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A MASTER'S THESIS

PERSPECTIVES OF PRIMARY SCHOOL STUDENTS AND THEIR PARENTS ON ONLINE ENGLISH LESSONS IN WESTERN THRACE, GREECE DURING THE COVID-19 PANDEMIC PERIOD

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Title: Perspectives of Primary School Students and Their Parents on Online English Lessons in Western Thrace, Greece During the Covid-19 Pandemic Period

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ABSTRACT

In 2019 all the world suddenly faced the reality of a worldwide disease, Covid-19. Nearly all levels of educational institutions turned their formal education system into online education in order to take the necessary precautions to prevent the spread of the virus and to not interrupt the teaching and learning process. This study is focused on the online English language education of primary school students during the coronavirus pandemic whether their demographic background show differences on their perceptions. Furthermore, it has been investigated that having the necessary technology or experiencing difficulties while attending online lessons have affected their perceptions or not. A mixed method research was designed, quantitative data were obtained from the students with the 'Secondary School Students' Distance Education Perceptions Scale', and the thoughts of both students and parents were analyzed with qualitative research using structured interview questions. In the 2020-2021 academic year, 100 primary school students in the Western Thrace region of Greece responded to the scale, 53 of them answered the interview questions and the opinions of 38 parents were obtained through the structured interview questions designed for them. The findings of the scale revealed that all the participant students had the necessary technology to attend the online English lesson. However, the majority of the students sometimes experienced problems while attending the lessons online. In addition, based on the results of the study it was uncovered that the perception levels of the students decrease when their years of learning English increase. The results of the interview questions revealed that half of the students found easy to follow the online English lessons and half of them difficult. Most of them had a silent environment to attend the lessons and communicated easily with friends and teacher. The parents' answers on the other hand showed that most of them were satisfied with the online English lessons conducted during the pandemic period.

Key words: Pandemic period, online education, primary school students, online English language education

Başlık: Covid-19 Pandemi Döneminde Yunanistan Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Dersleri Üzerine Öğrenci ve Veli Görüşleri

Yazar: CHIOUDA ALI

ÖZET

2019 yılında tüm dünya aniden dünya çapında yayılan Covid-19 virüsü gerçeğiyle karşı karşıya kalmıştır. Eğitim kurumlarının neredeyse tamamı, virüsün yayılmasını önlemek adına gerekli önlemleri almak ve eğitim-öğretim sürecini kesintiye uğratmamak için örgün eğitim sistemlerini çevrimiçi eğitime dönüştürmüştür. Bu çalışma da, koronavirüs pandemisi boyunca ilkokul öğrencilerinin demografik özelliklerinin online İngilizce eğitim süreciyle ilgili farklılık yaratıp yaratmadığına odaklanmıştır. Ayrıca gerekli teknolojiye sahip olmanın veya çevrimiçi derslere katılırken sorunlar yaşamanın algılarını etkileyip etkilemediği araştırılmıştır. Araştırmada karma yöntem kullanılarak "Ortaokul Öğrencilerinin Uzaktan Eğitim Algıları Ölçeği" ile öğrencilerden nicel veriler elde edilmiş ve yarı yapılandırılmış mülakat soruları kullanılarak hem öğrencilerin hem de velilerin nitel verileri analiz edilmiştir. 2020-2021 eğitim-öğretim yılında, Yunanistan Batı Trakya bölgesinde 100 ilkokul öğrencisi ölçeği yanıtlamış, içlerinden 50'si mülakat sorularına cevap vermiş ve 38 velinin görüşleri de onlar için hazırlanan mülakat sorularıyla elde edilmiştir. Ölçek aracılığıyla elde edilen bulgular, öğrencilerin tamamının çevrimiçi İngilizce dersine katılmak için gerekli teknolojiye sahip olduğunu ortaya koymuştur. Ancak öğrencilerin büyük bir çoğunluğu derslere katılırken zaman zaman problemler yaşamıştır. Ayrıca araştırma sonuçlarına göre öğrencilerin çevrimiçi dil eğitimine ilişkin algılarında cinsiyetlerinin herhangi bir etkisinin olmadığı ancak sınıf düzeylerinin ve çevrimiçi derslere katılırken sorun yaşamalarının algılarını etkilediği ortaya çıkmıştır. Öğrencilerin İngilizce öğrenme yılları arttıkça algı düzeylerinin düştüğü de ortaya çıkmıştır. Mülakat sorularından elde edilen sonuçlar, öğrencilerin yarısının çevrimiçi İngilizce derslerini takip etmeyi kolay, yarısının ise zor bulduğunu göstermiştir. Öğrencilerin çoğunun derslere katılmak için sessiz bir ortama sahip olduğu ve arkadaşları ve öğretmenleri ile kolayca iletişim kurdukları ortaya çıkmıştır.

Velilerin yanıtları ise pandemi döneminde yapılan online İngilizce derslerinden çoğunun memnun olduğunu göstermiştir.

Anahtar kelimeler: Pandemi dönemi, online eğitim, ilkokul öğrencileri, online İngilizce eğitimi

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CHAPTER ONE

INTRODUCTION

In this chapter introduction part of this thesis has included. It has been also given place to the problem satetement, aim of the study and significance of the study. Further, assumptions, limitations, and definitions of the study has been covered.

1.1. Introduction

In this very fast changing world, human beings are facing many variations on a daily basis. Especially technological developments have affected the operation of the whole world mostly in an advantageous way, however sometimes adding some drawbacks for human life. As the world was troubling while converting daily life to a more technological one, Covid-19 pandemic showed itself and added one more shift. In the manner that it requires time to adapt innovations, people had to keep the track of new advancements in their daily life in a very short period of time. People had to isolate themselves in their homes, in order to get protected from the effects of pandemic and in the same manner nearly the whole world started to work from home online, shop online, teach and learn online and more. As well as the public and private offices, most of the educational centers all around the world transformed their educational systems into an online one as part of the physical distancing policy for preventing the contamination of the disease. In that sense online education grounded a well-regarded place in today's world for the sake of taking precautions concerning the well-being of students, families and teachers during this difficult time. Because as it is mentioned in Kundu et al. (2020) some basic measures like knowledge, attitudes, behaviors were effective in keeping the epidemics of SARS, Ebola and H1N1 human influenza flu under control.

According to the World Health Organization, Covid-19 disease is caused by the SARS-Cov-2 virus and is a highly contagious disease (WHO, 2021). Most of the people who are infected with the virus can recover without any treatment however some sensitive groups need special medical treatment. There were people even who became seriously ill and had health problems after recovery or people dying because

of coronavirus (WHO, 2021). WHO states that the best way to prevent the transmission of the disease is not approaching anybody closer than 1 meter, wearing a face mask and giving importance to hygiene because the virus can spread through small respiratory droplets when an infected individual coughs, sneezes, speaks, sings or breathes. Moreover, there will be asymptomatic Covid-19 patients who can cause viral transmission unconsciously (Leung, Lam & Cheng, 2020).

When that's the case, starting from China, where the virus first started to spread, all countries around the world took lots of sudden and serious precautions. To prevent the spread of the virus and a nationwide crisis the Chinese Government took the decision of school closure at national level (Wang, Zhang, Zhao, Zhang & Jiang, 2020). Immediately a home-schooling plan was put into effect. Schools and teachers at all levels worked heavily in order to achieve and deliver the most optimal online courses (Wang et al., 2020). While the virus had been spreading all around the world, school closure precautions in the direction of preventing the transmission of the disease were started to be taken by all nations. In that manner, Basilaia and Kvavadze (2020) have supposed in their study the distance teaching and learning and that it can be supported by technologies such as the internet, phone, radio, TV or phone messaging, or email communication during the Flu Crisis. In Greece, the interactive videoconferencing system design was proposed and implemented in elementary schools, and it was found that IVC (Interactive Video Classroom) "*plays a significant role in supporting collaborative synchronous learning activities at a distance*" (Anastasiades et al., 2010, p. 1).

The education system in Greece, and more specifically in the region of Western Thrace, where the Turkish minority people are settled, is based on traditional classroom education, where desks, whiteboards and books are used, and it is based on a weekly program for all students. Students in this region of the country are taking their education in 3 different languages, in the official language Greek, in their mother tongue Turkish and they learn English as a third language when they start primary school or in some areas at kindergarten. The compulsory primary education lasts 6 years in total, the compulsory secondary education 3 years, and 3 years of high school

education were taking place in the education system of the country. The students start primary school at the age of 6 and complete at the age of 12 generally. As well as the other countries, Greece also encouraged online education for all levels of students during the Covid-19 period for the purpose of preventing the public from the effects of the worldwide virus. As mentioned in Tzivinikou, Charitaki and Kagkara, (2021) by the time of Covid-19 Greece was familiar with the basic methods of distance education system and its dissimilarities from the traditional education, from the open education system and thus the distance teaching was the only solution for Greece during the urgent situations which force schools to shut down and so forth it has used as an alternative method once more at all educational levels.

On the other hand, online language learning (OLL), especially with regard to young students as they need special support from their teachers and families, was another significant concern during this challenging term. As discussed in the study of Blake (2000) there will be several settlements for the term OLL like a Web-facilitated class, a blended or hybrid course or a fully virtual or online course. During the pandemic period students experienced a fully online language course because as described in Blake (2000) students had never come together face-to-face. Online language learning is a student-centered active method and if the students own the required technology, they will attend smoothly to the lessons and express their opinions as like as in the classroom by engaging cognitive, metacognitive, resource management and affective strategies (Kuama & Intharaksa, 2016).

1.2. Statement of the Problem

Over and above, as the phrase goes, the most precious wealth of a person, education, gave its place to online education. Online education can be counted as a new kind of teaching and learning method which started to be discussed after innovations in technology was increased and when online courses started to be delivered through the internet world. While the arguments on the effectiveness, advantages or disadvantages of online education were continuing; another discussion during this challenging period arose. It is that; as distance education will be easily adaptable by undergraduates, could it be exigent for primary students and

preschoolers? As for preschool children, also for primary and secondary school students, big efforts needed to be made by governments in order to provide online teaching infrastructure. Flahault (2020) suggests that during the home schooling, parents should be the closest and best assistants of children, not only for seeking guidance about required school technologies but also parents are the ones who should relieve their children psychologically during the period and this assistance will increase the self-discipline of children. It could be said that this situation will be a little bit different and difficult to adapt for young learners. Thus, the environment and process of online education should be designed according to the needs of students and at the same time carrying out all the language teaching techniques.

On the other hand, Greece being a country which tries to escape from the clutches of the economic crisis, the country's less developed region is stated as the Western Thrace (16,9%) by the Hellenic Statistical Authority (ELSTAT). Moreover, there have been found nearly any study investigating the perspectives of primary school students and their parents in the region about online education and whether their demographic background and technological abilities affected their perspectives on online English education. This study searched answers to these questions.

