THE EFFECTIVENESS OF WEB-BASED
LIVE ENGLISH COURSES

Tevfik DARIYEMEZ

Yüksek Lisans Tezi
İngiliz Dili ve Edebiyatı Anabilim Dalı
Yrd. Doç. Dr. Oktay AKARSU
2014

ATATURK UNIVERSITY

GRADUATE SCHOOL OF SOCIAL SCIENCES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Tevfik DARIYEMEZ

THE EFFECTIVENESS OF WEB-BASED LIVE ENGLISH COURSES

MASTER'S THESIS

ADVISOR

Assist. Prof. Dr. Oktay AKARSU

ERZURUM – 2014

03/07/2014

SOSYAL BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

BİLDİRİM

Atatürk Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğine göre hazırlamış olduğum "The Effectiveness of Web-based Live English Courses" adlı tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kağıt ve elektronik kopyalarının Atatürk Üniversitesi Sosyal Bilimler Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

Lisansüstü Eğitim-Öğretim yönetmeliğinin ilgili maddeleri uyarınca gereğinin yapılmasını arz ederim.

☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

☐ Tezim/Raporum sadece Atatürk Üniversitesi yerleşkelerinden erişime açılabilir.

☐ Tezimin/Raporumun 1 yıl süreyle erişime açılmasını istemiyorum. Bu sürenin sonunda uzatma için başvuruda bulunmadığım takdirde, tezimin/raporumun tamamı her yerden erişime açılabilir.

03.07.2014
Tevfik DARIYEMEZ

TEZ KABUL TUTANAĞI

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Yrd. Doç. Dr. Oktay AKARSU danışmanlığında, Tevfik DARIYEMEZ tarafından hazırlanan bu çalışma 24/06/2014 tarihinde aşağıdaki jüri tarafından. İngiliz Dili ve Edebiyatı Anabilim Dalı'nda Yüksek Lisans Tezi olarak kabul edilmiştir.

Başkan : Yrd. Doç. Dr. Oktay AKARSU   İmza: ....

Jüri Üyesi : Prof. Dr. Mehmet TAKKAÇ   İmza: ....

Jüri Üyesi : Yrd. Doç. Dr. Muzaffer BARIN   İmza: ....

Yukarıdaki imzalar adı geçen öğretim üyelerine aittir. ...... / .... / ....

Prof. Dr. Mustafa YILDIRIM
Enstitü Müdürü

F-85/00/22.02.2012

CONTENTS

CHAPTER ONE
INTRODUCTION

CHAPTER TWO
LITERATURE REVIEW

CHAPTER THREE
METHODOLOGY

CHAPTER FOUR
RESULTS AND DISCUSSIONS

ÖZET

YÜKSEK LİSANS TEZİ

WEB TV ÜZERİNDEN CANLI OLARAK VERİLEN İNGİLİZCE DERSLERİNİN ETKİNLİĞİ

Tevfik DARIYEMEZ

Tez Danışmanı: Yrd. Doç. Dr. Oktay AKARSU

2014, 72 Sayfa

Jüri: Yrd. Doç. Dr. Oktay AKARSU
Prof. Dr. Mehmet TAKKAÇ
Yrd. Doç. Dr. Muzaffer BARIN

Bu çalışmanın amacı, Ataturk Üniversitesi'nde 2013-2014 Eğitim Öğretim yılında, uzaktan eğitim adı altında Web Tv üzerinden canlı olarak verilen İngilizce derslerinin etkinliğini araştırmaktır. Araştırmacı derslerin etkinliği üzerine bir anket uyguladıktan sonra, teknolojinin hüküm sürdüğü günümüzde, internet tabanlı derslerin üniversite öğrencileri arasında nasıl yaygınlaştırılabileceğine yönelik tavsiyelerde bulunacaktır.

Çalışma giriş, literatur taraması, metodoloji, bulgular & tartışma ve sonuçlar olmak üzere beş bölümden oluşmaktadır. Çalışmanın ilk bölümü konuyu tanıtmaktadır: internet tabanlı İngilizce dersleri. İkinci bölüm, teknoloji desteki İngilizce öğrenimi ve öğretimi hakkında detaylı bilgi verilip, zorlukları ve avantajları tartışır. Üçüncü bölüm, araştırmayı gerçekleştirmek için uygulanan anketin nasıl oluşturulduğu, uygulandığı ve analiz edildiği üzerinde durur. Dördüncü bölüm, anket analizinin sonuçları ve tartışması üzerinedir. Beşinci bölüm ise, internet tabanlı İngilizce öğretiminin öğrenciler arasında nasıl yaygınlaştırılabileceğine yönelik tavsiyelerde bulunup çalışmayı sonlandırmaktadır.

Anahtar Kelimeler: videoya dayalı İngilizce öğretimi, bilgisayar ve mobil destekli dil öğrenme, video konferans, teknoloji ve dil öğretimi, elektronik öğrenme

ABSTRACT

MASTER'S THESIS

THE EFFECTIVENESS OF WEB-BASED LIVE ENGLISH COURSES

Tevfik DARIYEMEZ

Advisor: Assist. Prof. Dr. Oktay AKARSU

2014, Page: 72

Jury: Assist. Prof. Dr. Oktay AKARSU (Advisor)
Prof. Dr. Mehmet TAKKAÇ
Assist. Prof. Dr. Muzaffer BARIN

The aim of this study is to explore the effectiveness of web-based live English courses which are given in 2013-2014 academic year at Ataturk University via distant education. Conducting a research to gain a broad overview of the effectiveness of web-based live English courses, the researcher will make suggestions to make web-based courses more popular among university students in the constantly technology dominated world of today.

The study consists of five chapters: 'Introduction', 'Literature Review', 'Methodology', 'Results and Discussions', and 'Conclusion'. The first chapter of the study introduces the main topic: web-based English courses. In the second chapter, detailed information about technology assisted language learning and teaching are given; the challenges and advantages are discussed. In the third chapter, the questionnaire and why this type of questionnaire is applied to carry out the research are explained. The fourth chapter is about the findings and discussions of the questionnaire analysis. The fifth chapter concludes the study by discussing what can be to make web-based live English courses more popular among learners.

Key Words: video-based English teaching, computer and mobile-assisted language learning, video-conferencing, technology and language teaching, e-learning

ABBREVIATIONS

ATAUZEM : Atatürk Üniversitesi Uzaktan Eğitim Uygulama ve Araştırma Merkezi

CALL : Computer Assisted Language Learning

EFL : English as a Foreign Language

ELT : English Language Teaching

ESL : English as a Second Language

ICT : Information and Communication Technology

iOS : iPhone Operating System

IT : Information Technology

MALL : Mobile Assisted Language Learning

MOOCS : Massive Online Courses

LIST OF TABLES

ACKNOWLEDGEMENTS

CHAPTER ONE

INTRODUCTION

1.1. INTRODUCTION

In the last couple of decades, technology has become an indispensable part of our lives. The greatest impact of technology is arguably on the transfer of information. The new communication mediums such as computers, tablet computers, smart phones, and televisions play a significant role in the transfer of information today. Since teaching is a way of transferring information from the teacher to the students, educators have begun to integrate these technological devices into the classes.

Online learning, e-learning, digital learning, and web-based learning are some of the terms that educators have faced over the past couple of decades as a result of the developments in technology. Ram and Chaudhuri (2012) state that the traditional way of teaching in a classroom has begun to be affected or even replaced by the new mediums of distant education. Since this new type of education is based on electronics, it is mainly called e-learning. In order to facilitate e-learning, recent technological devices such as smart phones, televisions, computers, and tablet computers have been used.

The influence of technology on education systems have become more evident thanks to the developments in the digital age. The traditional classrooms have been equipped with beamers, televisions, audio systems to accomplish learning. Especially if the course is based on English Language Teaching (ELT), these devices constitute an essential part of a modern classroom. Learning a foreign language in an environment where it is not spoken, is a big challenge for students. In order to get natural input, learners should be exposed to target language. For students who do not have the natural setting for language acquisition and learning, this exposure can be obtained through the current mediums of technology.

Since there is an exponential increase in the number students and costs of education, a great majority of the universities have started adding distance education to their systems. At Atatürk University, which is one of the largest universities in Turkey, for instance, four different courses are given via distant education: Basic English,

Turkish Language, Basic Elements of Law, and Atatürk's Principles and Reforms. Over the last four terms, these courses have been given online. In addition to online course materials and videos, these courses are given live on Web TV. This study will mainly discuss the effectiveness of English courses given live on Web TV at Atatürk University. Moreover, the preparedness of students towards distant education and the ways to develop the effectiveness of web-based courses will be discussed.

1.2. NATURE OF THE STUDY

The traditional classrooms, with the developments in technology have witnessed a shift towards online courses. The mediums from which people gather information have gained diversity as a result of the advances in technology. Therefore, in addition to the traditional classrooms, students are able to take courses away from classrooms. Online courses constitute one means of current e-learning classes. Basic English courses are provided online at Atatürk University. A questionnaire has been conducted to evaluate how ready students are for online courses, how effective the courses are, and what can be done to make these courses more effective. Upon finding the current attitudes towards web-based courses, some remarkable advice is offered.

1.3. STATEMENT OF THE PROBLEM

It is rather obvious that university students' interest in technology is increasing. There is almost no student without a mobile phone and there is only a few without a computer today. These mediums of technology are becoming more useful as education systems are turning into digitalized. Today, a lot of universities in Turkey provide online courses.

Some of the largest universities in Turkey that provide online courses are: Anadolu University, Akdeniz University, Ankara University, İstanbul University, Çukurova University, Celal Bayar University, Balıkesir University, Bahçeşehir University, Dokuz Eylül University, Adıyaman University, and Adnan Menderes University.

Giving online courses is a new trend in education; it saves time, money, and it brings equal education opportunities for every learner. However, there obviously occurs

one significant concern: how ready are the institutions and Turkish students for distant education. The application and the effectiveness of online education are the concerns to be discussed through this study.

1.4. PURPOSE OF THE STUDY

The aim of this study is to evaluate the effectiveness of online Basic English courses given on Web TV at Atatürk University. Although the great majority of students possess electronic devices such as mobile phones and computers, they are not used to taking classes from these devices. The number of Turkish universities giving online courses is increasing year by year, which arises this question: Are the students ready to take and are the institutions ready to give online courses? The readiness of students and universities towards online education, especially in terms of English language teaching will be discussed in this study. The findings of the questionnaire conducted will assist the researcher to find valuable answers towards creating a more effective web-based live English courses.

1.5. RESEARCH QUESTIONS

The research questions to be answered by the researcher in this study are listed below:

- ➢ How ready are the students at Atatürk University for the online ELT courses?
- ➢ How effective are the Basic English courses given on Web TV?
- ➢ What type of language learning do the students prefer, traditional or online?
- ➢ What do the students think about the language instructor, course materials, and exam questions?

CHAPTER TWO

LITERATURE REVIEW

2.1. INTRODUCTION

The influence of technology on people's lives have become even greater with the developments and widespread use of electronics. The exponential growth of using electronics have influenced the language learning habits of students. Shyamlee and Phil (2012) claim that the advances in technology especially over the past two decades have created new mediums to learn languages from such as TV, radio, computers, electronic dictionaries, internet, emails, cassettes, videos, and blogs, which have changed the traditional way of learning immensely. This change is something that should not be ignored by the educators.

Whether the necessity and effectiveness of integrating technology into courses are being discussed, it is almost impossible to find a classroom without an electronic tool today. For some educators, these developments in technology is good. As stated by Ismail, Almekhlafi & Al-mekhlafy (2010), irresistible influence of technology can boost the learning process of the students and teachers should be encouraged to integrate technology into classes. Moreover, Viatonu and Kayode (2012) claim that teachers and learners must be familiar with the integration of Information and Communication Technologies available for English language teaching.

Peacock (2013) mentions that current technologies available in classrooms for language teaching such as interactive whiteboards, laptops and overhead projectors are just the beginning of what would happen in the future. He claims that the concept of classroom in language teaching cannot exist in the future as a result of the advantages of the digital revolution. The increasing popularity of Massive Online Courses (MOOCs) is just one of the things that technology can offer for English Language Teaching (ELT).

Importance of technology for ELT, current technologies available for ELT, Computer Assisted Language Learning (CALL), Mobile Assisted Language Learning (MALL), and distant education at Ataturk University will be discussed in this chapter.

This part of the study is significant as it constitutes the basis of the suggestions to be done in the conclusion part to make web-based English courses more effective.

2.2. IMPORTANCE OF TECHNOLOGY FOR ENGLISH LANGUAGE TEACHING (ELT)

There has been many discussions on the procedure of English Language Teaching (ELT). Since there are not clear cut rules that determine the best teaching methods suitable for every learner, these discussions continue not to yield much solutions. However, one thing is for certain in the ELT field: it has been affected by the developments in technology. While some educators remain reluctant to the newly available teaching mediums for they are not very good at using them and for they believe that these mediums would be ineffective in language teaching, others are interested in exploiting the benefits of current technologies for language teaching.

