicate well while speaking or convey their opinions while writing when they were not efficient in grammar. One of them mentioned that:

“So, to have output, the input must be absolute. In other words, the natural acquisition is a bit like this, frankly, it is learned just like the first language. Honestly, I do not find it very practical for those who learn as a second language, especially after a certain age. So, the input should be given. For example, you can give that input more naturally at an earlier age. So, you know, they acquire easier. That acquisition is easier. But especially if we talk about the learner profile we are dealing with, it is necessary to give the input in grammar, because they cannot acquire the language so easily. In other words, this input can be in the form of grammar, it is necessary to give it in the form of vocabulary. Naturally, I don't think it can be learned automatically. I also read about this topic while I was preparing for CELTA. There is such research. For example, they moved and lived somewhere in Australia as immigrants. They did not receive any input in the sense of grammar and vocabulary. And the thing is that the language is so fragmented, the output is not correct. That's why, I believe in the necessity of getting formal input, grammar in that sense. If we talk about a particular learner profile like adult, young adult especially." [LIN 6]

Likewise, LIN 7 thought that “it is important, but it is not everything” and stated that “but it is important for some things (to fulfill their skills, especially to be able to write. The biggest reason why our students cannot write is their lack of grammar because they already have the phone in their hands during the first task at least during the classroom task. Grammar plays a role as much as vocabulary. Grammar plays as much a role as words in their inability to speak). Grammar is one of the essential items to be taught. But it is not the only thing that can enable a person to communicate."

LIN 8 also believed that “Grammar is not everything” but mentioned that “it underlies the language. Maybe, I can be a little old-fashioned compared to most people, everyone may want to teach a little more vocabulary, speaking. Of course, I agree with them but I think that when grammar is very bad, it causes communication disorders. That's why, I think it's important."

The Cornerstone of All Other Skills

One of the high-level students’ instructors and the coordinator mentioned that grammar is the cornerstone of other skills such as reading, writing, speaking, and listening. One of instructors stated:

“So, it is basic for some skills as sub-skills. … But as I said, there are places and areas where it forms a base. Of course, there are.” [HIN 1]

Accordingly, the coordinator explained that “from my point of view, my personal opinion seems to be much more logical to be taught when used in skills rather than focusing so much on grammar. Therefore, our program is an integrated program and there are no extra skill lessons. But our goal here is to integrate the grammar into the program we are giving. Of course, nothing can happen without grammar. We will surely teach it."

4.1.2.1.2. Findings Related to the Relationship between Grammar and Main Language Skills

The second question in the semi-structured interview for instructors was *“What is the relationship between the grammar and the main language skills?”*. Table 22 presents that high- and low-level students’ instructors think that grammar is a related to both productive skills and each main skill.

Table 22
High- and Low-Level Students’ Instructors’ Perceptions on the Relationship between Grammar and Main Language Skills

Codes	HINs*	LINs**	Coordinator
The Cornerstone of Productive Skills	1	2	-
Relation with Each Main Skill	3	2	1

*HINs: High Level Students’ Instructors
**LINs: Low Level Students’ Instructors

The Cornerstone of Productive Skills

One of the instructors gaving online lessons to high level students explained that there was a significant relation between grammar and writing. The important reason behind this relation was that the students could have higher points in writing exams when they improved their grammar. So, one of them stated that:

“I think writing is the most, easiest skill to relate to grammar because I think learners should use their grammar a little better in order to progress in a structured way and get higher results.” [HIN 1]

Two instructors who gave online lessons to low level students explained that grammar is acting as a cornerstone for productive skills like speaking and writing. The important reason was that the students could have better accuracy in writing and speaking when they improved their grammar. So, one of them stated that:

“Achieving competency in these skills is not 100% based on grammar. Of course, vocabulary also has a great influence on this. However, grammar takes a great place in providing these skills, especially in productive ones. I mean, that person knows the words very well, but when s/he does not know where to place those words and in what form, so s/he cannot write, speak and communicate. I am not talking about the thing that s/he always has perfect English anyway. I am talking about the comprehensibility of the sentence s/he makes and his/her ability to make a sentence. And when we say making sentences, what we are talking about is grammar. So, I think grammar is 60% important. I think the remaining 40% is the vocabulary." [LIN 7]

Similarly, LIN 8 mentioned that "in other words, I think that if the grammar is well known, on the one hand, those skills are also improved to reinforce the grammar.” And added that “So, they are triggering each other. Sometimes, things like this can happen, for example, the student speaks very fluently, s/he is enthusiastic, but grammar is very bad. There may also be such situations. But I still see them all together because, very frankly, I do not come across with a student's writing is excellent but speaking disgrace or vice versa. I think there is more or less a parallel. Speaking may be a bit weaker on this issue because what people worry most about is speaking while learning a new language. So, if I learn a new language and learn Japanese, I will hesitate to speak most. Speaking from this point of view may be a little different from time to time, but I think that they are intertwined, and they support each other."

Relation with Each Main Skill

Three of the instructors and the coordinator teaching English online to the high-level students thought that grammar is related to the main skills. The first reason was that the students could not develop the other skills without grammar. The second reason was that the receptive skills like listening and reading helped the students adopt the grammar as an input while the productive skills like speaking and writing provided them to produce the grammar as an output. One of them stated that:

"As I mentioned before, all of these skills have grammar. So, grammar is like a glue. It acts as glue, allowing other skills to be used. So, while we focus on other skills, we make an effort to improve their grammar as well." [HIN 2]

In the same way, HIN 3 noted that "grammar and the main language skills are intertwined." and said that "they cannot progress any other skills if they don't already have or they don't improve good basic grammar skill. For example, for speaking, if you don't have good grammar, this cannot make them fluent. This goes same with writing, any other skills. They can't understand the complex reading texts."

HIN 4 also mentioned that "in fact, grammar is very relevant to all of them" and added that "I feel like there is more grammar input for listening and especially reading. You know, students can reinforce more with what they hear about these skills or the structures in a reading text. For example, they can use these structures for speaking and writing on their own. They can turn it into a product. Some of them are input and some of them provide production."

In addition, the coordinator underlined that:

"Each one needs grammar. In other words, we need grammar and vocabulary to achieve the other four skills. So, we call them sub-skills, but basically, they are basic, and others are built on them for adults, but it is different for children. … Since we teach adults now and they have reached a certain age level, their point of view is different. They wonder the rule in here and the grammatical structure there. That's why, we have to teach (grammar) of course.

Two of the instructors teaching English online to the low-level students thought that grammar was related to the main skills. The first reason was that the students could not develop the other skills as grammar was the first step for each skill. The second reason was that there was a relation between receptive skills and productive skills. For instance, the students might take the grammar as an input in reading texts or listening tracks. Then, they

can produce the output by using grammar in writing and speaking tasks. One of them stated that:

"All of them are already interconnected. We cannot separate any of them. When we say grammar, this is also effective in reading, it is effective in writing, speaking, and listening. The more grammar rules we use properly, the more our understanding increases. After all, if we talk about the past, when we are talking about something, we do not use "will" from the future time or something. Of course, the meaning depends on grammar in such things. So, grammar is a sub-level of all skills. That's why, it's important." [LIN 5]

LIN 6 mentioned that: "For example, let's talk about productive skills, for example, writing, speaking." and continued that "again, in order to produce the language, we come to the same point as I said, there must be input. There will be an input which should turn into output later. So, I can say this for productive skills. It is the same for receptive skills. Here, it comes from receiving. In order to receive and make sense of the language, there must be that input again. That's why, I'm not saying the most important thing, but a very important step, a step that cannot be skipped. So, I am not saying that it is the most important in order to apply the other four skills well, but it is very important. For me, that is a step that cannot be skipped."

4.1.2.1.3. Findings Related to the Language Skill That Grammar Is the Most Necessary

The third question in the semi-structured interview for instructors was *"For which language skill is grammar the most necessary?"*. Table 23 shows that the instructors believe that grammar is the most necessary sub-skill for writing and speaking. The main reason was that the students could be successful in other skills such as reading and listening when they had better vocabulary knowledge even if they were not good enough at grammar since they could deduce the meanings easily by the help of the known words.

Table 23
High- and Low-Level Students' Instructors' Perceptions on the Language Skill That Grammar Is the Most Necessary

Codes	HINs*	LINs**	Coordinator
Writing	2	4	1
Writing and speaking	2	-	-

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Writing

According to two of the high-level students' instructors and the coordinator, grammar is the most necessary sub-skill for writing. One of them explained that:

"… I cannot say the same thing for listening, reading, speaking because I believe there are better results in knowing more words and phrases, but it seems more important for writing." [HIN 1]

Similarly, HIN 4 stated that: "in reading, words can be inferred. I can say speaking or writing." and added that "it is more about such productive skills. It may be more important in writing because if s/he knows the word in speaking, s/he can speak even if s/he does not know grammar."

Moreover, the coordinator mentioned that:

"It is necessary for all of them, but as if it is much more necessary for writing because it becomes much more obvious. For example, grammatical mistakes are made in speech, but if they can be understood, there is no problem. In reading, it seems like they can guess the meaning of the word. Again, it is very important, of course, they can misunderstand the structure there, or they can guess the words on the listening. I think it is more important for writing."

Unlike the high-level students' instructors, all of the low-level students' instructors thought that grammar is the most necessary sub-skill for writing. The main reason was that the students could convey the messages in speaking thanks to the vocabulary and body language; even if they did not use grammar correctly; however, in writing, they needed to put the words in the correct order, so grammar knowledge was needed to do this. Another reason was that the students could understand the topics in reading and listening by finding the unknown words from the dictionaries or deducing the meaning of the topic from the vocabulary although they had to know grammar as well as vocabulary to write something. One of them explained that:

"I think it might be writing. Most importantly, the most important part in terms of expressing yourself is writing. When you write something differently, either other people don't understand, or they can understand it differently. Therefore, even though there is no grammar in reading, we can easily deduce it from the structure of the sentence. We can infer the meanings of words. Grammar is also both important and not important in speaking, as we can understand, after all. We do not use grammar rules in Turkish either. It can be understood

in terms of communication. But if we construct such sentences incorrectly in Turkish, we can mention the other meanings. In this sense, I can say writing." [LIN 5]

Likewise, LIN 6 noted that “now there, maybe, fluency comes into play” and gave an example by saying that “for example, although there is no accuracy at the speaking point, fluency is sometimes seen, and the meaning may be understood. So, communication is provided. But maybe I think it is more important for writing than speaking. So, maybe you use the language more accurately in writing, you use more wide-ranging vocabulary, communication becomes stronger through writing. And for example, there are non-verbal things in speaking. There are also communication tools. You can use them in speaking. But it is not like that in writing. So, I think the most important is perhaps writing."

LIN 7 also mentioned writing and explained that “in reading, a student searches on the Internet, etc. in a way, s/he can understand it again. I don't believe grammar's place in listening is that big because other things come into the listening. Here's about recognizing the sounds you hear. Being able to recognize the words s/he hears as words are involved. It is not just vocabulary or not just grammar, for example. In listening, being able to hear, recognizing, and distinguishing those words are much more important than grammar. But let's get to writing. The student has time, for example. S/he can think long and hard. Despite this, the student cannot do anything if s/he does not know grammar. S/he looks from the dictionary for the word, yes, the only place to look for grammar is Google translate, but that still does not mean that the student knows grammar. Therefore, if there is no grammar, I do not think that correct writing can be produced."

Similarly, LIN 8 stated that “if I need to choose one, I say writing.” and explained that “because in listening, something can be understood again. In speaking, the problems can still be told, although there is no correct grammar, as even if s/he is a native speaker, grammar may not be followed. So, minor errors are not a problem. But in the writing, there should not be many errors. Of course, there can be mistakes. In the meantime, I teach academic writing in the department. I am also very into it because I am a graduate of literature. We always wrote papers in the department. I think it is a little more obvious when we develop it. So, when a competent person sees it, I think s/he can say it more clearly but speaking may be instantaneous. We can’t also talk sometimes but I think grammar shows itself a little more in writing."

Writing and Speaking

Two of the high-level students' instructors thought that grammar is the most necessary sub-skill for writing and speaking. One of them explained that:

"… So, when I think of writing, I realize that some people have a tendency to writing, but the understanding regarding grammar is somewhat erroneous there. I think grammar is important in spoken language as well as written." [HIN 2]

Moreover, HIN 4 stated that "maybe, I usually focus a lot on speaking, so I would choose speaking" and explained that "because that's the easiest way to see the level of students. They will make many mistakes if they don't have a good grammar level. But it's also important in writing since, in their sentence structures, you can also see their level."

4.1.2.1.4. Findings Related to Teaching Grammar during FTFE

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar teaching techniques in face-to-face education?*" In order to find the answer to the third research question, the fourth question in the semi-structured interview for instructors was *"How do you teach grammar during face-to-face education?"*. As can be understood in Table 24, nearly all of the instructors prefer teaching inductively; however, only one of the high-level students' instructors prefers teaching deductively during face-to-face education.

Table 24
High- and Low-Level Students' Instructors' Perceptions on Teaching Grammar during FTFE

Codes	HINs*	LINs**	Coordinator
Inductive teaching	3	4	1
Deductive teaching	1	-	-

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Inductive Teaching

Three of the instructors and the coordinator teaching English to high level students stated that they preferred teaching English implicitly since personalization was significant for the students. Another reason was that discovering the grammar rules has more benefits for the students. One of them explained that:

“When I was in face-to-face education, I used to adopt introducing a structure when my students were talking about themselves by including the things that happened in their lives. It was the technique I have used most, or I would describe something interesting about myself. Then, I would ask if something like this happened to them. From there, here is a chain of activities that will improve events, etc. … of course, it does not seem like a usual grammar lesson. In a way, it would be storytelling. I've always been teaching in this way." [HIN 2]

Similarly, HIN 3 stated that “usually, what I do is to try to lead them, guided discovery.” And gave an example by saying that “for example, I give them an example and we analyse together. In the end, they come up with the rule on their own. I don’t just tell the rule and then explain because it is more beneficial for them. They are analysing it themselves. And then, after I give them some practice or some games, but the main point was conceptual analysis and to come up with a conclusion. If you give the rules immediately, they cannot analyse it on their own.”

HIN 4 also noted that “first I was focusing on meaning” and added that “I was allowing the student to discover the meaning of the structure there. Then, I was starting to focus on the form of the structure. So, it was going that way. For example, there may be dialogue. I asked what the meaning of the underlined sentence in the dialogue could be. What meaning could it add? It might have added suggestions. We are using this structure in the suggestion. What kind of verb comes after this structure? I was going this way. First, I was focusing on the meaning, then the students' discovery of the structure, then the structure of that form in face-to-face education."

Furthermore, the coordinator highlighted that:

"Now the part we call technique is included in the presentation. Normally, I teach grammar with elicitation when I teach in face-to-face or discovery learning. I'm teaching with guided discovery. What's that? Asking questions from within reading and trying to make them find the rule is what we call as guided discovery. Or they can be listening. Listening to the recording and asking questions to get the grammar rule there. This is how I was teaching in face to face. "

Most importantly, all of the instructors who taught English to low level students stated that they preferred teaching English implicitly. The main reason was that there was more time to discover the function and structures. One explained that:

“Unlike now, different activities can be done with papers in the classroom environment. In face-to-face education, it can be done by making it theatrical, what I mean, by adding role-plays like this. But you are trying to role-play online as well, but it's not like role-play. So, I am not satisfied because they get in front of the stage in the classroom, they get into the role as if they did, it was nice. [LIN 5]

LIN 6 mentioned that “for example, I realized that I applied more PPP (present, practice, produce)” and explained that “somehow you present the language in reading, in listening, etc. After that, you offer a practice opportunity, then you make a production activity, and you cover the target language in some way. This is in face-to-face education. Inductive teaching was better in face-to-face education because you do role-play, you add drama, you use realia, you do storytelling, I don't know, there are a lot of presentation stages."

Similarly, LIN 7 noted that “I am trying to teach grammar with an education in which the student can derive meaning and function from a text, a listening, something and maybe a photograph from which s/he can make sense” and continued by highlighting that “my initial goal is deduction of the meaning, then the function, and finally the structure itself, that formula again by the student himself."

LIN 8 stated that “for example, waiting for them to make inferences in the face to face was something I did a little more” and added that “because there was time for this. I was able to encourage them a little for it."

Deductive Teaching

One of the high-level students’ instructors preferred teaching explicitly during face-to-face education as the students wanted to learn the grammar rules directly. She mentioned that:

“… I have to point out that even if I tried to use such activity, something fun as a warm-up at the beginning, I have never explained grammar without using the board after saying that we are starting this grammar topic. As a teacher, I am not such an implicit grammar narrator. I'm also teaching explicitly. Our lesson proceeded as follows, we use the examples like this, we do it like this. Of course, this happened the same way online. I don't think I used any method online. And as I have already said, since only the students who are hungry for learning come to the classes, I always told them all very directly, since they think that the teacher will tell the rules and let them go." [HIN 1]

4.1.2.1.5. Findings Related to Teaching Grammar during ONED

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar teaching techniques in online education?*" In order to find the answer, the fifth question in the semi-structured interview for instructors was *"How do you teach grammar during online education?"*. Table 25 illustrates that in contrast to the FTFE, nearly all of the instructors prefer teaching deductively; nevertheless, only one of the high-level students' instructors and the coordinator prefers teaching inductively during online education.

Table 25
High- and Low-Level Students' Instructors' Perceptions on Teaching Grammar during ONED

Codes	HINs*	LINs**	Coordinator
Inductive teaching	1	-	1
Deductive teaching	3	4	-

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Inductive Teaching

One of the instructors and the coordinator who taught English to high level students stated that they taught English implicitly by showing some example sentences during online education. The most important reason was that discovery learning was more useful for students. One of them stated that:

"Again, I tried to follow the same things. We analysed the example and then they would form the rule. I used some example sentences not the ones in the reading texts." [HIN 3]

Likewise, the coordinator mentioned that "frankly, we were able to continue the same way online, and how was it easier in some ways?" and explained by giving an example: "for example, there are places we want to draw in reading, you are doing elicitation, but we are reflecting on the board, it may not be possible to see children from there, but right now they saw those readings directly on their computer and screen or we shared the transcription of listening from there and we were able to use color-coding much better. This is what I said now, schools with smart boards were already using it, they can take it much more easily in this way, but in our conditions, I think in this guided discovery part, which we use while giving the rule of grammar, I am very pleased with the online because it was very easy and

practical. The student could also understand very clearly. I feel as if teaching has just become better."

Deductive Teaching

Three of the instructors who taught English to high level students mentioned that they taught English explicitly during online education. One of the reasons was that the instructors did not have enough time to get prepared for the online lessons. The other reason was that the instructors were worried about if the students could understand the grammar topic clearly in implicit teaching or not. One of them explained that:

"Directly, I said that yes, we are studying grammar today and we will learn the following. And then in addition to some extra activities I prepared when I needed, we did the activities in the book and completed the lesson." [HIN 1]

HIN 2 stated that "but in online teaching, it happened like this." and explained that "PPTs were used too much. There was a lot of attention in the form of questions and answers. So, I had to turn to traditional grammar-translation too much."

Similarly, HIN 4 mentioned that "I tried to provide this again in online education, but I think I may have gone directly into online education a little more because every day in face-to-face education, I tried to get students to discover "if clause" for example", but explained that "during the online education, I think that if I go like this, the student may not fully understand, s/he may miss the lesson. Here s/he has forgotten the beginning, then I started to say what subject this was. But again, I focused on meaning first and then went over the grammar structure again. But I think that was more of explicit instruction. I noticed that I went directly in the online education while I did not prefer it in face-to-face training."

In a similar way, all of the instructors who taught English to low level students stated that they preferred teaching English explicitly. The main reason was that the explicit teaching was more time-saving and easier during online education. One explained that:

"Unfortunately, online has its limitations, so I almost couldn't use many techniques. We give situations by trying to use them communicatively and trying to use them within meaning, to talk about them or to try to go on improvised speech, both to improve their speaking skills and to absorb what they have learned, but as I said, some techniques cannot be used. I have used the grammar-translation method a bit like that, especially in the last hours. We have to say that here is the rule, look and study again, and if there is a problem, tell me because we will look at it again. It was a more direct expression." [LIN 5]

LIN 6 also explained that "how easy was it to implement this online? Yes, in the presentation stage, maybe somehow, I could present the language," and added that "but here learner engagement is very weak. For example, you ask a discussion question, try to get them into the subject like this, you will present the language, but if they don't want to participate, they do not participate. What you can do in the practice section is more limited in the online period. Unfortunately, it is more limited online. So, I said there is such a thing and gave the rule directly."

Similarly, LIN 7 stated that "but it wasn't like that online" and continued by explaining that "likewise, I went through text, listening, photograph and tried to explain grammar by following the same steps. But I couldn't get it because I couldn't get a reaction from the students. It's ruined, it's all messed up. I couldn't act like a clown, either. What will you do in front of the camera? As such, my technique did not change, but I can say that some elements in my technique had to change. And it hasn't been efficient, but that's a bit of a class thing as well. You know, my class was strange. For example, I couldn't use my body language, I couldn't play games, I couldn't throw a ball to my students. I could not speak to my students. I didn't get an answer as soon as I talked about it. As such, inductive teaching couldn't go away. The students do not answer. I changed the questions, but there were times when I could not get a reaction and said this is it, guys."

LIN 8 mentioned that "but it doesn't look like it's going very well online. I did it from time to time, but I did piece by piece" and gave an example by saying that "for example, they would be learning the 3rd conditional. I could say that yes, after reading a sentence or a text, I could act as if they understood the differences in this structure, but I was doing it more in face-to-face education, and maybe I could spend more time on it. I can say that this has been a little less online. In order not to distract too much, I was giving the rule after a while, since my class was not such a clever class."

4.1.2.1.6. Findings Related to the Grammar Activities during FTFE

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar activities in face-to-face education?*" In order to answer this research question, the sixth question in the semi-structured interview for instructors was "*What kinds of grammar activities do you use during face-to-face education? Why?"* Table 26 demonstrates that both low- and high-level students' instructors used some

mechanical and communicative activities during face-to-face education. Additionally, according to the coordinator, classroom interaction and peer learning can also be observed.

Table 26
High- and Low-Level Students' Instructors' Perceptions on the Grammar Activities during FTFE

Codes	HINs*	LINs**	Coordinator
Mechanical Activities	3	2	-
Communicative Activities	3	2	-
Classroom Interaction	-	-	1
Peer Learning	-	-	1

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Mechanical Activities

Three of the high-level students' instructors stated that they used some mechanical activities during face-to-face education. One of them mentioned that:

"Fill in the blanks, multiple choice, matching, whatever is in our book and Step Up. For example, when I was in face-to-face education, I would always take an extra worksheet to the class except for the Step Up and book." [HIN 1]

Similarly, HIN 3 explained that "I usually give fill in the blanks." And added that "when they master that, I give more complex activities. Sometimes matching activities,… But first, always filling the gaps because this is the simplest for them. When they feel more efficient with the form, then I go to the more complex."

HIN 4 also stated that "… but apart from that, we did the mechanical activities in this online education, as we do at school."

As the high-level students' instructors, two of the low-level students' instructors also stated that they used some mechanical activities during face-to-face education. One of them mentioned that:

"I would start from mechanical activities during the face-to-face education and go to productions. What do we call mechanical activities? Here is the filling in the blanks, matching, sentence completion, rewriting." [LIN 7]

Likewise, LIN 8 explained that "exercises are given, like filling in the blanks, rewriting the sentence, matching and so on."

Communicative Activities

All of the high-level students' instructors stated that they used some communicative activities during face-to-face education. The main reason was that the students should use the grammar structure while learning the language. One of them mentioned that:

"… I used to utilize speaking activities very often when I was in face to face. I would create a context where they would revise the structure they just learned and have a speaking activity every time." [HIN 1]

HIN 2 also stated that "I would try to use a lot of games that would increase their speech" and added that "they will use what they have learned in semi-controlled dialogue activities where they will talk to each other. So, for example, I used that structure to make them talk. For example, I was trying not to finish the lesson without doing that."

Similarly, HIN 3 mentioned that "I love role-play activities or some games."

As well as the high-level students' instructors, two of the low-level students' instructors also stated that they used some communicative activities during face-to-face education. One of them mentioned that:

"I start from these, I go on with role-plays, writing tasks, and games that they can talk about. If applicable, I use the station technique. I do things like this, normally when I teach in face-to-face in my classroom." [LIN 7]

Similarly, LIN 8 noted that "but for example, they could do group work nicely." And gave some examples by saying that "here they were putting parts of the story together, including grammar. I had arranged group work activities such as story completion in face-to-face education because they only see the previous sentence, very funny things were coming up. Or I also liked role-plays. The contest for who wants to be a millionaire was made with groups. For example, we made a magazine about famous inventors."

Classroom Interaction

The coordinator stated that the classroom interaction in the communicative activities was significant. The main reason was that the students could use the target structure by interacting with their friends in the classroom. Another reason was that s/he felt satisfied when the students could produce the language in groups. S/he stated that:

"Definitely a pairwork and group work in face-to-face were the ones I used most. After doing a mechanical activity after a grammar presentation, I was very pleased to see that group work in class. Because the student could use it directly. "

Peer Learning

The coordinator underlined that there were some opportunities for peer learning. Since the students could learn to form some structures from their friends in groupwork activities. S/he stated that:

"S/he was collaborating if s/he couldn't use it herself/himself, s/he could get peer feedback, s/he could support his/her friends. Somehow, they could get it on much more easily. As a result, it is a sub-step of socio-cultural theory, that is, we were taking this group work together, supporting each other, the teacher's help right there, as an expert, as a facilitator in the classroom."

4.1.2.1.7. Findings Related to the Grammar Activities during ONED

In this part, the research question is "*What are the perceptions of low- and high-level students' instructors in terms of grammar activities in online education?*" In order to answer this research question, the seventh question in the semi-structured interview for instructors was "*What kinds of grammar activities do you use during online education? Why?"* Table 27 shows that most of the instructors used mechanical, meaningful, and communicative activities during online education. Moreover, there were some problems with classroom and peer interaction. Additionally, one of the low-level students' instructors believed that she used L1 more, and teacher talking time increased in online education.

Table 27

High- and Low-Level Students' Instructors' Perceptions on the Grammar Activities during ONED

Codes	HINs*	LINs**	Coordinator
Mechanical Activities	3	-	-
Mechanical and Meaningful Activities	-	3	-
Communicative Activities	3	3	1
Classroom Interaction	3	1	-
Peer Interaction	-	3	-
Use of L1	-	1	-
Increase in Teacher Talking Time	-	1	-

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Mechanical Activities

Three of the instructors giving online English lessons to high level students stated that they did more mechanical activities during online education. The main reason was that they were not able to do the activities which required some interaction, but the mechanical activities could be applied similarly in face-to-face education. One of them explained that:

"Fill in the blanks, multiple-choice, matching, ne varsa kitabımızda ve step up'ımızda. Mesela şöyle bir şey de var yüz yüze eğitimdeyken hep step up ve kitap dışında fazladan bir worksheet hep götürürdüm sınıfa yine ama bu online eğitim süresince step up ve kitap dışına çok çıktığımı hatırlamıyorum." [HIN 1]

Similarly, HIN 2 explained that "we started to do many mechanical exercises in online education such as question-answer, find the true form, find this, find that" and added that "Bravo's request was as follows: Give it to us, if we have a question we might ask, let's not waste time with such activities.