1.3. Aim of the Study

Initially in order to design and deliver effective online English language instruction, experts suggested that instructors should know what qualifications they must have. First, according to Hodges et al. (2020) teachers are the main factors for conducting online lessons; they must follow the new technological innovations and must qualify in designing interactive lessons on the online learning platforms. In addition, the second most significant part of online education is the student, for organizing an attractive course environment, online learners should be flexible and pleased, natural, and collaborative; moreover, and most importantly they should be willing to take *"responsibility"* (Palloff & Pratt, 2003, p. 17-28, as cited in Yang & Cornelious, 2005). Last but not least, Zhou, Li, Wu and Zhou (2020) suggest that in order to cooperate with their children's independent learning, parents have to be responsible for their children to study instead of their teachers. Unquestionably parents

became influential partners of students' autonomous learning during this special period. As well as considering the teachers', students', and parents' roles, it should be paid regard to the students' access to technology, technology using abilities, learning skills, learning experiences, and learning states while organizing the content for an online English language course for a fair language acquisition by all students.

According to the information above, it was thought that it is meaningful to take students' and their parents' opinions about online English language learning process especially during the Covid-19 pandemic period. In this study, it is aimed to examine students and parents' views about online English language learning, whether they experienced the same as in the classroom, better than that or worse.

1.4. Significance of the Study

In this study online English language teaching and learning as a 'namely' brand-new perspective, especially for primary school students and their families as being supporters of their children has been thought to be important. Moreover, the topic is very current, and no research has been done in the region of Western Thrace, in Greece, on the topic of online language teaching and learning and any viewpoints of parents' and students' have been collected yet. Therefore, the present study is designed to shed light on the question of how online education experienced during the pandemic period in the region of Western Thrace, Greece and it thought to be relevant in regard to its contribution to the literature.

1.5. Assumptions of the Study

In this study the following points are assumed:

a) The researcher will comply with the research ethics.
b) The qualitative and quantitative methods are adequate for collecting answers to the research questions.
c) Participants will answer the questions according to their knowledge, opinions and tendencies.

1.6. Limitations of the Study

1. This study is limited to the English language lessons of the 4th, 5th and 6th grade primary school students and their parents.
2. The study will be conducted in the region of Western Thrace in Greece.
3. The data collection instruments of the study are restricted as a survey and interview for students and interview for parents.

1.7. Definitions of the Key Terms

Covid-19 Pandemic: Coronavirus Disease (Covid-19) is a widespread virus caused by SARS-CoV-2 which generates respiratory illness (WHO, 2021).

Distance Education: Distance education is a form of teaching and learning which uses various technologies to bring the teachers and students together who are in geographically separate areas. This kind of education uses internet, computer, e-mail or other communication tools, electronic material and the teacher and student are not obliged to meet on the platform synchronously (Berg & Simonson, 2016)

Online Education: Online education is something that requires internet access and communication tools in order to create a synchronous interaction between teachers and students. Collaborative tasks and altered online media are also integrated to the online courses (Harasim, 2000).

Online English Language Education: English language learning environment has always needed to be dynamic and interactive and the online English language learning environments engaging all the latest technology are active, flexible and create an appealing interaction among students and teachers (Harrison, 2020).

1.8. Abbreviations

DEE: Distance English Education

Covid-19: Coronavirus Disease 2019

SARS: Severe Acute Respiratory Syndrome

WHO: World Health Organization

IVC: Interactive Video Classroom

OLL: Online Language Learning

ELSTAT: Hellenic Statistical Authority

USDLA: United States Distance Learning Association

ID: Instructional Design

LD: Learning Design

VLE: Virtual Learning Environments

UNICEF: United Nations International Children's Emergency Fund

OLLS: Online Language Learning Systems

3D: Three-Dimensional

SPSS: Statistical Package for the Social Sciences

KMO: Kaiser-Meyer-Olkin Test

CALL: Computer-Assisted Language Learning

CHAPTER TWO

LITERATURE REVIEW

In this part of the study, the literature review which includes such basic issues as online education, application of online education during Covid-19 pandemic, andvantages and disadvantages of online education is presented. Moreover, online language education, components and environmental requirements of online language education is covered. The role of the teacher, student and parents in online eeucation is cited.

2.1. Online Education

The connection of two or more computers via a network in order to communicate is called being online (Kılınç, 2015). According to Kılınç (2015) online learning means the distribution of data by interactive electronic learning systems, like computers and communication lines (internet, intranet, telephone) to users for teaching purposes. As referred to by Urdan and Weggen (2000) online learning is used to refer to web-based training, e-learning, distributed learning, internet-based learning, web-based instruction, cyber learning, virtual learning, or net-based learning. The basic tools in this learning model are computers and computer networks (Kılınç, 2015). For the achievement of high-quality online learning, online teaching, and online course design lots of research, theories, models, standards, and evaluation criteria has centered on (Hodges et al., 2020). Hodges et al. (2020) state that, as it is understood from research an effective online learning results from careful pedagogical design and planning. By now, the topic of online teaching and learning has been studied for decades. Subsequently, online education and specifically online language education during a pandemic will be discussed in compliance with the related literature.

2.1.1. What is Online Education

As mentioned in Onat (2018), education, introducing several types of strategies, methods and instruments, prepares people for life. The well-known fact is that the main element of education is the human, without the individual there will be no

purpose of education. And again, the one who gives shape to the education is the person himself. Education is to educate individuals according to the changing needs of society (Kılınç, 2015). Today it is an inseparable part of human life because muscle force has given its place to intelligence. Furthermore, with the developments in the technological era, education which we can relate with mentality became more and easily reachable as the variety of learning sources. One of the commonly used forms of these resources of course suddenly became the internet. Additionally, in the recent decade nearly everyone has started to use the information, analyze it and share it with others using the internet. And these rapid developments in the field of technology necessitate a continuing teaching and learning process using all kinds of educational resources. For this reason, it is a fact that every society desires to educate students who adapt to the information age and technologies and tries to organize their education policies accordingly (Kılınç, 2015).

Şahin (2005) mentioned the idea of using the internet in distance education which has emerged due to its need and widespread use and the convenience it brings to communication. Books, mail, radio and television were used earlier, back than the evolution of the internet, during the developmental process of distance education and systems that could examine the quality and methods of education were brought in. Thereafter, it was possible for distance education to reach the desired education quality, by ensuring sufficient student - teacher, student - educational material interaction and by the emergence and the use of the internet as an educational platform. Furthermore, the widespread and affordability of the internet, caused the existence of internet-based distance education and the acceptance of the internet as a suitable tool for distance education (Al & Mardan, 2004, as cited in Şahin, 2005). Keengwe and Kidd (2010) has described the historical development of distance education briefly in the figure below.

Era	Focus	Educational Characteristics
1975-1985	Programming; Drill and practice; Computer-assisted learning CAL	Behaviorist approaches to learning and instruction; programming to build tools and solve problems; Local user-computer interaction.
1983-1990	Computer-Based Training Multimedia	Use of older CAL models with interactive multimedia courseware; Passive learner models dominant; Constructivist influences begin to appear in educational software design and use.
1990-1995	Web Based Education &Training	Internet-based content delivery; Active learner models developed; Constructivist perspectives common; Limited end-user interactions.
1995-2005	eLearning	Internet-based flexible courseware deliver; increased interactivity; online multimedia courseware; Distributed constructivist and cognitivist models common; Remote user-user interactions.
2005 – present	Mobile learning and social networking	Interactive distance courseware distributed online through learning management systems with social networking components; learning that is facilitated via a wireless device such as a PDA, a smart phone or a laptop; learning with portable technologies where the focus is on the mobility of the learner.

Figure 1. *Historical Context of Online Distance Education Development (Keengwe & Kidd, 2010, p.534)*

Arslan (2019) gives the definition of distance education according to the United States Distance Learning Association (USDLA) and it is the delivery of education to students who are far away through electronic and digital tools such as satellite, sound, image, video, graphics, multimedia, computer. Since the teacher and the student are regionally far from each other in distance education environments, electronic tools or written materials and printed materials should be used. Onat (2018) states that, teaching and planned learning takes place in the course of distance education, here teaching occurs in a different place from the student who is learning and information technologies and institutional organizations maintain the connection between the teacher and the learner.

As mentioned in Hodges et al. (2020) researchers in the field of educational technology, specifically in the subdiscipline of online and distance learning, have carefully defined terms over the years for figuring out the highly flexible design solutions that have been developed and equipped: distance learning, distributed learning, blended learning, online learning, mobile learning, and others. To date an

understanding of the important differences has not spread beyond the mostly isolated world of educational technology and instructional design researchers and professionals (Hodges et al., 2020). Moreover, in Urdan and Weggen (2000) online learning is described as a subset of distance education and embraces a wide set of technology applications and learning processes. Yadigar (2010) also figured out the subsets of distance education in a scheme.

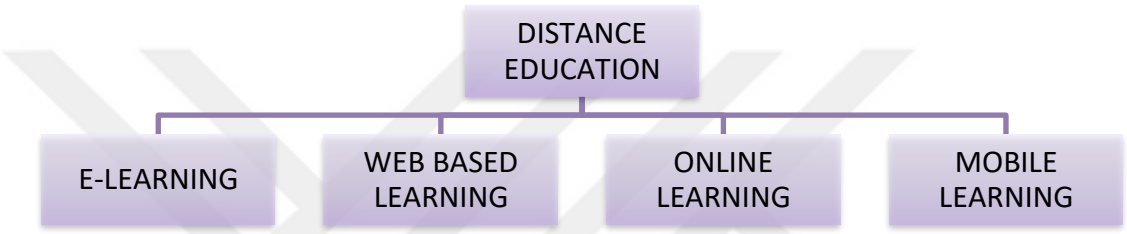


Figure 2. *Distance Education Models (Adopted from Yadigar, 2010, p.11).*

Distance education offers students different options for assisting their learning processes and links the physical distance between learner and the teacher (Onat, 2018). Although we came across with the features of distance education like personalization, customization, providing education to students who are not suitable for traditional education, mobility, being cheaper than other education systems, when distance education is mentioned, we also encounter many different models from learning with letters to online learning (Yadigar, 2010).

Online education was mentioned in Ji and Sun (2019) as a modernized type of education, where modern technology, modern education concepts and traditional education are integrated and create a fresh educational model (as cited in Zhou et al., 2020). Dabbagh and Ritland (2005) say that in this model, pedagogical tools with effective internet and web-based technology usage, are employed to create a meaningful interaction in the learning environment and facilitate learning. Anderson (2011) described the process of online teaching and learning in which the teacher and the learner are in faraway positions from each other, technology should be used to reach the educational material by the learner, technology is used to interact with the

teacher and other students during the lesson, basic support should be given to the student. In a simultaneous interactive model, the lecture given by the instructor can be followed by the students in different environments at the same time, and the students can ask questions to their teacher by chatting with audio or video and find answers to their questions in the time of the lesson (Koyunoglu, 2008; Yadigar, 2010). The convenience of online learning is its personalization, allowance of individualized attention and support when students need it most (Watson, 2008). In these environments, Singh and Thurman (2019) say that students can be anywhere for taking education and can interact with the teacher and classmates.

Online education delivers outstanding educational opportunities to all students with teachers conveying instruction using the Internet and a wide range of digital resources and content (Watson, 2008). During the online learning process, learners can interact directly with the learning content that they find in multiple formats (e.g., video, audio, document, etc.) (Huang et al., 2020) and also, they communicate and collaborate with each other. Moreover, online context is not the only target of online learning it also involves *"an extensive of computerized learning platforms and delivery methods, genres, formats and media such as multimedia, educational programming, simulations, games and the use of new media on fixed and mobile platforms across all discipline areas"* (Keengwe & Kidd, 2010, p.534). Apart from the media using, Hodges et al., 2020, suggest the nine dimensions of an effective online learning which are *"modality, pacing, student-instructor ratio, pedagogy, instructor role online, student role online, online communication synchrony, role of online assessments, and source of feedback"* (p.3).