Shawcross (2004), with a cautious attitude, indicates that Information Technology (IT) should not be considered as a method but as a tool. He is right in that technology helps teachers practice teaching methods in a more fruitful way. Traditional classrooms mainly focus on reading and writing skills, while they may be ignoring listening and speaking skills. With the creation of course books that involve listening and speaking activities, which are the outcomes of developing technologies, language learning has gained a multi-faceted profile.

The impact of technology is not however limited to the traditional classrooms. Current language teaching practices also involve web-based courses such as video-conferencing. Debela (2004) indicates that despite some limitations, web based courses provide many benefits to the learners. Their convenience, flexibility and financial advantages make web based courses popular especially among busy people and people in remote places. One clear example is seen in international companies. They can train their employees with ease no matter where they are in the world.

One of the biggest challenges that language teachers face is to increase the motivation of students. The role of multimedia technologies in triggering the motivation of learner is emphasized by Shyamlee and Phil (2012), who claim that interests and motivation are stipulated by the integration of multimedia technology into lessons.

They believe that thanks to technology, English learning will be more student-centred and it will develop their communication competence.

Yang and Chen (2007) state that the internet enables learners to achieve language spoken in real situations, which is very useful for learners living in countries where English is not spoken as the first language. The authentic materials available on the internet enable learners to improve not only the reading and writing skills, but also listening and speaking. For them, research shows that computer-mediated language learning has a significant role in facilitating communication, reducing anxiety, widening intercultural knowledge, enhancing student motivation and encouraging conversations and discussions.

Shawcross (2004) states that one challenge is to deal with learner freedoms and large amount of not thoroughly examined data. Internet websites provide huge amount of information. As almost everyone can upload course materials to websites, the quality and reliability of these data arouse questions. If language learners want to gather information about a grammatical rule for instance, they are provided with a lot of responses on the search engine, some of which may even contradict with each other. Therefore, it is more reasonable to refer to some famous language learning websites.

Despite the possible threats, Shawcross (2004) also claims that technology assisted language teaching encourages the lifelong learning process. 'Lifelong learning' is probably the key phrase in all learning activities. To prevent the things learned in classrooms from remaining only in the classrooms should be the goal of education systems. In the traditional teacher-centred teaching environment, students are not generally encouraged to be active, which probably results in individuals with less inquiry in self-improvement. Nevertheless, technology assisted language teaching requires learners to be more active by listening, speaking and performing tasks online. The language teaching programs encourages learners to monitor and control their own learning, which may result in individuals more responsible for their own learning.

Anker (2002), states that ''A good toy is 90% child and 10% toy' (as cited in Shawcross, 2004). The quality of learning methods and mediums is limited to what the learners perceive. No matter how good a learning method and medium is in theory, it is

the learner that determines the outcomes in practice. Learners' self-motivation and determination largely determine how a good a language learning program is.

2.2.1 Developing Oral Skills

Developing oral skills can be very challenging for learners who do not live in an environment, where target language is constantly heard. Pim (2013) draws our attention to the importance of technology in developing oral skills in that internet can be a generous source for authentic materials. Talking electronic books, videos, and podcasts are very useful in developing pronunciation skills. Moreover, he claims that self-improvement is achieved through recording of one's voice and checking it's grammatical and pronunciation errors. Mouth movements can be recorded and compared with standard ones available on the internet so that pronunciation skills can be developed.

Speaking and listening are closely related to each other. Especially for learners of English living in a country where they cannot find native speakers to practice what they learn, listening over the technological mediums becomes essential. There are lots of language learning websites available for learners to listen and download authentic speech samples. Besides those, learners can watch and download videos, and listen to mp3 files from some video-sharing websites. Technology, especially the internet, is very useful in eliminating the problems related to oral skills.

2.2.2. Developing Reading and Writing Skills

Reading and writing skills are closely related to each other. For Corbett (2008), being a good writer involves being a good reader (as cited in Pim, 2013). Since technology is getting dominant in people's lives, reading habits are also affected in the technology oriented world of today. Pim (2013) claims that reading and writing abilities can also be developed with the help of the internet. One concern of the educators is that the texts on the internet may not be suitable for language learners. However, this concern is proven invalid as some texts with reduced language level are available on the internet. He also mentions the importance of digital reading from a screen.

Communication technology has been serving humans in many ways for many years. With the mass production of radios, televisions, computers, smart phones and similar devices, the impact of technology on people's lives has become even greater. These advancements in technology have brought about a new trend in reading, called digital reading. Online periodicals, electronic books, and audio books constitute much of the widespread technology assisted reading sources.

Online periodicals are magazines and newspapers that are made available online for their readers. Since they are online and in a digital format, it is easy to change, add and update their data. Some of these online periodicals are free. With the recent developments in portable devices, applications can easily be downloaded to a mobile phone or tablet computer in order to access them. Most of these applications can update and save the latest news when the devices are connected to the internet, and do not necessitate constant internet connection for use. Once updated and saved, the news available in the application can be read anytime, anywhere without an internet connection. Besides reading online news, users can watch videos and listen to the news available through these applications.

When we walk on the beach at a resort, it has become quite common to find tourists reading from a device called an e-book reader. E-book readers such as Kindle and Nook are designed primarily for electronic books. Thousands of electronic books can be saved to the reader and can be taken anywhere with ease. They allow us to look up words and translate pages. Readers can gain benefits from some of their features such as adjusting font size, underlining and highlighting texts. Some of them have a text to speech feature which transforms text into audio, thus enabling their readers to listen as well as read. Computers, tablet computers, laptops, and smart phones can also be used to read electronic books. There are various applications available in iOS (iPhone Operating System) and Android operating systems that allow users to enhance their screen reading experience.

Another type of book that is becoming more and more popular among people is called audio books. Thurrott (2011) emphasises that audio books provide reading opportunities in new situations such as while driving, doing housework, and doing yard work. They are especially useful for those who have too poor of eyesight to read. He

further states that audio books can easily be downloaded from suppliers such as Audible for free or for comparatively low prices. They are also very useful for language learners who want to improve their pronunciation skills.

To sum up, the integration of technology into people's lives has affected the mediums from which they read. In addition to printed books, online periodicals, audio books, and e-books have begun to be used widely. The digital formats of the texts provide more than what printed formats do as they have various features which make reading a fun activity. The dull image of reading, especially for those who read less but spend much time online, could be eliminated by these recent developments in reading mediums.

2.3. CURRENT TECNOLOGIES AVAILABLE FOR ELT

Current technologies available for ELT can be grouped under three main titles: language learning software, online dictionaries, and video conferencing tools. Language learning software is a very wide title which involves the mediums from the simplest digital dictionaries to the most sophisticated language learning programs. Online dictionaries are very handy for language learners as they provide the words looked up within a second. Video-conferencing is very useful for learners who are in distant locations but prefer instant interaction.

2.3.1. Language Learning Software

Nielson (2011) claims that Tell Me More is one of the top advanced language learning software available for language learners. This self-study program aims to develop four basic language skills: listening, speaking, reading, and writing. As is claimed on Tell Me More website, the program is based on communicative approach fuelled by real life materials.

Instead of the memorization of grammatical rules and words, the program aims to create an interactive learning environment with more than 40 different activities, a lot number of videos, and speaking activities which supports speech recognition. The rich content of the program is provided to the learners in accordance with the learner levels ranging from A1 to C2. Despite the claims of the publishers that these programs are

very effective in language learning, Nielson (2011) emphasises that little research has been done and not much is known about the outcomes.

The empirical study conducted by Nielson (2011) indicates that language learning programs such as Tell Me More that require self-study skills may not be an effective option in developing overall language proficiency, especially for beginner learners. He claims that in order to get benefit from self-study programs, learners should be supported, guided, and provided with diverse course materials. The participants in his study are independent adult learners, the motivation of whom may not be equal. These findings show that language learning software are effective when the learners are motivated to study on their own and when they are above the beginner level.

2.3.2. Online Dictionaries

Dictionaries constitute a significant part of language learning. While some printed dictionaries continue to come with CD-roms, their popularity seems to be taken over by online dictionaries. The case study conducted by Jin and Deifell (2013) indicates that the great majority of the college students that study foreign languages often use bilingual online dictionaries when they are busy with writing, reading, speaking and listening tasks. As well as bilingual ones, monolingual and mixed ones are available for learners mostly for free. Dziemianko (2010) states that online dictionaries provide quicker results and they are more convenient than paper-based dictionaries (As cited in Ranalli, 2013). Thanks to the advances in technology, they are available on mobile devices such as smart phones and tablet computers as well as personal computers.

Online dictionaries are very practical as they can provide synonyms, antonyms, various definitions with examples, collocations, and pronunciation of terms. Nurmukhamedov (2012) thinks that a good online learner dictionary should be corpus-based and it should provide world frequency data, colocation samples, and authentic examples. He also lists some of the useful features of online dictionaries as online dictionaries usually support pronunciation guides, electronic writing tools, quick-find feature, additional grammar and vocabulary exercises, and wildcard feature which enables looking up a world the exact spelling of which is not known well by the learner.

2.3.3. Video Conferencing

Distant education has been criticised due to the lack of instant mutual interaction. Some learners that favour traditional learning in the classrooms criticise the lack of face-to-face interaction in distance education. However, this issue can no longer be problematic thanks to video conferencing. Mouhadjer (2013) defines video-conferencing as 'a set of interactive telecommunication technologies which allow two or more locations to see and hear each other at the same time via two way video and audio transmissions simultaneously.' Since it provides a mutual interaction among the users, video conferencing tools are getting more and more popular in distance education areas.

As Pim (2013) mentions, video conferencing is a useful medium to make communication between native and non-native speakers possible. With just a few simple tools such as web camera, microphone, and internet connection, video conferencing can be achieved over some free software programs such as skype, iChat, and FaceTime. Besides the good video quality, additional features like shared whiteboards, private meeting rooms, polling and text chat features are some of the expected tools from video conferencing systems.

For Mouhadjer (2013), visual connection is one way of the mediums of communication where learners feel comfortable to participate in. He further states that using the modern technology together with the communication with other students, increases motivation. University students enjoy using technologies in their daily lives, therefore video-conferencing would add excitement to the courses.

Mouhadjer (2013) also draws our attention to the practicality of video-conferencing. Students do not need to travel for mutual interaction in learning. Two-way audio and video technology allow users to communicate, to see each other's visual appearance and mimics and to form relationships. Thanks to video conferencing, the most traditional classroom like environment in which participants interact with sound and visual can be created.

As mentioned by Sarre (2011), the increasing use of information and communication technology (ICT) has changed the concept of distance learning courses, which were taught to be based on individual learning. Web-based courses are criticised

by some learners in that they require so much self-learning. However, since technology is used to create visual classrooms in which all participants can become active, the dependence on self-learning can be lessened.

Although video conferencing seems to be a useful method in distant education, it may not always be fruitful. Mouhadjer (2013) indicates that as hardware and software are quite expensive and the image and sound quality may not be good enough to create an authentic learning environment, learners and educators might get discouraged in using video conferencing.

In conclusion, video conferencing is a very useful tool in distant education as it provides a classroom like interaction among the learners. Thanks to video conferencing, the effectiveness of distant education courses are no longer based merely on self-study of the learners. Despite some possible discouraging problems related to hardware and software, video conferencing seems to be eliminating the criticized features of distant education.

2.4. COMPUTER ASSISTED LANGUAGE LEARNING (CALL)

Computers have been used in almost every parts of our lives and education is not an exception. Learning by means of computers is called Computer assisted language learning. Pacheco (2005) mentions that Computer-assisted language learning (CALL) is obtaining the highest position in the field of both English as a Second Language (ESL) and English as a Foreign (EFL) language. He also claims that computer-based programs develop learner autonomy and provide opportunities for authentic communication.

For Hubbard (2009), computer assisted language learning can be an exciting or a disappointing experience. He claims that using computers requires new competence and skills in language learning, which keep changing in parallel with the developments in technology. He also mentions that, though not as good as real face-to-face communications, some commercial language learning programs like Tell Me More, enable users to speak to the software to complete some speaking activities.

2.5. MOBILE ASSISTED LANGUAGE LEARNING (MALL)

Mehta (2012) states that Mobile Assisted Learning (MALL) can be very useful in developing language skills. The learning environment and teaching strategies are surely affected by the changes in technology. Since the portable devices can accomplish what personal computers accomplish some years ago, they are getting more and more popular among people. In fact, they are the most common medium of communication. The great features of these devices can be used in language learning. They can turn language learning into a fun activity as they make interaction possible among learners through spoken and written texts, videos and images.

Many free and commercial language learning programmes are available for users today. Users not only carry these devices with them, but also the language learning materials. The goals to be achieved over MALL are summarized by Mehta (2012) as follows;

- enhancing learner motivation through known technology.
- increasing the development of the four skills: reading, writing, speaking and listening.
- making students more competent in target language.
- developing communication skills in target language.
- giving opportunity to students for exploring, analysing, discovering, and choosing authentic activities for language development.
- boosting interaction between real and virtual learning areas.
- promoting self-learning in a learner centred program.