HIN 4 also mentioned that "… But apart from that, we did the mechanical activities in this online education, as we do them at school."

Mechanical and Meaningful Activities

Three of the low-level students' instructors stated that they used many mechanical and meaningful activities during the online education. The main reason was that there was not enough opportunity to do some communicative activities online. Another reason was that the students' level was low. One of them mentioned that:

"For example, if the teacher has a prediction that a class is weak in grammar or structure will be difficult, then controlled practice can be increased. For example, I did that in relative clauses because I think it was a difficult topic for my class. And they needed to practice a little more controlled practice until they can distinguish between right and wrong structure. Afterward, they can add something from themselves such as semi-controlled practice for example placing the conjunction, combining two sentences." [LIN 6]

Likewise, LIN 7 stated that "since there wasn't production, I had extra mechanical activities online" and continued by explaining that "also, because my class is a class that does not know "am, is, are", we did mechanical activities."

LIN 8 also explained that "mechanical activities such as filling in the blanks, conjugation of verbs or something were the most useful thing in this period." and added that "so, they may be like filling in the blank, maybe placing it in the right place, writing a complete sentence at the end, but when I think about it now, I realized that I did this from time to time. For example, we made an example sentence. Sometimes, they got stuck, they didn't understand, I was aware. I was saying okay, let's think in Turkish. Help me, I could not think of an example. We made sentences with them online."

Communicative Activities

Three of the instructors and the coordinator who taught online English lessons to high level students stated that they could not do communicative activities much during online education. The main reason was that the students did not have a chance to work together in online education. One of them explained that:

"We could not do effective speaking. For production, the students might say one sentence, but I used to use speaking very often during face-to-face education. I would create a context where they would use the structure they just learned and have a speaking activity every time. But that didn't happen online and that made me a little sad." [HIN 1]

Similarly, HIN 3 noted that "unfortunately, they couldn't have any speaking activities." and added that "they couldn't have role-plays because we didn't have any options in our

programme. I was trying to give them some public topics, but it wasn't like face-to-face. There weren't many options."

HIN 4 also mentioned that "Students have practiced less on speaking."

Likewise, the coordinator explained that "We could do chain activities, not individual ones." and gave an example: "for example, we could include the whole class. We could also use it online. But the part we could not use online was the production part. Now, we are trying to improve it a little more in this term. But for us to see the production part, we need to create a platform where the student can use the rule we have taught. It just doesn't happen alone. "

In the same way, three of the low-level students' instructors explained that they could not use the communicative activities during the online education. The main reason was that there was no peer interaction during the online education. Another reason was that the students did not have enough knowledge about using the technology to do pair work or group work activities. One of them mentioned that:

"Even if you sometimes want to do, when you say let's do group work, two of them come out of the lesson. In other words, because of the problem of using the much more limited interaction pattern, the practice part was incomplete in my opinion. I never attained production. So, they didn't want to produce. Once I wanted them to write a small paragraph, only 1 or 2 out of 3 or 4 students wrote it. They didn't write, so you were waiting for an example, they didn't even answer patiently whether they wrote or not. So, they could not produce. They didn't. They would rather not do it because production is more challenging, a new application." [LIN 6]

LIN 7 also explained that "look, I'm going to share a very nice point now. There was no productive part online" and continued by saying that "there was a mechanical part, but there was no productive part. The number of students attending classes was about 3. Okay? You make the 3 people a group. You are sending them somewhere so that they will call each other, supposedly they will study. They went, but they did not come. They couldn't. Mine left Teams to call each other. They were so immersed. I could not conduct my lesson. I mostly had one student, and that is another issue."

Likewise, LIN 8 stated that "production is left behind" and explained that "in other words, I was giving speaking activity so that they can make a meeting, but it was not like in the face-to-face education. One cannot connect, the other's mother is calling or something. So yes, I think the online education lacks communicativeness."

Classroom Interaction

Three of the instructors teaching online English lessons to high level students stated that classroom interaction changed during online education. The interaction was generally teacher to the students. So, they were not able to do pair work or group work activities. Also, this situation was the most important reason for the decrease in communicative activities in online education. One of them explained:

"It was completely in the class to the teacher and teacher to the class form." [HIN 2]

HIN 3 also stated that "We cannot have those group work activities or pair work activities. Those were missing."

Similarly, HIN 4 mentioned that "we definitely couldn't do pair work, group work." And underlined that "it was a huge lack in online education on our behalf. There was a direct student and teacher focused interaction."

Additionally, one of the low-level students' instructors explained that various types of classroom interaction were not applied during the online education. For example, she mentioned that:

"… change the communicative pattern. Sometimes it is the whole class, sometimes it is pair work, group work, open-pair, close-pair, so there are many such communication patterns. In my opinion, these are constantly changing the communication/interaction pattern, which eases the burden of the teacher, maximizes that interaction, and optimizes the efficiency of that practice part. There is no such possibility, that is, you cannot do a whole class online, you cannot do open pair or close pair activity." [LIN 6]

Peer Interaction

Three of the low-level students' instructors explained that there was no peer interaction during online education. Also, this issue was the main reason for less or no communicative activities. One mentioned that:

"Again, I can talk about communicative patterns. They always had to do these patterns themselves in online. I could never use pair work or group work activities. That's why, they always worked alone. I gave the answers and checked. We reviewed the wrong ones. So, only the booklet was done. That's why, I think it was boring. However, if you have face-to-face education, you can make a whole class activity, you can make a group of 2, they learn from each other and compare their results. They can do it in groups of 4. After that, they can form open pairs, check the results with someone else. Interaction never happened in online.

However, in face to face, I think they learn a lot from peer interaction. For example, you assign a grammar activity, then they do it themselves, then they turn and check from each other, and for example, the person can explain why the answer is wrong to his/her friend. S/he can say that you did this part wrong. They can do it themselves in the group without asking the teacher. There's less work for you when it comes to the feedback part." [LIN 6]

Likewise, LIN 7 explained that “not being able to look at the other person's eyes or their paper, not having an elbow contact with each other, and perhaps not being able to poke each other also affected them negatively” and added that “they couldn't interact with each other. It may be because you cannot interact in English with someone on the phone if you are not very good."

LIN 8 also stated that “so, they just communicate with the teacher. I tried to follow a lot, but I cannot be satisfied like the one in the real classroom."

Use of L1

Surprisingly, one of the low-level students’ instructors explained that she was afraid that the students who attended the lesson might not go on the online lessons if they did not understand the topic. For this reason, she had to use L1 more during online education. For example, she mentioned that:

"I was speaking English as much as possible in the lessons, but I was sometimes doing “hit and run” in Turkish. So, I spoke 80-90% in English. In this online teaching period, I used Turkish more than I have ever used. So, they were in dire need of L1. I've had such a process, but normally it's not my style for example. But I had to adapt it in that way. I was not able to respond, and I had a fear that there were already a handful of students coming. I had to readjust my teaching for this, assuming that they also did not understand and would not come to class." [LIN 6]

Increase in Teacher Talking Time

One of the low-level students’ instructors explained that she had to talk more during online education since she could not use the activities that required peer interaction. For example, she mentioned that:

"As a result, not being able to use what I know and use in face-to-face education increased my TTT." [LIN 6]

4.1.2.1.8. Findings Related to the Benefits of Teaching Grammar Online

The eighth question in the semi-structured interview for instructors was *"What are the benefits of teaching grammar online?"*. As can be seen in Table 28, various materials, increase in student talking time and participation, being a timesaver, improvement in technological skill, easiness in grammar presentation and mechanical activities are the most important benefits of teaching grammar in online education.

Table 28
High- and Low-Level Students' Instructors' Perceptions on the Benefits of Teaching Grammar Online

Codes	HINs*	LINs**	Coordinator
Various Materials	2	-	-
Student Talking Time	1	-	-
Timesaver	-	2	-
Improvement in Technological Skill	-	1	-
Increase in Participation	-	1	-
Grammar Presentation	-	-	1
Mechanical Activities	-	-	1

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Various Materials

Two of the high-level students' instructors believed that online education provided different types of materials and exercises in terms of teaching grammar. Due to the fact that there were many resources about grammar on the Internet. One of them mentioned that:

"There may be advantages in accessing many resources. If a curriculum is made that we can use them, and first of all, all kinds of technical problems such as connectivity have been carefully considered first and accordingly, all the precautions are taken, and I think that the presence of computers that are capable of using the screen to show many things will be very useful to grammar…. I think that it will be very useful if the resources on the internet are somehow presented to students. For example, there are some exercise sites, for example, I was using them too much. Or here I have used a lot of videos. For example, many examples that I could not know emerge suddenly. If some students may not understand one example,

others may not understand other examples, then they suddenly see something, suddenly they can understand the structure." [HIN 2]

HIN 3 also explained that “it’s easy to access many worksheets.”

Student Talking Time

One of the high-level students’ instructors thought that the students had more chances to answer the questions or to share their opinions during the online education due to the number of students. She highlighted that:

“There is no opportunity to ask every question in the classroom. Or I give every student the right to speak. So, each student speaks less. But in online education, 3-4 people were talking constantly. There were many opportunities for them to improve themselves. Normally, if they can speak once in speaking, they have spoken nearly 8 times during online education." [HIN 4]

Timesaver

One of the low-level students’ instructors believed that online education was timesaving in terms of revision for the lessons. So, they could reach many resources to practise. So, she stated that:

“It can be thought as saving time, maybe if the student has some time left, s/he can revise it again. I said to my students that they should find out some activities, do them and ask the questions that they don't understand. I was doing some extra courses. We were looking at them. So, they can find more things. They realized that they had more at their disposal. In that respect, it can be said that online has this benefit." [LIN 8]

LIN 5 thought that online education was timesaving; however, face-to-face education was better to teach grammar to use it in daily life or to communicate and stated that:

“S/he can take any time what s/he wants without spending too much time. Online has such beauty. Without leaving your house, if there are no problems in financial terms, it is something you can adjusted to. Maybe, s/he becomes more willing in this sense if there is someone who does not like to go out, but language teaching includes a little more such communication. It is not a problem to teach the grammar directly, if we are studying for YDS, we will give it the rule here too, look here, you will do this when you see this. If this is what we mean by learning a language, it is very useful, you learn without standing up, but

if we want to teach using it in daily life or using it while communicating with others, face-to-face education is more advantageous."

Improvement in Technological Skill

One of the low-level students' instructors believed that online education caused her to search for some technological tools to use while teaching grammar. So, she stated that:

"You are thinking about how you can integrate something more digital like that. There is a side that motivates the teacher, how I can use technology better, how I can use a different application while presenting grammar. For example, instead of constantly preparing PPT, how can I do something, do I have a way to present differently, is there something like an online application? Because it's not like the one in the class, and all you need in the classroom is the board marker and you can get the job done with the board as long as you are in the classroom. You can explain with your own classroom management tricks. But there may not be this environment online. You have to do something more technological like this. This aspect improves the teacher. What else can I do? I think it motivates the teacher to research what else s/he can do to ease his / her work and burden." [LIN 6]

Increase in Participation

One of the low-level students' instructors believed that some students felt more comfortable to participate in the lessons during online education because of their personality. So, she stated that:

"For example, a student of mine attended every lesson during face-to-face education. He wasn't very successful, though. For example, that boy was trying to participate in the lesson from time to time, he was listening to everything, I realize he just did not understand very well. He was also shy. When the attendance obligation in online was suspended, the student started to show himself. He started asking questions. Here he started to comment, answer the questions, explains something, I wanted others to do that, too." [LIN 8]

Grammar Presentation

The coordinator mentioned that presenting grammar in online lessons was easy. In addition, the instructors were more organised. She explained that:

"As the coordinator, we were able to make the presentation part much easier. The instructor is also much better prepared. The transition can go very smoothly."

Mechanical Activities

The coordinator stated that she could do some mechanical activities easily. She stated that: "Mechanical activities can work very well."

However, one of the high-level students' instructors did not believe that there were any benefits of teaching grammar online because of her preference for teaching grammar. So, she stated that:

"So, I guess I can't say that I like distance education very much because I am a somewhat traditional teacher and that I am among the advocates of the face-to-face because I am a teacher who wants to see the board, use the board, be in touch with my students and share the same environment with them. I think that the things done together are more effective. As here, the concentration of the students gets disturbed very quickly, there may be technical problems. I think it didn't help because as I said, I think that the grammar lessons I taught in class are more beneficial than online. More effective. As I said, although I cannot observe such an incredible difference due to the fact that they are bravo students, I was leaving the grammar lessons more satisfied than the lessons in face-to-face education rather than online education. I wonder if there is always such a question mark in online lessons, is it clear, is there any problem? Maybe this could also be due to something: I could understand more clearly whether they learned the structure since I could observe them in the production part, but since I didn't have that chance here, I couldn't observe that. Uncertainty has always remained in my mind." [HIN 1]

Similarly, one of the low-level students' instructors did not believe that there were any benefits of teaching grammar online as she thought that the students could not communicate with each other and learn the language exactly. So, she stated that:

"There are none. If your aim is not to let the student communicate, okay, the student will enter YDS or something. The student does not care to speak English. It works at that point because you're just going mechanically anyway. At that point, language teaching is no different from geography teaching and it can work there because you don't care if the student talks and understands what s/he is listening to. The student also doesn't care. It goes mechanically only. The student will learn to take tests. It works at that point. I don't know if this is language teaching or not. Other than that, if our aim is to enable the student to communicate, it is useless." [LIN 7]

4.1.2.1.9. Findings Related to the Challenges of Teaching Grammar Online

The ninth question in the semi-structured interview for instructors was "*What are the challenges of teaching grammar online?".* Table 29 demonstrates that classroom management was the most challenging aspect while teaching grammar online. Some of the high-level students' instructors believed that they were not satisfied enough, and the duration of the lessons was limited. Furthermore, the classroom interaction was low. For this reason, the students could not learn from their friends. Surprisingly, one of them thought that she had to change her teaching method, and repoted that creative activities were limited. According to the findings, some of the low-level students' instructors' and their students' motivations were low. Additionally, the activities, peer interaction, personalized feedback, and production were limited in online education. Finally, no one had enough experience of online education. Therefore, this was the biggest challenge for the coordinator.

Table 29

High- and Low-Level Students' Instructors' Perceptions on the Challenges of Teaching Grammar Online

Codes	HINs*	LINs**	Coordinator
Satisfaction	2	-	-
Limited Time	1	-	-
Classroom Interaction	2	-	-
Peer Learning	1	-	-
Teaching Method	1	-	-
Limited Creative Activities	1	-	-
Classroom Management	1	2	1
Inexperience	-	-	1
Students' Low Motivation	-	1	-
Instructors' Low Motivation	-	1	-
Limited Activities	-	1	-
Limited Peer Interaction	-	2	-
Limited Personalized Feedback	-	1	-
Less Production	-	1	-

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

Satisfaction

Two of the instructors teaching English online to high level students mentioned that they did not feel satisfied with teaching grammar online. For instance, one of them stated that:

"As I said, I cannot observe production, I cannot get assurance, so I cannot get such approval, I cannot get approval that everything is clear." [HIN 1]

HIN 2 also explained that “We cannot understand whether the student understands or not.” and highlighted that “this is the biggest challenge. We cannot be sure of anything. However, it is the main achievement in learning. So not being able to understand."

Limited Time

One of the instructors teaching English online to the high level students mentioned that they did not have enough time to attract their attention and to do more activities. She stated that:

“I had a hard time while starting to teach grammar because everything is clearer and faster in online lessons. I do not think that there is much time and opportunity to do activities that can attract their enjoyment and attention." [HIN 1]

Classroom Interaction

Two of the instructors teaching English online to the high-level students mentioned that the students did not have the opportunities to do pair work or group work activities. One of them explained that:

“Later, for example, I can also give an example that comes to my mind right now, for example, if it is in the classroom, I can get the answers from the whole class together, so I can observe the answers of each of them more easily in the classroom. But since it was progressing in a turn way here, there was no discussion environment." [HIN 1]

Similarly, HIN 4 noted that "I used to utilize pair work activities a lot in grammar teaching,” and gave an example by saying that “for example, they look at the reading passage together, highlight the following structures, or ask each other questions in groups of 2 and answer them by using these structures. It is difficult to do these in distance education, although there are channels where they can work in pairs online, I do not think it is that effective because I cannot practically observe all students."

Peer Learning

One of the instructors teaching English online to the high-level students mentioned that during online education, there was no peer learning. She stated that:

"… It doesn't lead to a situation a student helping another student learn. I think this can be considered as a big deficiency." [HIN 1]

Teaching Method

One of the instructors teaching English online to high level students mentioned that during online education, she had to change her teaching method. She stated that:

"Other than that, having to use GTM a lot while teaching. It is a huge challenge for me not to teach by using my own notions regarding language teaching." [HIN 2]

Limited Creative Activities

One of the instructors teaching English online to high level students stated that during online education, she did not prepare a lot of creative activities. She explained that:

"Creating activities because you don't have many options. The lessons become a little bit monotonous." [HIN 3]

Classroom Management

One of the high-level students' instructors and the coordinator teaching English online to the high-level students stated that during online education, she could not manage the classroom. She explained that:

"The focus time of the students has decreased, and I think their motivation has decreased. As soon as their motivation lowered, I couldn't do anything because the student had already disappeared or was gone. But if education was face-to-face, I could include the student a little more. At least, I would come close to him/her, I would ask him/her something. There is a distance between us, and I cannot communicate with the student." [HIN 4]

In the same way, the coordinator also highlighted that "we had a hard time online. So, we had a hard time in this respect." and added that "because it is very difficult to create those activities, and it is very difficult for me to implement them online. Why? Because they need to exit this platform, enter a different platform they created themselves or a different tab here. You cannot see every group at the same time, so even if the teacher is in the role of facilitator, s/he is in charge of the class and can see someone at any time in face-to-face

education. S/he can change very quickly to what s/he wants. Online challenged us in this respect. It was difficult for us and the students to handle it. Our students knew each other. They had begun the period. Now, a group that doesn't know each other will come next period. Of course, you should take a look at how online education progresses. But it's getting hard."

As well as the high-level students' instructors, two of the low-level students' instructors teaching English online to the low level students mentioned that during online education, they were not sure if they were good at managing the classroom or not because they could not see the students' body language. One stated that:

"You don't know how the feedback takes place. You can control the students more in the classroom." [LIN 5]

Likewise, LIN 8 noted that "for example, in that production part I think I wasn't sure if I could follow it very well." and added that "so, I always tried to give additional lessons, but I don't know how well I was able to follow it because something like this could happen in the classroom. Someone is answering a question or making a sentence. Even if the others did not react loudly, I could understand more or less from their facial expressions, glances. In online education, these have disappeared completely. Every once in a while, there were people who said like this or that, but I think that I could not follow this as much as in the class, so I tried a lot when I could follow the productions, but I am not sure if I succeeded."

Inexperience

The coordinator underlined that at the beginning of the online period, they did not have enough experience to teach grammar online. For this reason, they had some difficulties. However, they could find some techniques and solutions by trying new things. S/he mentioned that:

"As a coordinator, you have to give a program and each risk is separate. Apart from that, there are a lot of things you need to think about, but after all the skills are separated from each other, there is a great difficulty in the form of student profile, books, whether it will fit or not, the teachers have no experience, you have no experience, etc. We had difficulties due to inexperience. But we also progressed with the feedback we got by trying. … The first 4-5 weeks were very difficult because we didn't know. For example, now I can say that grammar teaching is much easier, but we did not know this. And we tried so really. We experimented with presentations, we experimented with the book. We experimented with the course by sending it in advance. Each teacher tried to find their ways by trying different

things. But it gets a little easier after finally gaining that experience. Of course, there are difficulties with that inexperience. It was the difficulty not knowing how to do it, not determining a strategy, difficulty not knowing the reaction from the student. There have been such difficulties. But then it got on track. "

Students' Low Motivation

One of the low-level students' instructors teaching English online to the low-level students stated that during online education, the students' motivation decreased. The main reason was that there was lack of peer interaction, and they could not see their faces. One mentioned that:

"In online education, students do not see each other's faces anyway. They just usually see their teacher. They turn off the cameras, they can't open them because of the internet. Not seeing each other's faces reduces language learning levels. It motivates some less. Unfortunately, it can also reduce their motivation. Motivation decreases." [LIN 5]

Instructors' Low Motivation

One of the low-level students' instructors teaching English online to the low-level students underlined that during online education, not being able to see the students' faces also decreased the instructors' motivation because they could not reach their students. One mentioned that:

"Not being able to see the students also lowers the motivation of the teacher. After a while, people get bored. Not being able to reach students is bad." [LIN 5]

Limited Activities

One of the low-level students' instructors teaching English online to the low level students underlined that during online education, the students could not do enough activities. One mentioned that:

"There are deficiencies in terms of practice." [LIN 6]

Limited Peer Interaction

Two of the low-level students' instructors teaching English online to the low-level students mentioned that during online education, they could not interact with the students. Similarly, the students could not interact with each other. One explained that:

"Interaction pattern is used in a limited manner." [LIN 6]

Similarly, LIN 7 stated that "therefore, lack of interaction makes it difficult for the student to learn grammar." And added that "in addition, the student and the teacher cannot keep an eye on them. … also, as you know, while lecturing, we have a PPT on our screen and we do not even see the names of our students. This affects both us and them negatively. Look, I'm studying for the master's degree, you know. I attend the class in the morning from Teams. I listen to the lesson in the same system in the evenings. I've been on both sides of it, and I have to say that it's extremely boring on both sides. Being on the other side of the screen is also extremely boring because you don't see the lecturer's face. You don't smile at the person who teaches the lesson."

Limited Personalized Feedback

One of the low-level students' instructors teaching English online to the low-level students highlighted that during online education, it was hard to give individual feedback immediately since everyone was on the platform and heard them. One mentioned that:

"It is very difficult to give one-to-one feedback because others are also hearing. But you can go and give feedback in the classroom environment. You can immediately explain where s/he was stuck in a few seconds. It's getting harder to do something more individualized like that." [LIN 6]

Less Production

One of the low-level students' instructors teaching English online to the low-level students highlighted that during online education, most of the communicative activities could not be done. One mentioned that:

"We said there was no production. How can this boy talk? So, that PPP had the first 2 P's, not the last P." [LIN 7]

4.1.2.1.10. Findings Related to the Suggestions for the Effectiveness of Teaching Grammar Online

The tenth question in the semi-structured interview for instructors was *"What are your suggestions for the effectiveness of teaching grammar online?"* As can be seen in Table 30, half of the instructors suggested more communicative activities. Moreover, some of the high-level students' instructors believed that there should be teacher and learner training.

Additionally, some extra assignments ought to be given to the students. The coordinator also thought that classroom interaction should also be increased, and the materials should be adapted for online education. According to some of the low-level students' instructors and the coordinator, the students should do more mechanical activities. Furthermore, the instructors ought to develop their skills in technology to find various materials for grammar presentations and activities.

Table 30
High- and Low-Level Students' Instructors' Perceptions on the Suggestions for the Effectiveness of Teaching Grammar Online

Codes	HINs*	LINs**	Coordinator
More Communicative Activities	1	3	-
Extra Assignments	2	-	-
Classroom Interaction	1	-	1
Teacher Training	1	-	-
Learner Training	1	-	-
More Appropriate Materials	1	-	1
More Mechanical Activities	-	2	1
Improvement in Technological Skill	-	2	-
Various Materials	-	1	-

*HINs: High Level Students' Instructors
**LINs: Low Level Students' Instructors

More Communicative Activities

One of the instructors teaching English online to the high-level students stated that there should be more opportunities to do communicative activities. She explained that:

"I think it will be more efficient if we move forward by focusing on activities where we can see how they produce the structure and use it in a context." [HIN 1]

Just as the high-level students' instructor said, three of the instructors teaching English online to the low-level students explained that the instructors could integrate more communicative activities like discussions about some topics or a film to use the grammar during online education. Additionally, due to the fact that it was difficult to maintain the interaction in the online lessons, some improvisation activities can be done. For instance, one stated that:

“Apart from that, we need to try to increase the speaking activities that can be a little more playful and fun. Discussions can be added." [LIN 5]

Similarly, LIN 7 stated that “maybe, we can do speaking activities without going anywhere because they don't come” and continued by adding that “maybe, we can say that they will improvise. Maybe, they can make a 30-second talk alone. Perhaps, it is an impromptu conversation with a partner. You create rooms in Zoom and divide the students into groups, like doing group work there. Maybe, lessons can be conducted in the zoom. Thus, the problem of leaving but not coming can be eliminated."

LIN 8 also explained that “but it is still somewhat applicable, as its communicative dynamics will be incomplete” and gave some examples by saying that “songs can be used to fill in the blanks. A weekly movie could be chosen, we were answering various questions such as questions about how you would finish, your favorite character, if you were the director, write a summary. It has a great effect on vocabulary and grammar. And they also worked in groups. So, I like conceptual things. Here we are going on holiday to a place like this, what are we going to do? I think we learned grammar and vocabulary better. Video assignments can be given according to the area of interest. There must be something for language use. Kahoot is a nice game but after all, it's mechanical too. Give it on paper and they will do it again."

Extra Assignments

Two of the instructors teaching English online to the high-level students stated that some extra assignments could be given to the students in online education so that they could use the structure in writing and speaking tasks and internalize. One of them explained that:

“I think it will be more efficient if we move forward by focusing on activities where we can see how they produce the structure and use it in a context. Or we will take this out of the class with homework, etc. if it will not be possible in the lesson." [HIN 1]

Likewise, HIN 2 mentioned that “different tasks could be assigned, such as keeping a journal talking about different things that happened to you during the corona period” and explained that “exercises on using process-based language could be done. In other words, we could always talk about an environment that would touch their lives and focus on semi-controlled structures, and then we could discuss them by bringing their products to the classroom environment and exemplify them. I am in favor of students’ doing a lot of research on their own in online education. I think that grammar teaching can be done in a very meaningful

way, especially by following, observing something and a written or oral text may be prepared about it. But my priority is to have something for them to prepare."

Classroom Interaction

One of the instructors and the coordinator teaching English online to the high-level students stated that there should be more opportunities to do pair work or group work activities. She explained that:

“The group should be smaller. Some programs that the student to do pair work activity maybe or group work activity and a project.” [HIN 3]

The coordinator also mentioned that:

"There should be a platform where we can see the production and we can do pairwork and groupwork.”

Teacher Training

One of the instructors teaching English online to the high-level students stated that there should be teacher training during the online period. She explained that:

“There may be such good methods that other teachers have tried. I think things like sharing experiences and seminars would be nice. A seminar-style thing would be well. I think we will gain perspective." [HIN 4]

Learner Training

One of the instructors teaching English online to the high-level students stated that the students should be trained about the techniques to study and learn grammar or online websites. She mentioned that:

“… from time to time I ask students to share their methods of studying grammar with their friends. I look for resources and make suggestions on online sites that students can use especially for their grammar studies at home. … I think that emphasis should be placed on learner autonomy in terms of grammar teaching. The student should be aware of how to learn grammar more easily, whether it is deductive or inductive.” [HIN 4]

More Appropriate Materials

One of the instructors and the coordinator teaching English online to the high-level students explained that the instructors could prepare more appropriate materials for online education. For example, they could prepare some activities and videos through which the instructors teach grammar. Also, these videos may be useful for asynchronous teaching. To illustrate, she stated that:

"I think the material is also very important. The materials we made in online education were fine. They made the course well. Maybe, materials can be prepared according to online education. Because what did we do? There was the Word file. We normally would print this out and give it to the students. What we did is that we shared a screen in the same manner. Students completed it through our screen. I think the materials can also be designed according to online education. We can teach grammar in the classroom and record videos and share it with the students because I share screens like this, but I stay in the background. So, there was only a sound effect. I mean, if I was prepared, if I had a screen or a smart board behind me, if I told it like that, if those videos were stored, if the students watched where they left off, I wondered how it could be, would it be better? Maybe, these grammar videos can also make students' work easier. So, I can't pretend like I'm in the classroom in an online class. Sometimes I feel like I cannot convey what I want to explain completely." [HIN 4]

Similarly, the coordinator noted that "I always say that the program is dynamic, so there is something we draw at the beginning of the semester, but it may not go like this" and added that "actually, we saw this in our previous online experience. The format of the education may differ, the important thing is to respond to the need. The students are always there, they have their needs. And I'm thinking about how we're going to meet this. That's why, the online plan was difficult, but I think we managed effectively. And grammar has opened a very important window for this. Because we saw that we can teach well. We may have had shortcomings in the application part in the production part, but it seems that we will make up for this more easily as we have gained experience here."