2.1.2. Application of Online Education During Covid-19 Pandemic

At a time that the amount of information increases correspondingly with the daily advancement of technology, people have been searching for ways to access the information easily (Yadigar, 2010). Learners, who are in search of information can take advantage of choosing and using the learning tools in an efficient way, can uncover and process the information, build up knowledge, cooperate with others, express understanding and gauge the effects of learning in a detailed way (Huang et

al., 2020). On the other hand, as mentioned by Carr-Chellman (2016, p. xiv), instructional design (ID) and learning design (LD) which can be characterized as "*a process, or series of suggested steps, that teachers can use to plan, implement, and evaluate their instruction"* should be engaged in the process (as cited in Rapanta et al., 2020).

As expected, like any design process, Tennyson and Breur (2010) state that ID and LD involve decision-making and problem-solving stages (as cited in Rapanta et al., 2020). For example, lesson plans, lesson materials, implementation and management of design procedures should be included while constructing an online learning and teaching environment (Rapanta et al., 2020). And delivery of online courses as well as language courses, involve some type of interactions between students, content, and technology. What is more, some tasks referring to this interaction are categorized in the study of Coppola, Hiltz and Rotter (2002) as cognitive, affective, and managerial. Cognitive tasks mean answering the questions; analyzing and replying to questions; considering, speculating, and evaluating information; along with helping students to focus on rehearsing and retrieving information. Affective tasks are behavior related tasks which include affecting students' relationships with the instructor and with other students in the virtual classroom environment. Managerial tasks all along the course incorporate engaging the student with the lecture, with the other assisting personnel, motivating and coordinating students and observing and assessing the student's learning outcome (Keengwe & Kidd, 2010).

Alongside the tasks which should be taken into consideration during the preparation of online classroom, one more essential point is a reliable network infrastructure which assists several activities throughout the practice of online education (Huang et al., 2020). For instance, synchronous cyberteaching, which is an online video meeting method, asynchronous cyberlearning, in which students can access or download digital learning resources, and collaboration with peers via social software, all require a stable internet connection (Huang et al., 2020). In their study Sandars et al. (2020) state that, to design effective online skills training, learning is promoted when learners are engaged in solving real-world problems.

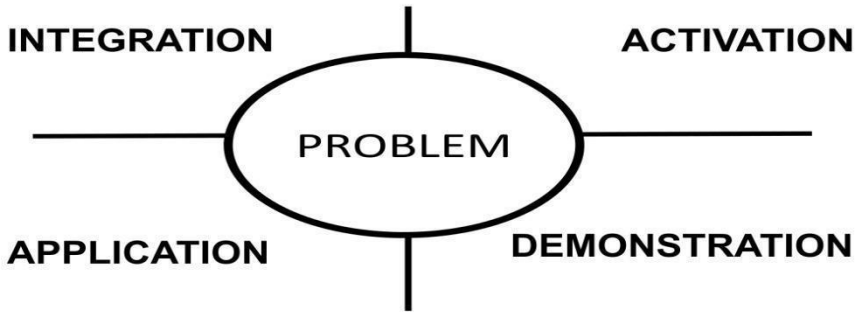


Figure 3. *Phases for effective instruction (Merrill, 2002, p.45).*

Merrill (2002) describes this important instructional design principles as:

> *a) activation: learning is promoted when relevant previous experience is activated; b) explanation and demonstration: learning is promoted when the instruction demonstrates what is to be learned; c) application: learning is promoted when learners are required to use their new knowledge or skill to solve problems; and d) integration: learning is promoted when learners are encouraged to transfer the new knowledge or skill into their everyday life* (Merrill, 2020, p. 46-50).

Sandars et al. (2020) set forth that these principles can be achieved online in quizzes (activating prior knowledge), tutorials and video's (explanation and demonstration of skills) and homework or reproduction (applying newly learned skills).

Moreover, in their research Reimers, Schleicher, Saavedra and Tuominen (2020) grouped the online education resources under three titles; 'Curriculum Resources' under which they describe all the necessary resources affecting students' acquisition like online lesson plans, videos, modules etc., 'Professional Development Resources', these resources are characterized as the ones which can back up teachers and parents in supporting and guiding learners during their online learning course and again encourage learners to learn independently at home by developing remote teaching skills of teachers and finally 'Tools' which can help conducting the

communication, learning administration systems or tools for teachers, parents or students to establish or reach educational content. As if that were not enough, while choosing a learning scheme, it should be taken advantage of the convenient and smart tools in order to:

> *"(a) help teachers effectively produce and manage resources, release notices and manage students; (b) help students obtain resources, participate in learning activities; (c) help teachers and students interact in real time; and, (d) help teachers, parents and schools understand students' learning performance and make timely school-home interaction"* (Huang et al., 2020, p. 16).

In Virtual Learning Environments (VLE) trust, encouragement and the feeling of belonging are must, feedbacks (regularly reading and commenting on students' projects) and competition or performance (Huang et al., 2020) are inseparable parts when the aim is the achievement of the student, and these conditions must be sustained by the help of the teachers, parents, and students.

On the other hand, what Hodges et al. (2020) acknowledge about the condition of the period and what we face is not something that was planned in advance and designed to be online, this will be called a crisis or emergency period which will be reverted to the face-to-face education, and it was an online transformation lasting only a short while in pursuance of supplying temporarily a reliable access to education and educational reinforcement. China was the first country where Covid-19 outbreaks and spread rapidly at the end of 2019 and again it was among the first countries applying the new online teaching method after the compulsory closure of schools. The country immediately released a handbook on facilitating flexible learning. In their handbook the title of flexible learning is characterized by various student-centered learning choices in which the learner becomes responsible for his/her education, and as a result, learners will become more qualified as self-goal-setters and self-organizers (Huang et al., 2020). On this quick shift it was expected from teachers to develop a home study plan suitable for the requirements of different students, to manage the learning content on the online teaching platform and to give feedback to the assignments, to maintain the communication between parents and students in order to support children's home-

school education processes (Dai & Lin, 2020). It is clear from the emphasis that the teachers' role multiplied suddenly with the transformation of classrooms into a virtual one under the effect of worldwide coronavirus.

2.1.3. Advantages of Online Education

While arguments have been made in opposition to online education, there are also proponents who are in support of this method of instruction. Supporters of the online education system generally suggest that the lack of face-to-face interaction can be replaced by online discussions in bulletin board systems, online video conferences or on e-mails (Blake, 2000). Additionally, Ascough (2002) claimed that online education promotes students' critical thinking skills, deep learning, collaborative learning, and problem-solving skills. Students take benefit of the World Wide Web for differentiating and personalizing their learning choices, for making the content and activities more autonomous, and for making information technology and teaching stronger (Zhou et al., 2020). Watson (2006) expresses that the advantage of online learning is its combination of rich student-teacher-peer communication and interaction, either synchronous or asynchronous, and its powerful individualized teaching within instructor-led courses. It provides the convenience of teaching and studying in anyplace and at any moment as being a flexible type of education (Mwakyusa & Mwalyagile, 2016). Donlevy (2003) asserted that *"online education may help schools expand curricula offerings with less cost and can help graduates gain important technology skills to improve their marketability"* (as cited in Yang & Cornelious, 2005). Mwakyusa and Mwalyagile (2016) highlight in their study that the process of teaching and learning online from the side of university students and lecturers will increase and promote further the teaching and learning process and also it will be cost-effective for both parties. We can think of the same for primary education too; while the state schools economize, at the same time the students will improve their technological knowledge at early ages as an extra ability besides working on their school subjects. Proponents also argue that online education can encourage non-discriminatory teaching and learning practices since the teachers and students, as well as students and their classmates typically do not meet face-to-face. Palloff, Pratt and Stockley (2001) have concluded that because students cannot tell the

race, gender, physical characteristics of each other and their teachers, online education presents a bias-free teaching and learning environment for instructors and students.

As referred to, students can take the advantage of online education in the way to multiply their learnings. Thanks to technological opportunities, the online learning environment has supported visual and auditory information facilities, and these rich audio and visual designs make education attractive and increase learning and the interaction between the teacher and the learner (Koyunoglu, 2008). What is more is that information technologies give learners the opportunity of duplication their education on the grounds that the lesson is broadcasted and gives the freedom for students to watch the lesson several times and more concentrated whenever they want even though they cannot meet their teachers for a second time (Koyunoglu, 2008). Arslan (2019) lists some of the advantages of online education as a student-centered education method, a form of education that does not prevent work, an own paced learning method, and an easy and fast way to access the information. Thus, it would be appropriate to say that online learning eliminates the limitations of study time and space and the use of certain resources as in formal education. We can define distance education as providing the opportunity to learn at any time and place, any amount and at any speed for those who are working, busy and want to learn what they need immediately and as much as necessary (Savas, 2007). Online education is a flexible type of education, and it provides education during unexpected situations, according to the needs of students (Kılınç, 2015).

In the online education process, multi-person online classes are created using modern educational technologies in high-quality, delay-free, versatile, live interactive classrooms, where teachers use cutting-edge internet technology to upload rich, practical and interesting teaching content, and students use the same technology to access them (Zhou et al., 2020). It also enables both students and instructors to develop technology and information literacy (Koyunoglu, 2008).

Distance education creates an opportunity for lifelong learning, removes geographical barriers of education, provides the opportunity to access course materials 24 hours a day from anywhere, provides a great opportunity for disabled students to

receive education without the need for transportation, there is no need for transportation generally, accommodation expenses (for university students) as in formal education are eliminated, the course materials can be used several times, so it is cost effective (Arslan, 2019). Koyunoglu (2008) also discusses that the distance education significantly reduces transportation costs, which play an important role in education, and other expenses, because it is possible to reach distance education systems from different places and different time periods at students' own learning paces. Thanks to the education provided over the internet, both the charge of posting and distribution of information material has disappeared, printing and transportation costs are also removed. Moreover, Kılınç (2015) says that it reduces the travel expenses spent for reaching the educational establishment since the obligation to be in the same place is not necessary in distance education, it reduces the cost for both the learner and the teacher.

Experts have observed that online education motivates more communication as the students bear more responsibility than those who receive education with traditional methods. Because when students use communication technologies while communicating with each other, they are active, not passive as they are when receiving information conveyed by an instructor or books (Kılınç, 2015). Especially shy students can express themselves better on the internet environment. It would be asserted that online education gives equal opportunities for individuals in the education era. Because modern and inspiring circumstances in online teaching expands the learning environment for diverse student societies (Keengwe & Kidd, 2010). Distance education provides a democratic education environment and equal opportunities in accessing teaching-learning resources by providing time and place independence to everyone who aims to learn (Girginer, 2002, as cited in Koyunoglu, 2008). The internet-based education applications not only provide access to a wide range of students, but also ensure taking education at both national and international levels (Koyunoglu, 2008).

Basilaia and Kvavadze (2020), researched the online education topic in Georgia and they took into account many experts’ viewpoints like German et al.