The advantages list created by Mehta (2012) involves the learning practices outside classrooms, exciting learning atmosphere that boosts the morale and motivation of the learners, and less dependence on using personal computers for digital documents. Some limitations of MALL are the small screen and memory size of the devices, small keyboards, limited battery life, high prices of the devices, and communication difficulties in noisy environments. Using mobile phones may promote collaborative and independent learning practices, thus help users increase self-confidence and self-esteem.

2.5.1. Portable Devices

Tablet computers, MP3 players and smart phones are some of the portable devices that can be used in language teaching. Pim (2013) states that these devices are very handy as they can be used in various locations and as they provide high quality materials. Current smart phones for instance, are capable of viewing, downloading and uploading texts, audios and videos. Moreover, they are equipped with cameras which enable video conferencing. Mobile assisted language learning (MALL) is getting more widespread with the reasonable prices of these devices and the increasing number of well-designed applications and software.

2.6. DISTANT EDUCATION AT ATATÜRK UNIVERSITY

At Ataturk University, web-based courses are given by Distant Education Application and Research Centre (Atatürk Üniversitesi Uzaktan Eğitim Araştırma ve Uygulama Merkezi, ATAUZEM). ATAUZEM was founded on July 23, 2009. Since then, the centre has developed to provide both synchronized and asynchronized distant education courses. The audio and video studios make it possible for educators to prepare and publish course materials. Moreover, visual live classrooms are created to bring together students and academics from different locations.

Some missions of the centre listed on ATAUZEM website are; providing the necessary technical and educational basis for associate degree, undergraduate, undergraduate completion, and postgraduate programs that will be accomplished via distant education at Ataturk University. Moreover, it aims to provide the online environment to be used for learning and teaching in distant education programs. As well as supporting students, the centre plans to provide course materials and to enrich course contents with experts. The centre is also responsible for organizing exams and announcing exam results.

All Basic English courses along with three more courses (Ataturk's Principles and Reforms, Turkish Language, Fundamental Concepts of Law) both at faculties such as engineering faculty or faculty of letters and at vocational schools, are given via distant education at Ataturk University. The Basic English courses started to be given via distant education in 2012-2013 Academic Year. In the first year, course materials

involved course videos and pdf files; however, in the second year, online live courses were made available. Every Monday from 1 pm to 5 pm the four different courses were given live consecutively on Web TV, a local video conferencing suite available on Atauzem website. English courses were given between 3 pm to 4 pm.

The courses lasted for about 45 minutes, during which the instructor taught the unit of the week predetermined in the course book. The course was enriched by additional examples other than what was found in the course book so that the followers of the course could understand the topics well. The total number of the units were 28 and one unit was studied per week. While each unit was provided online to the learners, the videos of the course were also available all term round for the students. The videos were available whenever the learners wanted. As long as they had a smart phone, tablet computer or personal computer they could easily watch these videos.

Both synchronous and asynchronous learning were achieved through web-based courses given live on Web TV. The courses were synchronous as they were live, and asynchronous as students could watch the videos and ask questions via system afterwards. After explaining the details of the topic, the instructor did some exercises to facilitate the learning better.

CHAPTER THREE

METHODOLOGY

3.1. INTRODUCTION

Giving English courses over the internet is a new trend preferred by increasing number of universities in Turkey. In addition to course materials such as videos and pdf files available on the internet, Atatürk University Distant Education Application and Research Centre started providing web-based live courses in 2013-2014 academic year. This chapter presents the methodology applied in order to evaluate the effectiveness of web-based live English courses given at Atatürk University. The methodology constitutes an indispensable part of this study, since it illuminates the readers about how the researcher conducted the survey to answer the research questions.

3.2. PARTICIPANTS

Participants of the study were composed of 80 respondents, 42 of whom were male and 35 of whom were female, while 3 of whom avoided sharing what their gender was. They study at various departments and vocational schools at Atatürk University in Turkey. The frequencies of gender are given in Table 3.1.

Table 3.1. Frequencies of Gender

Gender	Number of Participants
Male	42
Female	35
Missing	3
	Total: 80

3.3. DATA COLLECTION AND ANALYSIS

The information about the effectiveness of web-based online courses was gathered through a questionnaire. The questionnaire was prepared over Google Docs, a web-based office suite provided by Google. The participants were composed of university

students. The students were not asked to give their real names so that they would feel comfortable in answering the questions frankly.

In the data analysis process, the scale items were ranged from 1 (strongly agree) to 5 (strongly disagree) and the reversed items of the scale were transformed for calculating means. Then, the data was descriptively analysed with the statistical programme, SPSS. 20. While higher scores mean that students agree with the items, lower ones express that students do not agree with the items. During the data presentation process, the descriptive including mean, standard deviation, percentages related to the scale items were given above the tables.

3.4. QUESTIONNAIRE

The questionnaire was prepared by the researcher by using Google Docs. Google Docs is a web-based office suite which enables users to create an online questionnaire. The link of the questionnaire was available on the website of Distant Education Application and Research Centre, Atatürk University for 40 days between the dates of March, 13th to May, 22nd. Moreover, the questionnaire link was sent to the emails of the students who take distant education English courses.

They survey questions were created in accordance with student and instructor feedbacks gathered throughout the 2013-2014 Academic Year. It was provided in Turkish as participants are mostly not very competent in English language. The questionnaire conducted is composed of three main sections. The first part of the questionnaire is qualitative and it deals with what the students like and dislike most about the courses given online over Web TV. This part of the questionnaire is important in that it provides personal ideas of the students towards web-based English courses. Their ideas will be useful in developing a more suitable program for the learners in the following academic years.

The second part of the questionnaire aims at gathering personal details of the respondents such as their gender, faculty or vocational school, and percentage of attendance to the courses given over Web TV. At what department or school the respondents study may provide information about the competency of students for

developing English over the internet. The percentage of attendance to these courses is important as it will provide much reliable results.

The third part of the questionnaire, which is quantitative, involves 44 questions to evaluate the effectiveness of English courses given over Web TV at Atatürk University. The questions presented in this part of the questionnaire aims to gather information about how suitable this program for learners is, about the use of technology among learners, effectiveness and practicality in language learning, review of the English instructor, exam questions and course materials, and other issues.

In order to determine how suitable the program for learners is, ten questions were asked to the students. These questions aim to discover whether the students favour the idea and can learn foreign languages via video-based courses, whether they possess an electronic device such as a computer, tablet computer or a smart phone to facilitate learning, whether they had followed video-based courses on some video-sharing websites such as YouTube prior to these courses, whether learning a foreign language is important for them, whether they follow a learning plan they create, whether they think that they can learn a foreign language alone outside the classroom, whether they enjoy or get frustrated by using technology, whether they use an e-mail address constantly, whether they face problems related to internet connection, and whether they need assistance in computer use.

The questions aim to determine how good the respondents are at using technology are about whether they are good at using computers, whether they can perform some tasks such as obtaining an information over the internet, downloading its document, saving it into another file and sending it to a friend, whether they can easily access the course materials provided on the website, and whether they have difficulty in watching videos on their electronic devices.

How effective have been the web-based courses is one of the key issues of the study. The questions developed to assess the effectiveness of the courses given online explores the ideas of the learners about whether they favour; video-based courses or traditional courses, whether video-based courses ensure permanent learning, whether face-to-face interaction is essential in language teaching, whether technology increases their motivation towards language learning, whether online courses require more self-

study than traditional courses, and whether they feel more comfortable in asking questions over the internet than in the traditional classroom.

In order to highlight the practical sides of web-based courses, respondents are provided with three different questions. These questions aim at discovering whether the learners think that they save both time and money, whether these courses provide opportunity away from the university campus, whether it is a great comfort to watch Web TV course videos anytime and anywhere.

Some of the survey questions focuses on evaluating the instructor and exam questions. These questions assess whether the lecturer gives a comprehensible course, whether the examples given helps the respondents understand the topics better, whether the lecturer follows a course plan, whether midterm and final exam questions are prepared in accordance with the course content, whether the topics taught by the lecturer coincide with the topics presented in the course materials, whether the lecturer emphasizes the important points, whether the exercises done at the end of the course are useful, and whether the exam questions are easier than the ones explained in the class.

Review of the course materials were conducted through two questions which are about the complexity of the course books and the level of the materials available on the system. These questions are also of great importance in the comprehensibility of the course among learners.

The other questions to assess the web-based courses are about whether the learners want to connect to web-based courses live and ask questions, whether lecturers should encourage students to follow web-based courses, whether computers should be made available for students with financial difficulties, and whether a conference about the distant education system should be given to the students and academics at the beginning of the education year.

To sum up, in order to evaluate the effectiveness of Web-based live courses given at Ataturk University, a very comprehensive questionnaire is prepared and conducted by the researcher. The questionnaire manages to provide detailed information about the attitudes of the learners towards web-based live courses. Both English and Turkish versions of the questionnaire can be obtained from the Appendixes

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1. INTRODUCTION

This chapter presents the findings and evaluations of the questionnaire conducted. This chapter is of great importance as it provides the outcomes of the research and forms the basis of what can be done to give web-based live English courses more effectively. The research questions of the study which aims to explore the effectiveness of web-based live courses provided via distant education at Ataturk University were:

- ➢ How ready are the students at Atatürk University for the online ELT courses?
- ➢ How effective are the Basic English courses given on Web TV?
- ➢ What type of language learning do the students prefer, traditional or online?
- ➢ What do the students think about the language instructor, course materials, and exam questions?

Chapter four mainly deals with the findings of the questionnaire and tries to answer the research questions in accordance with the questionnaire responses.

4.2. QUESTIONNAIRE ANALYSIS

The analysis of the questionnaire was done under three main categories: The first part of the questionnaire investigated the attitudes of the respondents towards web-based courses such as the things that they like and dislike most about the program. The second part of the questionnaire was created to learn personal details of the respondents such as their gender, faculty or vocational school, and percentage of attendance to the courses given over Web TV. In the third part of the questionnaire, 44 questions were made available to the respondents to evaluate the effectiveness of English courses given over Web TV at Atatürk University. Each of these categories have a significant role in providing reliable results of the survey.

4.2.1. Attitudes Towards Web-based Courses Given Live at Ataturk University

At the beginning of the questionnaire, the attitudes of the learners towards web-based courses given live at Ataturk University was explored. In order to learn what the respondents think, they were requested to answer these two inquiries: 'Please explain the things that you like most about web-based courses given on Web-TV in detail.' and 'Please indicate what you do not like about the program most in detail''.

4.2.1.1. What the Students like Most about Web-based Live Courses

In the first part of the questionnaire, students shared their positive views about the web-based live courses given at Ataturk University. The most common and staggering responses are listed in the Table 4.1.

Table 4.1. Positive Views on Web-based Live Courses

'I can't learn English by myself. Thanks to this application, I can study intensively.'

'What I like most is that the courses start from beginner level.'

'It is good to follow both the slides and videos at the same time.'

'Fluent instructor. The topics are enriched by additional examples to the materials given to us. The previous topics are not ignored, they are reviewed. Some tips are given as to how to get ready for the exam. What I enjoy most is watching the videos consecutively when I am studying for the exam.'

'Clear and informative, slow and comprehensible'

'Videos are always accessible.'

'Watching the videos again and again.' 'I can watch the parts that I don't understand again and again.'

'Lots of examples and good presentation.'

'It makes me feel relaxed as I cannot study English alone.'

'It saves time and it provides opportunity for systematic study.'

As seen in Table 4.1., the web-based live courses were liked for various reasons. The courses were given according to a curriculum, which encouraged programmed studying. For those students who lack the ability to study on their own and who do not have a high level of English competency, this program acted like a mentor. Students were able to follow the courses from the easier topics to more difficult ones.

Moreover, respondents mentioned the comprehensibility of the courses. According to some learners, watching videos and power point slides at the same time made the courses more comprehensible. The richness of the examples, clear and informative teaching, and fluent instructor were appreciated by the respondents. Students were also happy with the exam tips given during the course.

The videos were always available to the students on the system, which enabled learners to watch them whenever and wherever they wanted. Students grabbed the chance to watch the videos again and again so that they could understand the topics better. The video-based courses also involved a small review of previous topics, which helped the learners understand the new topics easily.

4.2.1.2. What the Students do not like Most About Web-based Live Courses

In the second part of the questionnaire, students shared their negative views about the web-based live courses given at Ataturk University. The most common and striking responses are listed in the Table 4.2.

Table 4.2. Negative Views on Web-based Live Courses

'I favour traditional courses.'

'Long videos make me feel bored.'

'The level of the lectures are high as if we knew English well. Some videos are not available.'

'Lack of announcement about the courses.'

'We can never learn a foreign language over the internet.'

'Students should be able to ask questions to the instructor immediately, which is not the case in distant education. Face to face interaction both increases the

students' motivation and brings order to the classes.'

'I have difficulty in sitting in front of a computer.'

'I am sure some people cannot afford a computer as I didn't have one last year.'