More Mechanical Activities

The coordinator explained that more mechanical activities may be added as some of the students need to practise to learn grammar better. She stated that:

"I think that more mechanical activities can be used by going in a way that the students can digest because the students sometimes get lost there."

In the same way, two of the instructors teaching English online to the low-level students explained that the students should do more mechanical activities to learn grammar better. For example, one stated that:

“Grammar is learned with more practice. They need to practice from the book. The number of tests they can do online can be increased." [LIN 5]

LIN 7 also mentioned that "Maybe, we can use shorter readings and add extra grammar activities."

Improvement in Technological Skill

Two of the instructors teaching English online to the low-level students explained that the instructors ought to search for the new and appropriate tools to teach grammar during online education. Furthermore, some training about these tools can be organized. The main reason is that grammar may be taught better in online education. Another reason is that the teaching might become more effective. For instance, one instructor stated that:

“We all have to look for new things in terms of technology. There are Web 2 tools. For example, these can be included more. Presentations may need to be improved to be more effective. Even though we have some software skills, I wish we could do some animated things. I wish we could get a little more attention from the students." [LIN 5]

Likewise, LIN 6 explained that “Kahoot is one example, maybe there are other applications like it.” and continued by mentioning that “maybe, we can be informed in this sense. So, I think we can get training. Not only PPT but maybe other tools that will make the teacher's job easier. What kind of tools do online tutoring people use? These can be explored to add more diversity."

Various Materials

One of the instructors teaching English online to the low-level students explained that the instructors could use more attention-grabbing materials like videos to present the grammar during online education. To illustrate, she stated that:

“You can go through some more educational videos because when you directly say ‘am / is / are’, they can find it everywhere. You can start with more vivid activities." [LIN 8]

The coordinator of the department also expressed her overall comments considering the online education processs as: “As the coordinator, it has been a very difficult process. Because we entered the unknown. But I think the first way to get out of here in a good way

is to be in a very close relationship with both the teacher and the student. I think that if you give something and leave it, it will definitely go away. And it is very important to get feedback from both the teachers and the students weekly. We held meetings every week. In those meetings, we had to see what is happening and how the process is going. We had 12-week classes without any gaps, we had 12-13 meetings. And we got feedback from students four times. We did two representative meetings. Their aim was always to see the students and their teachers, and to adapt the program accordingly."

4.1.2.2. Findings of Qualitative Data That Was Obtained from Students

Fifteen students participated in the interview. While eight of them were low level students, the rest of them were high level students.

4.1.2.2.1. Findings Related to the Role of Grammar in Language Learning

In this study, the research question is "*What are the perceptions of low- and high-level students in terms of the role of grammar?*" To provide an answer to the second research question, the first question in the semi-structured interview for students was "*What do you think about the role of grammar in language learning?"*. Table 31 demonstrates that according to the results of the interview that was held with high- and low-level students, most of them thought that grammar is a necessity for production; however, the minority of them believed that grammar is necessary to learn a language.

Table 31
High- and Low-Level Students' Perceptions on the Role of Grammar in Language Learning

Codes	HLS*	LLS**
Necessity for Production	6	6
Necessity for Learning a Language	1	2

*HLS: High Level Students
**LLS: Low Level Students

Necessity for Production

Six of the high-level students believed that learning grammar is necessary to produce the language. The main reason was that grammar was the cornerstone of productive skills like writing and speaking. One of them stated that:

"When babies are born, they learn the language of the environment they are in by themselves, they do not receive grammar training. The importance of grammar becomes clear in writing rather than speaking. I think it is more important in written texts." [HLS1]

Similarly, HLS 2 mentioned that "grammar is very important." and explained that "if we do not know grammar, we cannot make sentences, we cannot express ourselves, we can know words, but we make them meaningful with grammar."

HLS 4 emphasized that "Grammar is the cornerstone of language teaching." and added that "Even if we speak without grammar, I don't know if it would be enough for the other person to understand us. I say that grammar is very important for this particular reason."

HLS 5 also stated that "grammar is very important in my exams, I think it is very important," and continued by saying that "people can understand when talking to people in spoken language, but ultimately, grammar is necessary when trying to explain yourself in university life."

Likewise, HLS 6 highlighted that "I see grammar as a cornerstone when learning languages" and explained that "because grammar is necessary for writing and speaking. If we do not use the rules correctly, I think other people will misunderstand us."

HLS 7 also underlined that "if we do not know the grammar, we cannot speak properly. I think grammar is very important."

In the same way, six of the low-level students believed that learning grammar is needed most for productive skills like speaking and writing. The main reason was that students felt that they could not produce the language without grammar. One of them stated that:

"Grammar is the keystone. I think it is important for people to understand us both in the lessons and in our daily life." [LLS 9]

LLS 10 also mentioned that "I was not aware of it before starting the preparatory class," and added that "but when I started the preparatory class at our university, I realized how important grammar is in constructing sentences in writing and in speaking."

Similarly, LLS 11 underlined that "while learning a language, of course, I think that the grammar of that language is important" and continued by stating that "I compare grammar

to laying the foundation, then we do exercises and move on to speaking; the most important thing in a language is grammar."

LLS 12 also highlighted that "frankly, grammar means order, I think it is very important in speaking or writing."

Likewise, LLS 14 explained that “I think it is important in writing but not in speaking. Grammar knowledge is, of course, important, but we cannot speak without knowing it."

In a similar way, LLS 15 stated that “we didn't learn much grammar when we were in high school. I couldn’t speak” and added that “however, when I came to university, I thought about how I would do it and I even did not understand anything for the first month. But when I started learning grammar in the meantime, I said it was really important, and now I understood things better. I can say the same thing for speaking. I understood that grammatical structure is very important."

Necessity for Learning a Language

One of the high-level students believed that learning grammar is necessary to learn the language properly. One of them stated that:

“Someone can speak without grammar. But how accurately he speaks? Grammar is very important, I think that while learning a different language, one should know the rules of that language. But I cannot say it is necessary for speaking. During my high school education, I tried to express myself by speaking English sometimes in the wrong way but sometimes in the correct way." [HLS 3]

In the same vein, two of the low-level students believed that learning grammar is the cornerstone to learn the language properly. One of them stated that:

"Grammar is essential for a language, it is the grammar that makes a language beautiful." [LLS 13]

However, LLS 8 mentioned that they should focus on the skills at first, so they can learn grammar implicitly by explaining that “according to my own research, grammar should be secondary for a foreign language, I read it in an article” and continued by saying that “in a company in America, one group are taught speaking, and grammar is taught to another group. The person taught speaking and the person taught grammar took the same exam, the person taught speak used grammar better than the grammar learner."

4.1.2.2.2. Findings Related to the Relationship between Grammar and Main Language Skills

The second question in the semi-structured interview for students was *"What is the relationship between grammar and the main language skills?"*. Table 32 illustrates that the majority of the students thought that there is a relationship between grammar and each main skill. In addition, some of them believed that grammar is significant especially in writing, listening, and speaking.

Table 32
High- and Low-Level Students' Perceptions on the Relationship between Grammar and Main Language Skills

Codes	HLS*	**LLS****
Relation to Each Main Skill	7	6
Importance for Writing and Listening	-	1
Importance for Writing and Speaking	-	1

*HLS: High Level Students
**LLS: Low Level Students

Relation to Each Main Skill

All of the high-level students thought that grammar is deeply related to each main skill. The most important reason was that when the students did not know the grammar rules, they could not understand a reading text or the topic in a listening passage. In addition, while speaking, they could not convey the ideas properly or write well-organized written texts. For instance, one of them stated that:

"In infancy, we learn speaking through the repetition of what we heard, and even the accent is something we acquire from the environment we are in. Other skills are learned later, and the importance of grammar becomes clear here. As our school life starts, we start to learn these abilities over time, such as writing… Among these skills, reading is also important, but we can't talk without listening, it is also very important. [HLS 1]

Similarly, HLS 2 mentioned that "to use all four, we need to know the grammar well," and explained that "without grammar, we cannot understand something we read, whether it is the future or the past. Grammar is important in expressing our problems in mutual communication. I think grammar is more important in writing. Grammar is also important in reading, after writing."

HLS 3 also noted that “I think grammar is more important for speaking” and added that “because I think you need the grammar to construct sentences, all the rules of grammar have a direct relationship. In listening, we pay attention to which words and which grammatical rules the speaker uses. I can say that it has a direct relationship with all of them."

Likewise, HLS 4 stated that “grammar is more important in speaking. But since there are various accents in listening, sometimes there can be difficulties in understanding” and mentioned that “there is also a relationship between reading and writing. We can see a lot of formal patterns in reading. I think reading is good for us in terms of learning vocabulary. When we see the word in a sentence, we learn where and how to use it better."

In the same way, HLS 5 underlined that “grammar is most needed in writing, but also in speaking, to express yourself with proper speech.” And continued by saying that “it is also important in listening and reading. If I need to put the importance of all of them in order, I think it is important in writing first and it is the least important in speaking."

HLS 6 also emphasized that “we need to pay attention to the grammar rules while writing an essay, we speak by paying attention to the grammar rules while we are speaking.” and added that “knowing the grammar rules is important because using them incorrectly also causes misunderstanding in listening."

Likewise, HLS 7 highlighted that “actually, they are all linked.” and added that “but if you ask which one is more important, I say writing because we need to know grammar to construct a sentence."

As well as all of the high-level students, six of the low-level students also thought that grammar is related to each main skill. The most important reason was that when the students did not know the grammar rules, they could not understand a reading text or the topic in a listening passage. In addition, while speaking, they could not convey the ideas properly or write well-organized written texts. Furthermore, they could use the structures to produce the language. For instance, one of them stated that:

"Of course, if we think generally, we need grammar to form a correct sentence and speak properly and use words correctly, grammar is important for a meaningful sentence." [LLS 8]

Similarly, LLS 9 mentioned that "I think the most important thing is the grammar that helps us convey our thoughts to the people while writing.” and added that “it is similar in speaking. They are also like listening, letting the other person understand us better. I think it is very important and should be used to convey our sentences and what we have in mind better."

LLS 10 also explained that “for example, when we read, if we do not have grammar, we cannot understand what we read” and continued by saying that “if we know the rules correctly in listening and reading, we understand that the meaning of the sentence is very different."

Likewise, LLS 11 highlighted that “while listening and writing, these are all interconnected things” and gave an example “for example, some friends are good at listening, others say they are good at speaking, these are things that are not separate from each other, so I think they are all important. I think grammar knowledge is also important in reading and listening."

LLS 14 also underlined that “I think the four basic skills all complement each other” and added that “listening contributes to our speaking skill. We also use the patterns we learned in speaking. We can use those grammar structures in writing later."

In the same way, LLS 15 stated that “they are all interconnected anyway” and added that “when we know the grammar structure, we understand speaking and produce proper written texts."

Importance for Writing and Listening

One of the low-level students thought that grammar is related to writing and listening. The most important reason was that s/he believed that s/he could speak or understand what s/he read even if s/he did not know grammar rules.

For instance, one of them stated that:

“… For example, even if your grammar is not sufficient in the speaking part, you can speak, but I think the grammar part is important in writing. For example, if you write an essay, grammar is important here. In listening, I think grammar is more important in listening than in speaking, I think grammar is not very important in reading." [LLS 12]

Importance for Writing and Speaking

One of the low-level students thought that grammar is related to writing and speaking. The most important reason was that s/he believed that s/he could understand the reading texts and listening activities even though s/he did not know the grammar rules. For instance, one of them stated that:

“It is primarily important in writing and speaking. Grammar is different in reading and listening, I can understand the rules in the reading, but when it comes to writing, I sometimes forgot the rule, this was a problem. Finally, I practiced more and made progress." [LLS 13]

4.1.2.2.3. Findings Related to the Language Skill which Grammar Is the Most Necessary

The third question in the semi-structured interview for students was *"For which language skill is grammar the most necessary?"* As can be understood from Table 33, most of the students believed that grammar is the most necessary sub-skill for writing. Moreover, some of them thought that it is also significant for reading and speaking.

Table 33
High- and Low-Level Students' Perceptions on the Language Skill which Grammar Is the Most Necessary

Codes	HLS*	LLS**
Writing	5	6
Reading and Writing	1	-
Speaking	1	1
Reading	-	1

*HLS: High Level Students
**LLS: Low Level Students

Writing

Five of the high-level students believed that grammar is necessary for writing most. The main reason was that people could not write clearly when they did not know the grammar rules. One of them explained that:

"Language skills are more important in writing. When we don't know grammar, we cannot write it down. You can speak without grammar, it's understandable. But if you do not know grammar rules in writing, you cannot state the idea you will express in your essay." [HLS 2]

HLS 4 also stated that "I think it's more important for writing. If we don't know grammar, I believe we can't write an understandable essay."

Similarly, HLS 5 underlined that "it is most necessary in writing because we must correctly express what we want to tell."

HLS 6 also stated that "I think grammar is most important in writing."

Likewise, HLS 7 highlighted that "to construct a sentence, we must know grammar. So, grammar is also more important for writing."

In the same vein, six of the low-level students believed that grammar is necessary for writing most. The main reason was that the people could convey the message while speaking even

if they could not use grammar properly by means of the words and body language. However, they could not convey their opinions exactly when they were not good at grammar. One of them stated that:

"Of course, in writing, it is very important to be able to write something that the other person can understand, grammar is more important in writing." [LLS 8]

LLS 9 also noted that “I think grammar is most important for writing” and added that “because in the end, let's say that we can tell out ideas to the other person with our gestures in the speech; we can agree, we can do what we want, but it is not so in writing. This is getting more difficult. I think it is important for the reader to understand while we are writing. Using grammar properly in writing is important."

LLS 11 also explained that "I think it is more important in writing, maybe because I like writing more."

LLS 12 also stated that "I'd like to repeat that grammar is more important in writing."

Likewise, LLS 13 highlighted that “grammar is more important for writing” and explained that “because our defects in writing are more visible. Although these rules are a bit less in speaking and listening, we understand something. Grammar makes the difference between speaking and writing."

Similarly, LLS 14 mentioned that “I think we use it most in writing because I think even if we catch a few words in listening, it will be enough for us” and added that “although we cannot use grammar fully in speaking, the person in front of us can understand us. We can express ourselves even if we don't know it exactly. But in writing, I think the most important thing is there, as we will write article-style things in the future."

Reading and Writing

One of the high-level students believed that grammar is necessary for reading and writing most. The main reason was that the people who did not know how to read and write could not pay attention to the grammar rules. One of them stated that:

“I think it is necessary for reading and writing. Today, an illiterate person can both speak and listen. For example, when I make an analysis for this, grammar is more important for reading and writing. Unknowingly, someone who cannot read and write may partially pay attention to the grammar rules. For example, grammar is more necessary in official reading and writing." [HLS 1]

Speaking

One of the high-level students believed that grammar is necessary for speaking most. The main reason was that the people learned the grammar so that they could talk. One of them mentioned that:

"I think grammar is a priority in speaking the most because we are already learning grammar to speak." [HLS 3]

Similarly, one of the low-level students believed that grammar is necessary for speaking most. The main reason was that the people could tell what they wanted to express if they knew the structure better. S/he stated that:

"I think for speaking. Speaking is the most important." [LLS 15]

Reading

One of the low-level students believed that grammar is necessary for reading most. The main reason was that the people who did not know grammar could not understand the topic. One of them stated that:

"I think it is the most necessary for reading. I have been reading English books lately. I understood this better. A person who does not know grammar cannot understand what s/he is reading. We somehow derive something from the words we know in listening." [LLS 10]

4.1.2.2.4. Findings related to the Grammar Learning Techniques

In this part, the research question is "*What are the perceptions of low- and high-level students in terms of grammar teaching techniques in face-to-face education*?" In order to provide an answer, the fourth question in the semi-structured interview for students was *"How do you learn grammar better during face-to-face education?"* For this question, three techniques were explained at first. The first one was giving the function and the grammar rules directly. The second one was using the examples like sentences or realia to teach grammar. Finally, the third one was using an authentic text to discover the function and rules. So, the students were supposed to answer this question both for the function and for the grammar rules.

4.1.2.2.4.1. Techniques for Learning Function During FTFE

Prepared according to the results of the interviews that was held with high- and low-level students, Table 34 shows that the majority of the students preferred the examples to discover

the meaning. Some of them believed that they could learn when the meaning is explained directly. Interestingly, only two of the low-level students preferred learning the meaning when they notice it in an authentic text during face-to-face education.

Table 34
High- and Low-Level Students' Perceptions on Techniques for Learning Function During FTFE

Codes	HLS*	LLS**
Explicit Instruction	1	2
Using Examples	6	4
Using an Authentic Text	-	2

*HLS: High Level Students
**LLS: Low Level Students

Explicit Instruction

One of the high-level students believed that s/he comprehended the explanations of the grammar rules better during face-to-face education when the instructor presented them directly. The important reason was that s/he was good at numbers, so s/he had mathematical intelligence. One of them explained that:

"I would have preferred the first since my mind is more prone to numbers, it would be more memorable for me if I learned directly, and then, do activities." [HLS 7]

Similarly, two of the low level students believed that they learned the function of grammar better during face-to-face education when the rules were given explicitly. The main reason was that some of them understood the function more clearly. One of them mentioned that:

"I think the first technique is better when learning the function. In face-to-face education, I had to revise the topics in my books after class." [LLS 12]

LLS 14 also explained that "actually, the second one makes sense, but I prefer the first one, it is more permanent for me." and mentioned that "it is explained directly, then exercises are added on it. I'm doing better at it, which makes sense when you think about it in general. Because in the second, we deduce the rules ourselves. It stays more in our minds. But when I'm learning grammar, the first one works better for me. It helps me understand more."

Using Examples

Six of the high-level students believed that they learned the function of the grammar better during face-to-face education when they deduce it from some example sentences or through

drama. The main reason was that learning became more effective and enjoyable. Another reason was that they could learn better thanks to some visuals. One of them mentioned that:

“I do not prefer the first, this is the classical way of teaching. I cannot choose between the second and the third, they are both student-centered. I choose the second technique because I have a more visual memory." [HLS 1]

Likewise, HLS 2 mentioned that “because I trust my visual memory, I say the second technique” and gave an example by saying that “for example, one of our teachers told us simple past and present perfect tense. When he presented the difference between the two tenses with a drama, I learned it better."

HLS 3 also highlighted that “I would prefer the second technique. Even young children learn an object by recognizing it. Therefore, in the preparatory class, our teachers were bringing an object, or a paper and we were learning the tenses on it. I still say the second technique in face-to-face training. The first technique has no meaning, so yes the teacher is telling you the function, but you don't discover it."

In the same vein, HLS 4 explained that “I would have preferred the second one, I think learning with many plays and dramatization would be more memorable” and added that “if we were to make a ranking, firstly second then third. I rank the first technique as the last one. I think the subject will be understood better by discovering it."

HLS 5 also underlined that “I would prefer the second one. I myself think I will learn better because I have a visual memory. It is better than written texts."

Similarly, HLS 6 noted that “I would have preferred the second technique because I think it is more important to use the sense of sight in education” and added that “it seems more effective to me. Students will have more fun if it is presented a little more theatrically. They are more attentive. It will be more permanent."

Just as the six of the high-level students mentioned, four of the low-level students believed that they learned the function of the grammar better during face-to-face education when they deduce it from some example sentences, realia, or drama. The main reason was that learning became more effective and enjoyable. So, this increased their motivation. Another reason was that they could learn better by the help of some visuals because some of them could not understand the authentic texts, so they could not discover the rules. One of them mentioned that:

“I would have preferred the second one because it will be more effective." [LLS 8]

LLS 9 also highlighted that "the second one is better" and explained that "because the teacher does not explain directly, gives the text to the student. If the student does not understand it, s/he feels demoralized, after the teacher begins to explain with the second technique, the student's motivation to explore increases the student's capacity to understand, they become more motivated, so I choose the second one for the lessons."

Similarly, LLS 13 stated that "I would prefer the second one because it is the most efficient, the funniest, the most practical one."

Likewise, LLS 15 underlined that "I choose the second one, I have always worked using visuals, it becomes more effective" and continued by saying that "by doing different things, I kept more information in my mind. That's why, I don't choose the first one. When the teacher comes to the class and gives the rule directly, it seems like it is based on memorization, it can be forgotten if we don't repeat it constantly. I choose the second one to learn more by brainstorming. I don't choose the third one because we find the rules again, but most people may not like to read, especially if it's a long text. Until they get to the end, maybe they can overlook important things."

Using an Authentic Text

Two of the low level students believed that they learned the function of the grammar better during face-to-face education when they deduce it from some authentic texts. The main reason was that learning became more effective and enjoyable by discussing and discovering the topics. Another reason was that the second technique might be hard for the beginner level. One of them mentioned that:

"I prefer the third one. The second technique would be a little difficult because we learned languages from the very beginning." [LLS 10]

LLS 11 also stated that "I would have preferred the third technique" and explained that "I think it's better to explore through a text. It is a better tactic for students to discuss the issue and find a solution by themselves."

4.1.2.2.4.2. Techniques for Learning the Grammar Rules During FTFE

Table 35 demonstrates that most of the high-level students preferred authentic texts to discover the grammar rules while the majority of the low level ones preferred the direct

explanation to learning them during face-to-face education. Additionally, some of them thought that they can learn by discovering the rules from the examples.

Table 35
High- and Low-Level Students' Perceptions on Techniques for Learning Grammar Rules During FTFE

Codes	HLS*	LLS**
Explicit Instruction	2	5
Using Examples	2	2
Using an Authentic Text	3	1

*HLS: High Level Students
**LLS: Low Level Students

Explicit Instruction

Two of the high level students preferred that the grammar rules were given directly during face-to-face education. Similarly, the reason was the intelligence type. One of them explained that:

"I say that the first technique makes more sense." [HLS 3]

HLS 7 also stated that "again, I prefer the first one."

In the same way, five of the low-level students preferred that the grammar rules were given directly during face-to-face education. The main reason was that learning the structure rules became more permanent. Another reason was that one of them believed that s/he could not discover grammar rules on her/his own. One of them stated that:

"In this, the first technique is appropriate while learning the rule." [LLS 9]

LLS 10 also noted that "I would choose the first one to learn structure rules" and added that "learning rules is not something we can learn by ourselves, so we need to listen to our teacher and do the activities."

Likewise, LLS 12 mentioned that "other students generally accept the second technique, but I prefer the first technique."

LLS 13 also highlighted that "I can say the first technique, we can improve our grammar by doing direct exercises."

Similarly, LLS 14 underlined that "the first one. The rules are retained more in my mind."

Using Examples

Two of the high-level students and two of the low-level students preferred using the examples to discover the grammar rules during face-to-face education. The one reason was that the visuals affected the learning positively. Another reason was that some reading texts might be boring. One of them explained that:

“I think I would have preferred the second one again. Having a visual is better for me to learn." [HLS 5]

HLS 6 also stated that “I think I will remember more by seeing and watching. I think the second technique,” and added that “but you asked why I did not think of the third technique, I do not want to go through the texts because the texts can sometimes be boring."

Similarly, LLS 8 explained that “I always think things with visual or physical activity are better. I say second again. "

LLS 15 also stated that "I'll choose the second one again."

Using an Authentic Text

Three of the high-level students and one of the low-level students preferred the authentic texts to discover the grammar rules during face-to-face education. The important reason was that they tried to find the rules on their own. One of them explained that:

"I would choose the third one to learn grammar rules." [HLS 1]

HLS 2 also stated that “I would choose the third one for learning the rules. I would like to find it through my effort."

Similarly, HLS 4 mentioned that "I prefer the third one to learn grammar rules."

Likewise, LLS 11 noted that “again, I think the third technique” and added that “students discover themselves through a text and practice the grammar by taking tests, and I think they have a better understanding of the rules because something grammatically forgotten quickly does not remain in a person's memory. For this, the test can be done after the basis is established and different sources can be used.”

4.1.2.2.5. Findings Related to the Grammar Learning Techniques during ONED

In this part, the research question is “*What are the perceptions of low- and high-level students in terms of grammar teaching techniques in online education?*” In order to provide an answer, the fifth question in the semi-structured interview for students was *“How do you*

learn grammar better during online education?" For this question, three techniques were explained at first. The first one was giving the function and the grammar rules directly. The second one was using examples like sentences or realia to teach grammar. Finally, the third one was using an authentic text to discover the function and rules. So, the students were supposed to answer this question both for the function and for the grammar rules.

4.1.2.2.5.1. Techniques for Learning Meaning during ONED

As can be understood from Table 36, most of the high-level students preferred the authentic texts to realize the meaning; nonetheless, the majority of the low-level ones thought that they can learn the meaning if it is given directly in online education.

Table 36
High- and Low-Level Students' Perceptions on Techniques for Learning Function During ONED

Codes	HLS*	LLS**
Explicit Instruction	1	4
Using Examples	1	3
Using an Authentic Text	5	1

*HLS: High Level Students
**LLS: Low Level Students

Explicit Instruction

One of the high-level students thought that s/he could learn the function better if it was given explicitly during online education. The main reason was the type of intelligence. One of them explained that:

"Again, I'm closer to the first one, but I need to do more examples online." [HLS 7]

Similarly, four of the low-level students thought that the other techniques were not appropriate for online education. Additionally, one of them could learn the function better if it was given explicitly during online education. One of them explained that:

"In online education, the rules are reflected on the screen in the first technique, I think students cannot do it in the second and third techniques." [LLS 9]

LLS 11 also stated that "I would use the first option online as a grammar learning technique." Likewise, LLS 12 mentioned that "it would be better if the teacher told me the rule and function directly, online or face-to-face, it doesn't matter."

LLS 14 also stated that "I will continue with the first one again."

Using Examples

One of the high-level students thought that s/he could learn the function better if some examples or realia were used during online education. The main reason was that the visuals were more attention-grabbing. One of them explained that:

“I say the second one again. As I mentioned at the beginning, I am more interested in visual things than written ones. Remembering visuals is easier for me." [HLS 5]

In the same vein, three of the low-level students thought that they could learn the function better if some examples or realia were used during online education. The main reason was high motivation as they could see some examples of the topics that they were familiar with. Another reason was that learning was more permanent. One of them explained that:

“Second technique. Because the student can be more motivated." [LLS 8]

LLS 10 also stated that “I prefer the second one” and explained that “because our teacher finds sentences for us, for example, who loves basketball is trying to make sentences about it, who loves football is trying to make sentences about it, which helps us to love the subject more, so I say the second technique. Our teacher writes the sentence first and then asks the meaning of it in Turkish, we discuss it, then s/he wants us to make sentences, our teacher finds the mistakes whenever we made a mistake and tells us how it should be."