(2019) and they discussed the probabilities of closing the schools during the Covid-19 pandemic in order to hold up the spreading and duration of possible lockdowns before the vaccines are implement. Zhou et al. (2020) discuss the future presence of online education and state that even after starting traditional school education, the use of the internet for autonomous learning and accompanying after-school learning will become an important way for students to learn. Further, the internet usage for online teaching will become a valuable model for teacher teaching, and teaching management and school management.

2.1.4. Disadvantages of Online Education

Controversies as to the quality of online education have not declined over the past decade and moreover their presence continued during the pandemic period. As discussed by Yang and Cornelious (2005), many people have decided that online education programs have remained back of formal structures that have traditionally maintained the instructional curriculum quality. Some opponents question the quality of online courses and have suggested that online courses decrease the quality of academic standards when students do not actually attend an educational institution and have person to person interaction with trainers. Moreover, Weiger (1998) asserted that the quality of instructors who teach online courses cannot be guaranteed since anyone can put a course online (as cited in Yang & Cornelious, 2005). Husmann and Miller (2003) state that the term of online education makes many people to become suspicious, as lectures are often provided by stable education or continuing education departments. For example, arguments whether online education can sufficiently replace traditional education, whether the ‘epidemic’ ought to be one of the educational subjects, whether educators and learners can bear excessive tasks, whether and to what extent the home is a preferable learning environment and what extend students and teachers have access to the internet take place (Zhang, Wang, Yang & Wang, 2020).

Under the effect of Covid-19 disease, the majority of the countries have ordered nationwide school closures to control the transmission of the virus. According to UNICEF data, 1.6 billion children and young people have been affected by the

school closure measures and this is the first time in world history that so many children stay out of the schools. Alongside the schools, activity classes, language courses, certificate courses, examinations have been postponed. In this situation the most rational solution for all authorities was to promote online education. But the problem was that transforming into online education required some time, planning, evaluation and of course funds. These problems also brought some new requirements, according to Zhou et al. (2020) integrating technology and education, making students learn more autonomously in online teaching, teaching teachers and cooperating home education and school education through online education are the new goals for online learning and they have to be solved.

Nkonge and Gueldenzoph (2006) state that not having enough time for instructor developments and design for online courses have been cited as barriers (as cited in Keengwe & Kidd, 2010). Zhang et al. (2020) discuss further that online teaching necessitates good infrastructure. As a reason they mention that online teaching platforms are generally overwhelmed and the internet collapses because of the large number of users. Especially in rural areas there will be lack of necessary technology and network coverage leading to an unequal education system. Moreover, the effectiveness of the technologies used has not yet been accurately determined (Şahin, 2005). For instance, Chinese government cautiously planned and constructed the policy of "Suspending Classes Without Stopping Learning" during the Covid-19 period and variety of institutions like schools and families struggled for the application of the policy, however despite all this collaborative effort, it still faces some problems (Zhang et al., 2020).

Additionally, Koyunoglu (2008) argues that gestures, which directly affect the expression in education such as mimics, body movements, and voice tone of the teacher cannot be used because of insufficient or no interaction during online education. Thus, cognitive tasks such as problem solving and distinguishing details will be easy to learn over the internet, while psychomotor skills and training that requires physical movement is difficult to teach (Bertiz, 2018). The lack of mimics, gestures, emphasis and harmony, in the internet environment, have led users to seek

new tools. But the gestures which were tried to be developed in the virtual environment, cannot be expected to replace the real ones (Kılınç, 2015). Social isolation and lack of non-verbal clues will lead to communication problems (Savas, 2007). Further as online education prevents students' socialization process, it fails to provide face-to-face education relations easily (Erfidan, 2019). It causes ineffectiveness in the realization of skills and attitude-oriented behaviors (Şahin, 2005). As in the formal education system, some psychological and sociological elements such as unity among students, group consciousness development and cultural interaction cannot be provided. (Kılınç, 2015). The student who socializes in the school environment will be alone in the distance education system, so her social aspect will be weak (Kılınç, 2015). Although it supports active learning, it can lead to passive watching as on television (Savas, 2007). It would be said that it is not suitable for individuals who do not have the motivation, internal discipline to learn (Koyunoglu, 2008). And this lack of motivation will cause difficulties in planning for individuals who do not have a self-study principle (Bertiz, 2018), difficulties in studying for individuals who do not have the habit of studying alone or without any support and have not developed this ability yet (Kılınç, 2015).

Some other disadvantages of the online education system have been observed from the perspective of teachers. Şahin (2005) states that the lack of knowledge of teachers, in the use of internet-based educational tools and the inadequacy of teachers in the preparation of online educational materials is a drawback of online education. On the other hand, this lack of technical expertise among the instructors (Keengwe & Kidd, 2010) can leave the difficulties encountered in the learning process unsolved immediately and this may develop more obstacles in the time course like insufficient orientation for learners, unanswering the learner's questions about the subject immediately, etc. (Kılınç, 2015; Keengwe & Kidd, 2010). As the problems mentioned earlier are obvious today, Zhang et al. (2020, p. 6) state that *"a large proportion of teachers had little use and knowledge of online resources before the Covid-19 outbreak but had to precipitously copy online teaching content to the network space, without making appropriate adaptations."*

Last but not least, both students and teachers face problems when teaching at home (Zhang et al., 2020). It may have a negative impact on family life (Şahin, 2005). On the other hand, family life can distract the teaching and learning process as Zhang et al. (2020) gives the example: housework or childcare can stress out the teachers and this may have an adverse effect on their online teaching, and at the same time children's concentration will be easily distracted from the home atmosphere. Furthermore, not all teachers and students will be able to find an appropriate environment and the necessary technological equipment for teaching and learning at home (Zhang et al., 2020; Erfidan, 2019). Similarly, the inadequacy of hardware and software and slow internet connections are the biggest obstacles of online education (Keengwe & Kidd, 2010). Teaching and studying at home necessitate sufficient hardware and a stable network (Zhang et al., 2020). Inability to establish an internet connection and the internet access especially in rural areas is a problem, and it needs to be constantly updated correspondingly with the developing technology (Bertiz, 2018). The limited communication network and the existence of slow internet models that cause problems in the transmission and receiving of educational audio, video and graphics materials despite the continuous and very rapid development of technology (Savas, 2007).

While concluding, some other opposing ideas released by research mentioning from undeveloped countries', provinces or regions' technological infrastructures for online education. Especially about primary and secondary school education Lancker and Parolin (2020) stated in their article that according to the data of the UN Educational, Scientific and Cultural Organization, 138 countries around the world closed their schools and many other countries closed down the schools locally or in some regions. Once more again at the same article it has been mentioned from the data of National Centre for Homeless Education in which it was reported that a considerable number of children live in homes without a proper place to do homework (5%) or they have no internet access (6·9%) and 10·2% of children live in inadequately heated homes, 7·2% cannot attend outdoor free time activities, and 5% cannot reach the necessary reading books in Europe (Lancker & Parolin, 2020). Therefore, it

remains unclear what teaching mode and pedagogy may best work for online education. (Zhang et al., 2020).

2.2. Online Language Education

2.2.1. English Language Teaching in Online Education

It has been seen that the very first recorded method of distance education is the education by letters which generally, became widespread in the 1700s to teach English (Kılınç, 2015). As Bledsoe (2008) states, in this type of distance education, the postal system is used to deliver letters to students and homework to teachers. Today, especially parallel to the increase in the amount of information with the advancement of technology day by day, people have been searching for ways to reach information. And of course, the easiest way to become knowledgeable is education which is one of the most important factors that shape human life (Yadigar, 2010). However, not only face to face education can meet the high demand for education and differentiated lifestyles of individuals. For this reason, individuals also have been searching various and more easily accessible ways of education for years. In that point, indisputably we came across the cutting-edge online education model.

Researchers have suggested efficient online education models for years and Alley and Jansak (2001) identified 10 keys to quality online learning. The authors suggested that online courses will be high in quality when they are student-centered and when:

- *Knowledge is constructed, not transmitted.*
- *Students can take full responsibility for their own learning.*
- *Students are motivated to want to learn.*
- *The course provides "mental white space" for reflection.*
- *Learning activities appropriately match student learning styles.*
- *Experiential, active learning augments the Web site learning environment,*
- *Solitary and interpersonal learning activities are interspersed.*
- *Inaccurate prior learning is identified and corrected.*
- *"Spiral learning" provides for revisiting and expanding prior lessons,*

- *The master teacher is able to guide the overall learning process.* (as cited in Yang & Cornelious, 2004, p. 835)

Berge (1995) considers the asynchronous online educations on the basis of higher education and states that as the interaction among instructor and students at an online education system can be independent of time and place, designers of online instruction need to be aware that the higher the content density of the materials to be learned, the more self-pacing becomes the responsibility of the learner. High density content may be better delivered via recorded media such as printed text, video tape or on a Web site, all of which can be revisited by the learner at his/her convenience and individual pace. Discussing this view, it could be said that this kind of density would be more suitable for higher education institutions and students. However, using asynchronous tasks, video recordings and more, would be more beneficial from the sides of elementary students as they are reusable contents.

As mentioned above, despite other institutions, language teachers and language learners may have come across with distance education long ago, with the historical background which started via sending and receiving letters and later e-mails, sending printed materials, radio and television broadcasts (Göçmez, 2014). Nowadays an increasingly used modality of instruction in English language learning classrooms is computer technology (Coryell & Chlup, 2007). And it reaches up to the online learning, virtual worlds, learning management systems in parallel with the developments in the technological world (Göçmez, 2014). This type of instruction and learning is commonly described by Zemsky and Massy (2004) as promising a genuinely student-centered approach to education (as cited in Coryell & Chlup, 2007). Because "*online-based language learning will shape transformative learning and form a constructivist approach to the discovery of the meaning of learning found independently by students"* (Wargadinata, Maimunah, Febriani & Humaira, 2020, p. 62).

Moreover, online learning promotes student independence with a new approach, in which students can process language information using peer interaction, responses, and responses provided by the teacher online (Wargadinata et al., 2020). In

addition, Cummins (1981); Kasper et al. (2000); Krashen (1982) discuss that linguistic and cognitive language theories emphasis the significance of authentic, contextualized, and linguistically challenging activities and materials and giving the opportunity for students to interact with these multiple opportunities to in communicative and academic contexts (as cited in Coryell & Chlup, 2007). The effects of online media, applications and materials which are prepared by the technical system can improve language learning skills and will be able to improve language ability. (Wargadinata et al., 2020). As discussed, the usage of successful online language learning strategies seems to be crucial in achieving a fruitful outcome in OLL (Kuama & Intharaksa, 2016).