'Lack of student participation.'

'There is not enough vocabulary teaching.'

The negative views on web-based live courses are listed in Table 4.3. The duration of the videos, asynchronous teaching with no student participation, the level of the teaching, the lack of course announcement, and content of the courses were criticized by the respondents.

Synchronized teaching with face-to-face interaction is what is desired by some learners. The courses were given live over Web TV, but the students lacked the opportunity for instant communication. For this reason, they could not ask questions and receive immediate answers; the emailing system of the program did not support live conversations. While some learners were happy with the level of the teaching, some others did not.

The duration of the courses were criticized by some learners. Some students thought that 40-50 minute course videos were too long, thus boring. About one fourth of the videos involved doing exercises about the studied topic, which could be lessened, and creating an interactive classroom environment can make courses more exciting. Another criticized point by some respondents was that the courses were grammar-based, with little focus on vocabulary. The curriculum of the course was based largely on grammar, which was not appreciated by some learners. Adding listening and speaking sections, and increasing reading exercises may encourage students to be more active.

Some respondents stated that they were not well-informed about the web-based live courses. The announcements were generally done on the webpage of the university. Some students with little computer skills might have difficulty in realizing these announcements and accessing course materials. Providing a seminar to the students at the beginning of an academic year on showing how the distant education system work and what is available for them seem to be necessity for increasing the popularity of these courses among learners.

The overall findings show that while web-based live courses are liked by many participants, there are many others who are not satisfied with these courses. The reasons why these courses are or are not popular are discussed in the third part of the questionnaire which tries to yield valuable responses to do a detailed review of the program.

4.2.2. Educational Background of the Respondents

In this part of the questionnaire, information about the respondents were gathered under four phases: faculty or vocational school of the respondent, department of the respondent, gender and the percentage of course attendance among learners.

Students from 41 different departments of 12 different faculties, 4 different vocational schools, and 1 collage-level school responded to the questionnaire. The frequency of respondents are given in Table 4.3.

Table 4.3. Educational Background of the Respondents

Faculty	Department	Number of Respondents
Kazım Karabekir Faculty of Education	Geography Education	1
	History Education	1
Faculty of Engineering	Industrial Engineering	1
	Mechanical Engineering	3
	Chemical Engineering	1
	Environmental Engineering	8
	Civil Engineering	3
	Computer Engineering	1
Faculty of Science	Chemistry	1
	Biology	2
Faculty of Letters	German Language and Literature	6
	Geography	3
	Philosophy	3
	Sociology	2

	Arabic Language and Literature	1
	Turkish Language and Literature	3
Open Education Faculty	Information Technology	1
Faculty of Theology	Department of Elementary Religious Culture and Ethics Education	1
Faculty of economics and Administrative Sciences	Department of Labour Economics and Industrial Relations	1
Faculty of Communications	Public Relations Department	1
	Journalism Department	1
Faculty of Agriculture	Agricultural Biotechnology	1
	Department of Horticulture	1
	Plant Protection Department	2
Faculty of Health Sciences	Midwifery	1
Physical Education and Sports School	Department of Sport Management	1
Pasinler Vocational School	Department of Computer Technologies	1
Erzurum Vocational School	Machine and Metal Technologies	1
	Marketing and Foreign Trade	1
	Property Protection and Security	4
	Computer Technologies	2
	Accounting and Tax	1
	Furniture and Decoration	1
	Tourism and Hotel Management	1
	Map and Cadastre	1
Ispir Hamza Polat Vocational School	Cooperation	1
	Office Management and Assistantship	2
Faculty of Architecture and Design	Department of Landscape Architecture	2
Tourism Faculty	Gastronomy	9
	Tourism Management	1

Health Services Vocational Physiotherapy School	1

As seen in Table 4.4., the respondents are quite scattered among various faculties, which is good for finding more reliable results that can embrace the majority of the learners. With a total number of 18 respondents from 6 different departments, Faculty of Letters was at the top of the list. It was followed by Faculty of Engineering with 17 respondents from 6 different departments. Erzurum Vocational School was in the third place with 12 respondents from 8 different departments. Tourism Faculty came fourth with 10 respondents from two departments.

4.2.3. Attendance to the Web-based Live Courses

Web-based live English courses were provided to the learners both synchronously and asynchronously. English courses were given live from 3 p.m. to 4 p.m. on Mondays. Students were able to watch them live and send an email for their inquiries. The course videos remained throughout the term on the system so that students could watch them again and again regardless of time and place. However, one question arose about the participation of the learners into these web-based live courses. This part of the questionnaire discovered the percentage of course attendance among the respondents. The findings are given in Table 4.4.

Table 4.4. Percentage of Course Attendance

	Less than 50%	50%-75%	75%-100%
Percentage of Course Attendance	68 (n53)	23 (n18)	9 (n7)

The figures given in Table 4.4., show that attendance to web-based live English courses was less than 50% for the vast majority of the respondents (68%). 23% of the respondents claimed that they followed between 50 to 75% of the courses, while only 9% of them were keen followers of these courses with more than 75% attendance.

11.226 students took English courses online in the 2013-2014 Academic Year at Ataturk University. However, average view count number per video was 119.7. Based upon these findings, it can be concluded that the web-based live English courses were not very popular among the majority of the respondents.

In order to popularize these courses among the learners, the likes and dislikes of the respondents (mentioned in the first part of the questionnaire) about these courses must be taken into consideration. The disliked parts of the course should be eliminated and learners should be informed about the presence and advantages of these courses.

4.2.4 Click to Fill-Out Questionnaire

This part of the questionnaire involved 44 click to fill-out questions. After using SPSS 20 to analyse the data, Cronbach's Alpha value was found 0.96, which means that the reliability of the scale is high. The responses to the questions were analysed under 8 titles: previous learning experience with video-based courses, self-learning, technology use among learners, effectiveness of the program, practicality of the program, review of the instructor and exam questions, review of the course materials, and the other questions.

4.2.4.1. Previous Learning Experience with Video-based Courses

In this part of the questionnaire, the attitudes of the learners towards video-based courses were analysed and their previous learning experiences with video-based learning were determined. This part of the questionnaire is of great importance in finding how ready the students are for web-based courses.

Learners' overall mean in the learning experience with video-based course dimension is 2.81 (SD = 1.13). This value means that the learners generally moderately agree with the items of their learning experiences. Percentages related to each item of the learning experience dimension and their interpretation are shown below.

Table 4.5. Learning Experience with Video-Based Courses

Questions on Learning Experience	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I possess an electronic device such as a computer, tablet computer or smart phone to watch video-based courses.	32 (n24)	37 (n28)	9 (n7)	11 (n8)	12 (n9)
I can learn foreign languages through courses based on videos.	17 (n13)	28 (n28)	17 (n13)	12 (n9)	26 (n20)
It is a good idea to teach English via videos.	28 (n21)	26 (n20)	9 (n7)	18 (n14)	18 (n14)
I had watched video-based courses on some video-sharing websites such as YouTube prior to these courses.	20 (n14)	32 (n23)	10 (n7)	18 (n13)	20 (n14)

Giving video-based courses is getting popular among institutions. Students need electronic devices such as computers, tablet computers, and smart phones to follow these courses. In this part of the questionnaire, whether the students possess a medium thanks to which they can follow web-based courses was explored. With percentages of 32 'strongly agree' and 37 'agree', the majority of the respondents stated that they had a necessary medium to watch video-based courses. 12% of the respondents 'strongly disagreed' that they own a communication device. These findings show that even though the vast majority of the respondents are ready for the web-based courses in terms of a medium, there are some students without an electronic device to follow courses.

As seen in Table 4.5., the percentage of students who claimed that they could learn foreign languages through courses based on videos are quite close. 28% of the respondents 'agreed' that they could learn foreign languages through videos, while 26%

'strongly disagreed' about this issue. 17% of the respondents; however, 'strongly agreed' that video-based courses would facilitate learning. Based on these findings, it can be concluded that with a little more percentage, video-based courses are considered to be useful in language teaching.

28% of the respondents 'strongly agreed' and 26% 'agreed', which is the majority, that teaching English via videos was a good idea. However, it should be stated that the percentage of the ones that did not favour video-based courses is noteworthy with 18% 'disagree' and 18% 'strongly disagree'. Based on these findings, it can be derived that even though video-based courses are considered to be a good idea by the majority of the respondents, some learners do not support the use of videos in language teaching.

The last question of this part of the survey aimed to discover the previous experiences of learners in language learning through videos from some video sharing websites such as YouTube. 32% of the respondents 'agreed' that they had watched language learning videos prior to the courses given at Ataturk University. The number of the ones that did not watch video-based courses at all (with 20% strongly disagree) was equal to the ones that 'strongly agree'. Based upon these findings, it can be concluded that despite some with no experience, the majority of the learners were familiar with video-based language learning courses when the program started.

In conclusion, the overall findings gathered in this part of the questionnaire indicated that the majority of the respondents (32% strongly agree; 20% agree) were familiar with and ready for video-based language teaching courses when it started. Although some students (12% strongly disagree; 11% disagree) lack the electronic devices for language learning and do not favour video-based courses, the majority of them (28% agree, 17% strongly agree) think that they can learn English through video-based instruction.

4.2.4.2. Self Learning

It is quite clear that distance education involves self motivation and self learning. In this part of the questionnaire, how good self learners the respondents were explored. Whether the students can learn a foreign language by themselves constitutes the success

key of the video-based live courses provided at Ataturk University. The videos are always available on the system, but programmed study and self determination are required for this type of language learning as learners are mostly alone in learning.

Learners' overall mean in the self-learning skills is 2.72 (SD = 0.97). This value means that the learners generally moderately agree with the items of self-learning. Percentages related to each item of the self-learning dimension and their interpretation are shown below.

Table 4.6. Self Learning

Questions on Self-Learning	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
Learning a foreign language is very important for me.	57 (n43)	20 (n15)	14 (n11)	0 (n0)	9 (n7)
I think that I can learn a foreign language by myself.	11 (n8)	31 (n23)	19 (n14)	15 (n11)	24 (n18)
I can learn by myself trough the learning plan I create.	15 (n11)	19 (n14)	29 (n22)	13 (n10)	24 (n18)
I follow a study plan.	22 (n16)	31 (n22)	28 (n20)	10 (n7)	10 (n7)
I think I can learn English outside the classroom.	19 (n14)	19 (n14)	20 (n15)	21 (n16)	21 (n16)
I prefer studying for the exams alone.	26 (n19)	39 (n29)	15 (n11)	7 (n5)	14 (n10)

One of the most triggering factors for language learning motivation is the importance of the target language for learners. 57% of the respondents 'strongly agreed' and 20% 'agreed' that learning a foreign language was very important for them. 9% of the respondents thought that they did not need to learn a foreign language. The questionnaire was conducted among students from various schools and departments.

When the answers were analysed, this 9% of the respondents were found to be mostly studying at vocational schools. Based upon these findings, it can be concluded that English has a significance in the lives of the majority of the respondents, which may boost their motivation in learning.

With percentages of 31 (agree) and 11 (strongly agree), the majority of the respondents thought that they could learn a foreign language by themselves. On the other hand, 24% of the respondents 'strongly disagreed' and 15% 'disagreed' that they could learn a foreign language by themselves. Based upon these findings, it can be concluded that although the majority favours, there is a large diversity among learners in terms of self-learning practices.

Another question that evaluated the self-learning of the respondents was: 'I can learn by myself through the learning plan I create'. Although the percentages are quite close, 29% of the respondents were 'not sure' and 24% 'strongly disagreed' that they could learn English by themselves through the learning plan they created. 19% of the respondents 'agreed' that they could learn by themselves through the plan they created. These findings show that the majority of the learners are not competent in creating their own learning plan.

Following a study plan encourages students to have a steady and systematic learning. 31% of the respondents 'strongly agreed' and 21% 'agreed' that they followed a study plan. As the previous question showed, the majority of respondents did not follow the study plan they created. Based upon these findings, it can be derived that the majority of the learners followed a course plan which was made ready for them to use. For this reason, leaners should be encouraged by their mentors to follow a course plan.

When whether the students think that they can learn a foreign language outside the class was explored, almost identical results were received. As seen in Table 4.6, the percentages of the responses are 19 to 21. Based upon these findings, it can be concluded that the learner types are very diverse. There is almost equal number of students who think that they can or can't learn a foreign language outside the classroom.

The last question of this part of the survey aimed to provide information about exam preparation. Whether the students preferred studying for the exam alone was determined. 39% of the respondents 'strongly' claimed that they got ready for the

exams alone. 26% of them also 'agreed' that studying for the exam alone was better. Based on these findings, it can be concluded that the great majority of the respondents favour self-studying for the exams.

To sum up, this part of the questionnaire evaluated whether students are self-learners. Since self-learning is essential in language teaching via videos, this part of the questionnaire provided very significant results. The overall results show that learner types are very diverse among the learners. The motivation and planned study of the learners were found to be critical factors in language teaching.