Likewise, LLS 15 underlined that "I say the second one again. In online education, the teacher can share the materials on the screen. This is more permanent, so I say the second."

Using an Authentic Text

Five of the high-level students believed that they could learn the function better when they deduce it from an authentic text during online education. The main reason was that the online platform was not appropriate to apply the second technique in which some examples or realia might be used. One of them explained that:

“Activities such as drama are difficult online. The first is a method that I do not want to learn. I would choose the third one in online education because when we think about online, we have a text, and we discover." [HLS 1]

HLS 2 also underlined that “I think the second technique is not possible because it is online.” and continued by saying that “here I would have preferred the third one. The first technique is spoon-feeding because information flies away. I learn better if I try and do it myself."

HLS 3 also stated that "I still say second technique."

Likewise, HLS 4 mentioned that "I prefer the third one in learning the grammatical function in online education."

HLS 6 also highlighted that "since there is no group work online, I would skip the second option and concentrate on the third technique."

Similarly, one of the low-level students believed that they could learn the function better when they deduce it from an authentic text during online education. The main reason was that the second technique did not become enjoyable in online education. One of them explained that:

"I can say the third one in online education. Because I don't think the second technique will be much fun." [LLS 13]

4.1.2.2.5.2. Techniques for Learning Grammar Rules during ONED

Table 37 demonstrates that although the majority of the high-level students believed that they can learn the grammar rules when they discover them from authentic texts, many of the low level ones preferred the direct explanation in online education.

Table 37
High- and Low-Level Students' Perceptions on Techniques for Learning Grammar Rules During ONED

Codes	HLS*	LLS**
Explicit Instruction	1	4
Using Examples	1	1
Using an Authentic Text	5	3

*HLS: High Level Students
**LLS: Low Level Students

Explicit Instruction

One of the high-level students thought that s/he could learn the grammar rules better if they were given explicitly during online education. The main reason was the type of intelligence. One of them explained that:

"Again, I prefer the first one." [HLS 7]

Similarly, four of the low-level students thought that they could learn the grammar rules better if they were given explicitly during online education. The main reason was that they could not have enough peer interaction in online education. Another reason was that the other techniques were not appropriate for the online platforms. One of them explained that:
"I think again a teacher, the first technique is better online as far as it is reflected on the screen since it is not face-to-face." [LLS 9]
LLS 10 also stated that "I prefer the first technique" and explained that "because we cannot do group work online. I learn the first technique from my teacher, and I try to do the examples about the third technique myself."
Likewise, LLS 11 mentioned that "I say first in structure rules. In face-to-face education, techniques and examples are better, and it's pretty hard online."
LLS 14 also stated that "again the first one."

Using Examples

One of the high-level students thought that s/he could learn the grammar rules better if some examples given in context or realia were used during online education. The main reason was that the visuals were more interesting. One of them explained that:
"I'll say the second one again." [HLS 5]
In the same way, one of the low-level students thought that s/he could learn grammar rules better if some examples or realia were used during online education. The main reason was that the third technique was not practical in online education. LLS 15 explained that "I say the second technique again. Because in the third one, we cannot underline what we read in online education. So, maybe we may not find it."

Using an Authentic Text

Five of the high-level students believed that they could learn the grammar rules implicitly better from an authentic text during online education. The main reason was that the online platform was not appropriate to apply the second technique in which some examples or realia might be used. Another reason was that it was better to discover the rules by themselves as it was more student-centered. One of them explained that:
"I would choose the third one again because this is student-centered and the most reasonable online. We are not in face-to-face education; no real objects can be used. There are questions and answers again. While reading the text, we are in the action." [HLS 1]

HLS 2 also stated that “again, I would have preferred the third one. It's better when I do it myself."

Similarly, HLS 3 explained that “I say the third technique because our teacher gives some texts in online, for example. Our teacher chooses some sentences from there. We find out which tense it belongs to."

Likewise, HLS 4 highlighted that “I prefer the third one in online education. So, because there is no such opportunity online."

HLS 6 also stated that "again, with the third technique,” and added that “I ask my teacher if I read the text and I don’t understand the parts related to the subject. It goes into a little individual online."

In the same way, three of the low-level students believed that they could learn grammar rules implicitly better from an authentic text during online education. The main reason was that it was better to discover the rules by themselves because it was more effective. Another reason was that it was more enjoyable. One of them explained that:

"Third technique because the student can read and elicit the meaning by himself." [LLS 8]

LLS 12 also mentioned that "structurally, I think it would be more beneficial for us to explore the third technique."

Likewise, LLS13 underlined that “again, I can say the third one in online education so that it is not boring because the more interactive the better.

4.1.2.2.6. Findings Related to the Grammar Activities in FTFE

In this part, the research question is “*What are the perceptions of low- and high-level students in terms of grammar activities in face-to-face education?*” In order to provide an answer, the sixth question in the semi-structured interview for students was *“What kinds of grammar activities do you do to learn grammar better during face-to-face education?”*. According to Table 38, most of the low-level students did mechanical activities while the majority of the high-level ones did both mechanical and communicative activities in face-to-face education.

Table 38
High- and Low-Level Students' Perceptions on the Grammar Activities in FTFE

Codes	HLS*	LLS**
Mechanical Activities	6	8
Meaningful Activities	2	-
Communicative Activities	6	6

*HLS: High Level Students
**LLS: Low Level Students

Mechanical Activities

Six of the high-level students and all of the low-level students mentioned that they did different mechanical activities such as filling the blanks, true/false, ordering the words, and some games like Kahoot. One stated that:

"We were doing the filling the blank, true/false activities. Generally, we did the test at the end." [HLS 1]

Similarly, HLS 2 explained that "our teacher was distributing photocopies in face-to-face education" and continued by saying that "when we did these, we have something concrete in our hands. However, we did not do them during the online education. That's why, I felt the need to use the concrete expression. Kahoot was very good."

HLS 3 also stated that "our teacher was giving a song as a text, we were listening to it and we were trying to find out which tense the sentences were."

Likewise, HLS 4 highlighted that "we were playing the Kahoot game even though our teacher did not want to" and added that "there was a competition among friends in the classroom, we understood the subject better. We were doing the exercises in the book. These activities were often like finding the wrong part in a sentence and finding the truth, multiple choice."

HLS 6 also noted that "generally our teacher brought photocopies" and added that "s/he was distributing them to us, we were doing them, if we had mistakes, we tried to revise them. We were watching slides and we were also doing a gap-filling activity."

In the same way, HLS 7 explained that "we were ordering the mixed sentences, there were filling the blanks."

LLS 8 also stated that "we were playing Kahoot."

Likewise, LLS 9 mentioned that "there were sentences, they wanted us to complete them, fill the gaps, or they gave incorrect sentences, they wanted us to correct the error according

to the rule, there were some activities in books. Or there was writing activity according to the rule."

LLS 10 also stated that "like the true/false activity on the texts brought by our teacher, like filling in the blank."

Similarly, LLS 11 noted that “our teachers were bringing different materials, photocopies.” and added that “these were exercises like filling the blanks. With small cards, we organized the words according to their grammatical structure in groups of four and form these sentences. We were doing the true/false activity."

LLS 12 also mentioned that "we were doing gap filling, true/false activities."

In the same vein, LLS 13 stated that “… we were doing filling the blanks, sentence completion, multiple-choice tests, and doing the true/false activity. We were doing tests.”

LLS 14 also explained that "we also did the filling the gap, true/false, multiple-choice activities."

Likewise, LLS 15 mentioned that “then we would write sentences on the board and find out which tense they were. We were also doing the blank fillings in the book."

Meaningful Activities

Two of the high-level students mentioned that they did some meaningful activities like creating some sentences by using the target structure. One stated that:

"We were constructing sentences ourselves." [HLS 1]

HLS 3 also mentioned that "our teacher was giving us words and wanted us to make a sentence about the past."

Communicative Activities

Six of the high-level students mentioned that they did various communicative activities like games, describing the photographs, and speaking activities. The main reason was that the learning was more permanent. One stated that:

"Playing a grammar-related mini-game was more of a catchy exercise." [HLS 1]

Similarly, HLS 2 explained that "the game activity in the classroom was very good in face-to-face education, the activity was very catchy."

HLS 3 also highlighted that "… also, games could teach us more permanently."

Likewise, HLS 5 underlined that “like the game, our teacher was bringing the cards mixed, we were matching in groups, then we were checking the wrong and the right ones. We were talking about the photos by using the tense."

HLS 6 also mentioned that "some photocopies were more aimed at speaking activities."

In addition, HLS 7 stated that "sometimes, we were doing game-style activities."

As well as the high-level students, six of the low-level students mentioned that they did various communicative activities like games, speaking activities, and discussions. The main reason was that they could use the grammar structure. One stated that:

"We were trying to speak in the speaking activity following grammar. We were throwing balls at each other, asking questions and answering." [LLS 8]

LLS 9 also underlined that "we were able to play games in the classroom during face-to-face education, which was also providing contribution."

In the same way, LLS 10 mentioned that "we were forming mutual groups with friends in face-to-face training to talk."

LLS 13 also stated that “we were playing games and doing activities with paper in face-to-face education. We were going to the board and telling something."

Similarly, LLS 14 noted that “we were meeting in the middle of the class and doing an activity, the instructor was making us speak English” and added that “the teacher was splitting us into two groups, she was giving sentences and asking whether we would agree or not. We were explaining why we didn't agree with the other group. These activities were very useful, we used various grammar rules in more activities. For example, after learning about if clauses, we played a game like a taboo. And the person on the board was trying to explain this word to us using the ‘if clause’, and we were trying to guess. This was very helpful in using grammar because we used various grammar rules."

LLS 15 also highlighted that "for example, we were holding a ball, we were throwing each other to determine grammar topics, we were asking questions to each other, we were answering, we were doing this mutually."

4.1.2.2.7. Findings Related to the Grammar Activities in ONED

In this part, the research question is “*What are the perceptions of low- and high-level students in terms of grammar activities in online education?*” In order to provide an answer, the seventh question in the semi-structured interview for students was *“What kinds of grammar activities do you do to learn grammar better during online education?”*. Table 39 illustrates

that nearly all of the low- and high-level students did mechanical activities more during online education.

Table 39
High- and Low-Level Students' Perceptions on the Grammar Activities in ONED

Codes	HLS*	LLS**
Mechanical Activities	7	8
Meaningful Activities	-	-
Communicative Activities	3	1

*HLS: High Level Students
**LLS: Low Level Students

Mechanical Activities

All of the high-level students mentioned that they did various mechanical activities like filling the blanks and finding the correct structure in the book. Additionally, some of them highlighted that they could play fewer games in online education than in face-to-face education. One explained that:

"We did most of the activities I mentioned above in face-to-face education, also in online education. The number of games decreased." [HLS 1]

HLS 2 also stated that "… we also did the Step-Up booklet…"

Similarly, HLS 3 underlined that "our teacher told us the subject directly from the screen, and we proceeded from our book" and continued by saying that "we just did the activities in the book. We couldn't play games while learning grammar in online education. This was a deficiency."

HLS 4 also mentioned that "we had the chance to practice more, so I tried to learn" and explained that "we were doing the exercises again from the book, we were doing the activities on the slides our teacher shared on the screen. We've done multiple-choice tests more often. We couldn't play games."

HLS 5 also stated that "we were making matches on the screen as we did in the classroom."

Additionally, HLS 6 highlighted that "we were also doing the true/false activities."

In a similar way, HLS 7 explained that "it destroyed the game activity," and continued by saying that "but there has been no change in other activities. Apart from that, we started to do the activities in PDF and word format. The other activities have not changed much."

As well as all of the high-level students, all of the low-level students also mentioned that they did different mechanical activities like filling the blanks, multiple-choice, and finding the correct structure in the book. Additionally, some of them underlined that they could play fewer games like Kahoot in online education than in face-to-face education. One explained that:

"We sometimes played online games." [LLS 8]

Similarly, LLS 9 gave an example by explaining that "... for example, there were wrong and correct sentences, we would say true if the sentence was true, we would say false if it was wrong, and we would fill in the blanks again in the book, and we would find them if the wrong sentence was given, we were doing such things."

LLS 10 also underlined that "our teacher was giving the sentences s/he prepared before or during the lesson and wanted us to find the right and wrong in the sentences, we were explaining."

Likewise, LLS 11 stated that “again, exercises like gap filling. In the online system, we were doing the homework given to us by our teacher and doing the activities presented to us by our teacher as slides."

LLS 12 also explained that "we did activities to find the right and wrong."

In the same way, LLS 13 highlighted that "in online education, we were also doing the multiple-choice and correct and incorrect tests that our teacher shared on the screen, as well as the tests in our book."

LLS 14 also stated that "we were only able to do the matching and filling the gaps activities prepared by our teacher."

Similarly, LLS 15 explained that “we were doing activities that our online teacher found us and from the book” and added that “we did the tests. We played Kahoot."

Communicative Activities

Three of the high-level students mentioned that they did some communicative activities like games and presentations in online education. One explained that:

"We played games." [HLS 2]

HLS 5 also stated that "… We were doing a speaking activity."

Likewise, HLS 6 mentioned that "I liked the lecture with the slide, our teacher gave 5 minutes and wanted us to prepare a slide and present it."

LLS 15 also mentioned that s/he did few communicative activities like speaking practice in online education and explained that "we also did the speaking activity once or twice."

4.1.2.2.8. Findings Related to the Benefits of Learning Grammar Online

The eighth question in the semi-structured interview for students was *"What are the benefits of learning grammar online?"* Table 40 presents that some of the high-level students thought that learning grammar online is time-saving and easy for revision. Furthermore, they could do extra mechanical and communicative activities. On the other side, some of the low-level students believed that they could learn grammar in online education quickly. Moreover, they saw more examples and did more productive activities. Additionally, classroom interaction was easier, and the feedback was given faster.

Table 40
High- and Low-Level Students' Perceptions on the Benefits of Learning Grammar Online

Codes	HLS*	LLS**
Timesaver	3	-
Easiness for Revision	2	-
Extra Mechanical Activities	2	-
Extra Communicative Activities	1	-
Quickness	-	1
More Examples	-	1
Feedback	-	1
Productive Activities	-	1
Classroom Interaction	-	2

*HLS: High Level Students
**LLS: Low Level Students

Timesaver

Three of the high-level students mentioned that learning grammar online was timesaving and thanks to technology, it became more useful and practical. One explained that:

"In learning grammar in online education, it helped me as participation decreased. I understood the subjects better, it was not possible to leave the lesson because the participation was low. Time is just an advantage." [HLS 1]

Similarly, HLS 6 explained that "I think online education is more practical and there is no waste of time, technologically, online education has been more useful."
HLS 7 also stated that "Saving time and money."

Easiness for Revision

Two of the high-level students stated that the lessons were recorded. For this reason, they could revise the grammar easily. One explained that:
“Since the courses are recorded online, I was able to open and watch the course again on the subject I was stuck on. This was a huge advantage." [HLS 2]
Likewise, HLS 5 mentioned that "We can make repetitions more comfortably because we are in our own home."

Extra Mechanical Activities

Two of the high-level students stated that they could do more mechanical activities thanks to the technology. HLS 4 explained that "We did more practice."
Similarly, HLS 6 underlined that "in online education, more activity was done” and added that “time was saved, I think we could see more examples on the computer and understand better."

Extra Communicative Activities

One of the high-level students stated that s/he could do more communicative activities at home. HLS 5 explained that "you can practice speaking English at home, of course, face-to-face training was better."

Quickness

LLS 8 who was one of the low-level students highlighted that s/he reached the information more quickly by saying that "I got the information faster."

More Examples

LLS 10 who was one of the low-level students believed that s/he had more examples during online education by saying that "The teacher gave more examples in online education."

Feedback

LLS 11 who was one of the low-level students mentioned that the instructor could give feedback immediately during online education by saying that "when we spoke more English among our friends in the Teams program we used, our teacher could see our mistakes and s/he was telling us the correct ones."

Productive Activities

LLS 11 who was one of the low-level students underlined that s/he could speak English more in online education by saying that "it helped us speak to each other in English."

Classroom Interaction

Two of the low-level students believed that they could learn grammar better in online education, and they could interact with the instructors more easily as the number of students was low. Therefore, they could feel that they were nearer to the information, and they were freer to ask questions. One of them stated that:

"… It is a bit like a private lesson, it has been more beneficial for me because it is like one-to-one, I learn grammar better. I am closer to information; my perceptions are clearer." [LLS 12]

In the same way, LLS 14 mentioned that "in online education, it was beneficial for me when there was less class participation," and added that "I was able to ask every question to my teacher. When there were few people, it became more friendly, and I asked everything without hesitation."

Nevertheless, due to the fact that the course materials were the same, HLS 3 who was one of the high-level students mentioned that learning grammar online had no benefits by stating that "I can say it's not useful while learning grammar online. We are using the book in both cases."

Similarly, three low level students thought that there were no benefits of online education to learn grammar. One of them explained that:

"I think it did not help, there were some deficiencies, communication was less in online education. In face-to-face education, the lesson hours were more, but we had fewer online courses now. [LLS 9]

LLS 13 also stated that "no benefits. The only advantage is that online education was more comfortable as I was at home."

Likewise, LLS 15 mentioned that “face-to-face education had more benefits” and added that “in online education, we could only do what we saw. We could play more games in face-to-face education. Face-to-face was better as students tend to learn by having fun.”

4.1.2.2.9. Findings Related to the Challenges of Learning Grammar Online

The ninth question in the semi-structured interview for students was *“What are the challenges of learning grammar online?”*. As can be seen in Table 41, some of the high- and low-level students thought that they could not interact with each other easily in online education. The minority of the high-level students believed that their motivation was low. In addition, they could do fewer productive or mechanical activities. According to some of the low-level students, they were passive learners. Moreover, they had some technical problems, did less communicative activities. and played fewer games while learning grammar in online education.

Table 41
High- and Low-Level Students’ Perceptions on the Challenges of Learning Grammar Online

Codes	HLS*	LLS**
Motivation	1	-
Fewer Activities	1	-
Less Productive Activities	2	-
Classroom Interaction	2	1
Passive Learning	-	1
Technical Problems	-	1
Communicative Activities	-	1
Game	-	1

*HLS: High Level Students
**LLS: Low Level Students

Motivation

HLS 1 who was one of the high-level students stated that s/he could not get motivated. One stated that "… Sometimes I just couldn't get motivated."

Fewer Activities

One of the high-level students stated that s/he could not do enough activities during online education because of the limited time. One explained that:

“We could not get enough exercise due to the limited time. We went through some topics quickly. It is all about time, I think it was not different from face-to-face education. In online education, for example, I had a hard time for not being able to underline some sentences in reading." [HLS 2]

Fewer Productive Activities

Two of the high-level students stated that they could not do enough productive activities during online education. One mentioned that:

"Maybe, there were fewer speaking activities in the form of mutual discussion in online education." [HLS 1]

HLS 3 also highlighted that "when we were in the classroom, our teacher used to write us a story about the past. We couldn't do this in online education."

Classroom Interaction

Two of the high-level students stated that during online education, they could not interact with the instructors as they did in face-to-face education. One explained that:

“Although I could ask my teacher something that I did not understand in class during face-to-face education, it was difficult in online education because it was the first time we were trained online." [HLS 5]

Similarly, HLS 6 mentioned that "in face-to-face education, I had the opportunity to ask my teacher about a topic I did not understand."

In the same way, one of the low-level students thought that s/he could interact with the instructor more easily during face-to-face education; however, s/he received the answer late when s/he asked a question during online education. So, s/he stated that:

“When we were at school, we were asking questions directly to our teacher, I think we had a problem with learning when we were at home. It's a little limited here. You can get a late reply from the teacher or something.” [LLS 13]

Passive Learning

One of the low-level students thought that s/he was a more active learner in face-to-face education although s/he did not participate in the lessons actively during online education. S/he mentioned that:

"We were more active in the classroom in face-to-face education, we were less active in online, we were less active in activities and learning, it did such a harm." [LLS 9]

Technical Problems

One of the low-level students thought that learning grammar online was difficult due to some problems with the Internet and the online platform which was used. S/he stated that:

“In face-to-face education, it was better because we were in the same environment with our teacher in the classroom, and it helped immediately. But, of course, she also helped us in online education. Sometimes, grammar is not understood on the screen, or I had difficulties, mostly due to technical problems. Also, distance education is something we have no experience with. Learning grammar online is quite difficult. In any case, I had a hard time because my Internet connection was bad. Either my voice was not heard, or I could not hear my teacher, it was difficult when I missed some parts. The Microsoft Teams program was fine, but sometimes the program could be interrupted. I expressed these because I have such troubles." [LLS 11]

Communicative Activities

One of the low-level students underlined that s/he could not do role-play activities. The main reason was the classroom interaction since the students were not in the same place. Thus, they could not communicate with each other well. S/he highlighted that:

“We couldn't do an activity together because we were not side by side. We couldn't do role-play." [LLS 12]

Games

LLS 15 who was one of the low-level students believed that s/he could not play games very much in online education by mentioning that "For example, there weren’t a lot of game activities."

However, two of the high level and three of the low-level students thought that there were no challenges while learning grammar in online education. One of them stated that:

“We were following the topics in the book. Since I was at home, I was more comfortable." [HLS 4]

HLS 7 also underlined that "it's not difficult for someone at my level because we have the basic knowledge, and we can learn ourselves by watching a video or something."

Similarly, LLS 10 stated that “I did not have any difficulties, it was even better for me” and added that “the same training was done in online as in face-to-face education, sometimes there were even more joyful moments, I was not affected much."

LLS 14 also mentioned that “I did not experience,” and explained that because I was a hardworking student, I was doing what I was given immediately. I did not have any difficulties in online education. There was a big difference between the 20-person class and the 6-person class, and it was better for me. I could ask more questions to my teacher, and participation in the lesson with my friends was better."

4.1.2.2.10. Findings Related to the Suggestions for the Effectiveness of Teaching Grammar Online

The tenth question in the semi-structured interview for students was *“What are your suggestions for the effectiveness of teaching grammar online?”* Table 42 illustrates that according to some of both low- and high-level students, they should do more mechanical, meaningful, and communicative activities. They ought to play more games. Furthermore, they believed that they should receive feedback about their grammar mistakes from their instructors and try various techniques to learn grammar. The majority of the high-level students suggested extra mechanical homework while only one of them thought that more productive assignments should be given. They should also get peer feedback on their grammar mistakes. Moreover, some of the low-level students suggested extra productive activities and extensive reading. Additionally, they believed that their instructors’ motivation should be high.

Table 42
High- and Low-Level Students' Perceptions on the Suggestions for the Effectiveness of Teaching Grammar Online

Codes	HLS*	LLS**
More Mechanical Activities	2	2
More Communicative Activities	1	2
More Meaningful Activities	1	3
Games	2	1
More Productive Assignments	1	-
More Mechanical Assignments	5	-
Feedback from Instructor	1	2
Different Learning Techniques	3	2
Peer Feedback	1	-
More Productive Activities	-	2
Extensive Reading	-	2
Instructors' Motivation	-	1

*HLS: High Level Students
**LLS: Low Level Students

More Mechanical Activities

Two of the high-level students and two of the low-level students stated that during online education, they should do extra mechanical activities such as finding the incorrect part and multiple choice. In addition, some videos might be helpful. One explained that:

"There must be an activity to find the wrong in the sentence. We have to do tests." [HLS 1]

Similarly, HLS 7 mentioned that "it would be better if they could do more examples after learning the structure of the grammar," and continued by saying that "videos can make a contribution. It would be better if the activities diversified."

LLS 11 also stated that "… I think that after the teacher explains a subject, s/he should not move onto another subject before it is understood, more tests or activities should be done on the topic."

Likewise, LLS 15 mentioned that "We can find out which tense the sentences belong to when talking to each other."

More Communicative Activities

One of the high-level students stated that during online education, s/he should do extra communicative activities like discussion about a topic. One explained that:

“There must be speaking activities and discussion." [HLS 1]

In the same vein, two of the low-level students believed that during online education, they could do extra communicative activities to use grammar better while talking to their friends in the group work activities. One of them explained that:

“… Maybe we would do group work” [LLS 10]

LLS 14 also highlighted that “let’s do activities to use that grammar rule. For example, emphasis should be placed on speaking, not filling the gap."

More Meaningful Activities

One of the high-level students and three of the low-level students stated that during online education, s/he should do extra meaningful activities like creating sentences by using the grammar structure. One mentioned that:

“Students can mutually make and send sentences to each other. We can also make our own sentences." [HLS 5]

Similarly, LLS 9 explained that "I think we should study to make sentences for myself."

Likewise, LLS 12 mentioned that “it would be better if there was more intense activity” and added that “the multiplicity of activities is more important than the variety of activities. We can write sentences ourselves; we can produce something ourselves.”

LLS 15 also stated that "We have to make sentences ourselves."

Games

Two of the high-level students and one of the low-level students stated that during online education, s/he should play more games like Kahoot to practise the grammar structure. One mentioned that:

“Some more game activities could be added. There must be games like Kahoot." [HLS 1]

In the same way, HLS 2 underlined that "some programs that include games can be used."

LLS 9 also stated that “There may be games for us to learn grammar.”

More Productive Assignments

One of the high-level students stated that during online education, s/he should do extra productive assignments for writing and speaking so that they can use the grammar. One mentioned that:

"Writing and speaking tasks should be given." [HLS 2]

More Mechanical Assignments

Five of the high-level students stated that during online education, they should do extra mechanical assignments to learn grammar better. One mentioned that:

"I'm in favor of homework, the activities in step-up booklet or worksheets can be given." [HLS 2]

HLS 3 also stated that "grammar assignments can be assigned from the websites."

Likewise, HLS 4 noted that "give your students more exercises," and added that "I think it would be more beneficial to practise where all the tenses are mixed. Let the student choose which tense to use in the gap-filling activities. I think these exercises will be more useful. Apart from that, written expressions were also useful, many structures exist in them and we could find the mistakes ourselves."

HLS 5 also underlined that "matches are more memorable when teaching grammar and the number of these activities should be increased."

Similarly, HLS 6 stated that "… the activity of finding the correct one becomes more effective, I think it would be better to increase the number of activities."

In the same way, two of the low-level students believed that during online education, s/he could do extra mechanical activities to practise grammar better. One of them stated that:

"… I think that after the teacher explains a subject, s/he should not move onto another subject before it is understood, more tests or activities should be done on the topic." [LLS 11]

LLS 15 also mentioned that "we can find out which tense the sentences belong to when talking to each other."

Feedback from Instructor

One of the high-level students stated that during online education, the instructors should give feedback to show grammar mistakes to the students. One mentioned that:

"Feedback is also very good for grammar." [HLS 2]

Just as one of the high-level students mentioned, two of the low-level students also believed that during online education if the teachers give feedback, they can learn from their mistakes. Moreover, it becomes more effective. One of them explained that:

"Sometimes, funny mistakes happen when we examine them in the lesson, and they stay in mind better, we understand our mistake better." [LLS 10]

Similarly, LLS 13 highlighted that "Feedback is very useful for writing and speaking."