Two examples of OLL are presented below: Kuama and Intharaksa (2016) searched in their study a university in south Thailand which uses online English language learning systems since 2002, they conducted a questionnaire to find out the students' Online Language Learning Systems (OLLS) usage, effect of OLLS and students' learning outcomes. Whereby they revealed that *"due to the continuous development in internet/online technology, there are many current and emerging challenges with this particular learning environment"* (Kuama & Intharaksa, 2016, p. 69). On the other hand, at UIN Maulana Malik Ibrahim Malang, a university implementing online Arabic learning during the Covid-19 pandemic as consequence of the decisions of WHO and the government, carried out another study by Wargadinata et al. (2020) and they discuss that this learning procedure obligates extensive planning. They refer to the continuousness of Arabic language learning in contemplation of language skills development, and thus remaining active during the pandemic situation via online media contributed to the students' constant language training. Further from their research they displayed that especially for the improvement of Arabic speaking skills the online learning process was advantageous on the basis that it decreases the anxiety level during online speaking process, increases the learning outcomes as technology supports creative thinking and as technology usage foreign language learning will become a habit (Wargadinata et al., 2020). In this manner it could be said that language skills may gain strength when they are integrated with technology during the online language learning process. Other

literature analyzed by Kuama and Intharaksa (2016) also show a relationship between OLL and academic achievement.

2.2.2. Components of Online Language Education

According to Khan (1997), online education delivers in class teaching to a distant society using the internet as the means and it is a leading-edge approach. Volery (2000) noted that thanks to the Web, online transmission becomes real as a form of spreading learning. Yang and Cornelious (2005) suggested that learners are different in an unusual online classroom atmosphere, the learning environment is altered, the communication is carried through computer and internet, students' attendance is uncommon, and the level of discrimination decreases. In addition, teachers' and parents' roles are changed largely in the online education process and should be characterized according to the requirements of remote teaching.

Kuama and Intharaksa (2016) suggested the following model as a guideline for a university offering an online course.

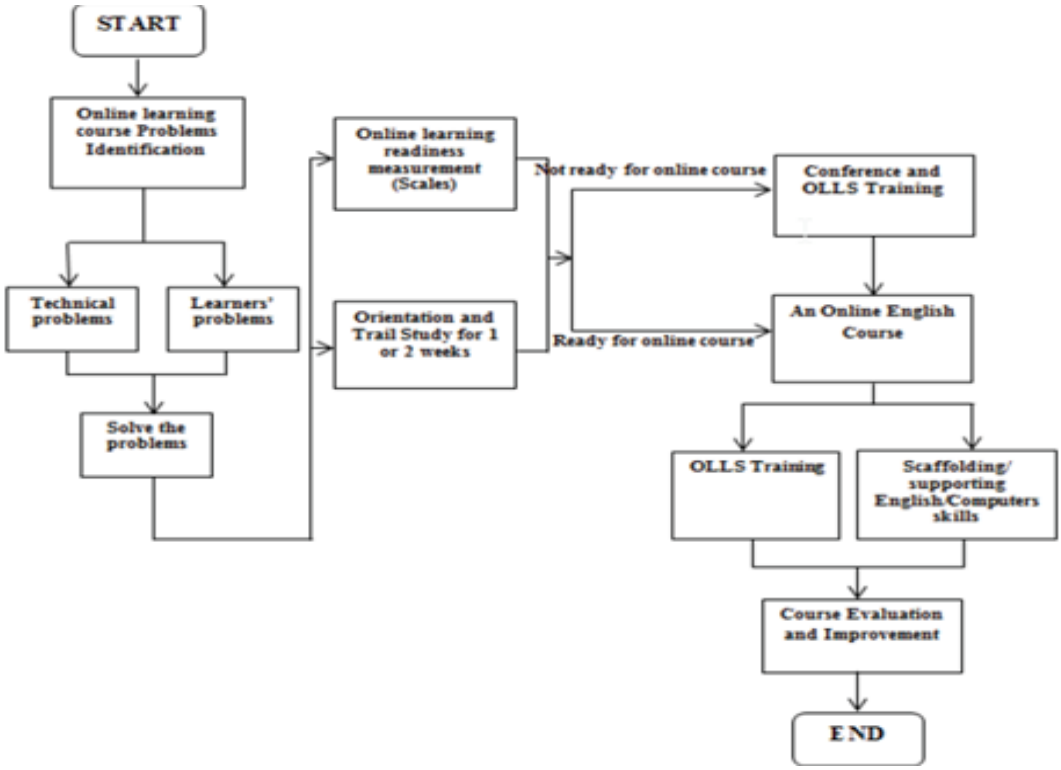


Figure 4. *Procedure to improve online English course learning process (Kuama & Intharaksa, 2016, p.75).*

As well as the researchers highlight in the diagram there is too much to deal with during the preparation of online education. OLLS training is a must to do before and through the lesson for assisting and boosting the motivation of learners and creating the correct learning environment. Orientation should be organized for encouragement and teacher and student interaction have to be enhanced for making them take responsibility for their online language education (Kuama & Intharaksa, 2016).

According to Moore and Thompson (1990) there are three elements of communication in distance education: the learner, the teacher, and the communication method. The communication method is the bond between the learner and the teacher. This bond is regarded as the environment created through using any form of technology like servers, mail, radio, TV broadcast, computer, affordable mobile phones and easy to carry, light tablet PCs with internet access modes, portable and convenient laptops. Additionally, Granger (1990) added that printed material, sound, image and graphics are some of the products used with this technology for distance education (as cited in Kılınç, 2015). Above all for achieving a continuous learning environment a strong internet infrastructure should be built for large-scale online education activities because without strong infrastructure, extensive online education exercises cannot be accomplished (Zhou et al., 2020). Moreover, an obvious improvement was made in the area of materials creation and course design within the field of computer-assisted language learning (CALL) (Blake, 2011). Nevertheless, the preparation of course equipment should always be carried out by commissions made up of members from different disciplines and materials prepared for distance education, should be prepared in accordance with the principles of material development and delivered to students through regular channels (Ülkü, 2018). Several countries of the world for not interrupting the education process recommended diversified solutions during the pandemic like online libraries, TV broadcasts, guidelines, resources, video lectures, online channels (Basilaia & Kvavadze, 2020). In this difficult period, Microsoft, Google, Zoom, and Skype have also provided many of the features of their products for free in the name of supporting the public schools in creating the best environment for online education (Basilaia & Kvavadze, 2020).

Being able to respond to the student's needs is the goal of any effective distance education program (Kılınç, 2015).

To continue, in order to be effective, the teacher must be able to understand the expectations of the student, despite the lack of or very-limited face-to-face meetings teacher should be determined the students' needs, should take into account the differentiated student groups' needs and expectation while developing the teaching techniques and the role of both the tutor and the content provider needs to be carried out effectively (Kılınç, 2015). As in the real time classroom environment teachers, another important component of online education, have to strictly follow an appropriate timetable in a well-structured virtual environment (Basilaia & Kvavadze, 2020). If the teaching process established on link-based applications, they should send the educational applications link to the students or their guided partners, parents and in such a structure, the student has to use the link to enter the virtual class and wait for a teacher and other students to join (Basilaia & Kvavadze, 2020). Moreover, the only responsibility of the educator is not only teaching in the related field, but they also have to be models for their students in social life. However, Inability to create a model in the virtual environment is an issue to overcome (Kılınç, 2015) but on this point families should come on the scene in collaboration with teachers as role models during homeschooling.

As well as the teachers' capabilities, it should be paid regard to the students' online learning and technology usage abilities, learning skills, learning experience and learning states too while aiming for a fair language acquisition by all students (Hodges et al., 2020). Blake (2011) state that students will never meet with each other person-to-person in OLL courses but the presence of interaction types, student–content, student–student, and student–teacher, when purposefully harmonized, increases the learning outcomes (Hodges et al., 2020). On the other hand, regardless of the educational environment the student's only task is to learn (Kılınç, 2015). Krashen (1981) suggests that language learners require comprehensible input in order to make sense of new knowledge in the target language. Thus e-learning instructional components may provide more of those opportunities and may also offer more flexible access for students (Petty, Johnston, & Shafer, 2004, as cited in Coryell & Chlup,

2007). Students can shape a world surrounding whatever they dream up in virtual learning environments since interaction, simulation, and collaboration enable learning in the interactive environment (Mnyanyi et al., 2009, Thamarana, 2016, as cited in Basilaia & Kvavadze, 2020). In such a way a student plays mostly the role of creator in the online environment on his/her own pace and management.

2.2.3. Environmental Requirements of Online Language Education

An online (web) learning environment is a place which supplies different tools assisting the progress of learning for the teacher and the student and operates across the World Wide Web and so forth. It always requires an internet connection to access (Thamarana, 2016). On online learning the lesson is primarily delivered by a computer connected to the internet and communication among geographically distanced parties achieved in a computer-based setting (Watson, 2008).

On the grounds that Web 2.0 has developed, and technology has evolved one more time to the form of portable devices, personal learning environments, where learners control their learning process, started to be formed (Põldoja, 2016). The evolution of this type of internet-based education has shown on the figure below defined as (Anderson & Dron, 2011, Jones, 2011, Leinonen, 2010, Nicholson, 2007, as cited in Põldoja, 2016).

Era	Focus	Learning technologies	Learning activities
1959–1985	Computer assisted instruction	Personal computers, intelligent tutoring systems, artificial intelligence, programming tools	Drill and practice exercises, programming
1985–1993	Computer-based training	Educational desktop software, multimedia CD-ROMs	Reading, drill and practice exercises, educational games
1993–1998	Web-based training	Web sites, e-mail, discussion forums, chat	Reading, writing, discussing, testing
1998–2005	E-learning	Learning management systems, learning objects and repositories, computer-based assessment tools, video conferencing	Discussing, creating, constructing
2005–…	Technology-enhanced learning	Web 2.0, social software, personal learning environments, mobile devices, e-textbooks, interactive whiteboards, open educational resources, massive open online courses, learning analytics	Exploring, connecting, creating, evaluating, planning personal learning, reflecting

Figure 5. *Five generations of using computers in education (Anderson & Dron, 2011, Jones, 2011, Leinonen, 2010, Nicholson, 2007, as cited in Põldoja, 2016, p.20).*

An example of this so-called stage can be given from China. In 2018, the country began to take advantage of the 2.0 stage in the field of education on the purpose of conveying the information all across the country in the forms of suitability, equality and sustainability (Zhou et al., 2020). Of course, this innovation required a new, individualized, and smart learning environment including *"three-dimensional (3D) resources, holographic resources, simulation resources and other intelligent learning resources that are immersive, interactive, realistic, highly intelligent, and highly experiential making learners have unprecedented new experiences"* (Zhou et al., 2020, p. 509) in order to address a wide range of individuals.

Furthermore, the design of online teaching and learning tools require technical and pedagogical knowledge because the tools used are all software tools which has to be combined with pedagogy (Põldoja, 2016) like, according to recent research on online learning conducted in elementary schools, using Zoom and Google classroom (Fauzi & Khusuma, 2020). However, the structure of elementary and secondary

schools online learning platforms should be enriched continuously making overall use of network resources, national platforms, cloud platforms and even TV broadcasts, should be focused on student's mental health and socialism and they must be guided answering questions and creating home-school communication (Zhou et al., 2020). Also, they should include multimedia, streaming audio, streaming video, instant messaging, and web whiteboarding (Yang & Cornelious 2005).