4.2.4.3. Technology Use among Learners

Web-based live courses require some technology competence. In this part of the questionnaire, technology competence of the respondents were explored. Whether the students enjoy gathering information over the internet, whether they can perform some tasks such as downloading a document and sending it via e-mail, whether they have difficulty in watching the course videos, and whether they face internet related problems were analysed.

Learners' overall mean in the technology use dimension is 2.58 ($SD = 0.65$). This value means that the learners generally agree with the items of technology use. Percentages related to each item of the technology use dimension and their interpretation are shown below.

Table 4.7. Technology Use Among Learners

Questions on Technology Use	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
It is fun to gather information by using technology.	28 (n21)	21 (n16)	24 (n18)	15 (n11)	12 (n9)
I have got an e-mail address that I use actively.	37 (n28)	32 (n24)	7 (n5)	16 (n12)	9 (n7)
I can easily access and download an information I need over the internet. I can save the	38 (n29)	42 (n32)	9 (n7)	3 (n2)	8 (n6)

files into the folder I created.

I can download the course materials from the system and e-mail them to my friends.	22 (n16)	29 (n21)	15 (n11)	18 (n13)	16 (n12)
I am quite good at using computers.	25 (n19)	43 (n33)	14 (n11)	9 (n7)	8 (n6)
I can easily access the course videos available on the system.	26 (n20)	32 (n24)	21 (n16)	11 (n8)	11 (n8)
I have difficulty in watching course videos on electronic devices.	11 (n8)	18 (n13)	21 (n15)	25 (n18)	26 (n19)
I face problems related to internet access.	11 (n8)	17 (13)	15 (n11)	21 (n16)	36 (n27)
I can easily give up as I cannot use technology well.	11 (n8)	24 (n18)	24 (n18)	23 (n17)	18 (n13)
I need assistance in computer use.	11 (n8)	22 (n16)	19 (n14)	22 (n16)	27 (n20)

Combining fun with studies increases the motivation of the learners. For this reason, the respondents were asked whether it is fun to gather information via technology. 28% of the respondents 'strongly agreed' and 21 % 'agreed' that they enjoyed gathering information by using technology. However, there are also some students (12% strongly disagree) who are not happy about using technology for learning. Based on these findings, it can be concluded that though some can be frustrated, the motivation of the majority of the learners can be increased by the use of technology.

Obtaining an e-mail address is one the simplest things a distant education student can accomplish. A students can easily contact, share course materials, and ask for information to his/her friends and teachers via e-mail. As seen in Table 4.7., 37% 'strongly agreed' and 32% 'agreed' that they had an e-mail address that they used actively. Even though, these percentages constitute the majority, there are also some learners (9% 'strongly disagree' and 16% 'disagree') that do not use their e-mails often.

These percentages can indicate that some learners may not be competent enough to write and send an email.

In order to evaluate how good internet users the learners are, they were provided with various questions. As seen in Table 4.7., 38% 'strongly agreed' and 42% 'agreed' that they could easily access and download an information they needed over the internet and they could save the files into the folder they created. 8% of the respondents however, 'strongly agreed' that they could not perform such tasks. These findings show that even though the vast majority of the respondents can obtain information with ease, there are also some learners that lack basic computer skills.

Moreover, the following question provided similar results in terms of computer use. Learners were asked whether they could download course materials from the system and email them to their friends. 22% of the respondents 'strongly agreed' and 29% 'agreed' that they could perform these tasks. Compared to the previous question, there is a decrease in the number of students who perform the tasks related to the system, which means that system is not known well by many respondents.

As seen in Table 4.7., 25% of the respondents 'strongly agreed' and 43% 'agreed' that they were very good at using computers. On the other hand, 8% of the respondents 'strongly disagreed' that they were good computer users. Based upon these findings, it can be concluded that the vast majority of the respondents think that they are good at using computers, which is a useful trait as Web-based courses can be followed though a computer. However, the students with less computer skills should not be ignored.

Another question explores whether the learners could easily access the course videos available on the system. 26% of the respondents 'strongly agreed' and 32% 'agreed' that accessing course videos was not a very demanding issue. However, at least 22% of the respondents seemed to have difficulty in getting access to the course videos available on the system. These findings show that despite some learners with difficulties, the majority of the learners can easily view the course videos.

Whether the students had difficulty in watching course videos on their electronic devices was also explored. 26% of the respondents 'strongly disagreed' and 25% 'disagreed' while 11% of the respondents 'strongly agreed' that they have difficulty in

watching course videos on their electronic devices. Based upon these findings, it can be concluded that the majority of the students did not face problems in terms of playing videos on their electronic devices.

The internet access can be a problem among learners. The question which investigated whether learners faced internet related problems showed that 36% of the respondents 'strongly disagreed' and 21% 'disagreed' that they faced problems related to internet access. 11% of the respondents 'strongly agreed' that they faced problems. Based upon these findings, it can be concluded that the majority of the learners did not face problems related to internet access.

The answers to the question about whether the learners can easily give up as they do not use technology well are quite close. 23% of the respondents 'disagreed' and 18% 'strongly disagreed' that they could get frustrated due to lack of technological skills. On the other hand, 24% 'agreed' and 11% 'strongly agreed' that lack of technological skills might discourage them from learning over the internet.

The last question evaluated whether the respondents needed assistance in computer use. 27% of the respondents 'strongly disagreed' and 22% 'disagreed' that they needed assistance. However, 11% of the respondents 'strongly agreed' that they needed assistance in computer use. Based upon these findings, it can be concluded although some learners think they need help, the majority of the learners do not need any assistance in computer use.

4.2.4.4. Effectiveness of the Program

In this part of the questionnaire, the effectiveness of the web-based courses was explored. The questions aimed to compare web-based courses with traditional courses. Moreover, the motivation of the learners, learning permanence, the importance of face-face interaction in teaching, and the comfort of the students in directing questions were analysed through the survey questions. This part of the questionnaire is very fruitful for gathering information about the general views of respondents on web-based live English courses.

Learners' overall mean in the effectiveness of the program dimension is 2.69 (*SD* = 0.96). This value means that the learners generally moderately agree with the items of

the questions on program effectiveness. Percentages related to each item of the program effectiveness dimension and their interpretation are shown below.

Table 4.8. Effectiveness of the Program

Questions on Program Effectiveness	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
Video-based courses are more effective than the courses in traditional classrooms.	7 (n5)	24 (n18)	30 (n23)	8 (n6)	32 (n24)
Courses given over Web-TV ensure permanent learning.	13 (n10)	24 (n18)	29 (n22)	9 (n7)	24 (n18)
Face-to-face interaction is essential for a best English learning environment.	46 (n35)	28 (n21)	13 (n10)	4 (n3)	9 (n7)
That the online courses are based on technology increases my motivation for language learning.	25 (n19)	26 (n20)	18 (n14)	17 (n13)	13 (n10)
In comparison to traditional courses, video based courses require more self-study and discipline.	19 (n14)	45 (n33)	22 (n16)	5 (n4)	8 (n6)
I feel more comfortable in asking a question to the lecturer on the internet than in the classroom.	22 (n16)	19 (n14)	28 (n21)	15 (n11)	16 (n12)

Video-based courses have constantly been compared with traditional courses given in the classrooms. 32% of the respondents 'strongly disagreed', 30% were 'not sure' and 24% 'agreed' that video-based courses were more effective than the courses in traditional classrooms. Based on these findings, it can be concluded that the majority of the respondents think that traditional courses are more effective than web-based courses.

Whether courses given over Web-TV ensured permanent learning was also analysed. 29% of the respondents were 'not sure', 24% 'strongly disagreed', and 24% 'agreed' that Web-based courses provided permanent learning. Based upon these findings, it can be concluded that the majority of the respondents are not sure whether Web-based courses ensure permanent learning.

The answers to the question that analysed the significance of face-to-face interaction showed that 46% of the respondents 'strongly agreed' and 28% 'agreed' that face-to-face interaction was essential for a best learning environment. Since the vast majority of the learners think that face-to-face interaction is important, web-based live courses should involve a synchronous conversation facility.

When the students were asked if the fact that the online courses were based on technology increased their motivation for language learning, 25% 'strongly agreed' and 26% 'agreed' that it did. Based on these findings, it can be concluded that technology has a significant role in increasing learners' motivation.

As seen in Table 4.8., 45% of the respondents 'agreed' and 19% 'strongly agreed' that in comparison to traditional courses, video based courses required more self-study and discipline. The students are in a way left alone in this type of teaching. It is the students' responsibility to pace and control their own learning.

When the respondents were asked whether they felt more comfortable in asking a question to the lecturer on the internet than in the classroom, 28% of them said unsure. 22% 'strongly agreed' and 19% 'agreed' that asking questions over the internet was more convenient. Based upon these findings, it can be concluded that though the majority is unsure, a great number of learners feel comfortable in asking questions to the instructors over the internet.

4.2.4.5. Practicality of the Program

The practicality of a program is important as it makes the program popular among users. In order to discover how practical the web-based live courses given at Ataturk University, three questions were asked. These questions explored if the program helped learners save time and money, if it provided opportunities for learners away from the campus, and if it was a great comfort to watch the videos anytime, anywhere.

Learners' overall mean in the practicality of the program dimension is 2.62 (*SD* = 1.19). This value means that the learners moderately agree with the items of their learning experiences. Percentages related to each item of the learning experience dimension and their interpretation are shown below.

Table 4.9. Practicality of the Program

Questions on Program Practicality	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I can save both time and money thanks to the web-based courses.	17 (n12)	28 (n20)	26 (n19)	17 (n12)	13 (n9)
Web-based courses provide a learning opportunity for students away from the university campus.	27 (n20)	36 (n27)	19 (n14)	4 (n3)	14 (n10)
It is a great comfort to watch Web TV course videos anytime, anywhere.	24 (n17)	35 (n25)	17 (n12)	10 (n7)	15 (n11)

As seen in Table 4.9., 28% of the respondents 'agreed' and 17% 'strongly agreed' that the web-based live courses could save both time and money. 36% of the respondents 'agreed' and 27% 'strongly agreed' that web-based courses provided a learning opportunity for students away from the university campus. 35% of the respondents 'agreed' and 24% 'strongly agreed' that watching videos anytime, anywhere was a great comfort. Based on these findings, it can be concluded that web-based live courses is a practical program as it saves both time and money, as it provides learning opportunities for students away from the class, and as it is a great comfort to watch Web TV course videos anytime, anywhere.

4.2.4.6. Review of the Instructor and Exam Questions

The review of the instructor involved various questions that determined whether the lecturer gave a comprehensible course, whether the examples given helped the respondents understand the topics better, whether the lecturer followed a course plan,

whether the midterm and final exam questions were prepared in accordance with the course content, whether the topics taught by the lecturer were in parallel with the topics presented in the course materials, whether the exercises done at the end of the course were very useful, whether the exam questions were easier than the ones explained in the class, and whether the lecturer emphasized the important points.

Learners' overall mean in the review of the instructor and exam questions dimension is 2.56 ($SD = 0.95$). This value means that the majority of the respondents agree with the items of the review of the instructor and exam questions. Percentages related to each item of the instructor and exam questions dimension and their interpretation are shown below.

Table 4.10. Review of the Instructor and Exam Questions.

Questions on Instructor and Exam Questions	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
The instructor gives a comprehensible course.	20 (n15)	35 (n26)	23 (n17)	12 (n9)	9 (n7)
The examples given helps me understand the topics better.	19 (n14)	36 (n26)	29 (n21)	8 (n6)	8 (n6)
The instructor follows a course plan.	17 (n12)	46 (n33)	24 (n17)	8 (n6)	6 (n4)
Midterm and final exam questions are prepared in accordance with the course content.	20 (n15)	36 (n27)	28 (n21)	5 (n4)	9 (n7)
The topics taught by the instructor are in parallel with the topics presented in the course materials.	21 (n15)	47 (n34)	19 (n14)	5 (n4)	8 (n6)
The instructor does some exercises at the end of the course, which is very useful.	28 (n20)	35 (n25)	24 (n17)	4 (n3)	8 (n6)
The exam questions are easier than the ones explained in the	14	16	35	16	19

class.	(n10)	(n12)	(n26)	(n12)	(n14)
The instructor gives a good lesson, even so I do not understand.	19 (n14)	26 (n19)	26 (n19)	15 (n11)	14 (n10)
The instructor emphasizes the important points.	22 (n16)	39 (n29)	26 (n19)	7 (n5)	7 (n5)

As seen in Table 4.10., 35% of the respondents 'agreed' and 20% 'strongly agreed that the courses were comprehensible. Moreover, 36% of the respondents 'agreed' and 19% 'strongly agreed' that examples given helped them understand the topics better. Based on these findings, it can be concluded that web-based live courses are considered to be comprehensible by the majority of the respondents.

Following a course plan is essential in a systematic learning environment. When asked, 46% of the respondents 'agreed' and 17% 'strongly agreed' that the instructor followed a course plan. The web-based live courses lasted two terms, during which 28 units were studied. The instructor taught each unit in accordance with the curriculum determined by the program.