Different Learning Techniques

Three of the high-level students stated that during online education, they should use various techniques. For instance, videos on YouTube, films, songs, and TV shows may be helpful. One mentioned that:

"I would watch videos on YouTube, we would find out what grammars were in the movies." [HLS 2]

HLS 3 also gave an example by saying that "for example, our teacher can show us the videos from a movie scene or a song on the screen for questions about the past tense, I thought it might be a nice activity."

Likewise, HLS 7 underlined that: "We may be more familiar if we watch a movie or TV show about the subject we learned."

In the same vein, two of the low-level students thought that during online education, they could watch some videos and watch some films with subtitles. One of them explained that:

"… Videos can be added…" [LLS 9]

LLS 3 also stated that: "It is also useful if a movie with English subtitles is watched."

Peer Feedback

One of the high-level students stated that during online education, they should give feedback for the grammar mistakes to their friends as they can also learn from their friends. One mentioned that:

"… We can find each other's mistakes too…" [HLS 5]

More Productive Activities

Two of the low-level students believed that during online education, they could do extra productive activities like writing and speaking to learn how to use grammar better. For

instance, they could write some articles or talk on a topic by using the target structure. So, one of them stated that:

"… Some assignments in groups could be given, we could write something on that topic, we could write texts." [LLS 10]

Similarly, LLS 13 underlined that "there should be more speaking activity" and added that "we were learning something, but our application area was limited. Learning by doing the grammar rule, applying it in a subject, learning by reading, learning by writing make us remember what we learn. Let us write and talk a lot. Let's use the grammar we have learned."

Extensive Reading

Two of the low-level students thought that during online education, they could read some books to revise the grammar. They explained that:

"… I think I need to read more English books." [LLS 9]

LLS 10 also highlighted that "… I would like to read books in online education as well. We could summarize and examine it in the lesson. There are short books, and we could read them."

Instructors' Motivation

One of the low-level students stated that during online education if the teachers feel enthusiastic, they can motivate the students. Therefore, teachers should also be motivated. S/he mentioned that:

"… I looked at some lessons on YouTube channels and saw that the teachers are more energetic in online education, I think the students are more motivated when the teacher is energetic. [LLS 12]

4.2. Discussion

4.2.1. Findings of Quantitative Data

4.2.1.1. Findings of Quantitative Data Obtained from the Instructors

In this descriptive study, one hundred and fifty-eight students and fifteen instructors responded to the questionnaires. The most obvious finding to emerge from the quantitative results analysed in the data obtained from the high- and low-level students' instructors is that majority of the instructors agreed that grammar is the most necessary sub-skill in developing

writing skill while most of them disagreed that grammar is the most necessary sub-skill in developing the reading skill.

The second major finding is that most of the high-level students' instructors often used the sentences in an authentic text; nevertheless, over half of the low-level students' instructors often used some examples such as realia and actions so that their students could elicit the target structure. The research has also shown that more than half of the low-level students' instructors often used the sentences in an authentic text so that their students could notice the target structure during face-to-face education. The results based on forty-eight teachers' beliefs about grammar and its teaching in a quantitative study by Burges and Etherington also confirms that students can learn grammar better when it is presented in authentic texts (2002).

The third major finding is that most of the high- and low-level students' instructors often used some examples such as realia and actions so that their students could discover the function while over half of them often used the sentences in an authentic text so that their students could notice the function during face-to-face education.

The fourth major finding is that majority of the instructors often used some "fill in the blanks" activities. This study has also identified that most of the low-level students' instructors often used some "sentence completion" activities to practise grammar better during face-to-face education.

The fifth major finding is that most of the high-level students' instructors often used the sentences in an authentic text so that their students could notice the target structure during online education. Moreover, less than nine-twentieths of low-level students' instructors sometimes explained the structure rules directly while the same amount of them sometimes used the sentences in an authentic text during online education.

The sixth major finding is that four-fifths of the high-level students' instructors sometimes used the sentences in an authentic text so that their students could notice the meaning; nevertheless, more than half of the low-level students' instructors often conveyed the function directly before their students started the grammar activities during online education.

The seventh major finding is that majority of high- and low-level students' instructors sometimes used some "sentence completion" activities to practise grammar better during

online education. Additionally, over three-fourths of low-level students' instructors often used some "fill in the blanks" activities in online education.

4.2.1.2. Findings of Quantitative Data Obtained from Students

The quantitative results which were analysed in the data collected from the high-level students indicate that most of the high- and low-level students strongly agreed that grammar is the most necessary sub-skill developing writing skill; however, most of them disagreed that grammar is the most necessary sub-skill in developing the listening skill.

Secondly, this study has also found that less than nine twentieths of high-level students often learned the structure rules better when the sentences were given within an authentic text; however, approximately half of the low-level students reported that they always learned the grammar rules better when they discovered the target structure from the examples such as realia and actions during face-to-face education.

Third of the more significant findings emerging from this study is that most of the high-level students often learned the meaning better when the sentences were given within an authentic text although the majority of the low-level students reported that they always explored the meaning better when it was explained directly during face-to-face education.

Fourthly, most of the high-level students always wanted to do some "multiple choice" activities while the majority of the low-level students always wanted to play some "games" to practise grammar better during face-to-face education.

The fifth major finding is that most of the high-level students sometimes learned the grammar rules better when the sentences were presented in an authentic text; nonetheless, most of the low-level students sometimes learned the structure rules better when they discovered the target structure from the examples such as realia and actions during online education.

Sixth of the more significant findings emerging from this study is that more than half of the high-level students sometimes learned the meaning better when they discovered it from the examples such as realia and actions; however, the majority of low-level students often preferred the authentic texts to elicit the meaning during online education.

Finally, the research has also shown that the majority of high- and low-level students sometimes wanted to do some "matching" activities during online education.

4.2.2. Findings of Qualitative Data

4.2.2.1. Findings of Qualitative Data That Was Obtained from Instructors

According to the qualitative results obtained from the analyses of the data from the high- and low-level students' instructors, grammar has an important role in language learning because it is necessary to produce the language and is the cornerstone of other main skills such as listening and reading. Most of the high- and low-level students' instructors believed that grammar is related to each main skill, especially it is the keystone of productive skills. This study has found that generally most of the instructors mentioned that grammar is the most necessary sub-skill for writing.

One of the more significant findings emerging from this study is that the majority of high- and low-level students' instructors preferred teaching inductively by using examples, realia, or authentic texts during face-to-face education. This finding is in contrast with the quantitative study about 11 ESL teachers' beliefs in the role of grammar in language learning, the optimal way to teach grammar, the way to deal with grammar mistakes, the influence of students' first language, the use of metalanguage, the role of practice, and teacher preparation for grammar teaching by Thu (2009), in which most of the teachers preferred explicit teaching. However, nearly all of the instructors in the present study preferred deductive teaching in online education because of limited time and easiness although one of the high-level students' instructors reported his/her preference to teach inductively. Another major finding is that all of the high-level students' instructors used communicative activities to practise grammar. Three of them also utilized some mechanical activities in face-to-face education. Likewise, two of the low-level students' instructors used some communicative activities while half of them preferred the mechanical activities during face-to-face education.

The research has also shown that most of the instructors could not conduct communicative activities much during online education because of the less classroom interaction. Similarly, the students could not do pair work or group work activities due to the lack of peer interaction. Therefore, they focused on the mechanical activities more as it was easy to apply in online education. Also, some of the low-level students' instructors did not have enough knowledge and training about using technology to do pair work or group work activities.

Moreover, one of them highlighted that L1 use and teacher talking time increased while teaching grammar in online education.

For the benefits of teaching grammar online, two of the high-level students' instructors believed that thanks to many resources regarding grammar on the Internet, online education provided various materials and exercises in terms of teaching grammar. One of them thought that the students talking time increased during online education because fewer students participated in the lessons. Furthermore, one of the low-level students' instructors stated that online education was a timesaver to revise the lessons, facilitating reaching many resources to practise grammar. One of them mentioned that online education encouraged her to search for some technological tools to use while teaching grammar.

As the challenges of teaching grammar online, two of the instructors teaching English online to high level students mentioned that teaching grammar online did not give any satisfaction to them. One of them thought that they had limited time to attract their students' attention and to do more activities. Two of them stated that the students did not have the opportunities to do pair work or group work activities to practise grammar, so there was inadequate real classroom interaction and thus almost no peer learning. In their studies, Kim et al. (2005), the results in Filimban's (2008) quantitative and qualitative doctoral dissertation on the students' and instructors' perceptions about the effectiveness of online distance learning technology, and the perceptions and opinions of five teachers towards the effectiveness of online education in the qualitative study by Dean (2017) also confirmed these findings. One of the instructors in the present study reported using the grammar-translation method in online education. Another one mentioned that s/he felt unable to use different creative activities. Furthermore, one of them underlined that s/he could not achieve a certain level of classroom management. In the same way, one of the low-level students' instructors highlighted that students' motivation decreased due to the lack of peer interaction. Accordingly, the instructors' motivation was also lowered. In their studies, Yang and Cornelius (2004) and Güneş (2017) also approved that both the learners and the teachers reported feeling less motivated. Two of the instructors in the present study explained that they were not successful in classroom management. One of them stated that s/he had to use limited activities in online education. Two of them mentioned that the students could not interact with each other. Moreover, one of them underlined that s/he had difficulty in giving

personalized feedback. One of them stated that s/he could not do necessary number of communicative activities, so there was less production during online education.

For the suggestions, one of the high-level students' instructors stated that there should be more opportunities to do communicative activities. Similarly, three of the low-level students' instructors believed that they should utilize more communicative activities such as discussions about certain topics, some improvisation activities, or a film to use grammar during online education. Two of the high-level students' instructors suggested that there should be more speaking and writing assignments so that the students can practice using grammar. One of them mentioned that there should be some teacher and student training about teaching and learning grammar in online education. One of them believed that the instructors prepared more appropriate materials for teaching grammar online. Additionally, two of the low-level students' instructors believed that the instructors ought to develop their skills in technology use to find interesting and helpful tools to teach grammar online. Two of them thought that they should use more mechanical activities. One of them mentioned that the instructors could use more attention-grabbing materials like videos to present the grammar during online education.

4.2.2.2. Findings of Qualitative Data That Was Obtained from Students

The qualitative results obtained from the analysis of the data from the high- and low-level students show that most of the students believe that grammar plays a significant role in productive skills such as writing and speaking while one of them thought that grammar is essential to learn a language. In a qualitative study, conducted on thirty-five ESL students about their perceptions of grammar teaching, Rattar and Dilshad (2011) also found that most of the students defined grammar as an important tool to learn the language, to pass the exams, or to write and speak accurately. Although, all of the students stated that grammar is related to each main skill, almost all of them mentioned that grammar is of the highest necessity for writing.

One of the most obvious findings to emerge from the present study is that the majority of high- and low-level students believed that they learned the function of the grammar better during the face-to-face education when they deduce it from some example sentences or drama with the help of more effective and enjoyable learning and high motivation.

Another important finding is that the majority of high-level students believed that they learned grammar rules by using authentic texts to elicit the rules during face-to-face education. The important reason for this belief was that they tried to explore the rules on their own. Conversely, most of the low-level students preferred that the grammar rules were given directly during face-to-face education. The main reason was reported as that this type of learning of the structures was more permanent. Another reason was that one of high-level students believed that s/he could not elicit the grammar rules on her/his own. In a quantitative study, carried out with 90 teachers to clarify their perceptions on the difficulties in grammar instruction, Al-Mekhlafi and Nagaratnam (2011) also confirmed this finding since both the students and the teachers preferred explicit teaching in their study.

The present study has identified that most of the high-level students believed that they could learn the function better when they deduce it from an authentic text rather than mechanical drills because of the inappropriateness of the online platform in which these drills were presented. However, the majority of low-level students thought that they could learn the function better if it was given explicitly during online education due to the difficulties of applying the other techniques.

Similarly, most of the high-level students believed that taught implicitly, they could learn the grammar rules better from an authentic text during online education because it was more student-centred. Nevertheless, the majority of the low-level students thought that they could learn grammar rules explicitly better during online education due to lack of peer interaction.

The present study has found that in face-to-face education, nearly all of the high- and low-level students mentioned that they did various mechanical activities such as filling the blanks, true/false, ordering the words, and some games like Kahoot though two of them stated that they did some meaningful activities like creating some sentences by using the target structure. They also did various communicative activities like games, describing the photographs, and speaking activities reported to make the learning more permanent.

This study has also shown that during online education, most of the high- and low-level students mentioned that in their coursebook, they did various mechanical activities like filling the blanks and finding the correct structure. Additionally, some of them highlighted that they could play fewer games in online education than in face-to-face education. Nevertheless, three of them stated that they did fewer communicative activities like games and presentations in online education.

As the benefits of learning grammar online, three of the high-level students mentioned that learning grammar online was timesaving, useful, and practical. Eight instructors' and students' perceptions towards the roles and competencies of online EFL instructors in an online learning environment, which were evaluated in a qualitative study by Güneş (2017) and two hundred learners' perceptions towards the teaching and learning and technology factors of online English language courses at University Tun Abdul Razak in both quantitative and qualitative study by Krish and Wong (2009) also supported these findings. Two of the high-level students stated that revision of the lessons was easier through the recordings. Two of the high-level students stated that they could do more mechanical activities with the help of the technology while one of them explained that s/he could do more communicative activities at home. One of the low-level students highlighted that s/he reached the information more quickly. One of them believed that s/he had more examples during online education. Moreover, one of them mentioned that provision of feedback by the instructors took place more efficiently in terms of time. However, the results obtained from a qualitative study, conducted on three students by Yang and Cornelius (2004), 100 students' perceptions of the benefits and challenges in online learning and their suggestions in a quantitative study carried out by Kim et al. (2005), and the data gathered in a qualitative master's thesis by Güneş (2017) disapproved of this finding by reason of delayed feedback although Krish and Wong (2009) confirmed it. One of the high-level students in the present study underlined that s/he could speak English more thanks to the productive skills in online education. Two of the low-level students believed that they could interact with the instructors more easily because the overall number of the participating students was lower in comparison with the face-to-face education. So, they could feel that they were in a closer contact with the information, and they were freer to ask questions.

As the challenges of learning grammar online, one of the high-level students stated that s/he was not sufficiently motivated. One of them mentioned that s/he could do fewer activities during online education by reason of the limited time. Furthermore, two of them stated that they could not do enough productive activities during online education. Two of them underlined that during online education, they could not interact with the instructors as much as they did in face-to-face education. One of the low-level students thought that s/he was a passive learner in online education. One of them believed that learning grammar online was difficult due to some technical problems. One of them underlined that s/he could not do role-play activities due to the lack of classroom interaction. One of them stated that s/he could

not play games very much in online education. Moreover, one of them thought that s/he received the answer late when s/he asked a question during online education.

As suggestions for the effectiveness of teaching grammar online, two of the high-level students stated that during online education, extra mechanical activities such as finding the incorrect part and multiple-choice should be added. One of them stated that during online education, students should do extra communicative activities like a discussion about a topic. One of them stated that during online education, learners should do extra meaningful activities like creating sentences by using the grammar structure. Two of them mentioned that during online education, students should play more games like Kahoot to practise the grammar structure. One of the high-level students stated that extra productive assignments for writing and speaking ought to be given so that they can use the grammar although five of them stated that during online education, they should do extra mechanical assignments to learn the grammar better. One of them stated that during online education, the instructors should give feedback to show the grammar mistakes to the students. Three of the high-level students highlighted that during online education, they should use various techniques. Such as videos on YouTube, films, songs, and TV shows. One of them stated that during online education, they should give feedback for the grammar mistakes to their friends because they can also learn from their friends. Two of the low-level students thought that during online education, they could watch some videos and some films with subtitles. One of them that during online education, students could play some games to learn the grammar better. Two of them believed that during online education, s/he could do extra mechanical activities to practise grammar better. Three of them underlined that during online education, they could do extra meaningful activities like writing some sentences by using the target structure to practise grammar better. Two of them believed that during online education, they could do extra communicative activities to use grammar better while talking to their friends in the group work activities. Two of them thought that during online education, they could do extra productive activities like writing some articles or talking on a topic by using the target structure. Two of them stated that during online education, they could read some books to revise the grammar. Two of them believed that during online education, the teachers should give feedback for grammar mistakes. Additionally, one of the low-level students stated that during online education, the teachers' motivation affects the students' motivation. So, the teachers should also feel sufficiently motivated.

CHAPTER V

CONCLUSION AND IMPLICATIONS

This chapter presents the summary of the current study, implications, and recommendations. Firstly, the summary of the research study provides information about each chapter briefly. Secondly, the most significant findings are summarized. Finally, the implications and recommendations are presented at the end of this chapter.

5.1. Summary of the Research Study

This descriptive study aimed to investigate the low- and high-level students' and their instructors' perceptions in terms of the role of grammar, learning grammar, grammar teaching techniques while learning grammar, grammar activities while learning grammar in face-to-face and online education.

To fulfil the aim, the quantitative and qualitative data were gathered from the EFL instructors and students at a foundation university in Ankara. The questionnaires that included 30 items were responded to by not only fourteen instructors but also one hundred and fifty-eight students. Additionally, the interviews were conducted with both eight instructors, one coordinator, and fifteen students from the sample group according to the purposive and criterion samplings. The quantitative data were analysed through descriptive statistics while the content analysis was carried out for the qualitative data. The quantitative findings were presented with the help of tables and charts while the qualitative ones were categorized according to the related codes and research questions.

In the first chapter, the background of the study and problem of the statement were explained. The purpose of the study and the research questions were also explored. Furthermore, the significance of the study as well as the assumptions and limitations were emphasized. Finally, definitions of the frequently used terms were presented in this part.

In the second chapter of the study, the review of the literature concerning teaching grammar and online education was presented. The first part comprised of deductive and inductive approaches to teaching grammar, activities for practicing grammar, studies related to teaching grammar, and the research about online tools utilized in teaching grammar. The second part provided definitions of online education and new roles in online education. The advantages and disadvantages of online learning were also presented. Finally, this part was based on the studies about online education in general and the ones about teaching English in online education.

The third chapter provided information regarding the methodology used in this study. Thus, first of all, the research design was described. Then, the research setting was explained in detail. Next, the participants' demographic information and sampling procedure were presented. After that, in the data collection procedure, exhaustive information about questionnaires and interview questions were given. Lastly, how the data were analysed was presented.

The fourth chapter presented the findings of the research, the data analysis, and discussions. All of the research questions were responded by employing the quantitative data which were analysed through SPSS Statistics 20 and the qualitative data that were analysed with content analysis. For each item in the questionnaires, the tables showing the frequencies and percentages were prepared. Finally, the codes obtained from the interviews were given in the tables, and the interviewees' comments and opinions were added as quotes.

In the present chapter of the study, this research study is explained shortly. The most important findings obtained from the quantitative and qualitative data are summarized. Finally, the implications for teaching grammar in online education and recommendations for future studies are presented.

5.2. Conclusion

The basic conclusions of this study are given in accordance with the main findings related to the research questions. The most obvious finding to emerge from the quantitative results analysed in the data obtained from the high- and low-level students and their instructors is that majority of them agreed that grammar is the most necessary sub-skill in developing writing skill. Additionally, the high- and low-level students and their instructors generally

believed that grammar is necessary to produce the language and is the cornerstone of productive skills.

The second major finding is that most of the high-level students and their instructors often preferred authentic texts; nevertheless, the majority of low-level students and their instructors often used some examples such as realia and actions so that the target structure could be elicited during face-to-face education.

The third major finding is that over half of the high- and low-level students' instructors often used the sentences in an authentic text so that their students could notice the function during face-to-face education. Similarly, most of the high-level students also often preferred authentic texts. Nonetheless, the majority of the low-level students reported that they always explored the meaning better when it was explained directly during face-to-face education.

The fourth major finding is that majority of the instructors often used some "fill in the blanks" activities. In contrast to the instructors, most of the high-level students always wanted to do some "multiple choice" activities while the majority of the low-level students always preferred "games" to practise grammar better during face-to-face education.

The fifth major finding is that most of the high-level students and their instructors often used the sentences in an authentic text so that their students could notice the target structure during online education. Moreover, less than nine-twentieths of low-level students' instructors sometimes explained the structure rules directly although most of the low-level students sometimes wanted to deal with the examples such as realia and actions during online education.

The sixth major finding is that four-fifths of the high-level students' instructors sometimes used the sentences in an authentic text so that their students could notice the meaning; nevertheless, more than half of the low-level students' instructors often conveyed the function directly during online education. Conversely, more than half of the high-level students sometimes learned the meaning better by the help of the examples such as realia and actions while the majority of low-level students often preferred the authentic texts to elicit the meaning during online education.

The seventh major finding is that to practise grammar better during online education, the majority of high- and low-level students' instructors sometimes used some "sentence completion" activities even though the majority of high- and low-level students sometimes

wanted to do some “matching” activities during online education as the communicative activities could not be conducted in online education because of the less classroom interaction.

For the benefits of teaching grammar online, most of the students and instructors believed that online education provided various materials and exercises in terms of teaching and practising grammar. Furthermore, they stated that online education was timesaver to revise the lessons.

As the challenges of teaching grammar online, nearly all of the instructors and the students highlighted that they could not do enough pair work or group work activities to practise grammar due to the inadequate real classroom interaction. Lastly, they mentioned that their motivation also decreased.

5.3. Implications and Recommendations

Even though the Web 2 tools have been integrated into the English lessons to teach each skill, as well as grammar since the invention of the Internet, COVID-19 pandemic has started to dramatically change the education system, so more new options related to teaching not only English but also other academic subjects in the world have turned into a topic of due interest. During the lockdown, online education has been the most logical and popular choice to maintain teaching English at schools and universities. Now that even the political and economic systems in the world have been altered, the teaching techniques and activities that were used to teach grammar also have to evolve and adapt to the present pandemic conditions, and students’ and instructors’ needs during online education. Therefore, in this study, the perceptions of low- and high-level students and their instructors in terms of grammar teaching techniques and activities in face-to-face and online education as well as their perceptions towards the role of grammar, benefits, and challenges of teaching grammar online were explored.

To increase the effectiveness of teaching grammar online, as the instructors who participated in this study suggested, firstly, some opportunities to do more communicative activities which the students can do as pair work or group work should be included in the online courses. Secondly, extra speaking and writing tasks that the students can use the target grammar can be given as homework if there is no chance to do communicative activities during the online lessons. Thirdly, some teacher and learner training may be provided to the

participants of online courses to produce new ideas about teaching and learning grammar online and technological developments. Next, more appropriate materials should be prepared for online education. For instance, some videos related to grammar topics can be prepared as a part of the asynchronous lessons. Moreover, some other attention-grabbing videos on the websites may also be utilized to present grammar, and the mechanical activities might be increased.

It is also important to pay attention to the students' suggestions for online grammar learning. For example, the number of communicative, meaningful, and mechanical activities should be increased. More enjoyable games like Kahoot ought to be added to the lesson plans for teaching grammar online. Besides, more assignments that include mechanical and communicative activities can be carried out. The feedback from the instructors and their friends for the grammar mistakes in the productive activities or assignments is vital and valuable. For this reason, feedback should be given more frequently. Finally, it should not be overlooked that different mediums of learning such as videos on YouTube, films, songs, reading books, and TV shows may also be effective.

Additionally, to be able to teach grammar online more effectively, interpersonal interaction should be increased as the students can feel more motivated, think more critically and solve the problems more eagerly (Chacon, 1992). For this reason, the materials should not be determined by the instructors alone. The students should also share their opinions in this procedure. Moreover, teaching techniques and activities should attract the students' attention. Timely corrective feedback should be given by the instructors. Lastly, students' previous skills and knowledge should be revised (Berge, 1999). Besides interpersonal interaction, the students should do assignments and projects collaboratively by the help of the technological components such as breakout rooms (Mehall, 2020).

To summarize, when the differences between teaching grammar in face-to-face and online education have been identified, the teaching techniques, the activities, and the assignments have to be transformed in line with the benefits and challenges of online education and students' levels. For example, generally, most of the low-level students and their instructors tend to teach grammar explicitly in online education while most of the high-level ones and their instructors are prone to teach it implicitly. Thus, the course materials and teaching methods should be redesign according to the students' needs in online education.

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APPENDICES

Appendix 1. Ethical Board Approval Form

Evrak Tarih ve Sayısı: 28.12.2020-E.139841

T.C.
GAZİ ÜNİVERSİTESİ
Ölçme Değerlendirme Etik Alt Çalışma Grubu

Sayı : E-91610558-302.08.01-
Konu : Bilimsel ve Eğitim Amaçlı

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 05.11.2020 tarih ve E.118394 sayılı yazı

İlgi yazınız ile göndermiş olduğunuz, Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı, İngiliz Dili Eğitimi Bilim Dalı **Yüksek Lisans Öğrencisi Hande KOŞANSU'nun, Prof.Dr.Bena Gül PEKER'in** danışmanlığında yürüttüğü ***"Türkiye'deki Bir Vakıf Üniversitesindeki Hazırlık Öğrencilerinin Ve Öğretim Görevlilerinin Yüz Yüze Ve Çevrimiçi Eğitimde Dilbilgisi Öğrenimi ve Öğretimine İlişkin Algıları"*** adlı tez çalışması ile ilgili konu Kurulumuzun **10.11.2020** tarih ve **11** sayılı toplantısında görüşülmüş olup,

İlgilinin çalışmasının, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Araştırma Kod No: 2020 - 708

Prof. Dr. İsmail KARAKAYA
Kurul Başkanı

Ek:1 Liste

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Belge Doğrulama Kodu :BENFA0C8K Belge Takip Adresi : https://belgedogrulama.gazi.edu.tr/belgedogrulama.aspx

Emniyet Mahallesi Bandırma Caddesi No :6/1 06560 Yenimahalle/ANKARA
Tel:0 (312) 202 20 57 - 0 (312) 2... Faks:0 (312) 202 38 76
İnternet Adresi :http://etikkomisyon.gazi.edu.tr/
Kep Adresi: gaziuniversitesi@hs01.kep.tr
Bilgi için :Nursel Güner
Birim Evrak Sorumlusu
Telefon No:202 20 57

Bu belge,güvenli elektronik imza ile imzalanmıştır.

GAZİ ÜNİVERSİTESİ
ÖLÇME VE DEĞERLENDİRME ETİK ALT ÇALIŞMA GRUBU
KATILIM LİSTESİ

TOPLANTI TARİHİ : 10.11.2020	TOPLANTI SAYISI : 11
ADI – SOYADI	**İMZA**
Prof. Dr. İsmail KARAKAYA Başkan	
Prof.Dr.C.Haluk BODUR	
Prof.Dr.Seçil ÖZKAN	
Prof.Dr.Cevriye TEMEL GENCER	
Prof.Dr.İsmet YÜKSEL	
Prof.Dr.Aymelek GÖNENÇ	
Prof.Dr.Gülay BAYRAMOĞLU	
Prof.Dr.Makbule GEZMEN KARADAĞ	
Prof.Dr.Kemal ÖZTEMEL	
Doç.Dr.Zehra GÖÇMEN BAYKARA	
Doç.Dr.Nihan KAFA	
Doç.Dr.İlyas OKUR	
Doç.Dr.Melek Gülşah ŞAHİN	

Appendix 2. Questionnaire for Instructors (English and Turkish)

QUESTIONNAIRE FOR INSTRUCTORS

Dear colleagues,

The purpose of this questionnaire is to reveal instructors' perceptions in terms of teaching grammar in face to face and online education. You are kindly requested to fill out this questionnaire. It includes four parts and takes approximately FIVE minutes to complete. Your objective and honest answers will help the researcher to get a realistic assessment of this experience. Your demographic information and responses will be kept confidential and will be used for the MA thesis after evaluated only by the researcher. Thank you very much for participating in this survey voluntarily.