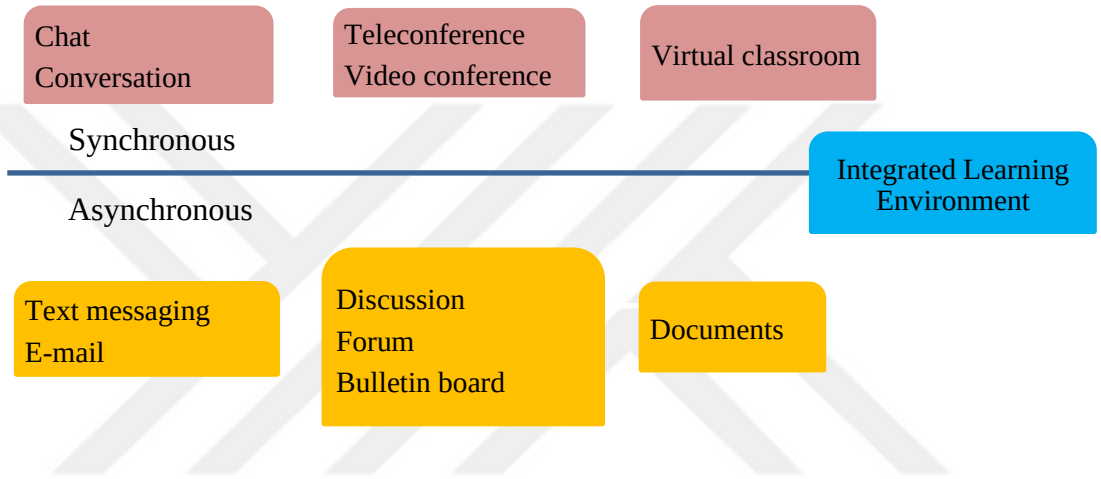


Figure 6. *E-learning environments (adopted from Yadigar, 2010, p.12).*

Yadigar (2010), described the synchronous and asynchronous e-learning environments with a scheme and stated that in a synchronous online learning environment online chat and conversation platforms are included, teleconferences and video conferences are taken place and thus a virtual classroom environment is organized.

Põldoja (2016) states that a personal learning environment should be a learner centric model of education. Also, Yang and Cornelious (2005) declare that to ensure the quality of online teaching, the online learning environment must be designed before the instructor begins online course delivery. As stated, the online learning

environment firstly includes pedagogical technology usage, educational design and teaching and learning methods and differentiated media types (Yang & Cornelious, 2005). That is why we are talking about using a new paradigm for both teachers and students, which is no longer defined by the four walls (Watson, 2008). According to Zhou et al. (2020) this environment should include five-core educations (morality, intelligence, sports, aesthetic, and labor) and comprehensive development, electronic textbooks, previews and homework manuals, and online homework operation manuals, should be scheduled, multiple forms of homework should be arranged, and the students' content should be examined and evaluated in a timely manner.

The widespread coronavirus disease made policymakers reconsider the precautions as there were non-specific symptoms and a definite transmission information at the early stages and thus governments find the solution at the immediate quarantining (Leung et al., 2020). Zhou et al. (2020) state that according to the suggestions of the Chinese "School's Out, But Class's On" governmental campaign launched during the epidemic, during the growth of students it is eager to comprehensively improve the quality education of students to meet students' need to grow. At this stage, during the pandemic, schools should strengthen home-school ties, guide parents to establish a scientific concept of child rearing, learn scientific child rearing methods, and establish harmonious family relationships. Through home-school collaborative management, students will be guided to learn self-planning, independent learning, and self-management to achieve a more valuable autonomous learning process. (Yu, 2020).

On the other hand, these urgent school closures may widen the gap between the low income and high-income children. To create a homeschool environment in low-income household conditions will be challenging, children may face difficulties while doing homework and attending online lessons because this environment requires at least a computer and a good internet connection. As well as the pandemic will also lead to economic problems, the governments should take the necessary steps like providing the online educational materials for the low-income families (Lancker & Parolin, 2020).

2.2.4. The Role of the Teacher in Online Education

Initially in order to design and deliver effective online instruction, instructors have to gain some other skills and should know well what qualifications they must have. Hodges et al. (2020) state that, teachers firstly need to upgrade their technical skills in contemplation of complying with the technological developments and secondly, they must need to have the knowledge of designing interactive activities, using the learning platform, and solving the possible problems of online learners. Moreover, while organizing content for an online course, the learner's needs must be taken into consideration. Thus, the online instructor's role can be briefly summarized under four categories from the viewpoint of elementary school: pedagogical, social, managerial, and technical (Keengwe & Kidd, 2010).

The Covid-19 pandemic obligated all teachers to shift their teaching patterns but there were not many possible options to choose, the only learning system that can be applied was to use online education (Fauzi & Khusuma, 2020). International school closures as an emergency measure required massive efforts from schools and teachers at all levels with regard to designing and carrying out internet-based teaching processes (Wang et al., 2020). Apparently, teachers should be instructional designers (Yang & Cornelious, 2005). Accordingly, the teachers should strengthen their effectiveness of teaching by taking the support of technical offices and information centers (Dai & Lin, 2020). In addition, the teacher, who is a trainer, should be inclined to use the necessary technological devices and communication tools (Ülkü, 2018). Most importantly they should familiarize themselves with the technology before introducing it to the students (Thamarana, 2016). In this manner the technical role of the teacher depends on him/her first getting used to the technology being used and being capable of transferring this ease to their students (Keengwe & Kidd, 2010).

During the online education process teachers should choose the appropriate digital education resource and design the necessary activities for keeping the students, their individuality and needs into the heart of the teaching process, discover students' learning preferences (Yang & Cornelious, 2005) and properly intervene and organize the student's learning process (Zhou et al., 2020). In line with Yang and Cornelious

(2005) in this student-centered online education, the instructor mainly has the role of facilitator or moderator and barely authorizes the class environment. Because teachers should promote students' independent learning ability by building up the online teaching materials, establishing questions and activities for learners that comprehend the students' experiences (Berge, 1995), but not increasing the amount of homework (Dai & Lin, 2020) and focusing on and developing the most suitable learning methods (Yang & Cornelious, 2005). So forth, teachers must carefully plan, arrange, and organize to provide the best homeschool education (Dai & Lin, 2020).

On the basis of higher education, the most important role of the online instructor is to model effective teaching and accept *"the responsibility of keeping discussions track, contributing special knowledge and insights, weaving together various discussion threads and course components, and maintaining group harmony"* (Rohfeld and Hiemstra 1995, p. 91, as cited in Berge, 1995). Based on this definition, it can be said that the teacher should have the characteristics of being flexible and adapting to the individual conditions. In this environment the teacher does not teach the student directly but prepares the necessary materials and the environment that will make the students learning easier bearing the role of an advisor and keeping the student's interest and curiosity alive during the learning process and ensuring the flow of the lesson (Ülkü, 2018). Wu and Hiltz (2004) supposed that the instructor plays an important role in motivating effective online discussion to ensure the students are learning from online discussion. Consequently, online management, organized conversation topics and adequate time allocation measures are demanded for instructors (as cited in Yang & Cornelious, 2005). As Keengwe and Kidd (2010) state *"the managerial role of the instructor includes agenda setting, pacing, objective setting, rulemaking, and decision making"* (p. 536).

What is more, while the pedagogical role of the educator revolves around educational facilitation, the social role on the other hand is bound to form a friendly social environment. Teachers should give great importance to online teaching, actively guide students, organize students during online learning, and continuously gather positive energy (Dai & Lin, 2020). The value of communication among students is

unnegotiable, they should continue discussing with each other and share ideas even in this period, so in this new online teaching environment the instructor should support them by having a clear goal and plan in his/her mind and allowing enough time for learners to get used to it (Thamarana, 2016). Accordingly, the teacher's viewpoint should be fixed with the school curriculum, with the technology used, with the outcomes of the student. And students should enjoy, will be flexible, have the ability of accessing the resources and will be responsible to control their learning processes (Thamarana, 2016).

2.2.5. The Role of the Student in Online Language Education

The primary and one of the most indispensable pieces of education unquestionably is the student. In the center of the education the learner stands like a flower which is ready to bloom. Similar to the real school environments, special importance should be attached to the student in an online learning environment. Garrison, Cleveland-Innes, and Fung's (2004) concern online students' role adjustment in which they advocate that students face differences in online learning process and their role needs more deliberate and prudent alliteration. On online learning students learn in a self-governed environment who can select and control the information (Zhou et al., 2020). Because the classroom has transformed into a dynamic student-centered area where the student has self-control so as to accomplish his/her goals (Rapanta et al., 2020).

Yang and Cornelious (2005) highlight that "*online learners must take more responsibility, adjust to a new climate, adjust to new context, synthesize ideas, know how to participate, apply ideas or concepts, and stimulate their own curiosity*" (p. 4). According to Palloff and Pratt (2003) online learners ought to be "*open*" from all aspects of life, "*flexible*" and "*humor*" because it is necessary to obtain a friendly environment, "*honest*", "*responsible*" as all the control is theirs and "*collaborative*" because they will sometimes need to work in harmony with other students and teachers and even with their parents (as cited in Yang & Cornelious, 2005, p. 4). It would be evident to discuss that the responsibility taking and technological improvement of elementary school students would not be compared to those of higher education,

however during this stage parents will be the biggest support for adjusting the home equipment and environment for their children and encourage them to participate. As well the Covid-19 pandemic has come out and required the remote teaching and learning, students, as well as the teachers, had to adjust and accustom themselves with the new learning type (Rapanta et al., 2020).

Since it is discussed, learners need regulation and adaptation to their new roles which strictly obligates being open to act in a more active online environment than in face-to-face classrooms (Yang & Cornelious, 2005). Not only that but also Üredi and Üredi (2005) emphasize that students play an active behavioral, cognitive and motivational role in their learning processes. As follows students must be ready to accept changes. Further, students take their online education using the computer or other technological gadgets, so they become better computer users, improve their skills and ensure a more convenient environment for themselves (Hornblower, 2008, as cited in Watson, 2008). Ülkü (2018) states that the role of the student in distance education is to be a researcher who can solve any kind of problem when there is a problem related with the lesson itself and with the equipment.

On the other hand, online learners have to or are more flexible than traditional classroom learners. Because online education gives the benefit for students to decide how to use personal, behavioral and environmental self-regulation strategies (Fauzi & Khusuma, 2020). Over and above students experience a more autonomous and personalized learning process, this means that they can choose their environment, choose the information according to their knowledge and arrange their progress (Zhou et al., 2020). Ülkü (2018) described the student's adaptability, who receive distance education as taking on some roles such as technology user, socialization specialist, website user, researcher and leader. In like manner, along with those roles Karadağ and Şen (2014), have described the roles of distance students as psychologist, instructor, technician, system specialist, distance education specialist, communication specialist, and motivational provider. Therefore, an online learner has to show an adjustable performance during online education.

Further online students have to be more responsible than traditional students, they should participate in the lesson on time, encourage their own motivation and curiosity and take control of lesson material and ideas (Yang & Cornelious, 2005). In parallel to these ideas, Gülbahar (2009) summarizes the responsibilities of the student in distance education as follows: in the e-learning process, the student is primarily responsible for his own success (as cited in Ülkü, 2018). For this reason, an e-course scope should pay attention to some situations and fulfill what is expected from it on time. In addition, it is the responsibility of an e-learning student to attend classes, attend synchronous or separate timed activities in accordance with the rules, have some equipment, complete homework and projects, and try to solve technical problems on himself/herself". Likewise, Onat (2018) has referred to the responsibility of online students in his study and acknowledged that online learners expected to be more planned and more responsible from their learning. Generally, as students are primarily responsible for their own success in the distance education system they should pay more attention within the scope of e-course and do what is expected from them like attending to lessons on time and participating in synchronous activities in compliance with the rules (Ülkü, 2018).