Learners could access course materials of each unit on the system. There were altogether 28 units in which various topics were available. All of these topics were taught by the instructor. When learners were asked, 47% of the respondents 'agreed' and 21% 'strongly agreed' that the topics taught by the lecturer were in parallel with the topics presented in the course materials. Based on these findings, it can be concluded that the instructor taught the topics given in the course materials.

While dealing with the topics, 39% of the respondents 'agreed' and 22% 'strongly agreed' that the instructor emphasized the important points. The topics can be confusing for some learners. In order to minimise the confusing parts and maximise the overall understanding of the topics, the instructor tried to enrich the courses with various examples and emphasised the important points, which was appreciated by the majority of the learners.

Some students want to see the effectiveness of the courses in the exams. 36% of the respondents 'agreed' and 20% 'strongly agreed' that midterm and final exam

questions were prepared in accordance with the course content. 35% of the respondents were 'not sure' 19% 'strongly disagreed' that the exam questions were easier than the ones explained in the class. Based upon these findings, it can be concluded that there was not much shared views on the difficulty of the exams, but for the majority of the respondents, exam questions complied with the course content.

The number of the respondents who were 'not sure' and who 'agreed' that despite the good lesson they did not understand was the same with 26 percentages. It is quite common to hear 'We study for the lessons, but we do not understand the topics'. To my view, there is a psychological side of this lack of success determination problem, which can be eliminated through the increase of learner motivation.

4.2.4.7. Review of the Course Materials

Both the printed copy of the course book and electronic version were available for learners. The electronic version (pdf file) was divided into 28 separate units and each one was uploaded into the system in the corresponding week. Moreover, some additional exercises were available on the system besides the course videos.

Learners' overall mean in the review of the course materials dimension is 2.68 ($SD = 1.03$). This value means that the learners moderately agree with the items of course materials. Percentages related to each item of the course materials dimension and their interpretation are shown below.

Table 4.11. Review of the Course Materials

Question on Course Materials	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I find the course book confusing.	19 (n14)	27 (n20)	39 (n29)	7 (n5)	8 (n6)
Course materials in the system are a lot more difficult than I could understand.	15 (n11)	21 (n15)	41 (n30)	15 (n11)	8 (n6)

The course books was available to the students both in printed and electronic forms. 39% of the learners were not sure that course book was confusing. 19% of the respondents 'strongly agreed' and 27% 'agreed' that course was confusing. Based on these findings, it can be concluded that course book might not be used by more than third of the respondents and the majority of the ones that use them thought that it was confusing.

In the following question, level of the course materials available on the internet was analysed. 41% of the respondents were 'not sure' whether these course materials were too difficult for them to understand. 21% of the respondents 'agreed' and 15% 'strongly agreed' and 15% 'disagreed' that course materials in the system were a lot more difficult than they could understand. Based on these findings, it can be concluded that the course materials were generally ignored by many respondents as the majority of them were not certain about the difficulty of the course materials.

4.2.4.8. Other Questions

The other questions involved whether the learners wanted to connect to web-based courses live and asked questions, whether computers should be made available for students with financial difficulties, whether a conference about the distant education system should be given at the beginning of the education year in order to inform students and academics, and whether lecturers should encourage students to follow web-based courses. As is clear from the questions, this part of the study aimed to discover the ways to promote web-based live English courses.

Learners' overall mean in the other questions about video-based course dimension is 2.28 (SD = 0.99). This value means that the learners mostly agree with the items of the other questions. Percentages related to each item of the other questions dimension and their interpretation are shown below.

Table 4.12. Other Questions

Other Questions	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I want to connect to web-based courses live and ask questions.	26 (n19)	31 (n23)	28 (n21)	7 (n5)	8 (n6)
Computers should be made available for students with financial difficulties.	38 (n28)	30 (n22)	22 (n16)	1 (n1)	9 (n7)
In order to inform students and academics, a conference about the distant education system should be given at the beginning of the education year.	47 (n34)	23 (n17)	16 (n12)	7 (n5)	7 (n5)
Lecturers should encourage students to follow web-based courses.	24 (n18)	31 (n23)	28 (n21)	4 (n3)	12 (n9)

The system enabled learners to ask questions, however it did not support live conversation among the users. 31% of the respondents 'agreed' and 26% 'strongly agreed' that it would be a good idea to connect to courses live and ask questions. The live conversation may make the courses more moving and enjoyable. The immediate answers to the learner questions can encourage students to follow these courses.

Whether computers should be made available for students with financial difficulties is a very controversial issue as it would be difficult to raise money and determine the students in need. 38% of the respondents 'strongly agreed' and 30% 'agreed' that students without computers should be supported. These findings show that the vast majority of the respondents have a common approach towards supporting students in need technologically.

Some learners stated that they were not aware of the course videos or they just became aware of them. Informing the learners well is essential in the success of the program. One way to accomplish this is by giving an introductory conference on Web-based courses. When asked whether a conference about the distant education system should be given at the beginning of the education year to the academics and students, 47% of the respondents 'strongly agreed' and 23% 'agreed' that it should be given. These findings show that the vast majority of the respondents also think that an introductory conference is vital.

Moreover, in addition to introductory conference, lecturers should also encourage the web-based courses. 31% of the respondents 'agreed' and 24% 'strongly agreed' that one role of the lecturers should be encouraging the students to follow web-based courses. Lecturers can reach the students via email and inform them about the latest updates available in the system.

4.3. DISCUSSION

This part of the study discusses the four research questions mentioned at the beginning of the study. These research questions aim to discover how ready the students are for online ELT courses, how effective the Basic English courses given over Web TV, whether the students favour traditional courses or online courses, and what they think about the instructor, course materials, and exam questions.

4.3.1. How Ready are the Students at Atatürk University for the Online ELT Courses?

Basic English courses given at Ataturk University in traditional classrooms began to be given online in 2012-2013 academic year. In addition to the course materials which included videos and digital documents, live courses began to be given in 2013-2014 Academic Year. How ready the students for these online ELT courses are was analysed through a questionnaire. Technology use, previous similar learning experience, self-learning and self-motivation of the learners may determine how ready the learners are for the web-based courses.

In order to discover whether the learners are ready for online ELT courses in terms of technology use, various questions were asked. 37% 'strongly agreed' and 32% 'agreed' that they had the necessary electronic devices such as a smart phone or computer to access and view the course materials. 43% 'agreed' and 25% 'strongly agreed' that they were good at using computers; 42% 'agreed' and 38% 'strongly agreed' that they could perform some tasks on the internet such as downloading a file, saving it to a folder and sending it to a friend. Moreover, 36% 'strongly disagreed' and 21% 'disagreed' that they faced problems related to internet access. These findings show that the majority of the learners have enough computer skills to follow the courses online.

Previous video-based learning experience was also explored. 32% 'agreed' and 20% 'strongly agreed' that they had watched video-based courses over some video sharing websites such as YouTube prior to the application. 28% 'agreed' and 26% 'strongly disagreed' that they could learn languages over the videos. Based upon these findings, though many learners were not sure if they could learn English via videos, the majority of the learners had previous learning experience with videos.

Self-learning is required by the students of distant education as they are generally left with course materials alone. 31% 'agreed' and 24% 'strongly disagreed' that they could learn English by themselves. 29% of the respondents were 'not sure' while 24% 'strongly disagreed' that they could learn languages through the learning plan they created. 39% 'agreed' and 26% 'strongly agreed' that they preferred studying for the exams alone. Based upon these findings, it can be concluded that the learners are very different in terms of self-learning.

To realize self-learning, self-motivation is essential. The importance of the target language for the students is critical for learner motivation. 57% of the respondents 'strongly agreed' and 20% 'agreed' that they should improve their English. 28% 'strongly agreed' and 21 'agreed' that it was fun to gather information via technology. 35% 'agreed' and 24% 'strongly agreed' that it was a great comfort to watch videos anytime, anywhere. The instructor also gave some tips about exams in these course videos, which was appreciated by the learners. Based upon these findings, it can be

concluded that self-motivation of the learners can be enriched by informing the students well about the facilities provided online.

4.3.2. How Effective are the Basic English Courses Given on Web TV?

In order to determine how effective the web-based live courses, various questions were asked to the learners though a questionnaire. These questions mainly explored the comparison of web-based courses with traditional courses, the importance of face to face interaction in teaching, permanence of learning, influence on motivation, and feeling comfortable in directing questions to the instructors. Moreover, the participants of the respondents into these courses are also discussed.

Course attendance among learners was very low with less than 50% for 68 percent of the respondents. The total number of students that took English courses via distant education was 11.226. However, average view count number was 119.7 per video. The majority of the respondents (41%) were not also certain about the difficulty of course materials. Even though, 42% 'agreed' and 38% 'strongly agreed' that they could gather any information over the internet with ease, 29% 'agreed' and 22% 'strongly agreed' that they could obtain course materials over the system. These findings show that web-based live courses are not popular among the great majority of the learners.

32% of the respondents 'strongly disagreed' 30% were 'not sure', and 24% 'agreed' that web-based courses were more effective than traditional courses. 29% were 'unsure', 24% 'agreed', and 24% 'strongly disagreed' that web-based courses ensured permanent learning. While many students did no share similar views on the effectiveness of web-based courses, 45% 'agreed' and 19% 'strongly agreed' that video-based courses required more self-study and discipline. 26% 'strongly agreed' and 25% 'agreed' that technology-based online courses increased the motivation of learners for language learning, which was necessary for promoting self-study.

For the great majority of the learners (46% 'strongly agree', 28% 'agree'), face to face interaction is essential for language learning. 28% were unsure and 22% 'strongly agreed' that they felt more comfortable in asking questions to a lecturer on the

internet than in the classroom. Web-based courses were given live, however the program did not support live conversations.

The overall findings indicated that the less popularity of the program had a negative effect on the success of the program in its first year. Web-based live courses were not followed by the great majority of the respondents. Nevertheless, the majority of the learners have computer skills and know what distant education courses require, and it can be a fun activity, so promoting web-based live courses would foster course effectiveness in the following years.

4.3.3. What Type of Language Learning do the Students Prefer, Traditional or Online?

In the comments section, some students mentioned that they favoured traditional courses. Moreover, 32% of the respondents 'strongly disagreed', 30% were 'not sure', and 24% 'agreed' that video-based courses were more effective than the courses given in the traditional classrooms. 45% 'agreed' and 19% 'strongly agreed' that video-based courses required more self-study and discipline than the traditional courses. However, 24% 'strongly disagreed' and 15% 'disagreed' that they could learn a foreign language by themselves. These findings show the majority of the learners are aware of what the distant education require from them, but they do not think that they are good self-learners to be successful in online courses.

One drawback of the online courses mentioned in the questionnaire responses was the inability of the learners to communicate with the instructor immediately. 31% of the respondents 'strongly agreed' and 26% 'agreed' that they wanted to connect online courses and ask questions to the instructor live. Even though, many students preferred traditional courses over online courses, web-based courses seem to be given in the following years at Ataturk University. For this reason, the ways to make online courses more popular among learners are given in the conclusion part of the study.

4.3.4. What do the Students Think about the Language Instructor, Course Materials, and Exam Questions?

Review of the instructor involved various questions. For the majority of the learners (35% of the respondents 'agreed' and 20% 'strongly agreed') the instructor gave a comprehensible course. 35% 'agreed' and 28% 'strongly agreed' that doing exercises at the end of each course was useful. 46% of the respondents 'agreed' and 17% 'strongly agreed' that the instructor followed a course plan while giving the courses over the Web TV. 39% 'agreed' and 22% 'strongly agreed' that he also emphasized the important points. These findings indicated that the participants were satisfied with the course instructor.

Course materials were always available for language learners. 39% of the respondents were 'not sure', 27% 'agreed', and 19% 'strongly agreed' that course book was confusing. Based upon these findings, it can be concluded that the majority of the respondents either think the course book is confusing or have no idea about that. Since a great deal of students are unsure if the course book is confusing or not, it can also be concluded that course book is not followed by them.

Similarly, 41% of the respondents were not sure whether the course materials in the system were a lot more difficult than my they could understand. 21% 'agreed' and 15% 'strongly agreed' that it was difficult for them to comprehend the course materials in the system. These findings also show that the course materials may not be not followed by the majority of the learners.

The language level of the exam questions may foster the motivation of learners towards language classes. 35% of the respondents were 'not sure', 19% 'strongly disagreed' that the exam questions were easier than the ones explained in the class. These finding also show that the majority of the respondents are not keen followers of the courses. As is stated before, the ones that follow the courses regularly expresses their appreciation on exam tips given by the instructor.

CHAPTER FIVE

CONCLUSION

5.1. OVERVIEW OF THE STUDY

Distant education is getting widespread among the universities in Turkey. Almost all of the courses given in traditional classrooms can be given online thanks to the developments in communication mediums. Ataturk University did not remain indifferent to this new trend. Distant Education Application and Research Centre is responsible for the distant education courses provided at Ataturk University.