To get more information, you can send an e-mail.

PART-1: DEMOGRAFIC INFORMATION

Gender: Male ☐ Female ☐

Age: ……

The latest education degree you got: B.A. ☐ M.A. ☐ Ph.D. ☐

University teaching experience:

1-5 years ☐ **6-10 years** ☐ **11-15 years** ☐ **15 + years** ☐

Which level are you giving online education? Alpha (low level) ☐ Bravo (high level) ☐

Have you ever taught an online course before? Yes ☐ No ☐

If yes, please share how many courses you have taught.

……..

Have you participated in any training related to online education? Yes ☐ No ☐

If yes, please share what kinds of training courses you have participated.

……..

PART-2: For each of the statements below, please choose the appropriate option to show the extent of your agreement or disagreement (1: Strongly Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree).

Statements	1	2	3	4	5
1. I think grammar is the most necessary sub-skill to develop reading skill.					
2. I think grammar is the most necessary sub-skill to develop listening skill.					
3. I think grammar is the most necessary sub-skill to develop speaking skill.					
4. I think grammar is the most necessary sub-skill to develop writing skill.					

PART-3: For each of the statements about face-to-face education below, please choose the extent of your frequency (1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always).

Statements	1	2	3	4	5
5. I explain the structure rules directly before my students start the grammar activities during face-to-face education.					
6. I use some examples such as realia and actions so that my students can discover the target structure during face-to-face education.					
7. I use the sentences in an authentic text so that my students can notice the target structure during face-to-face education.					
8. I convey the function directly before my students start the grammar activities during face-to-face education.					
9. I use some examples such as realia and actions so that my students can discover the function during face-to-face education.					
10. I use the sentences in an authentic text so that my students can notice the function during face-to-face education.					
11. I use some "fill in the blanks" activities to practise grammar better during face-to-face education.					

12. I use some "multiple choice" activities to practise grammar better during face-to-face education.					
13. I use some "true/false" activities to practise grammar better during face-to-face education.					
14. I use some "matching" activities to practise grammar better during face-to-face education.					
15. I use some "completing sentences" activities to practise grammar better during face-to-face education.					
16. I use some "communicative" activities to produce grammar better during face-to-face education.					
17. I use some "games" to practise grammar better during face-to-face education.					

PART-4: For each of the statements about online education below, please choose the extent of your frequency (1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always).

Statements	**1**	**2**	**3**	**4**	**5**
18. I explain the structure rules directly before my students start the grammar activities during online education.					
19. I use some examples such as realia and actions so that my students can discover the target structure during online education.					
20. I use the sentences in an authentic text so that my students can notice the target structure during online education.					
21. I convey the function directly before my students start the grammar activities during online education.					
22. I use some examples such as realia and actions so that my students can discover the function during online education.					
23. I use the sentences in an authentic text so that my students can notice the function during online education.					
24. I use some "fill in the blanks" activities to practise grammar better during online education.					

25. I use some "multiple choice" activities to practise grammar better during online education.					
26. I use some "true/false" activities to practise grammar better during online education.					
27. I use some "matching" activities to practise grammar better during online education.					
28. I use some "completing sentences" activities to practise grammar better during online education.					
29. I use some "communicative" activities to produce grammar better during online education.					
30. I use some "games" to practise grammar better during online education.					

YOUR COMMENTS

Your comments are really important. So, if you would like to add something, please write here.

……
……

ÖĞRETİM GÖREVLİSİ ANKETİ

Değerli meslektaşlarım;

Bu anketin amacı öğretim görevlilerinin yüz yüze ve çevrim içi eğitimle dilbilgisi öğrenme üzerine algılarını ortaya koymaktır. Bu anketi doldurmanızı rica ediyorum. Anket dört bölümden oluşmaktadır ve anketi tamamlamak yaklaşık olarak BEŞ dakika sürmektedir. Objektif ve dürüst cevaplarınız, bu çalışmayı gerçekçi bir şekilde değerlendirmeme yardımcı olacaktır. Demografik bilgileriniz ve cevaplarınız gizli kalacaktır ve araştırmacı tarafından değerlendirildikten sonra yüksek lisans tezi için kullanılacaktır. Bu çalışmaya gönüllü bir şekilde katıldığınız için çok teşekkürler.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz, mail atabilirsiniz.

BÖLÜM-1: DEMOGRAFİK BİLGİLER

Cinsiyet: Kadın ☐ Erkek ☐

Yaş: ……

Mezuniyet dereceniz: Lisans ☐ Yüksek lisans ☐ Doktora ☐

Üniversitede ders verme deneyiminiz:

1-5 yıl ☐ **6-10 yıl** ☐ **11-15 yıl** ☐ **15 + yıl** ☐

Hangi seviyede çevrim içi ders vermektesiniz?

Alpha (düşük seviye) ☐ Bravo (yüksek seviye) ☐

Daha önce hiç çevrim içi ders vermiş miydiniz? Evet ☐ Hayır ☐

Cevabınız "Evet" ise, lütfen kaç ders verdiğinizi yazınız.

……..

Çevrim içi eğitimle ilgili bir eğitime, konferansa katıldınız mı? Evet ☐ Hayır ☐

Cevabınız "Evet" ise, lütfen ne tür eğitimlere katıldığınızı yazınız.

……..

BÖLÜM-2: Aşağıdaki ifadelerin her biri için katılma ya da katılmama derecenizi göstermek amacıyla lütfen en uygun seçeneği seçiniz (1: Kesinlikle katılmıyorum, 2: Katılıyorum, 3: Kararsızım, 4: Katılıyorum, 5: Kesinlikle katılıyorum).

Maddeler	1	2	3	4	5
1. Bence dilbilgisi okuma becerisini geliştirmek için en gerekli alt beceridir.					
2. Bence dilbilgisi dinleme becerisini geliştirmek için en gerekli alt beceridir.					
3. Bence dilbilgisi konuşma becerisini geliştirmek için en gerekli alt beceridir.					
4. Bence dilbilgisi yazma becerisini geliştirmek için en gerekli alt beceridir.					

BÖLÜM-3: Aşağıdaki yüz yüze eğitimle ilgili olan ifadelerin her biri için sıklık derecenizi göstermek amacıyla lütfen en uygun seçeneği seçiniz (1: Asla, 2: Nadiren, 3: Bazen, 4: Sıklıkla, 5: Her zaman).

Statements	1	2	3	4	5
5. Yüz yüze eğitim sırasında öğrencilerim dilbilgisi etkinliklerine başlamadan önce yapı kurallarını doğrudan açıklarım.					
6. Yüz yüze eğitim sırasında öğrencilerimin hedef yapıyı keşfedebilmesi için gerçek nesnelerle ve eylemlerle bazı örnekler veririm.					
7. Yüz yüze eğitim sırasında öğrencilerim hedef yapıyı fark edebilsinler diye özgün bir metinden cümleler kullanırım.					
8. Yüz yüze eğitim sırasında dilbilgisinin işlevini öğrencilerim etkinliklerine başlamadan hemen önce doğrudan açıklarım.					
9. Yüz yüze eğitim sırasında öğrencilerimin işlevi keşfedebilmesi için gerçek nesnelerle ve eylemlerle bazı örnekler veririm.					
10. Yüz yüze eğitim sırasında öğrencilerim işlevi fark edebilsinler diye özgün bir metinden cümleler kullanırım.					

11. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "boşlukları doldurma" aktiviteleri kullanırım.					
12. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "çoktan seçmeli" aktiviteleri kullanırım.					
13. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "doğru/yanlış" aktiviteleri kullanırım.					
14. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "eşleştirme" aktiviteleri kullanırım.					
15. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "cümle tamamlama" aktiviteleri kullanırım.					
16. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "iletişimsel" aktiviteler kullanırım.					
17. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "oyunlar" oynatırım.					

BÖLÜM-4: Aşağıdaki çevrim içi eğitimle ilgili olan ifadelerin her biri için sıklık derecenizi göstermek amacıyla lütfen en uygun seçeneği seçiniz (1: Asla, 2: Nadiren, 3: Bazen, 4: Sıklıkla, 5: Her zaman).

Statements	**1**	**2**	**3**	**4**	**5**
18. Çevrim içi eğitim sırasında öğrencilerim dilbilgisi etkinliklerine başlamadan önce yapı kurallarını doğrudan açıklarım.					
19. Çevrim içi eğitim sırasında öğrencilerimin hedef yapıyı keşfedebilmesi için gerçek nesnelerle ve eylemlerle bazı örnekler veririm.					
20. Çevrim içi eğitim sırasında öğrencilerim hedef yapıyı fark edebilsinler diye özgün bir metinden cümleler kullanırım.					
21. Çevrim içi eğitim sırasında dilbilgisinin işlevini öğrencilerim etkinliklerine başlamadan hemen önce doğrudan açıklarım.					
22. Çevrim içi eğitim sırasında öğrencilerimin işlevi keşfedebilmesi için gerçek nesnelerle ve eylemlerle bazı örnekler veririm.					

23. Çevrim içi eğitim sırasında öğrencilerim işlevi fark edebilsinler diye özgün bir metinden cümleler kullanırım.					
24. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "boşlukları doldurma" aktiviteleri kullanırım.					
25. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "çoktan seçmeli" aktiviteleri kullanırım.					
26. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "doğru/yanlış" aktiviteleri kullanırım.					
27. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "eşleştirme" aktiviteleri kullanırım.					
28. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "cümle tamamlama" aktiviteleri kullanırım.					
29. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "iletişimsel" aktiviteler kullanırım.					
30. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için bazı "oyunlar" oynatırım.					

EKLEMEK İSTEDİKLERİNİZ

Yorumlarınız çok önemli ve değerlidir. Eklemek istediğiniz bir şey varsa buraya yazabilirsiniz. Katılımınız için tekrar çok teşekkürler.

……
……

Appendix 3. Questionnaire for Students (English and Turkish)

QUESTIONNAIRE FOR STUDENTS

Dear students,

The purpose of this questionnaire is to reveal students' perceptions in terms of learning grammar in face to face and online education. You are kindly requested to fill out this questionnaire. It includes four parts and takes approximately FIVE minutes to complete. Your objective and honest answers will help the researcher to get a realistic assessment of this experience. Your demographic information and responses will be kept confidential and will be used for the MA thesis after evaluated only by the researcher. Thank you very much for participating in this survey voluntarily.

To get more information, you can send an e-mail.

PART-1: DEMOGRAFIC INFORMATION

Gender: Male ☐ Female ☐

Age: ……

Level: Alpha (low level) ☐ Bravo (high level) ☐

Department:
……

Have you ever taken any online courses before? Yes ☐ No ☐

If yes, please share

- **how many courses you have taken: …….**
- **how long have you taken: …….**

PART-2: For each of the statements below, please choose the appropriate option to show the extent of your agreement or disagreement (1: Strongly Disagree, 2: Disagree, 3: Undecided, 4: Agree, 5: Strongly Agree).

Statements	1	2	3	4	5
1. I think grammar is the most necessary sub-skill to develop reading skill.					
2. I think grammar is the most necessary sub-skill to develop listening skill.					

3. I think grammar is the most necessary sub-skill to develop speaking skill.					
4. I think grammar is the most necessary sub-skill to develop writing skill.					

PART-3: For each of the statements about face-to-face education below, please choose the extent of your frequency (1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always).

Statements	**1**	**2**	**3**	**4**	**5**
5. I learn the structure rules better when they are explained directly in the lesson during face-to-face education.					
6. I learn the structure rules better when I discover the target structure from the examples such as realia and actions that are used in the lesson during face-to-face education.					
7. I learn the structure rules better when the sentences in an authentic text are used in the lesson so that I can notice the target structure during face-to-face education.					
8. I learn the function better when it is explained directly in the lesson during face-to-face education.					
9. I learn the function better when I discover it from the examples such as realia and actions that are used in the lesson during face-to-face education.					
10. I learn the function better when the sentences in an authentic text are used so that I can notice it in the lesson during face-to-face education.					
11. I want to do some "fill in the blanks" activities to practise grammar better during face-to-face education.					
12. I want to do some "multiple choice" activities to practise grammar better during face-to-face education.					
13. I want to do some "true/false" activities to practise grammar better during face-to-face education.					
14. I want to do some "matching" activities to practise grammar better during face-to-face education.					

15. I want to do some "completing sentences" activities to practise grammar better during face-to-face education.					
16. I want to do some "communicative" activities to produce grammar better during face-to-face education.					
17. I want to play some "games" to practise grammar better during face-to-face education.					

PART-4: For each of the statements about online education below, please choose the extent of your frequency (1: Never, 2: Rarely, 3: Sometimes, 4: Often, 5: Always).

Statements	**1**	**2**	**3**	**4**	**5**
18. I learn the structure rules better when they are explained directly in the lesson during online education.					
19. I learn the structure rules better when I discover the target structure from the examples such as realias and actions that are used in the lesson during online education.					
20. I learn the grammar structure rules better when the sentences in an authentic text are used in the lesson so that I can notice the target structure during online education.					
21. I learn the function better when it is explained directly in the lesson during online education.					
22. I learn the function better when I discover it from the examples such as realia and actions that are used in the lesson during online education.					
23. I learn the function better when the sentences in an authentic text are used in the lesson so that I can notice it during online education.					
24. I want to do some "fill in the blanks" activities to practise grammar better during online education.					
25. I want to do some "multiple choice" activities to practise grammar better during online education.					
26. I want to do some "true/false" activities to practise grammar better during online education.					

27. I want to do some "matching" activities to practise grammar better during online education.					
28. I want to do some "completing sentences" activities to practise grammar better during online education.					
29. I want to do some "communicative" activities to produce grammar better during online education.					
30. I want to play some "games" to practise grammar better during online education.					

YOUR COMMENTS

Your comments are really important. So, if you would like to add something, please write here.

……
……

ÖĞRENCİ ANKETİ

Sevgili öğrenciler;

Bu anketin amacı öğrencilerin yüz yüze ve çevrim içi eğitimle dilbilgisi öğrenme üzerine algılarını ortaya koymaktır. Bu anketi doldurmanızı rica ediyorum. Anket dört bölümden oluşmaktadır ve anketi tamamlamak yaklaşık olarak BEŞ dakika sürmektedir. Objektif ve dürüst cevaplarınız, bu çalışmayı gerçekçi bir şekilde değerlendirmeme yardımcı olacaktır. Demografik bilgileriniz ve cevaplarınız gizli kalacaktır ve araştırmacı tarafından değerlendirildikten sonra yüksek lisans tezi için kullanılacaktır. Bu çalışmaya gönüllü bir şekilde katıldığınız için çok teşekkürler.

Bu çalışmayla ilgili daha fazla bilgi almak isterseniz, mail atabilirsiniz.

BÖLÜM-1: DEMOGRAFİK BİLGİLER

Cinsiyet: Kadın ☐ Erkek ☐

Yaş: ……

Seviye: Alpha (düşük seviye) ☐ Bravo (yüksek seviye) ☐

Bölüm:
…….

Eğitim hayatınızda hiç uzaktan eğitim dersi aldınız mı? Evet ☐ Hayır ☐

Cevabınız evet ise kaç ders aldınız?
……

Cevabınız evet ise dersi ne kadar süre boyunca aldınız?
……...

BÖLÜM-2: Aşağıdaki ifadelerin her biri için katılma ya da katılmama derecenizi göstermek amacıyla lütfen en uygun seçeneği seçiniz (1: Kesinlikle katılmıyorum, 2: Katılıyorum, 3: Kararsızım, 4: Katılıyorum, 5: Kesinlikle katılıyorum).

Maddeler	1	2	3	4	5
1. Bence dilbilgisi okuma becerisini geliştirmek için en gerekli alt beceridir.					
2. Bence dilbilgisi dinleme becerisini geliştirmek için en gerekli alt beceridir.					
3. Bence dilbilgisi konuşma becerisini geliştirmek için en gerekli alt beceridir.					
4. Bence dilbilgisi yazma becerisini geliştirmek için en gerekli alt beceridir.					

BÖLÜM-3: Aşağıdaki yüz yüze eğitimle ilgili olan ifadelerin her biri için sıklık derecenizi göstermek amacıyla lütfen en uygun seçeneği seçiniz (1: Asla, 2: Nadiren, 3: Bazen, 4: Sıklıkla, 5: Her zaman).

Maddeler	1	2	3	4	5
5. Yüz yüze eğitim boyunca derste doğrudan anlatıldığında dilbilgisi kurallarını daha iyi öğrenirim.					
6. Yüz yüze eğitimde derste kullanılan gerçek nesneler ve hareket içeren örneklerden hedef yapıyı keşfettiğimde dilbilgisi kurallarını daha iyi öğrenirim.					
7. Yüz yüze eğitim sırasında hedef yapıyı fark edebilmem için derste orijinal bir metindeki cümleler kullanıldığında dilbilgisi kurallarını daha iyi öğrenirim.					
8.Yüz yüze eğitimde derste doğrudan anlatıldığında dilbilgisinin işlevini daha iyi öğrenirim.					
9. Yüz yüze eğitimde derste kullanılan gerçek nesneler ve hareket içeren örneklerden keşfettiğimde dilbilgisinin işlevini daha iyi öğrenirim.					
10. Yüz yüze eğitimde dilbilgisinin işlevini derste fark edebilmem için orijinal bir metindeki cümleler kullanıldığında daha iyi öğrenirim.					

11. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için "boşluk doldurma" etkinlikleri yapmak isterim.					
12. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için "çoktan seçmeli" etkinlikler yapmak isterim.					
13. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için "doğru / yanlış" etkinlikleri yapmak isterim.					
14. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için "eşleştirme" etkinlikleri yapmak isterim.					
15. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için "cümle tamamlama" etkinlikleri yapmak isterim.					
16. Yüz yüze eğitim sırasında dilbilgisini daha iyi kullanmak için "iletişimsel" etkinlikler yapmak isterim.					
17. Yüz yüze eğitim sırasında dilbilgisini daha iyi pekiştirmek için "oyunlar" oynamak isterim.					

BÖLÜM-4: Aşağıdaki çevrim içi eğitimle ilgili olan ifadelerin her biri için sıklık derecenizi göstermek amacıyla lütfen en uygun seçeneği seçiniz (1: Asla, 2: Nadiren, 3: Bazen, 4: Sıklıkla, 5: Her zaman).

Maddeler	**1**	**2**	**3**	**4**	**5**
18. Çevrim içi eğitim sırasında doğrudan anlatıldığında dilbilgisi kurallarını daha iyi öğrenirim.					
19. Çevrim içi eğitim sırasında kullanılan gerçek nesneler ve hareket içeren örneklerden hedef yapıyı keşfettiğimde dilbilgisi kurallarını daha iyi öğrenirim.					
20. Çevrim içi eğitim sırasında hedef yapıyı fark edebilmem için derste orijinal bir metindeki cümleler kullanıldığında dilbilgisi kurallarını daha iyi öğrenirim.					
21. Çevrim içi eğitim sırasında derste doğrudan açıklandığında dilbilgisinin işlevini daha iyi öğrenirim.					
22. Çevrim içi eğitim sırasında derste kullanılan gerçek nesneler ve hareket içeren örneklerden keşfettiğimde dilbilgisinin işlevini daha iyi öğrenirim.					

23. Çevrim içi eğitim sırasında fark edebilmem için derste orijinal bir metindeki cümleler kullanıldığında dilbilgisinin işlevini daha iyi öğrenirim.					
24. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için "boşluk doldurma" etkinlikleri yapmak isterim.					
25. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için "çoktan seçmeli" etkinlikler yapmak isterim.					
26. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için "doğru / yanlış" etkinlikleri yapmak isterim.					
27. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için "eşleştirme" etkinlikleri yapmak isterim.					
28. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için "cümle tamamlama" etkinlikleri yapmak isterim.					
29. Çevrim içi eğitim sırasında dilbilgisini daha iyi kullanmak için "iletişimsel" etkinlikler yapmak isterim.					
30. Çevrim içi eğitim sırasında dilbilgisini daha iyi pekiştirmek için "oyunlar" oynamak isterim.					

EKLEMEK İSTEDİKLERİNİZ

Yorumlarınız çok önemli ve değerlidir. Eklemek istediğiniz bir şey varsa buraya yazabilirsiniz. Katılımınız için tekrar çok teşekkürler.

……
……

Appendix 4. Interview Questions for Instructors (English and Turkish)

INTERVIEW QUESTIONS FOR INSTRUCTORS

Dear colleague,

The purpose of this interview is to reveal instructors' perceptions in terms of teaching grammar in face to face and online education. Your objective and honest answers will help the researcher to get a realistic assessment of this experience. Your demographic information and responses will be kept confidential and will be used for the MA thesis after evaluated only by the researcher. Thank you very much for participating in this survey voluntarily.

PART-1: DEMOGRAFIC INFORMATION

Gender: Male ☐ Female ☐

Age: ……

The latest education degree you got: B.A. ☐ M.A. ☐ Ph.D. ☐

University teaching experience:

1-5 years ☐ **6-10 years** ☐ **11-15 years** ☐ **15 + years** ☐

Which level are you giving online education? Alpha (low level) ☐ Bravo (high level) ☐

Have you ever taught an online course before? Yes ☐ No ☐

If yes, please share how many courses you have taught.

……..

Have you participated in any training related to online education? Yes ☐ No ☐

If yes, please share what kinds of training courses you have participated.

……..

PART-2

1. What do you think about the role of grammar in language teaching?
   1.1. What is the relationship between the grammar and the main language skills?
   1.2. For which language skill is grammar the most necessary?
2. How do you teach grammar during face-to-face education?
   2.1. How do you convey the function? Why?
   - **2.1.1.** Do you give the function at the beginning directly? Why?
   - **2.1.2.** Do you give the function after your students notice it in the examples such as realia and actions? Why?

2.1.3. Do you give the function after your students notice it in the context? Why?

2.2. How do you present the structure rules? Why?

2.2.1. Do you give the structure rules at the beginning directly?

2.2.2. Do you give the structure rules after your students notice the structure in the examples such as realia and actions?

2.2.3. Do you give the structure rules after your students notice the structure in the context?

3. How does the online education affect your teaching grammar techniques?

3.1. How do you teach grammar during online education?

3.2. How do you convey the function? Why?

3.2.1. Do you give the function at the beginning directly?

3.2.2. Do you give the function after your students notice it in the examples such as realia and actions? Why?

3.2.3. Do you give the function after your students notice it in the context? Why?

3.3. How do you present the structure rules? Why?

3.3.1. Do you give the structure rules at the beginning directly?

3.3.2. Do you give the structure rules after your students notice the examples such as realia and actions? Why?

3.3.3. Do you give the structure rules after your students notice them in the context? Why?

4. What kinds of grammar activities do you use during face-to-face education? Why?

5. Can you use different types of grammar activities during the online education?

5.1. If yes, what kinds of grammar activities do you use during the online education?

5.2. How do you use them?

5.3. If no, what are the reasons?

6. What are the benefits of teaching grammar online?

7. What are the challenges of teaching grammar online?

8. What are your suggestions for the effectiveness for teaching grammar online?

8.1. What can be done to make online education more effective in terms of

8.1.1. teaching grammar?

8.1.2. learning grammar?

ÖĞRETİM GÖREVLİLERİ İÇİN GÖRÜŞME SORULARI

Değerli meslektaşım;

Bu görüşmenin amacı öğretim görevlilerinin yüz yüze ve çevrim içi eğitimle dilbilgisi öğrenme üzerine algılarını ortaya koymaktır. Objektif ve dürüst cevaplarınız, bu çalışmayı gerçekçi bir şekilde değerlendirmeme yardımcı olacaktır. Demografik bilgileriniz ve cevaplarınız gizli kalacaktır ve araştırmacı tarafından değerlendirildikten sonra yüksek lisans tezi için kullanılacaktır. Bu çalışmaya gönüllü bir şekilde katıldığınız için çok teşekkürler.

BÖLÜM-1: DEMOGRAFİK BİLGİLER

Cinsiyet: Kadın ☐ Erkek ☐

Yaş: ……

Mezuniyet dereceniz: Lisans ☐ Yüksek lisans ☐ Doktora ☐

Üniversitede ders verme deneyiminiz:

1-5 yıl ☐ **6-10 yıl** ☐ **11-15 yıl** ☐ **15 + yıl** ☐

Hangi seviyede çevrim içi ders vermektesiniz?

Alpha (düşük seviye) ☐ Bravo (yüksek seviye) ☐

Daha önce hiç çevrim içi ders vermiş miydiniz? Evet ☐ Hayır ☐

Cevabınız "Evet" ise, kaç ders verdiniz?

……..

Çevrim içi eğitimle ilgili bir eğitime, konferansa katıldınız mı? Evet ☐ Hayır ☐

Cevabınız "Evet" ise, ne tür eğitimlere katıldınız?

……..

BÖLÜM-2

1. Dil öğretiminde dilbilgisinin rolü hakkında ne düşünüyorsunuz?
- **1.1.** Dilbilgisi ile ana dil becerileri arasındaki ilişki nedir?
- **1.2.** Dilbilgisi en çok hangi dil becerisi en gereklidir?

2. Yüz yüze eğitim sırasında dilbilgisini nasıl öğretirsiniz?
- **2.1.** İşlevi nasıl verirsiniz? Neden?
  - **2.1.1.** İşlevi doğrudan başlangıçta verirsiniz? Neden?
  - **2.1.2.** Öğrenciler gerçek ve hareket içeren örneklerden işlevi fark ettikten sonra mı işlevi verirsiniz? Neden?
  - **2.1.3.** Öğrencilerin bağlamdan fark ettikten sonra mı işlevi verirsiniz? Neden?
- **2.2.** Yapı kurallarını nasıl öğretirsiniz? Neden?

2.2.1. Başlangıçta yapı kurallarını doğrudan mı verirsiniz?
2.2.2. Öğrenciler gerçeklik ve hareket içeren örneklerde fark ettikten sonra mı yapı kurallarını verirsiniz?
2.2.3. Öğrenciler bağlamdan fark ettikten sonra mı yapı kurallarını verirsiniz?

3. Çevrim içi eğitim dilbilgisi öğretim tekniklerinizi nasıl etkiledi?
3.1. Çevrim içi eğitim sırasında dilbilgisini nasıl öğretirsiniz?
3.2. İşlevi nasıl verirsiniz? Neden?
3.2.1. İşlevi doğrudan başlangıçta verirsiniz? Neden?
3.2.2. Öğrenciler gerçek ve hareket içeren örneklerden işlevi fark ettikten sonra mı işlevi verirsiniz? Neden?
3.2.3. Öğrencilerin bağlamdan fark ettikten sonra mı işlevi verirsiniz? Neden?
3.3. Yapı kurallarını nasıl öğretirsiniz? Neden?
3.3.1. Başlangıçta yapı kurallarını doğrudan mı verirsiniz?
3.3.2. Öğrenciler gerçeklik ve hareket içeren örneklerde fark ettikten sonra mı yapı kurallarını verirsiniz?
3.3.3. Öğrenciler bağlamdan fark ettikten sonra mı yapı kurallarını verirsiniz?

4. Çevrim içi eğitim sırasında ne tür dilbilgisi etkinlikleri kullanıyorsunuz? Neden?