Last but not least, various studies also mention the collaboration of online students with their classmates and teachers. Different interaction methods should be employed studiously by instructors for encouraging students' self-direction, discipline and self-motivation on online learning and some changes will be needed in the interaction between the teacher and learner (Hodges et al., 2020). Ülkü (2018) discusses that in distance education, the role of the student is to learn, and specially she is responsible for learning by collaborating with the teacher. In addition to learning in a self-governed environment they can take advantage of the teacher's assistance and feedback by cooperation. According to Huang et al. (2020) this interaction can take place "*using variety of internet-based synchronous and asynchronous activities (video, audio, computer conferencing, chats, or virtual interaction) and these synchronous and asynchronous online environments will promote the development of social and collaborative skills, as well as personal relationships among participants*" (p. 10). Once for all, schools should be the mediator of this cooperation, psychological

support, support for educational material and support for student-to-student and student-to-teacher interaction (Wang et al., 2020).

Nevertheless, in spite of all suggestions and actions taken, the sudden and prolonged school closures and quarantining at homes because of a disease crisis, will affect children both psychologically and physically. Data has shown that during weekends and holidays children are less active, have irregular sleep patterns and unhealthy eating habits. This can be compared to the pandemic period because students have to stay at homes for a long period of time. Thereupon the fear and stress of getting infected, lack of socialization and face-to-face meetings will have psychological effects on them. In this manner the government, school committees, schools and most importantly parents need to promote children to maintain a healthy lifestyle during home quarantine (Wang et al., 2020).

2.2.6. The Role of the Parent in Online Language Education

The sudden occurrence of Covid-19 turned the global academic year upside down. Nearly all schools worldwide closed down and students self-isolated at their houses together with parents (UNESCO, 2020). All students affected by the school closures worldwide got the support of their families especially their parents or grandparents both psychologically and physically. Since the students could not attend schools in person because of the restrictions of global pandemic and take teachers consultancy they had to receive their parents' guidance (Zhou et al., 2020). Of course, the effect of the period for undergraduates would be more easily adaptable because they already are accustomed to taking their own responsibilities. However, the situation will not be the same for elementary or even for secondary school students as they need guidance, motivation, orientation by their nature. Parents in this sense instantly had to undertake the teachers' role because of the worldwide lock down of the schools and had to assist their children on their home-schooling term and they had become both best friends and companions, as the child-parent relationship grew stronger (Zhou et al., 2020). In this Covid-19 semester the best companion and assistant of students to get help whenever it was necessary was the parents (Wang et al., 2020). Zhou et al. (2020) state that in China during the program called "School's

Out, But Class's On", which was designed during the pandemic period, promoted the teacher-student and parent-child relationships merging the home education to school education. Because it was also difficult for parents too, to adapt to this new role as nearly half of the day was passing at schools under the guidance of teachers.

In that stage schools took over the role of establishing tight bonds and maintaining a good communication between teachers, parents and students (Dai & Lin, 2020). The lessons and related activities carried on learning applications like Google Teams, Zoom, WebEx, etc. which also necessitated in the first few weeks some arrangements and help from parents under the consultancy of schools or responsible teachers (Dai & Lin, 2020). Kaya and Akgül (2021) searched the viewpoints of parents and they found out that most of the parents needed to give technical support to their children during the online lessons. Also, the collaboration of schools and parents has improved the quality of online learning and teaching time and generally the students' autonomous growth (Zhou et al., 2020). Further parents' committees also collaborated to support the children's healthy growth during the quarantine period, because of the reason that parents are the only ones who can detect any physical and psychological disorder and the only ones who can sympathize with their children and be good examples (Wang et al., 2020). In the way that Wang et al. (2020) debate, on top of everything, parents ought to observe their children's behaviors, needs and support them to advance at their responsibilities in the process of home isolation.

Some parents will have been achieved to take upon that role may be due to the fact that they were already aware of their responsibilities, although for some will have been an encumbrance like the working parents (as they had to continue their works from home), families living in urban areas or maybe illiterate parents or having no knowledge on technology usage. Sometimes, even teachers also faced difficulties while getting in touch with parents or because of their requests (Fauzi & Khusuma, 2020). This is because mostly it was the grandparents taking care of the children or the children were left alone at home as the parents had to continue their work and could not take exclusive childcare compromises (Brooks, Smith, Webster, Weston,

Woodland et al., 2020). Further, according to the research of Getie (2020) most of the high school students' parents in a town of Ethiopia who are learning English as a second language are not good English speakers so they cannot help their children in developing their language skills at home. Besides, as well as students and teachers, parents also were quite unprepared to online education and particularly it requires an amount of time to design and to put it into practice so that the implementation of the process at first stages worried all these three parts, teachers, students, and parents (Fauzi & Khusuma, 2020). Moreover, their ideas were strictly valuable for the evaluation and improvement of the quality of online education. Kaya and Akgül (2021) in their study searched the viewpoints of parents and they found out that most of the parents were not totally satisfied with the online education and their children needed regular motivational support while attending the lessons using technological gadgets.

While this is the point, parents had to collaborate with teachers, particularly primary school students' parents, to provide necessary technological assistance, environment preparation or encouragement on online learning to their children for continuation of their education (Fauzi & Khusuma, 2020). Brooks et al. (2020) state that public officials ought to be ready firstly to give basic support to the parents if the same scenario will take place in the future. For the reason that *"the role of parents is very visible and involved in implementing online learning"* (Fauzi & Khusuma, 2020, p. 63).

CHAPTER THREE

METHODOLOGY

In this chapter of the study, it has been covered the topics such as research purpose and the questions, research method and context. Additionolally, the sample, data collection tools and data analysis methods are presented.

3.1. Research Purpose and the Questions

According to Ada and Şahenk (2010) within the scope of globalization in the 21st century it has nearly become obligatory to know at least one foreign language for each individual. Considering English as a universal language it will be said that teaching and learning this language plays a crucial role nowadays. On the other hand, foreign language teaching and learning has been challenging for many years because of being an interactive and difficult process, requiring some skills. Moreover, it is a process which should continue unceasingly and actively. Thus, delivering in class, collaborative and interactive English learning to an online platform was another challenge since all countries suddenly started to deliver lessons via this innovative technological approach which also found a large field of application and a remarkable experimenting period during the Covid-19 pandemic. As the topic is very current, especially for the names of primary students, teachers and families, and any research has been done in the region, the online English teaching subject from the viewpoints of parents' and students' is planned to be searched in order to fill a gap in the literature. The following questions are tried to be answered on this study:

1. What are the thoughts of primary school students of Western Thrace, Greece about the online English language lessons during the pandemic period?
    a) Did their ages, gender, grade levels, and years of leaning English play a role on their perceptions of distance English education?
2. Did the students experience problems while joining online English lessons?
3. Did the students find the online English classes effective enough?

4. What are the thoughts of parents of primary school students of Western Thrace, Greece about the online English language lessons during the pandemic period?

3.2. Research Method

This study employed mixed methodology through the combination of a survey and interviews. Both quantitative and qualitative models were employed in a single study in order to provide more understanding of research problems. Schoonenboom and Johnson (2017), characterize mixed methods design as the combination of at least one qualitative and one quantitative research component. By combining qualitative and quantitative research components, the purpose of mixed methods research is to extend and strengthen a study's conclusions (Schoonenboom & Johnson, 2017).

The data collected using the quantitative method analyzed to find out the perception of primary school students about online English education and were compared with respect to the age, gender, grade level, for how long they have been learning English and technological problems experienced. Moreover, with the qualitative method it is aimed to elicit and explore students and parents' views about online English language learning, whether they experienced the same as in the classroom, better or not.

3.3. Research Context

This study is limited to the online English language lessons of 4^{th}, 5^{th} and 6^{th} grade primary school students in the region of Western Thrace in Greece. The parents of 4^{th}, 5^{th} and 6^{th} grades were interviewed for further knowledge. Different primary schools and private English courses were chosen as data collection environments.

3.4. Sample

The study was carried out in the region of Western Thrace in Greece in the 2020-2021 academic year. The participants of the quantitative part of the study were 100 primary school English language learners. All of the participants answered the scale and interview questions voluntarily. The scale was distributed after the Covid-19

quarantine period when students returned to traditional classes. Random sampling model and convenience sampling model from the quantitative methods were used in order to calculate percentages of different types of responses via the scale of "Secondary School Students' Online Education Perceptions Scale". Demographic information of the participants is presented below.

Table 1.

The Distribution of Participants by Their Ages

Ages	**Frequency**
9 years old	11
10 years old	20
11 years old	25
12 years old	23
13 years old	21
Total	100

Table 1 shows that there were 100 participant students in total, 11of the participants were 9 years old, 20 participants were 10 years old, 25 participants were 11 years old, 23 participants were 12 years old and finally 21 participants were 13 years old.

Table 2.

The Distribution of Participants by Their Grade Levels.

Grade Levels	**Frequency**
4^{th} Grade	30
5^{th} Grade	31
6^{th} Grade	39
Total	100

From Table 2 we can understand that 30 participants were in 4^{th} grade, 31 participants were in 5^{th} grade, and 39 participants were 6^{th} grade students.

The Distribution of Participants by Their Gender.

The results also showed that the majority of the participants were females (*n*=52) while the rest were males (*n*=48).

Table 3.

The Distribution of Participants by Number of Years They Have Learnt English.

English Learning Years	**Frequency**
1 year	0
2 years	23
3 years	21
4 years	21
5 years	19
6 Years	10
7 Years	5
8 Years	0
9 Years	1
10 Years	0
Total	100

Table 3 shows that none of the participants have been learning English for 1 year, 23 participants have been learning English for 2 years, 21 of them have been learning English for 3 years, 21 of the participants have been learning English for 4 years, 19 of them have been learning for 5 years, 10 of them have been learning for 6 years, 5 of them have been learning English for 7 years, again none of the participants have been learning English for 8 years, only 1 of the participants has been learning English for 9 years and none of them have been learning for 10 years.

Table 4.

The Distribution of Participants by Number of Languages They Know.

Language Number	Frequency
1	0
2	14
3	71
4	11
5	3
6	1
Total	100

As can be seen from table 4 none of the participants knows only one language, 14 of them know 2 languages, 71 participants know 3 languages, 11 of the participants know 4 languages, 3 of them know 5 languages and only one participant knows 6 languages.

The Distribution of Participants by Technological Skills Required for Online Courses.

All the participant students (*n*=100) reported to have necessary technology skills for attending the online lessons. A great majority (*n*=60) reported to sometimes have difficulties while using technology, while some (*n*=32) reported to have no difficulties at all, and only few (*n*=8) reported to have difficulties.

In the second phase of the study 53 voluntary students from 100 participants who responded to the scale items were answered the interview questions too. Moreover, 53 primary school students' parents answered the structured interview questions which were conducted via Google forms because of the pandemic restrictions. As participants had enough time and they could answer the questions in their own comforts the answers will be more expressive.