Basic English, Ataturk's Principles and Reforms, Turkish Language, and Fundamental Concepts of Law courses are given online at Ataturk University. In this study, the application of Basic English courses was studied. The Basic English courses began to be given online in 2012-2013 academic year. In the first year, course materials were composed of course videos and pdf files; however, live courses were made available for students in the second year. The four different courses mentioned above were given live consecutively from 1 pm to 5 pm every Monday over Web TV, a local video conferencing software available on university website. The allocated time for English courses was one hour; from 3 pm to 4 pm, and the program lasted for 28 weeks.

In order to evaluate the application of Web-based live courses given at Ataturk University, an online questionnaire was conducted among 80 respondents. The questionnaire stayed for 40 days on the webpage of the Distant Education Application and Research centre. Moreover, the link of the questionnaire was sent via email to the students who take web-based live English courses.

The questionnaire had three main parts. The first part of the questionnaire investigated what the students liked and disliked about the courses given live over Web TV. The second part of the questionnaire dealt with gathering personal details of the respondents like their gender, faculty or vocational school, and percentage of attendance to the courses given live over Web TV. The third part of the questionnaire was composed of 44 selected questions that evaluated the effectiveness of web-based live courses given at Ataturk University.

The third part of the questionnaire was also sub divided and the questions were analysed under 8 titles. Whether the respondents had previous learning experience with videos, whether they are good self-learners, whether they are good at using electronic devices, whether the program given over Web TV is effective, whether the program is practical, whether the students favour traditional courses or online courses, and what they think about the instructor and the course materials were explored through the questionnaire responses.

Just like any new program, web-based live courses given at Ataturk University has some lacking points that can be eliminated or lessened. Based on the findings received from the questionnaire, these lacking parts of the program were determined and some valuable suggestions were made to give web-based live courses much better in the following terms.

5.2. CONCLUSION

The developments in technology has changed the lives of people. One of the significant changes has occurred in the way people gather information. Televisions, radios, computers, tablet computers, and smart phones are some of the commonly used electronic devices that help people communicate and gather information. Foreign language teaching environment is also affected by these developments in technology. Universities and other language teaching institutions has begun to provide courses online. Ataturk University has been giving Basic English, Ataturk's Principles and Reforms, Turkish Language, Fundamental Concepts of Law courses thorough distant education for the last two years. This study mainly focused on the evaluation of web-based live English courses, which started to be made available for learners in 2013-2014 academic year.

The questionnaire conducted to discover how effective the web-based live English courses was analysed under three sections. The first part of the questionnaire explored what the learners liked and disliked about the program. The second part of the questionnaire gathered the personal details of the respondents and their participation in the web-based course. Finally the last part of the questionnaire did a general review of the program based on 44 selected click to fill out questions.

When the students were asked what they liked and disliked most about the web-based live courses, various responses were received. Some features of the program appreciated by the respondents were: watching the course videos with slides again and again, lots of examples and good presentation, suggestions for exams, clear, informative comprehensible courses, and it saves time and it encourages systematic study.

What the respondents did not like most about the web-based live courses were: long video durations, high English level used, lack of announcement about the courses, lack of face-to-face interaction and student participation, and the grammar-based content of the courses. Both the negative and positive comments on web-based courses will be taken into consideration in developing a more comprehensible web-based language course in the following years.

Respondents study at 41 departments of 12 different faculties, 4 different vocational schools and 1 college-level school of Ataturk University. The majority of the respondents (68%) followed less than 50% of the courses. 23% of them followed between 50 and 75% of the courses while 9% followed more than 75% of the respondents.

Click-to-fill out questionnaire was divided into 8 sections so that the questions could be analysed in detail. In the first part, the previous learning experiences of learners were explored. The majority of the respondents (32% strongly agree; 20% agree) were familiar with and were ready for video-based language courses. Even though, 12% of the respondents 'strongly disagreed' and 11% 'disagreed' that they lacked the electronic devices for language learning and did not prefer video-based courses, 28% 'agreed', 17% 'strongly agreed', which was the majority, that they could learn English through video-based courses.

Self-learning features of the learners were explored in the following part of the questionnaire. 31% 'agreed' and 11% 'strongly agreed', which was the majority, that they could learn a language by themselves. The majority of the leaners, 29%, were 'not sure', 24'strongly disagreed', 19% 'agreed' that they could learn through the learning plan they created. The number of respondents who thought that they could learn a foreign language outside the classroom was almost equally spread. The number of

students who thought and who did not think that they were good self-learners were quite close. These findings showed that learner types were quite diverse.

The use of technology among learners was also explored. 25% of the respondents 'strongly agreed' and 43% 'agreed' that they were good at using computers. 37% of the respondents 'strongly agreed' and 42% 'agreed' that they could easily access and download information over the internet. Similarly, 22% 'strongly agreed' and 29% 'agreed' that they could view, download, and send course materials on the system to their friends. 26% 'strongly agreed' and 32% 'agreed' that they managed to access course videos on the system. These findings show that, though some students think they need assistance in computer use (11% strongly agree) the majority of the respondents have enough basic computer skills to view the course materi1als provided for them online.

32% 'strongly agreed', 30% were 'not sure', and 24% 'agreed' that video-based courses were more effective than traditional courses. 29% were 'not sure', 24% 'strongly disagreed', and 24% 'agreed' that web-based courses ensured permanent learning. 45% 'agreed' and 19% 'strongly agreed' that video-based courses required more self-study and discipline. 26% 'agreed' and 25% 'strongly agreed' that technology-based online courses fostered learner motivation. Based upon these findings, it can be concluded there is not much common idea among learners towards the effectiveness of web-based live courses.

The majority of the respondents (28% 'agreed', 17% 'strongly agreed') thought that web based live courses could save both time and money. Moreover, 36% 'agreed' and 27% 'strongly agreed' that these courses provide opportunity for learning away from the campus. 35% 'agreed' and 24% 'strongly agreed' that it was a great comfort to watch videos anytime, anywhere. These findings proved the practicality of the program for many learners.

The instructor and course materials were reviewed through various questions. For the majority of the learners (35% 'agreed' and 20% 'strongly agreed') courses given by the instructor were comprehensible. 35% 'agreed' and 28% 'strongly agreed' that the exercises done at the end of each course was useful for the learners. 46% of the respondents 'agreed' and 17% 'strongly agreed' that a course plan was followed while

the instructor was giving the courses over the Web TV. 39% 'agreed' and 22% 'strongly agreed' that they were satisfied with the emphasized important points by the instructor.

5.2.1. What can be done to make Web-Based Live Courses more Popular among Learners?

Web-based live courses is a new way of teaching English courses at Ataturk University. This new program can become more popular by giving a conference at the beginning of the term about web-based live courses, by altering the content and topics of the courses, by adding listening and speaking sections, by teaching some basic computer skills, and by adding credits to the English courses.

As English instructors, at the beginning of each semester, we send emails to the students via system about the web-based courses given at Ataturk University. Moreover, the posters of the courses are hung on the billboards of departments and schools. However, these type announcements may fail to inform the students well about the distant education courses. Some students do not check their emails, and the posters can be removed from the billboards. Although the students know the existence of the program, they may not know how and where they can achieve the course materials.

Giving a conference at the beginning of the term and informing the students about the features of the program seem to be a good idea to make the application popular among the students. Actually, one of the survey questions was about this issue. 47% of the respondents 'strongly agree' and 23% 'agree' that in order to inform students and academics, a conference about the distant education system should be given at the beginning of the education year.

Doing some changes on the content and topics of the course may make English courses more comprehensible and exciting for the learners. This process is a demanding one as it involves changes in the course books and materials. 27% 'agree' and 19% 'strongly agree' that the course book is confusing. The course involves various topics, some of which are hard to understand by the learners. It involves exercises at the end of each unit, however some exercises involve questions which are not mentioned in the explanation part.

Adding listening sections seems to motivate the students to learn a foreign language. The course materials, including videos and word documents are mostly based on grammar and some reading. Indeed, some criticism have been received by students that the courses mainly focus on grammar, which may be boring for the learners. Since a language is not composed of merely grammar, adding listening sections may make the courses more attractive. Depending on the topics of the week, related dialogues can me prepared and made available to the learners. Since there are some English language teaching assistants from the United States, working at Ataturk University, it would not be problem to ask for help from the native speakers.

Some students mentioned that they are not very good at using computers. 22% of the respondents 'agree' and 11% 'strongly agree' that they need assistance in computer use. In the first year of the university, basic information technology course is given to the students. One lesson of these basic information technology courses may involve how to access web-based course materials and how to gather information over the internet.

Basic English courses given at Ataturk University via distant education has no credit points. Students either pass or fail the test. This can be one of the reasons why English is ignored by some students. Some students are motivated and take it seriously if a course has a credit point value. Adding credit points to the English courses may help increase the popularity of these courses among learners.

To sum up, there are various ways to promote web-based live courses such as giving a conference at the beginning of the term about web-based live courses, altering the content and topics of the courses, adding listening and speaking sections, teaching some basic computer skills, and adding credits to the English courses. All of these suggestions must be discussed with the course mentors and administrators so that web-based courses can become more effective in the following years.

5.3. PROSPECTS FOR FURTHER RESEARCH

The research done in this study focused on analysing the effectiveness of web-based live courses given at Ataturk University. The newly started application seems to have lacking points or it needs some improvement. A more detailed research can be

done in the following years if the suggestions to promote web-based live courses are applied. This study focused on English courses, however there are 3 other courses given like English: Ataturk's Principles and Reforms, Turkish Language, and Fundamental Concepts of Law courses. A more detailed study based on all of these distant education courses can be conducted.

5.4 LIMITATIONS OF THE STUDY

Ataturk University started giving web-based live courses in 2013-2014 academic year. As it is a new type of teaching, it is not easy to see the outcomes of the program. Literature review part of the study was hard to create as there are not many other similar samples of teaching. Therefore, the study failed to compare its results with other studies conducted in this field. The participants of the questionnaire were 80. In order to get more reliable results, the number of the respondents to the questionnaire could have been more than 80.

REFERENCES

Debela, N. (2004). ''A Closer Look at Distance Learning from Students' Perspective: a Qualitative Analysis of Web based Online Courses'', *Systemics, Cybernetics and Informatics 2*(6), 87-90.

Hubbard, P. (Ed.) (2009). *Computer Assisted Language Learning: Vol 1,* Critical Concepts in Linguistics. London: Routledge.

Ismail, A., Almekhlafi, A. & Al-Mekhlafy M. (2010). ''Teachers' Perceptions of the use of Technology in Teaching Languages in United Arab Emirates' Schools'', *International Journal for Research in Education*, Retrieved January 8, 2014 from: http://www.cedu.uaeu.ac.ae/en/research-innovation/journal/pdf/pdf27/7 .pdf

Jin, L. and Deifell, E. (2013). ''Foreign Language Learners' Use and Perception of Online Dictionaries: A Survey Study'', *Merlot Journal of Online Learning and Teaching*, 9(4), 515-532.

Mehta, N. K., (2012). ''Mobile Phone Technology in English Teaching: Causes & Concerns by Naveen K Mehta, Mobile Phone Technology in English Teaching: Causes & Concerns''. *MJAL*. Retrieved January 18, 2014 from: http://www.mjal.org/removedprofiles/2013/Mobile%20Phone%20Technology.p df

Mouhadjer, N. (2013). ''Online Video-Based Interaction: A Learning Arrangement for English Language Teaching'', *Global Partners in Education Journal*, 3(1), 22-35.

Nielson, K. B., (2011). ''Self-Study with Language Learning Software in the Workplace: What Happens?'', *Language Learning & Technology*, 15(3), 110-129. Retrieved February 22, 2014 from: http://llt.msu.edu/issues/october2011/nielson.pdf

Nurmukhamedov, U. (2012). ''Online English - English Learner Dictionaries Boost World Learning'', *English Teaching Forum*, No. 4. Retrieved February 24, 2014 from: http://files.eric.ed.gov/fulltext/EJ997532.pdf

Pacheco, A. Q., (2005). ''Web-Based Learning (WBL): A Challenge for Foreign

Language Teachers'', *Revista Electrónica "Actualidades Investigativas en Educación.* 5(2).

Peacock, M. (2013). [foreword] I*nnovations in Learning Technologies for English Language Teaching.* Motteram G. (Ed.)

Pim, C. (2013). "Emerging Technologies, Emerging Minds: Digital Innovations Within The Primary Sector". *Innovations in Learning Technologies for English Language Teaching.* Motteram G. (Ed.)

Ram, A.R. and Chaudhuri S. (2012). *Video Analysis and Repacking for Distance Education* [Electronic form]. New York: Springer Science+Business Media.