5. Çevrim içi eğitim sırasında farklı tür dilbilgisi etkinlikleri kullanabiliyor musunuz?
5.1. Cevabınız evet ise, çevrim içi eğitim sırasında ne tür dilbilgisi etkinlikleri kullanıyorsunuz?
5.2. Onları nasıl kullanıyorsunuz?
5.3. Cevabınız hayır ise, nedenleri nelerdir?

6. Çevrim içi eğitimle dilbilgisi öğretiminin faydaları nelerdir?

7. Çevrim içi eğitimle dilbilgisi öğretiminin zorlukları nelerdir?

8. Çevrim içi eğitimle dilbilgisi öğretiminin etkinliğini arttırmak için önerileriniz nelerdir?
8.1. Dilbilgisi öğretimi açısından neler yapılabilir?
8.2. Dilbilgisi öğrenme açısından neler yapılabilir?

Appendix 5. Interview Questions for Students (English and Turkish)

INTERVIEW QUESTIONS FOR STUDENTS

Dear student,

The purpose of this interview is to reveal students' perceptions in terms of learning grammar in face to face and online education. Your objective and honest answers will help the researcher to get a realistic assessment of this experience. Your demographic information and responses will be kept confidential and will be used for the MA thesis after evaluated only by the researcher. Thank you very much for participating in this survey voluntarily.

PART-1: DEMOGRAFIC INFORMATION

Gender: Male ☐ Female ☐

Age: ……

Level: Alpha (low level) ☐ Bravo (high level) ☐

Department:
……

Have you ever taken any online courses before? Yes ☐ No ☐

If yes, please share

- **how many courses you have taken: …….**
- **how long have you taken: …….**

PART-2

1. What do you think about the role of grammar in language learning?
   1.1. What is the relationship between the grammar and the main language skills?
   1.2. For which language skill is grammar the most necessary?

2. How do you learn grammar better during face-to-face education?
   2.1. How do you learn the function better? Why?

      2.1.1. Do you learn the function better when it is explained directly in the lesson during face-to-face education? Why?
      2.1.2. Do you learn the function better when you discover it from the examples such as realia and actions that are used in the lesson during face-to-face education? Why?
      2.1.3. Do you learn the function better when the sentences in an authentic text are used in the lesson so that you can notice it during face-to-face education? Why?

   2.2. How do you learn the structure rules better? Why?

2.2.1. Do you learn the structure rules better when they are explained directly in the lesson during face-to-face education? Why?

2.2.2. Do you learn the structure rules better when you discover the target structure from the examples such as realia and actions that are used in the lesson during face-to-face education? Why?

2.2.3. Do you learn the structure rules better when the sentences in an authentic text are used in the lesson so that you can notice the target structure during face-to-face education? Why?

3. How does the online education affect your learning grammar?

3.1. How do you learn grammar better during online education? Why?

3.1.1. How do you learn the function better? Why?

3.1.1.1. Do you learn the function better when it is explained directly in the lesson during online education? Why?

3.1.1.2. Do you learn the function better when you discover it from the examples such as realia and actions that are used in the lesson during online education? Why?

3.1.1.3. Do you learn the function better when the sentences in an authentic text are used in the lesson so that you can notice it during online education? Why?

3.1.2. How do you learn the structure rules better? Why?

3.1.2.1. Do you learn the structure rules better when they are explained directly in the lesson during online education? Why?

3.1.2.2. Do you learn the structure rules better when you discover the target structure from the examples such as realia and actions that are used in the lesson during online education? Why?

3.1.2.3. Do you learn the structure rules better when the sentences in an authentic text are used in the lesson so that you can notice the target structure during online education? Why?

4. What kinds of grammar activities do you do to learn grammar better during the face-to-face education?

5. Can you do different types of grammar activities during the online education?

5.1. If yes, what kinds of grammar activities do you do to learn grammar better during the online education?

5.2. How do you use them?

5.3. If no, what are the reasons?

6. What are the benefits of learning grammar online?

7. What are the challenges of learning grammar online?

8. What are your suggestions for the effectiveness for teaching grammar online?

8.1. What can be done to make online education more effective in terms of

8.1.1. teaching grammar?

8.1.2. learning grammar?

ÖĞRENCİLER İÇİN GÖRÜŞME SORULARI

Sevgili öğrencim;

Bu görüşmenin amacı öğrencilerin yüz yüze ve çevrim içi eğitimle dilbilgisi öğrenme üzerine algılarını ortaya koymaktır. Objektif ve dürüst cevaplarınız, bu çalışmayı gerçekçi bir şekilde değerlendirmeme yardımcı olacaktır. Demografik bilgileriniz ve cevaplarınız gizli kalacaktır ve araştırmacı tarafından değerlendirildikten sonra yüksek lisans tezi için kullanılacaktır. Bu çalışmaya gönüllü bir şekilde katıldığınız için çok teşekkürler.

BÖLÜM-1: DEMOGRAFİK BİLGİLER

Cinsiyet: Kadın Erkek

Yaş: ……

Seviye: Alpha (düşük seviye) Bravo (yüksek seviye)

Bölüm:
…….

Eğitim hayatınızda hiç uzaktan eğitim dersi aldınız mı? Evet Hayır

Cevabınız evet ise kaç ders aldınız?
…….

Cevabınız evet ise dersi ne kadar süre boyunca aldınız?
……...

BÖLÜM-2

1. Dil öğrenmede dilbilgisinin rolü hakkında ne düşünüyorsunuz?

- **1.1.** Dilbilgisi ile ana dil becerileri arasındaki ilişki nedir?
- **1.2.** Dilbilgisi en çok hangi dil becerisi için en gereklidir?

2. Yüz yüze eğitim sırasında dilbilgisini daha iyi nasıl öğrenirsiniz?

- **2.1.** İşlevi nasıl daha iyi öğrenirsiniz? Neden?
  - **2.1.1.** Yüz yüze eğitim sırasında işlev doğrudan açıklandığında mı daha iyi öğreniyorsunuz? Neden?
  - **2.1.2.** Yüz yüze eğitim sırasında işlevi derste kullanılan gerçek ve hareket içeren örneklerden keşfettiğinizde mi daha iyi öğreniyorsunuz? Neden?
  - **2.1.3.** Yüz yüze eğitim sırasında işlevi fark edebilmeniz için derste orijinal bir metindeki cümleler kullanıldığında mı daha iyi öğreniyorsunuz? Neden?
- **2.2.** Yapı kurallarını nasıl daha iyi öğrenirsiniz? Neden?
  - **2.2.1.** Yüz yüze eğitim sırasında derste doğrudan anlatıldığı zaman mı yapı kurallarını daha iyi öğreniyorsunuz? Neden?

2.2.2. Yüz yüze eğitim sırasında derste kullanılan gerçek ve hareket içeren örneklerden hedef yapıyı keşfettiğinizde mi yapı kurallarını daha iyi öğreniyorsunuz? Neden?

2.2.3. Yüz yüze eğitim sırasında hedef yapıyı fark edebilmeniz için orijinal bir metindeki cümleler kullanıldığında mı yapı kurallarını daha iyi öğreniyorsunuz? Neden?

3. Çevrim içi eğitim dilbilgisi öğrenmenizi nasıl etkiledi?

3.1. Çevrim içi eğitim sırasında dilbilgisini nasıl daha iyi öğrenirsiniz? Neden?

3.1.1. İşlevi nasıl daha iyi öğrenirsiniz? Neden?

3.1.1.1. Çevrim içi eğitim sırasında işlev doğrudan açıklandığında mı daha iyi öğreniyorsunuz? Neden?

3.1.1.2. Çevrim içi eğitim sırasında işlevi derste kullanılan gerçek ve hareket içeren örneklerden keşfettiğinizde mi daha iyi öğreniyorsunuz? Neden?

3.1.1.3. Çevrim içi eğitim sırasında işlevi fark edebilmeniz için derste orijinal bir metindeki cümleler kullanıldığında mı daha iyi öğreniyorsunuz? Neden?

3.1.2. Yapı kurallarını nasıl daha iyi öğrenirsiniz? Neden?

3.1.2.1. Çevrim içi eğitim sırasında derste doğrudan anlatıldığı zaman mı yapı kurallarını daha iyi öğreniyorsunuz? Neden?

3.1.2.2. Çevrim içi eğitim sırasında derste kullanılan gerçek ve hareket içeren örneklerden hedef yapıyı keşfettiğinizde mi yapı kurallarını daha iyi öğreniyorsunuz? Neden?

3.1.2.3. Çevrim içi eğitim sırasında hedef yapıyı fark edebilmeniz için orijinal bir metindeki cümleler kullanıldığında mı yapı kurallarını daha iyi öğreniyorsunuz? Neden?

4. Yüz yüze eğitim sırasında dilbilgisi daha iyi öğrenmek için ne tür etkinlikler yapıyorsunuz?

5. Çevrim içi eğitim sırasında farklı dilbilgisi etkinlikleri yapabiliyor musunuz?

5.1. Cevabınız evet ise, çevrim içi eğitim sırasında dilbilgisini daha iyi öğrenmek için ne tür etkinlikler yapıyorsunuz?

5.2. Onları nasıl kullanıyorsunuz?

5.3. Cevabınız hayır ise, nedenleri nelerdir?

6. Çevrim içi eğitimle dilbilgisi öğrenmenin yararları nelerdir?

7. Çevrim içi eğitimle dilbilgisi öğrenmenin zorlukları nelerdir?

8. Çevrim içi eğitimle dilbilgisi öğretiminin etkinliğini arttırmak için önerileriniz nelerdir?

8.1. Dilbilgisi öğretimi açısından neler yapılabilir?

8.2. Dilbilgisi öğrenimi açısından neler yapılabilir?

Appendix 6. Transcriptions of Instructors' Responses

TRANSCRIPTIONS of INSTRUCTORS' RESPONSES

HIN 1

Şimdi dilbilgisi öğretim teknikleri üzerine konuşacağız. Mesela yüz yüze eğitimde dilbilgisini nasıl öğretiyordun, hangi teknikleri kullanıyordun, online bu tekniklerini değiştirdi mi, yoksa yeni şeyler ekledin mi?
Online bana onları kullandırtmadı diyebilirim. Ben online eğitimde gramer anlatırken bir teknik kullanmadım açıkçası. Bunu net bir şekilde söyleyebilirim. Dediğim gibi sınıftayken başlangıcı böyle daha keyifli ve eğlenceli yapmaya çalışırım çünkü genel olarak dilbilgisi daha sıkıcı olarak görüldüğü için hani öyle olduğundan söylemiyorum ama hani böyle tekdüze drillerle şekillendirilmiş bir şey sonuçta. O yüzden hani başına onların dikkatini çekecek bir şey bulmaya hep çalışırdım. Yani sürekli oyun oynatan bir hoca asla değilim ama hani ben belki böyle durumlarda gramer durumlarında girerken girişte böyle şeyler yapmaya çalışan bir sistemim vardı. Ve sonrasında da yani production kısmında illa ki yani her seferinde bir speaking aktivitesi bulundururdum. Ama burada olmadı öyle bir şey. Yani girişi çat diye evet bugün gramer işliyoruz arkadaşlar şunları şunları öğreneceğiz şeklinde gitti ve sonrasında kitaptaki gerek duyduysam ve hazırladıysam benim ekstra örneklerimi yapıp bıraktık mesela. Ama sınıfta asla böyle olmuyordu yani production kısmında bir speaking aktivitesi çok da yapamadık online eğitimde çünkü çok müsait bir platformda ders işlemiyoruz ama şunu da belirtmem lazım ben hani başlangıcında böyle bir aktivite, bir warm-up olarak eğlenceli bir şey kullanmaya çalışsam bile hani şu dilbilgisi konusuna başlıyoruz, şunları işleyeceğiz deyip tahtayı kullanmadan da hiç gramer anlatmadım yani. Hani tamamen böyle implicit bir gramer anlatıcısı değilim hoca olarak. Explicit de anlatıyorum. Kuralarımız şunlardır, şöyle örnekler kullanılıyoruz, şöyle yapıyoruz şeklinde de ilerliyordu. Bu tabi aynı şekilde oldu online'da da. Online'de yöntem kullanmadım bence. Bir de zaten dediğim gibi derslere de sadece öğrenmeye aç öğrenciler geldiği için "hoca bize ver gidelim" kafasında olduğu için hepsi çok direkt bir şekilde anlattım hep.

O zaman şimdi dilbilgisi etkinlikleri, aktiviteleri ile devam ediyoruz.
Speaking olmadı. Production hadi birer cümle söyleyin belki olmuştur. Ama speaking anlamında yüz yüz yüzedeyken bunu çok sık kullanırdım. Yeni öğrendikleri yapıyı tekrar edecekleri bir context oluşturup bir speaking aktivitesi illa ki yaptırırdım her seferinde. Ama bu online'da olmadı ve bu beni biraz üzdü. Kullandığımız platform, birlikte olmayışımız, Teams yerine Zoom olsa yapabilir miydik bilmiyorum ama sınıftaki kadar verimli olamayacağına eminim ama. Fill in the blanks, multiple choice, matching, ne varsa kitabımızda ve step up'ımızda. Mesela şöyle bir şey de var yüz yüze eğitimdeyken hep step up ve kitap dışında fazladan bir worksheet hep götürürdüm sınıfa yine ama bu online eğitim süresince step up ve kitap dışına çok çıktığımı hatırlamıyorum. Öğrenciler talep ederse evde çözmeleri için gönderdim ama sınıfta ekstra kendim çok hazırlayıp da bir şey yaptığımı hatırlamıyorum.

Peki sence online eğitimin dilbilgisi öğretimine faydaları var mıdır? Varsa nelerdir?
Yani sanırım ben biraz geleneksel bir hoca olduğum için uzaktan eğitimi çok sevmediğimi ve onun savunucusu olduğumu söyleyemeyeceğim. Çünkü ben tahta görmek, tahtayı kullanmak, öğrencilerime dokunabilmek, onlarla birlikte aynı ortamı paylaşabilmek isteyen bir hoca olduğum için öyle daha etkili olduğunu düşünüyorum birlikte yapılan şeylerin.

Çünkü burda öğrencilerin algıları çok çabuk dağılıyor, işte teknik arızalar, sıkıntılar olabiliyor dediğim gibi, yani hani bunu ben dilbilgisi bazında değerlendiremem de genel olarak yorumlayabilirim çünkü her skill için aynı oldu aşağı yukarı bence. Bence faydası olmadı çünkü dediğim gibi ben sınıfta anlattığım dilbilgisi derslerinin daha faydalı olduğunu düşünüyorum online'dan. Daha etkili. Şöyle dediğim gibi bravo öğrencileri olmasından kaynaklı böyle çok inanılmaz süper bir ayrım gözlemleyemesem de ben online eğitimdeyken değil de yüz yüze eğitimdeki derslerden daha tatmin ayrılıyordum dilbilgisi derslerinden. Online derslerde hep böyle bir soru işareti acaba oldu mu, netleşti mi, sıkıntı var mı hep kaldı çünkü. Belki bu da şeyden kaynaklı olabilir: production kısmında onları gözlemleyebildiğim için böyle oturup oturmadığını daha net anlayabiliyordum ama burda o şansım olmadığı için gözlemleyemediğimden o işte belirsizlik kafamda kalmış oldu hep.

Bir sonraki sorum da zorlukları nelerdir dilbilgisi öğretiminde ama sen bunlardan bahsettin. Yani dedin ki işte production tam gözlemleyemiyorum. Mesela bu bir zorluktur. Dolayısıyla kafanda soru işaretleriyle ayrılıyorum. Mesela başka var mı zorluğu düşünürse eğer aklına gelen bunların haricinde?
İşte dediğim gibi production gözlemleyemiyorum, assurance alamıyorum, yani böyle bir onay alamıyorum, approval alamıyorum her şeyin clear olduğuna dair. Giriş yaparken çok zorlandım. Çünkü online derslerde her şey daha net ve hızlı ilerliyor. Daha keyiflerini ve dikkatlerini çekebilecek aktiviteler yapmaya hem vakit hem de imkanın çok olduğunu düşünmüyorum. Sonrasında mesela şöyle bir örnek de söyleyebilirim şu an aklıma gelenlerden sınıfta olsa mesela hep birlikte hadi şunun cevabı şu whole class cevaplar alabiliyorum, böylelikle her birinin cevabını gözlemleyebiliyorum bu çok daha kolay sınıfta. Ama burda böyle in a turn bir şekilde ilerlediği için ne bir tartışma ortamına ya da ne bileyim herhangi bir öğrencinin başka bir öğrencinin öğrenmesine yardımcı olma durumuna da sebebiyet vermiyor. Bu da büyük bir eksiklik sayılabilir bence.

O zaman son soruma geçiyorum. Online eğitimde dilbilgisinin etkililiğini artırmak için önerilerin neler olabilir?
Sanırım ben daha çok teknik açılardan konuşacağım. Öğrencilerin de kamera ve mikrofonlarının bütün ders boyunca on olduğu bir platformda onların productionlarını görebileceğim bir şekilde ders anlatmak isterdim ben muhtemelen. Yani onların katılımını gözlemleyebileceğim bir platformda olması gerektiğini savunuyorum sanırım. Onların bir bağlamda kullandıkları yapıyı nasıl ürettiklerini görebileceğimiz aktivitelere odaklanarak ilerlersek daha verimli olacağını düşünüyorum. Ya da bunu dersin dışına taşıyacağız ödevlerle vs. eğer ders içinde mümkün olmayacaksa.

Peki öğrenciler için bir önerin var mı?

Önüne sunulan fırsatı kullanıp dili üretirse onun için faydalı olacaktır.

LIN 6

Yaşınızı öğrenebilir miyim? 32

En son mezun olduğunuz derece: yüksek lisans

Üniversitede çalışma deneyiminiz: 1-5 yıl arası

Seviye: Alpha

Daha önce online eğitim dersi verdiniz mi? hayır

Online eğitimle ilgili bir eğitimde yer aldınız mı, seminer, konferans olabilir?: Maalesef direkt içine düştüm.

İlk önce dilbilgisinin rolü hakkında konuşacağız. Dilbilgisinin rolü hakkında ne düşünüyorsunuz?

Necessity for production

Yani output olması için input kesinlikle olması lazım. Yani ben biraz böyle natural acquisition da olur açıkçası aynı işte first language gibi öğreniliri açıkcacı bunu second language olarak öğrenenler için özellikle de belli bir yaştan sonra çok pratikte uygulanabilir bulmuyorum. O yüzden kesinlikle input olması lazım. Daha mesela kendi çocuklarımdan yola çıkacak olursam daha erken yaşlarda o input'u daha doğal bir şekilde verebiliyorsunuz. Yani hani daha kolay alıyorlar. O acquisition denen olay daha kolay oluyor. Ama özellikle bizim muhatap olduğumuz learner profili için konuşacak olursak yani input'u özellikle işte grammar olarak vermek gerekiyor çünkü o kadar kolay bir şekilde edinemiyorlar dili. Yani bu input gramer şeklinde olabilir, vocabulary şeklinde olabilir bir şekilde vermek gerekiyor yani. Çok doğal böyle kendiliğinden öğrenilebildiğini düşünmüyorum. Zaten onunla alakalı da CELTA'ya hazırlanırken ben de okumuştum. Böyle bir researchler var. İşte mesela gitmişler bir immigrant olarak Amerika'da Avustralya'da bir yerde yaşamışlar. Hiç input almamışlar bu anlamda grammar, vocabulary. Ve şey olmuş böyle dil böyle çok parçalı parçalı, output da ona göre düzgün olmamış. O yüzden bir formal bir input, grammar almanın gerekliliğine ben o anlamda inanıyorum yani. Belli bir learner profili için konuşacak olursak yani adult, young adult özellikle.

Dört temel beceriyle grammar arasında nasıl bir ilişki var sizce? Related to each main skill

Mesela productive skiller için konuşalım mesela writing, speaking. Yine yani dili produce etmek için yine dediğim gibi aynı noktaya geliyoruz bir input olması lazım. Bir input olacak ki sonra output olması lazım. Yani productive skiller için bunu söyleyebilirim. Receptive skiller için de aynı. İşte receive'den geliyor. Dili alabilmek ve anlamlandırabilmek için yine o input olması lazım. O yüzden en önemli şey demiyorum ama çok önemli bir basamağı, atlanmayacak bir step'i. Yani o diğer 4 skilli iyi bir şekilde uygulayabilmek için en önemli demiyorum ama çok önemli. Yani atlanamayacak bir step'i benim için.

Peki bu 4 temel beceri arasından en çok hangisi için gerekli? writing

Şimdi orda belki de fluency işin içine giriyor. Mesela speaking noktasında eğer accuracy olmasa da fluency bazen oluyor ve anlaşılıyor. Yani communication sağlanıyor. Ama belki hani writing için mesela speaking'den daha önemli olduğunu düşünüyorum. Yani çünkü belki writing'te işte ne kadar dili daha accurate kullanırsan ne kadar geniş range'te vocabulary kullanırsan, writing vasıtasıyla communication o kadar güçlü oluyor. Ve mesela hani speaking'te non-verbal şeyler de var. Communication araçları da var. Bunları speaking'te kullanabilirsin. Ama writing'te öyle değil yani. O yüzden bence en önemlisi belki de writing.

Bir sonraki bölümde duygularımız hakkında konuşacağız? Biliyorsunuz yüz yüze eğitimde dilbilgisi öğretirken nasıl hissediyordunuz ve online eğitimde dilbilgisi öğretirken nasıl hissettiniz?

Sadece grammar üzerinde değil bence diğer skiller için de geçerli. Öğretmen olarak kullanabileceğimiz bir sürü classroom management tipleri var. Bazı trickler var yani. Mesela işte gramer'i verirken ses tonunuzu kullanabiliyorsunuz, mimiklerinizi de işte ne bileyim tiyatral da anlatabiliyorsunuz. Sadece öğretmene bakan yönüyle değil peer teaching yaptırabiliyorsunuz. Aslında kullanabileceğiniz bir sürü classroom management skill var. Bunların çok çok çok azını online olarak kullanabiliyorsunuz ve bu öğretmenin elini çok zayıflatıyor yani. Ve öğretmene çok fazla yük biniyor yani. Çok daha fazla performans göstermek zorunda kalıyor. Yani o skillerin hepsi, kaç senedir kullandığın o tricklerin hiçbirini kullanamamış oluyorsun. Gramer için de aynı. Bunlardan en önemlisi demiyorum ama çok önemlisi mesela peer learning yapılmıyor. Birbirlerinden öğrenemiyorlar. Group work yaptıramıyorsun işte pair work yaptıramıyorsun. Yani ne bileyim işte o birbirlerinde öğrenme olayını de sen üstlenmek zorundasın yani. Her türlü sen onların öğretip öğrenmediğinden emin olmak zorundasın. Yani o etkileşim çok zayıf online teaching'te. Halbuki o sınıf içerisindeki interaction öğretmenin yükünü grammar teaching'te de aynı şekilde diğer skiller için de geçerli bence o yükü çok hafifletiyor. Ama online'da şeysin yani bütün yük senin omuzlarında. Ve öğretmen ve öğrenci o kadar şey olmuyor. Yani cooperative olmuyor. Seninle iş birliği içinde olmuyor. Kendini daha çok kapatabiliyor. Kendini böyle secure bir noktaya alıyor. İsterse cooperative oluyor isterse olmuyor yani. O yüzden yani online olarak grammar öğretmek çok daha demanding bir şey benim için, çok daha zorlayıcı bir şey çünkü tricklerin hiçbirini kullanamıyorsun yani. Senin için learning environmentı daha kolay, daha etkileşimli hale getirebilecek birçok şeyi kullanamıyorsun.

Hocam şimdi dilbilgisi öğretim teknikleri hakkında konuşalım. Mesela yüz yüze eğitimde ve online eğitimde hangi teknikleri kullanıyordunuz ve online eğitimin bu tekniklere etkisi oldu mu? Olduysa nasıl oldu?

Yani şimdi ben 2015'te Cambridge CELTA aldım. Öncesinde de communicative öğretiyorduk. Kitap da bizi o yönde yönlendiriyordu. Ama ondan sonra biraz daha böyle işte teaching patternlar biraz daha oturdu. Yani işte böyle birkaç tane böyle şey vardır ya lesson plan fikri PPP present practice produce diyorlar, TTT test teach test falan. Mesela bunların üzerinden gitcek olursam daha çok PPP uyguladığımı fark ettim. Dili bir şekilde reading içinde sunuyorsun, listeningin içinde vs. ondan sonra bir practice imkanı sunuyorsun ondan sonra da bir production activitesi yaptırıyorsun ve target language'i bir şekilde cover etmiş oluyorsun. Bu yüz yüzede. Bunu online'da uygulamak ne kadar kolay oldu? Evet presentation stage evet işte belki bir şekilde present etik dili ama işte learner engagement orda çok zayıf oluyor. Sen mesela bir discussion question soruyorsun, onları böyle konunun içine çekmeye çalışıyorsun present edeceksin ya dili, ama onlar canları isterse katılıyor istemezse katılmıyor. Practice kısmında yapabileceklerin online'da daha sınırlı işte. Practice noktasında mesela CELTA'da bize hep şunu öğretmişlerdi communicative pattern'ı değiştirin. Bazen whole class olsun bazen pair work, group work olsun, open-pair, close-pair yani böyle bir sürü communication pattern var. Bence bunlar öğretmenin yükünü çok hafifleten, o interaction'ı en üst noktaya çıkartan ve o practice kısmının verimini en iyi hale getiren communication / interaction pattern'ını sürekli değiştirmek. Böyle bir imkan yok yani online'da whole class yapamıyorsun, openpair, closepair yapamıyorsun. Yapsan da bazen hadi group work yapalım dediğinde hoop 2 tanesi çıkıveriyor. Yani bunlar interaction pattern'ı çok daha sınırlı kullanma probleminden dolayı practice kısmı bence eksik

kalıyordu. Production'a hiç gelmiyorum. Production yapmak istemiyorlar yani. Bir kere writing yaptırmak istemiştim ufak bir paragraf yani 3 ya da 4 öğrenciden sadece 1 ya da 2 tanesi yazdı. Yazmıyorlar yani mesela bekliyorsun sabırla cevap bile vermiyorlar yani yazıp yazmadıklarına dair. Yani ben production yaptıramıyordum. Yapmıyorlardı. Yapmamayı tercih ediyorlardı çünkü hani production daha challenging bir şey, yeni bir uygulama. Yani bilemiyorum bence şöyle bir parantez açmak lazım ben galiba lowest of the lowest sınıfa girdim herhalde. Tüm okulun en zayıf sınıflarından birine girdim. Belki de daha iyi bir alpha ya da bravo sınıfı deneyimim daha böyle bir etkileşimli daha production'a açık bir sınıfa girseydim belki deneyimim farklı olurdu. Şurdan biliyorum. ESP dersim vardı. Orda mesela bana çok iyi 2 tane öğrenci geldi. Ne söylesem anlıyordu. Komutları çok iyi anlıyordu. Çok güzel katılıyordu. Yani o yarım saatlik dersin tadı damağımda kalıyordu. Belki öyle bir deneyim daha farklı olabilirdi ama belki daha low level sınıflarda da autonom olamayan, kendi öğrenme sürecini yönetemeyen sınıflarda, özellikle bu tarz profildeki öğrencilerle motivasyonu düşük öğrencilerde online eğitim onlar için kendi öğrenme süreçlerini yönetemedikleri için bence daha zor oldu. Bence sınıf ortamında o öğrencileri daha iyi assist edebiliyorsunuz. Ama online'da ipin ucunu kaçırdılar mı toparlamak çok zor oluyor. Derslerde olabildiğince İngilizce konuşuyordum ama arada vur kaç yapıyordum Türkçe'ye. Yani %80-90 İngilizce konuşuyordum. Ben bu online teaching döneminde hiç kullanmadığım kadar Türkçe kullandım. Daha çok İngilizce başladım sonra baktım response alamıyorum çok basit mesela concept checking question soruyorum yanıt alamıyorum. İşte yani emin olamıyorum. Hatta işte Tuğçe hocayla da konuştuk. Dedim yani bu sınıfla gitmiyor. Ve hani bunlar tepkisel olacaklar. Bir avuç gelen öğrenci de bu hoca İngilizce anlatıyor deyip gelmeyecek diye bir kaygım var. O yüzden bu sınıfla ben çok fazla Türkçe kullanıyorum. Bunu da baştan söyleyeyim dedim. O da tabi anlayışla karşıladı. Böyle sınıflarda olabiliyor yani L1'na ihtiyaç olabiliyor dedi ve onun da bilgisi dahilinde ben artık Türkçe'nin dibine vurdum yani. Çünkü başka türlü olmuyordu yani. Mesela o Green TOEFL derslerinde structure kısımlarında, mesela onu çok seviyorlardı ama ben oraları %60 Türkçe %40 İngilizce hatta fifty fifty hatta yani iyice düşürüp o şekilde anlattım yani o bölümleri. Çünkü onu istiyorlardı. Yani L1'na çok ihtiyaç duyuyorlardı. Böyle bir sürecim oldu ama normalde mesela bu tarzım değil. Ama ben bunu bu şekilde adapte etmek zorunda kaldım. Response alamıyordum ve şöyle bir korkum oluştu yani zaten gelen bir avuç öğrenci var. Onlar da anlamıyoruz deyip derse gelmeyecekler diye bu şekilde tekrar readjust etmek zorunda kaldım teaching'imi. Sınıf ortamında onların öğrenmelerini consolidate edecek başka etkenler de var. Birbirleriyle etkileşimde bulunabiliyorlar, siz birebir guidance verebiliyorsunuz. Sınıf ortamı o anlamda etkileşime daha açık. Online'da onlar daha böyle yalnız hissediyorlar. Bazen akıştan kopabiliyorlar. Türkçe anlatmak zorunda kalınca kendimi YDS hocası gibi hissettim.

Online'da gramer'i nasıl öğrettiniz?

Practice kısmını 3'e bölebilirsiniz yine CELTA'da öğrendiğim bir şey. Controled practice, semi-controled practice ve freer practice. İşte controled practice'te öğrenci structure'ı anlamış mı anlamamış mı matching yapabileceği, doğru formu doğru meaningle eşleştirebileceği daha kendisinde bir şey katmayacağı true/false tarzı şeyler. Mesela zayıf bir sınıfla ya da yapı zor gelecek gibi bir beklentisi varsa öğretmenin o zaman controled practice artırılabilir. Mesela ben relative clause'larda öyle yapmıştım. Çünkü bence bu konu benim sınıf için zor bir konuydu. Ve onların biraz daha controled practice yapması gerekiyordu. Structure'ı anladım, doğruyu yanlışı ayırt edebiliyorum dediği. Sonrasında evet şimdi anladım kendimden de bir şeyler katabilirim dediği semi-controled practice mesela bağlacı yerleştirme, iki cümleyi birleştirme. Ama bu freer practice bizde pek olmadı. Controled ve

semi-controled'da kaldık. Speaking, discussion olur, presentation, writing, paragraph, essay olur ne bileyim yani bu tarz şeyler maalesef olmadı. Yani online'da sadece ikisini yapabildim. Üçüncüsü olmadı. Öğrenciler katılmadıkları için hep fail oldu yani.

Peki bu kaçışın sebepleri neler olabilir?

Sebep şu olabilir bence. Bizim öğrencilerimiz ilkokuldan, ortaokuldan, liseden beri communicative approach ile öğrenmiyorlar. Dil öğretim sisteminde production çok fazla yok. Production olayına alışkın değiller. Daha böyle grammar translation tarzı öğrendikleri için production onlar için çok challenging bir şey. Affective filter da çok yüksek bence. Konuşmaya korkuyorlar.

Ayrıca young adult'lar daha böyle kural seviyor. Somut bir çerçeve görmek istiyorlar. Inductive'e daha tepkiseller. Some learners are rule lovers. Eclectic olmak lazım. Karışık yapmak lazım. Alpha 1 inductive'e çok açık değil. Yüz yüzede daha iyi gidiyordu inductive. Çünkü role-play yaparsın, drama katarsın işin içine, realia kullanırsın, story-telling yaparsın ne bileyim bir sürü presentation stageler var. Online'da daha kısıtlı kalıyor maalesef. İşte böyle böyle bir şey var deyip direkt kuralı verdim. Bence öğretmenin üzerinde yük çok fazla oluyor yani mesela online'da inductive anlatabilmek için öncesinde preparation stage'de daha fazla efor sarf ediyorsunuz. Nasıl inductive verebilirim, nasıl practiceler verebilirim diye ders öncesinde daha çok efor sarf ediyorsunuz ama yüz yüzede inductive verdiğinizde daha az efor sarf ediyorsunuz. Bence öyle. Çünkü kuralları kendileri çıkarıyorlar çıkarım yapıyorlar, kendileri uyguluyorlar falan. Daha az şey yapmış oluyorsunuz aslında. Ama online'da bunu yapamadığımız için ders esnasında daha çok efor sarf ediyorsunuz. Yani bir kere iki kere üç kere sonra hangisi daha kolayına geliyorsa hangisi sizin için daha az demanding ise o yöne kayıyorsun maalesef.

Aktiviteleri de araya serpiştirdiniz ama eklemek istediğiniz bir şey var mı?

Yine communicative patternlardan bahsedebilirim aslında. Online'da hep kendi başlarına yapmak zorundaydılar. Hadi bakalım pair olun bu kısmı birlikte yapın, hadi bakalım groups of 4 çalışın ya da bitir ve grubuna dön ve kontrol et gibi şeyleri hiç yapamadım ben. O yüzden hep alone çalıştılar. Ben cevapları verdim check ettik. Yanlış çıkanlara baktık. Yani hep booklet üzerinden gitti. O yüzden bence sıkıcı da oldu. Halbuki face-to-face olsa whole class yapabilirsiniz, 2li grup yapabilirsin, birbirlerinden öğrenirler, compare edebilirler. 4lü grup halinde yapabilirler. Ondan sonra open pair yapabilirler, giderler başkasıyla check edebilirler. Interaction olayı hiç olmadı. Halbuki bence o peer interaction'dan da çok şey öğreniyorlar. Siz mesela veriyorsunuz bir grammar aktivitesini, sonra işte önce kendileri yapıyorlar, sonra dönüyorlar birbirlerinden check ediyorlar ve mesela yanlış yapana yanındaki açıklayabiliyor. İşte sen burayı yanlış yapmışsın diyebiliyor. Onu size sormadan grup içinde kendileri halledebiliyorlar. Feedback kısmına gelince size daha az iş düşüyor. Pattern'ı değiştirebilmek öğretmenin işini daha çok kolaylaştırıyor. Online'da öyle bir şey yok. Dolayısıyla hep ben açıklamak zorunda kaldım. Kaç senedir bildiğim, uyguladığım trickleri bir sürü şeyi yapamaz halde gördüm kendimi ve bu da beni bazı noktalarda çok zayıf hissettirdi. Online training eğitimi de almadığım için. Sonuç olarak yüz yüzede bildiğim, kullandığım şeyleri kullanamamak benim TTT'mi artırdı, benden bekleneni de artırdı. Benim için çok daha yorucu bir deneyim oldu. Bu jenerasyon autonomus değil. Şimdi şunu şöyle yapacaksın demeye alışkınlar. Nerede ne yapacakları sürekli kendilerine söylenmeye alıştırılmış. Öğrenmenin sorumluluğunu anne baba üstlenirse, onun yerine biri düşürse tabi ki çocuk atıl kalır yani. Sizin yerinize yapan biri varsa sizin yapma motivasyonunuz olmaz ki.

Online öğretimin dilbilgisine faydası var mıdır varsa nelerdir?

Daha böyle digital bir şey nasıl entegre edebilirim onu düşünüyorsunuz. Teknolojiyi nasıl daha iyi kullanabilirim hani grammer present ederken nasıl farklı bir uygulama kullanabilirim diye öğretmeni motive eden bir tarafı var. yani mesela sürekli ppt hazırlamak yerine nasıl bir şey yapabilirim, bunu farklı bir şekilde sunabilme yolum var mı, online application gibi bir şey var mı diye öğretmeni daha böyle düşündüren bir taraf. Çünkü şey gibi değil sınıf gibi. Çünkü sınıfta tek ihtiyacınız olan şey boardmarker ve tahtayla da işi halledebiliyorsunuz sınıfta olduğunuz sürece. Anlatabiliyorsunuz kendi classroom management tricklerinizle. Ama online'da ortam olmayabiliyor. Daha böyle teknological bir şeyler yapmanız lazım. Bu yönüyle öğretmeni geliştiriyor. Başka ne yapabilirimi araştırma yönünde. Kendi işini ve yükünü hafifletecek başka ne yapabilirimi araştırma konusunda bence öğretmeni motive ediyor.

Online eğitimle dilbilgisi öğretmenin zorlukları nelerdir?

Practice noktasında eksiklikler oluyor. Interaction pattern çok sınırlı kullanılıyor. One-to-one feedback vermek çok zor oluyor. Çünkü diğerleri de duyuyor. Ama sınıf ortamında yanına gidip verebiliyorsun. Takıldığı yeri hemen birkaç saniye içinde açıklayabiliyorsun. Böyle daha individualized bir şey yapmak daha zor oluyor.

Online eğitimde grameri daha etkili bir şekilde öğretebilmek için önerileriniz nelerdir?

Öncelikle bu attendance olayını çözmek lazım. Canları isteyince girip canları isteyince çıktıkları için yeterli sayıda öğrenci olmuyor. Aktivite yaptırmak istiyorsun ama yeterli sayıda öğrenci olmuyor. Bazen tek öğrenciyle işliyorsun. Ne yapabilirsin ki tek öğrenciyle? Benim tek öğrenciyle 3 saat geçirdiğim zamanlar oldu. Ya da 2 öğrenci ama mikrofonunu açmıyor mesela. Hocam mikrofonum bozuk diyor. Ya da kamerayı açmıyor. Mesela pairwork yaptırmaya çalıştım 1 kere. Biri dedi ki hocam benim partnerim gitti. Ve aktivite elinizde patlamış oluyor. Bir ankette bir öğrenci demiş ki biraz oyun oynatsa, Kahoot oynatsa daha iyi olur demiş. Evet onu duydum ama hiç kullanmadım ne yalan söyleyeyim. 2016'da bir training esnasında duymuştum. Daha o zamanlar çok yeniydi Kahoot ve nasıl kullanıldığını trainer da göstermişti. Ama hiç kullanmadım, uygulamadım yani. Ama şimdi online'a da geçince zaten workload çok fazla, Kahoot da nasıl yapılıyormuş diye hiç araştırıp öğrenecek vaktim de olmadı. Kahoot 1 örnek belki onun gibi başka applicationlar da vardır. Belki bu anlamda bilgilendirilebiliriz. Yani training alabiliriz bence. Sadece ppt değil de belki başka toollar da vardır öğretmenin işini kolaylaştıracak. Online tutoring yapan insanlar ne gibi toollar kullanıyorlar? Bunlar araştırılabilir belki daha çeşitlilik katmak adına yani.

Appendix 7. Transcriptions of Students' Responses

TRANSCRIPTIONS of STUDENTS' RESPONSES

HLS 1

Yaşını öğrenebilir miyim? 29

Bölümün neydi? Endüstri Müh.

Eğitim hayatında hiç online eğitim dersi aldın mı? Hayır

Seninle ilk olarak dilbilgisinin rolü hakkında konuşacağız. Dil öğretiminde dilbilgisinin rolü hakkında ne düşünüyorsun?

Bebekler doğduğunda bulundukları ortamın dilini kendiliklerinden öğreniyorlar, dilbilgisi eğitimi almıyorlar. Konuşmadan ziyade dilbilgisinin önemi yazmada ortaya çıkıyor. Yazılı metinlerde daha önemli diye düşünüyorum. Necessity for writing

Peki şimdi bizim 4 temel becerimiz var. Ne işte onlar biliyorsun okuma, yazma, dinleme, konuşma. Peki bu 4 beceriyi düşündüğünde gramerle bu 4 becerinin ilişkisi nasıl sence?

Bebeklik döneminde konuşmayı duyduklarımızın tekrarı ile hatta şive bile bulunduğumuz ortamdan aldığımız bir şey. **Diğer yetenekler sonradan öğreniliyor burada dilbilgisinin önemi ortaya çıkıyor. Okul hayatımız başlayınca bu yetileri de zamanla öğrenmeye başlıyoruz mesela yazma gibi… Bu yetilerden okuma da önemli ama dinlemeden konuşulmuyor bu da çok önemli. related to each main skill**

Sence en çok hangi dil becerisi için gereklidir gramer? **Reading and writing**

Bence okuma ve yazma için gereklidir. Günümüzde okuma yazma bilmeyen biri hem konuşabiliyor hem de dinleyebiliyor mesela bunun için bir analiz yaptığımda okuma ve yazma için dilbilgisi daha önemlidir. Okuma ve yazma bilmeyen biri farkında olmadan belki dilbilgisi kurallarına kısmen uyuyordur. Mesela resmi okuma ve yazışmalarda dilbilgisi daha gerekli.

Yüz yüze eğitim alırken kendini nasıl hissediyordun?

Hocam ben bu süreçte online eğitimle yüz yüze eğitimi pek ayıramadım.

Peki yüz yüze eğitimde rahat mıydın daha motive miydin? mutlu muydun, mutsuz muydun depresif miydin?

Hedefinize gidebilmek için materyallerin hiç önemi yok ister yüz yüze ister online eğitim olsun ben tam tersine gayet motive bir biçimde online eğitim derslerine katıldım. İnsanda öğrenme arzusu olursa fark etmiyor her tip eğitimde de başarılı olur ben online eğitimde de derslerime katılıyordum ve kendimi çok motive ve aktif hissediyordum. Tek sıkıntım benim aradaki jenerasyon farkından oldu birazcık bazı şeylerde sıkıntılar yaşadım bu tamamen benim kendi düşüncem. Online derslere katılım az olduğu için ben daha çok mutlu oldum diyebilirim.

Dil bilgisi öğretim tekniklerine geçiyoruz. Yüz yüze eğitimde gramer öğrenirken ve işlevini öğrenirken bu üç teknikten hangisini tercih ederdin?

Birinciyi hiç tercih etmem bu klasik öğretim şekli. İkinci ve üçüncü arasında gidip geliyorum ikisi de öğrenci merkezli. Ben daha çok görsel hafızaya sahip olduğum için ikinci teknik diyorum.

Bu seferde yüz yüze eğitimde gramer kuralını öğrenirken hangi tekniği kabul edersin?

Gramer kuralını öğrenmek için üçüncüyü seçerdim.

Bu seferde online eğitimde gramer işlevinde hangi teknikle daha iyi öğrenirsin?

Online'da drama gibi aktiviteler zor. Birincisi de çok benim öğrenmek istemediğim bir yöntem. Online eğitimde de üçüncüyü seçerdim. Çünkü sonuçta online'ı düşündüğümüzde metin var oradan çıkartıyoruz.

Bu seferde online eğitimde gramer kuralını hangi teknikle öğreniriz?

Yine üçüncüyü seçerdim. Çünkü öğrenci merkezli ve online'da en makul olanı bu. Yüz yüze değiliz gerçek obje falan kullanılamaz. Yine soru cevap var. Metni okurken de kendimizi yine o olaya veriyoruz.

Yüz yüze eğitime dilbilgisi öğrenmek için ne gibi aktiviteler yapıyorsunuz?

Sınıfta metinleri inceleyip kuralları buluyorduk, kitaptaki aktiviteler ile kelimelerle ilgili çalışmalar yapıyorduk. Gramerle ilgili bir mini oyun oynamakla daha bir akılda kalıcı çalışma oluyordu. Boşluk doldurma, doğru yanlış aktiviteleri yapıyorduk. Kendimiz cümle kuruyorduk. Çoğunluk test kısmını sona bırakıyorduk.

Peki online eğitimin dilbilgisinde aktivite çeşitliliğine bir etkisi oldu mu?

Yüz yüze eğitimde yaptığımız yukarıda saydığım aktivitelerin bir çoğunu online eğitimde de yaptık. Bir de katılımın az olması bize bir avantaj oldu diye bir değerlendirme yapabilirim.

Online eğitimde grameri öğrenmek için ne tip aktiviteler yaptınız?

Yüz yüze eğitimde yaptığımız yukarıda saydığım aktivitelerin bir çoğunu online eğitimde de yaptık. Oyun azaldı. Hocamız derslerde müfredata göre ilerliyordu onda bir aksama olmadı ama katılımcı sayısı o kadar azdı ki mesela biz üç dört kişiyle ders işlediğimiz için bu bize avantaj oldu. Yüz yüze eğitimde 25 kişilik bir sınıfta insan pek aktif olamıyordu ama online eğitimde katılımda az olunca ben daha aktif oldum.

Online eğitimle dilbilgisi öğrenmenin yararları nedir?

Online eğitimde dilbilgisi öğrenmede bana faydası katılım azaldıkça avantaj oldu. Konuları daha iyi kavradım katılım az olduğu için dersten kopmanız mümkün değildi. Zaman avantaj sadece.

Online eğitimin zorlukları nelerdi?

Online eğitimde gramer öğrenirken karşılaştığın zorluklar neydi?

Bazen dersi dinliyormuş gibi yapıyorduk, bazen motive olamıyordum bazen bilmediğim şeylere google dan ulaşıp cevap verebiliyordum mesela kelim anlamı gibi,bazen kamerayı kapatıp başka şeylerle uğraştığımız oluyordu mesela kahvaltı yapma gibi. Belki online eğitimde karşılıklı tartışma şeklinde eğitim az oldu.

Son soru, online eğitimde dilbilgisinin etkinliğini artırmada önerileriniz nedir?

Tartışmadan kastım hocamız bir metin veriyordu bu metin üzerinde daha fazla konuşma yapamıyorduk, sınava yönelik daha geliştirilmiş çalışmalar yapılabilir. Biraz daha oyun aktiviteleri ilave olabilir. Konuşma aktiviteleri olmalı.

Peki öğrenci olarak online da sen daha iyi öğrenmek için hangi aktiviteleri yapsan daha iyi olur?

Online da dersler kayıt altına alındığı için açıkçası anlamadığım dersi tekrar izleme fırsatım oldu böyle anlamadığım konuyu pekiştirdim, yine ayrıca başka materyal arayışına girdim buldum böylece bazı şeyleri daha iyi öğrendim. Öğrenciler bir tekrar yaparlarsa onlar için daha iyi olur, ben ayrıca son dönemde defter tuttum iki kelime de olsa daha çok öğrendim. Gramer öğrenmede çok faydasını gördüm. Tabi burada da öğrencinin motivasyonunun iyi olması gerekli. Cümle içindeki yanlışı bulma aktivitesi olmalı. Discussion olmalı. Kahoot gibi oyunlar olmalı. Test çözmeliyiz bir de.

LLS 10

Yaşını öğrenebilir miyim? 18

Bölümün neydi? Lojistik yönetimi

Eğitim hayatında hiç online eğitim dersi aldın mı? hayır

Seninle ilk olarak dilbilgisinin rolü hakkında konuşacağız. Dil öğretiminde dilbilgisinin rolü hakkında ne düşünüyorsun?

Hazırlığa başlamadan önce farkında değildim ama üniversitemizde hazırlık sınıfına başlayınca dil bilgisinin cümle kurmada ve konuşmamızda ne kadar önemli olduğunu anladım. Necessity for production

Peki şimdi bizim 4 temel becerimiz var. Ne işte onlar biliyorsun okuma, yazma, dinleme, konuşma. Peki bu 4 beceriyi düşündüğünde gramerle bu 4 becerinin ilişkisi nasıl sence?

Mesela okuma yaptığımızda eğer dil bilgimiz yoksa okuduğumuzu anlayamıyoruz. Dinlemede ve okumada eğer kuralları doğru biliyorsak cümlenin anlamının çok farklı olduğunu anlıyoruz. Related to each main skill

Sence en çok hangi dil becerisi için gereklidir gramer? **reading**

Bence en çok reading de gerekli, ben son zamanlarda İngilizce kitaplar okuyorum bunu daha iyi anladım. Gramer bilmeyen bir kişi okuduğunu anlayamaz. Dinlemede bir şekilde bildiğimiz kelimelerden bir şeyler çıkarıyoruz.

Yüz yüze eğitim alırken kendini nasıl hissediyordun?

Yüz yüze eğitimde sınıf kalabalık olduğu için pek kendimi dilbilgisine adapte olamıyordum ama online eğitimde Teams'te alt yazı özelliğini de kullanarak hocamın anlattıklarını daha iyi anladım notlar alıyordum ama yüz yüze eğitimde bazı kaçırdığım noktalar oluyordu. Online eğitimde geriye dönük anlamadığım konuyu tekrar izleme fırsatım oluyordu.

Peki yüz yüze eğitimde rahat mıydın daha motive miydin? mutlu muydun, mutsuz muydun depresif miydin?

Yüz yüze eğitimde çok endişeliydim hocam çok öğrenci olduğu için öğrenemem arada kaynarım diye hissettim, gerçi başlarda online eğitimde de endişeliydim ama sonra daha iyi anlayabildiğimi hissettim. Ama online eğitim bana çok şey kattı. Yüz yüze eğitimde böyle olamazdım endişeli olurumdum diye düşünüyorum.

Online eğitimi anladığım kadarıyla çok sevmişsin peki neden?

Gerçi ilk başlarda online eğitime ben çok karşı çıktım sıcak bakmadım. Ama bir zaman sonra insan olduğu durumdan keyif almalı diye düşündüm çünkü, ama burada öğretmenimiz bizi teşvik etti bende zaman geçtikçe adapte oldum ve sevmeye başladım ve sonradan sınıf mevcutlarında düşmeler oldu ayrılanlar için iyi olmadı ama katılanlar için daha iyi oldu bire bir ders gibi katılanlara bir fırsat oldu bende onun için online eğitimi daha çok sevdim takıldığım bir konuyu hemen hocama soruyor cevabını anında alabiliyordum. Çünkü 20 kişilik bir sınıf mı dersiniz yoksa üç dört kişilik bir sınıf mı onun için online eğitim bana göre çok olumlu oldu sevdim yani.

Dil bilgisi öğretim tekniklerine geçiyoruz. Yüz yüze eğitimde gramer öğrenirken ve işlevini öğrenirken bu üç teknikten hangisini tercih ederdin?

Hocam kesinlikle üçüncüyü tercih ederim. Biz sıfırdan dil öğrendiğimiz için ikinci teknik biraz zor olurdu. Using an authentic text (inductive) FTF FUNCTION

Bu seferde yüz yüze eğitimde gramer kuralını öğrenirken hangi tekniği kabul edersin?

Yapı kurallarını öğrenmek için birinciyi seçerdim. Yapı kuralları kendimizin öğrenemeyeceği bir şey onun için hocamızı ve aktiviteleri dinlememiz gerekir. giving the rules directly (deductive) **FTF RULES**

Bu seferde online eğitimde gramer işlevinde hangi teknikle daha iyi öğrenirsin?

İkinciyi tercih ederim hocam. Çünkü öğretmenimiz bize göre cümleler buluyor mesela basketbolu seven bununla ilgili, futbolu seven bununla ilgili cümleler kurmaya çalışıyor buda bizim konuyu daha çok sevmemize yardımcı oluyor, o yüzden ikinci teknik diyorum. Hocamız önce cümleyi yazıyor sonra bunun Türkçe anlamı nedir diye soruyor, bunun üzerinde tartışmalar yapıyoruz sonra bizim cümleler kurmamızı istiyor hocamız nerede hata yaptıysak hocamız bu hatayı bulup bize nasıl olması gerektiğini anlatıyor. Using examples (inductive) ONLINE FUNCTION

Bu seferde online eğitimde gramer kuralını hangi teknikle öğreniriz?

Birinci tekniği tercih ediyorum çünkü online da grup çalışması yapamıyoruz. Birinci tekniği hocamdan öğreniyorum üçüncü teknikle ilgili örneklemeleri kendim halletmeye çalışıyorum. giving the rules directly (deductive) **ONLINE RULES**

Yüz yüze eğitime dilbilgisi öğrenmek için ne gibi aktiviteler yapıyorsunuz?

Yüz yüze eğitimde arkadaşlarla karşılıklı gruplar oluşturuyorduk. Hocamızın getirdiği metinler üzerinde doğru yanlış etkinliği gibi,boşluk doldurma gibi konuşma gibi .

Peki online eğitimin dilbilgisinde aktivite çeşitliliğine bir etkisi oldu mu?

Yüz yüze eğitimde daha çok örnekleme oluyordu. Online eğitimde bunları yapamıyoruz daha az etkinlik oluyor. Arada kaçırdığımız şeyler oluyor.

Online eğitimde grameri öğrenmek için ne tip aktiviteler yaptınız?

Tabi ki yüz yüze eğitimde daha çok aktivite oluyordu arkadaşlarla. Online eğitimde sadece önümüze gelen örnekleri yapabiliyoruz.

Kullandığınız slayt ve kitaplarda gramerle ilgili ne gibi etkinlikler vardı?

Hocamız ders anında veya önceden hazırladığı cümleleri veriyor cümlelerdeki doğru ve yanlışları bulmamamızı istiyordu bizde açıklıyorduk.

Online eğitimle dilbilgisi öğrenmenin yararları nedir?

Uzaktan eğitimde öğretmen daha çok örnekler verdi ve sınıf katılımcı mevcudu az olduğu için bunun bize çok yararı oldu

Online eğitimin zorlukları nelerdi?

Ben zorluk çekmedim hatta benim için daha iyi oldu.

Online eğitimde gramer öğrenirken karşılaştığın zorluklar neydi?

Yüz yüze eğitimle aynı eğitim online'da da yapıldı, hatta bazen daha neşeli anlar oldu ben fazla etkilenmedim.

Son soru, online eğitimde dilbilgisinin etkinliğini artırmada önerileriniz nedir?

Online'da da arkadaşlarımın daha çok katılmasını isterdim belki grup çalışmaları yapardık bize gruplar halinde ödevler verilebilirdi o konuyla ilgili bir şeyler yazabilirdik metin yazabilirdik hep beraber derste bu metinlerden okuyabilirdik ekrana yansıtıp birbirimizin hatalarını bulurduk ama maalesef arkadaşların çoğu derslere katılmadı.

Peki Öğrenci olarak online da sen daha iyi öğrenmek için hangi aktiviteleri yapsan daha iyi olur?

Bol bol yazma yapabiliriz, hocalarımızın online eğitimde de kitap okutmasını isterdim. Bizde özet çıkartıp derste bunun irdelemesini yapabilirdik. Küçük kitaplar oluyor bunlardan yapabilirdik. Bazen komik hatalar oluyor derste bunu irdelediğimizde akılda daha iyi kalıyor hatamızı daha iyi kavrıyoruz.

GAZİLİ OLMAK AYRICALIKTIR…