Ranalli, J. (2013).''Online Strategy Instruction for Integrating Dictionary Skills and Language Awareness''. *Language Learning & Technology*, 17(2), pp 75-99. Retrieved February 22, 2014 from: http://llt.msu.edu/issues/june2013/ranalli.pdf

Thurrott, P. (2011). ''Better Reading Through Technology''. Retrieved October 14, 2013 from:http://winsupersite.com/article/mobile-computing-devices/reading -technology-136102

Sarre, C. (2011). "Computer - Mediated Negotiated Interactions: How is Meaning Negotiated in Discussion Boards, Text Chat and VideoConferencing?" In S. Thouësny & L. Bradley (Eds.), *Second Language Teaching and Learning With Technology: Views of Emergent Researchers* (pp. 189-210). Dublin: Research-publishing.net

Shawcross, P. (2004). Technology in Language Teaching, ICAO Aviation Language Symposium [Powerpoint Slides], Retrieved January 12, 2014 from: http://www.icaea.pata.pl/ppt/P.ShawcrossLanguage%20Learning%20and%20Technology.pdf

Shyamlee, S. D. and Phil, M. (2012). ''Use of Technology in English Language and Teaching and Learning: An Analysis'', *International Proceedings of Economics Development and Research.* Retrieved January 13, 2014 from: http://www.ipedr.com/vol33/030-ICLMC2012-L10042.pdf

Viatonu, O., Kayode, E. T. (2012). ''Improve the Teaching and Learning of English Langauge Through the use of Information and Communication Technology: Prospects and Challenges'', Retrieved January 8, 2014 from:

http://conference.pixelonline.net/ICT4LL2012/common/download/Paper_pdf/38
-IBT104-FP-ViatonuICT2012.pdf

Yang, S. C. and Chen, Y. (2007). ''Technology-enhanced Language Learning: A Case
Study''. *Computers in Human Behavior,* Retrieved January 16, 2014 from:
http://www.u.arizona.edu/~piskula/TechEnhanceLangLearning.pdf

APPENDICES

Appendix 1

AÇIK SINIF WEB TV INGILIZCE DERSİ DEĞERLENDİRME ANKETİ

Değerli öğrenciler,

Bildiğiniz gibi uzaktan eğitim yoluyla İngilizce derslerini Pazartesi günleri 15:00-16:00 saatleri arasında Açık Sınıf Web TV sayfasından canlı olarak yayınlıyoruz ve daha sonra da izleyebilmeniz için sistemde sürekli bulunduruyoruz. Vereceğiniz cevaplar dersin işleyişi için çok önemlidir. Katkılarınız için teşekkür ederiz.

Okt. Tevfik Darıyemez

A. AÇIK SINIF WEB TV İNGİLİZCE DERSİ

1. Internet üzerinden verilen Açık Sınıf Web TV Videolu İngilizce Dersinin en beğendiğiniz yönlerini ayrıntılı olarak açıklayınız.

----

2. Uygulamanın en beğenmediğiniz yönlerini ayrıntılı olarak açıklayınız.

B. KİŞİSEL BİLGİLER

1.   Fakülteniz   : ---------------------------------------
2.   Bölümünüz   : ---------------------------------------
3.   Cinsiyetiniz   : ---------------------------------------
4.   Açık Sınıf Web TV derslerine Katılım Durumunuz Nedir?

     ☐ % 50'den az   ☐ %50-%75   ☐ %75-%100

C. VİDEOLU DERS ANLATIMININ DEĞERLENDİRİMESİ

Videolu Ders anlatımı Deneyimi	Kesinlikle Katılı-yorum (%)	Katı-lıyorum (%)	Karar sızım (%)	Katıl-mıyorum (%)	Kesinlikle katıl-mıyorum (%)
Videolu anlatılan dersleri izleyebilmek için bilgisayar, tablet bilgisayar veya akıllı telefon gibi bir elektronik alete sahibim.					
Videolu ders anlatımlarından yabancı dil öğrenebiliyorum.					
İngilizce öğretiminde videolu ders anlatımı iyi bir fikirdir.					
Daha önce Youtube vb. video paylaşım sitelerinden İngilizce ders anlatımı videolarını izlemiştim.					

Kendi Kendine Öğrenme	Kesinlikle Katılı-yorum (%)	Katı-lıyorum (%)	Karar-sızım (%)	Katıl-mıyorum (%)	Kesinlikle katıl-mıyorum (%)
Yabancı dil öğrenmek benim için çok önemlidir.					
Kendi başıma yabancı dil öğrenebileceğimi düşünüyorum.					
Bir çalışma planı oluşturup, kendi kendime öğrenebiliyorum.					

Planlı, proğramlı çalışırım.					
İngilizce'yi sınıf ortamının dışında da öğrenebileceğimi düşünüyorum.					
Sınavlara tek başıma çalışmayı tercih ederim.					

Öğrenciler arasında Teknoloji Kullanımı	Kesinlikle Katılıyorum (%)	Katılıyorum (%)	Kararsızım (%)	Katılmıyorum (%)	Kesinlikle katılmıyorum (%)
Teknolojiyi kullanarak bilgi edinmek bana keyif veriyor.					
Düzenli olarak kullandığım bir e-mail adresim var.					
İhtiyaç duyduğum bir bilgiye internet yoluyla ulaşıp, bulduğum dosyaları indirip, onları oluştuduğum bir klasöre kaydedebiliyorum.					
Sistemdeki ders materyallerini indirip, e-mail yoluyla bir arkadaşıma gönderebilirim.					
Bilgisayar kullanmakta oldukça iyiyim.					
Sistem üzerinden Yabancı Dil videolarına kolayca erişebiliyorum.					
Kullandığım elektronik aletlerde ders videolarını oynatmakta sıkıntı çekiyorum.					
Bulunduğum yerde internet erişiminde sıkıntı yaşıyorum.					

Teknolojiyi iyi kullanamadadığım için kolay pes edebilirim.					
Bilgisayar kullanmakta desteğe ihtiyacım var.					

Programın Etkinliği	Kesinlikle Katılıyorum (%)	Katılıyorum (%)	Kararsızım (%)	Katılmıyorum (%)	Kesinlikle katılmıyorum (%)
Videolu ders anlatımı sınıftaki geleneksel eğitimden etkilidir.					
Açık sınıf Web TV uygulaması öğrenmenin kalıcı olmasını sağlamaktadır.					
İngilizce eğitimimin en iyi şekilde gerçekleşmesi için yüz yüze etkileşim gereklidir.					
Canlı sınıf derslerinin teknolojiye dayalı olması dil öğrenimindeki motivasyonumu arttırır.					
Geleneksel derslere kıyasla videoya dayalı derslerde başarılı olmak için bireysel çalışma ve disiplin daha gereklidir.					
Sınıf içindeki bir derste, arkadaşlarımın yanında eğitmene soru sorarken çekinebilirim, ama internette daha rahatım.					

Programın Pratikliği	Kesinlikle Katılıyorum (%)	Katılıyorum (%)	Kararsızım (%)	Katılmıyorum (%)	Kesinlikle katılmıyorum (%)
Açık Sınıf Web TV uygulaması sayesinde hem maddi yönden hem de zamandan tasarruf sağlıyorum.					
Web TV dersleri, kampüsten uzakta yaşayan öğrenciler için iyi bir öğrenme fırsatı sunar.					
Dilediğim yerde ve zamanda Web TV videolarını izlemek büyük bir rahatlıktır.					

Öğretim Elemanın ve Sınav Sorularının Değerlendirilmesi	Kesinlikle Katılıyorum (%)	Katılıyorum (%)	Kararsızım (%)	Katılmıyorum (%)	Kesinlikle katılmıyorum (%)
Öğretim elemanı konuları açık, anlaşılır bir dille anlatmıştır.					
Verilen örnekler konuyu daha iyi anlamamı sağlamıştır.					
Dersleri bir plan çerçevesinde işlemiştir.					
Arasınav ve final soruları ders içeriğine uygun olarak hazırlanmıştır.					
Ders kaynaklarındaki konularla öğretim elemanın anlattığı konular birbirleriyle tutarlıydı.					
Öğretim elemanın, konuyu anlattıktan sonra konuyla ilgili alıştırmalar yapmasını faydalı buluyorum. .					

Sınavlardaki sorular derste anlatılanlardan daha basitti.					
Öğretim elemanı dersi iyi anlatıyor, ama ben yine de anlayamıyorum.					
Dersle ilgili önemli yerleri vurgulamıştır.					

Ders materyallerinin Değerledirilmesi	Kesinlikle Katılıyorum (%)	Katılıyorum (%)	Kararsızım (%)	Katılmıyorum (%)	Kesinlikle katılmıyorum (%)
Uzaktan eğitim ders kitabını karmaşık buluyorum.					
Sistemdeki ders materyalleri seviyemin çok üstünde.					

Diğer Sorular	Kesinlikle Katılıyorum (%)	Katılıyorum (%)	Kararsızım (%)	Katılmıyorum (%)	Kesinlikle katılmıyorum (%)
Açık Sınıf Web TV derslerine canlı bağlanıp soru sorabilmek istiyorum.					
Maddi gücü zayıf olan öğrencilere bilgisayar temin edilmeli.					
Bulunduğumuz fakültelerde, yüksek okullarda dönem başlarında uzaktan eğitim programları hakkında konferans verilip,					

öğretim araçları hakkında öğrenciler ve öğretim elemanları bilgilendirilmeli.					
43. Öğretim elemanları Açık Sınıf Web TV uygulaması teşvik etmeli.					

APPENDIX 2

QUESTIONNAIRE ON WEB BASED LIVE COURSES

Dear Students,

Please fill-out the questionnare about the web-based live English courses given between 3 and 4 pm. on Mondays over Web TV at Ataturk University. Thank you very much for your sincere answers in advance.

Instructor Tevfik Darıyemez

A) Web-Based Live Courses

1. What do you like most about web-based live courses?

   ……………………………………………………………………………………

   ……………………………………………………………………………………

2. What do you dislike about web-based live courses?

   ……………………………………………………………………………………

   ……………………………………………………………………………….....

B) Personal Details

1. Faculty   : ....
2. Department :........................
3. Gender   :........................
4. Percentage of attendance to web-based live courses:

   ☐ less than 50% ☐ 50%-75% ☐ 75%-100%

C) Analysis of Web-based Courses

Learning Experience with Video-Based Courses	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I possess an electronic device such as a computer, tablet computer or smart phone to watch video-based courses.					
I can learn foreign languages through courses based on videos.					
It is a good idea to teach English via videos.					
I had watched video-based courses on some video-sharing websites such as YouTube prior to these courses					

Self Learning	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
Learning a foreign language is very important for me.					
I think that I can learn a foreign language by myself.					
I can learn by myself trough the learning plan I					

created					
I follow a study plan.					
I think I can learn English outside the classroom.					
I prefer studying for the exams alone.					

The use of Technology among learners	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
It is fun to gather information by using technology.					
I have got an e-mail address that I use actively.					
I can easily access and download an information I need over the internet. I can save the files into the folder I created.					
I can download the course materials from the system and e-mail them to my friends.					
I am quite good at using computers.					
I can easily access the course videos available on the system.					
I have difficulty in watching course videos on electronic devices.					
I face problems related to internet access.					
I can easily give up as I cannot use technology well.					
I need assistance in computer use.					

Effectiveness of the Program	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
Video-based courses are more effective than the courses in traditional classrooms.					
Courses given over Web-TV ensure permanent learning.					
Face-to-face interaction is essential for a best English learning environment.					
That the online courses are based on technology increases my motivation for language learning.					
In comparison to traditional courses, video based courses require more self-study and discipline.					
I feel more comfortable in asking a question to the lecturer on the internet than in the classroom.					

Practicality of the Program	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I can save both time and money thanks to the web-based courses.					
Web-based courses provide a learning opportunity for students away from the university campus.					

It is a great comfort to watch Web TV course videos anytime, anywhere.					

Review of the Instructor and Exam Questions	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
The instructor gives a comprehensible course.					
The examples given helps me understand the topics better.					
The instructor follows a course plan.					
Midterm and final exam questions are prepared in accordance with the course content.					
The topics taught by the instructor are in parallel with the topics presented in the course materials.					
The instructor does some exercises at the end of the course, which is very useful.					
The exam questions are easier than the ones explained in the class.					
The instructor gives a good lesson, even so I do not understand.					
The instructor emphasizes the important points.					

Review of the Course Materials	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I find the course book confusing.					
Course materials in the system are a lot more difficult than I could understand.					

Other Questions	Strongly Agree (%)	Agree (%)	Not Sure (%)	Disagree (%)	Strongly Disagree (%)
I want to connect to web-based courses live and ask questions.					
Computers should be made available for students with financial difficulties.					
In order to inform students and academics, a conference about the distant education system should be given at the beginning of the education year.					
Lecturers should encourage students to follow web-based courses.					

CURRICULUM VITAE

Personal Information	
Name Surname	Tevfik Darıyemez
Birth Place & Date	Fethiye - 1986
Education	
BA	Karadeniz Technical University, English Language and Literature, 2010
MA	Ataturk University, Institute of Social Sciences, English Linguistics, Present
Foreign Languages	English: YDS - A
Scientific Activities	
Professional Experience	
Training	Grundtvig Assistant, 2011, Germany
Projects	
Company	Ataturk University - Present
Contact	
E Mail	dariyemez48@gmail.com
Date	24.06.2014