3.5. Data Collection Tools

It is thought to be essential to take students' and their parents' opinions about online foreign language learning, especially during the Covid-19 pandemic period. In order to collect data two types of data collection tools were used during this study.

Quantitative data were collected using the scale of "Secondary School Students' Online Education Perceptions Scale" by Kaynar, Kurnaz, Doğrukök, and Şentürk Barışık, (2020). In order to determine the reliability of the scale, test-retest reliability was conducted with 86 participants and 0.91 correlation was calculated. This was relevant for the reliability of the scale. The scale includes 34 items, however 10 of the items were not used because they were related with the "EBA TV" a distance teaching channel followed by students during Covid-19 period in Turkey. In Greece there wasn't a channel launched only for student teaching purpose. A 7 dimensioned demographic information questionnaire was added by the researcher to the scale. The 5-point Likert scale, "Strongly Disagree" (1), "Disagree" (2), "Neutral" (3), "Agree" (4), "Strongly Agree" (5), aims to identify the opinions of young students about online education.

In favor of expanding the study, a 4-question interview form was designed to carry out interviews with the students. As for the parents' interviews, another interview form with 6 questions was designed. Expert views also were taken into consideration during the design of interviews. Afterwards pilot interviews were conducted in a private English course, the insufficient questions revised, and the interviews were applied.

3.6. Data Collection Process

In this study, data were obtained through a questionnaire and an interview in the second semester of the 2020-2021 academic year in 3 months. Students answered the questionnaire after the necessary consent from their parents was taken. The consent forms (see appendix 2) were delivered to the parents to sign by their children one week before the research conducted. The students responded to the questionnaire face-to-face after the quarantine period. It took between 10 or 15 minutes for students to

answer the questionnaire. As well as the questionnaire 4 interview questions also were answered by students face-to-face in company with the researcher as the second phase of the study. Furthermore, in the second phase of the research, structured interview questions were used to get the opinions of parents about online English lessons, which were conducted during the pandemic period. Majority of the parents were reached by using communication tools (E-mail, WhatsApp and Viber), and the interview prepared using the Google Forms sent to them. Thus, 29 parents' answers were obtained via the online questionnaire and 9 parents' answers were obtained from face-to-face interviews. In total 38 parents' responses were included in the study.

3.7. Data Analysis

The purpose of this study was to investigate the opinions of students and parents about the online English lessons conducted in primary schools in Western Thrace region of Greece during the pandemic period. In order to reach this purpose, the data collected from the students were analyzed by SPSS (Statistical Package for the Social Sciences), the statistical testing software. The data collected for this study was evaluated to check the reliability of the data. The data was also checked whether or not it is distributed in normality. In addition, the assumptions of the study were statistically tested based on the normality of the data. The mean and standard deviation values for each item were presented. Spearman's rho correlation test and Kruskal Wallis Test was conducted in order to test the assumptions. Mann-Whitney U test was used instead of independent t-test for the data which was not normally distributed.

On the other hand, interviews of participants analyzed by the means of inductive content analysis method in which data identified were reported as part of the qualitative analyses.

CHAPTER FOUR

FINDINGS

The fourth chapter of the study presents the findings from the research. In the first part the quantitative data analysis is presented and in the second part the qualitative data analysis is presented.

4.1. Findings from the Quantitative Data

As mentioned above the data collected by means of the scale were analyzed by SPSS 21.0 (Statistical Package for the Social Sciences), the statistical testing software. In this part of the study the findings based on the collected data are presented.

4.1.1. Findings for Reseach Question 1: Students' Perceptions on Online English Education

The means and standard deviations of each are calculated. The results are presented in the following table (Table 5). The survey items are presented based on dimensions. The total scores for each dimension are also presented.

Table 5.

The Means and Standard Deviations of the Items

Items	**Total**	
	Mean	*Std. D.*
1. I think the lessons are appropriate for my level.	3.9	1.2
6. I think online education lessons are effective.	3.5	1.2
7. Online education lesson hours are sufficient for me to learn the subjects.	3.3	1.4
8. I think I can adapt to the online education system.	3.7	1.3
9. I think the lessons on online education are below my level.	2.2	1.3
14. Online education is more effective than face-to-face education.	1.9	1.3
15. Face-to-face education is more beneficial than online education.	4.1	1.4
Dimension 1. Perceptions of Students on Sustaining Online Education	3.23	1.3
10. I regularly follow the subjects given in the online education system.	4.1	1.1
11. In online education, I complete my preparations related to my needs (food, water, environment, etc.) before the lesson starts.	3.9	1.3
12. I listen carefully to the lessons on online education.	4.0	1.3
13. I can easily ask questions about the subject on online education classes.	3.8	1.3
16. I know how to solve the problems that I encounter/may encounter during the online education system.	3.6	1.2
23. I do preliminary preparations about the topic before the lesson starts.	3.4	1.4
Dimension 2. Students' Self-Perception on Online Education	3.8	1.3
17. The teacher does interesting activities during the lessons.	3.8	1.2
18. The activities practiced during the lessons are sufficient for me to learn.	3.7	1.2
Dimension 3. Students' Perceptions on Teaching Practices Related to Online Education	3.8	1.2
2. I think the assignments given are far above my learning level (difficult for me).	2.2	1.3
20. I find the homework given by the teachers on the online education process too much.	2.3	1.2
21. The environment at home (siblings, etc.) makes it difficult for me to do homework.	2.5	1.3
Dimension 4. Students' Perceptions on Homework Related to Online Education	2.4	1.3
3. Seeing my friends during the lessons conducted from the computer makes me happy.	3.8	1.3
4. My friends say that they are very satisfied with the lessons.	3.4	1.4
5. I am satisfied with the interaction of my friends with me on the online lessons.	3.7	1.2
19. I am satisfied with the interaction of the teacher with me on the online lessons.	3.9	1.2
22. I look forward to my next homework in distance education.	3.4	1.4
24. During distance education, I feel more comfortable than in the classroom.	3.0	1.5
Dimension 5. Students' Perceptions on Attitudes Regarding Online Education	3.6	1.4

As it is seen from the table above, the students' self-perception on online education, which is the second dimension of the scale, was found as agree (*M*=3.8, *SD*=1.3). Students were observed to be conscious about their responsibilities. For example, they agree with the item *I regularly follow the subjects given on the online education system* (*M*=4.1, *SD*=1.1), *in online education, I complete my preparations related to my needs (food, water, environment, etc.) before the lesson starts* (*M*=3.9, *SD*=1.3), *I listen carefully to the lessons on online education* (*M*=4.0, *SD*=1.3) and *I can easily ask questions about the subject in distance education classes* (*M*=3.8, *SD*=1.3). Furthermore, students' perceptions on teaching practices related to online education was found positive **(***M***=**3.8, *SD*=1.2). They mostly agreed with the item *the teacher does interesting activities during the lessons* (*M*=3.8, *SD*=1.2) and *the activities practiced during the lessons are sufficient for me to learn* (*M*=3.7, *SD*=1.2). Finally, the total mean score and the standard deviation of the fifth dimension, students' perceptions on attitudes regarding online education, was found as agree (*M*=3.6, *SD*=1.4). A closer look into the item means and the standard deviations of the dimension showed that they are satisfied with the lessons conducted online; *seeing my friends during the lessons conducted from the computer makes me happy (M*=3.8, SD=1.3), *I am satisfied with the interaction of my friends with me on the online lessons* (*M*=3.7, *SD*=1.2), *I am satisfied with the interaction of the teacher with me in the online lessons* (*M*=3.9, *SD*=1.2).

On the other hand, for the first dimension, students' perceptions on sustaining online education were variable but closer to neutral (*M*=3.23). The item means and standard deviations of the first dimension are showed that the students are more close to the neautral and disagree such as *online education lesson hours are sufficient for me to learn the subjects* (*M*=3.3, *SD*=1.4), most of the students responses were neutral for the item *I think the lessons on online education are below my level* (*M*=2.2, *SD*=1.3) and most of them disagreed with the item *online education is more effective than face-to-face education* (*M*=1.9, *SD*=1.3). However, they agree with the item *I think the lessons are appropriate for my level* (*M*=3.9, *SD*=1.2) and with the item *I think I can adapt to the distance education system* (*M*=3.7, *SD*=1.3) Moreover, the students' perceptions on homework related to online education were closer to disagree (*M*=2.4, *SD*=1.3), *I think the assignments given are far above my learning level (difficult for me)* (*M*=2.2, *SD*=1.3), *I find the homework given by the teachers in the distance education process too much* (*M*=2.3, *SD*=1.2), *the environment at home (siblings, etc.) makes it difficult for me*

to do homework (*M*=2.5, *SD*=1.3), The items mean scores were showed that they did not face that much difficulties during online education and homework given.

4.1.2. Findings for Research Question 1a: Students' Age, Gender, Grade Levels, and Years of Leaning English and Their Perceptions of Online English Education

The study further examined whether age plays a role on students' perceptions of online English education. In order to test this assumption, a correlation test was conducted. As the data was non-normally distributed (p. <.05), Spearman's rho test was run. The results are presented in table 6.

Table 6.

Correlations Between the Age and Dimensions

			D1	D2	D3	D4	D5	Total Score
Spearman's rho	Age	Correlation Coefficient	-.003	-.288**	-.280**	.190	-.321**	-.269**
		Sig. (2-tailed)	.977	.004	.005	.058	.001	.007
		N	100	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The results on Table 6 shows that there is correlation between the age, the second dimension (p<.001, r=-.288) and the third dimension (p< .001, r=.280). The results also show that a similar correlation was found between the age and the fifth dimension (p<.001 r=-.321) and the total score for the scale (p<.001, r=-.269). All of these correlations are significant but weak. The negative value for the correlation value shows that there is reverse correlation between the variables. Which means as the age goes up students' perceptions of online education goes down.

The differences between the gender and students' perceptions of online English education.

As part of this study, it was statistically tested if gender played a role on students' perceptions of online English education. Since the data was not normally distributed ($p<.05$) Mann-Whitney U test was used instead of independent t-test. The mean values of the dimensions are presented in Table 7.

Table 7.

The Mean Scores for Gender and Dimensions.

	Gender	N	Mean Rank	Sum of Ranks
D1	Female	52	51.07	2655.50
	Male	48	49.89	2394.50
	Total	100		
D2	Female	52	51.83	2695.00
	Male	48	49.06	2355.00
	Total	100		
D3	Female	52	46.73	2430.00
	Male	48	54.58	2620.00
	Total	100		
D4	Female	52	53.20	2766.50
	Male	48	47.57	2283.50
	Total	100		
D5	Female	52	51.13	2658.50
	Male	48	49.82	2391.50
	Total	100		
Total Score	Female	52	51.60	2683.00
	Male	48	49.31	2367.00
	Total	100		

Table 8.

Mann-Whitney U Test Results Between Female and Male for the Dimensions.

	D1	D2	D3	D4	D5	Total Score
Mann-Whitney U	1218.500	1179.000	1052.000	1107.500	1215.500	1191.000
Wilcoxon W	2394.500	2355.000	2430.000	2283.500	2391.500	2367.000
Z	-.204	-.478	-1.373	-.978	-.225	-.393
Asymp. Sig. (2-tailed)	.838	.633	.170	.328	.822	.694

a. Grouping Variable: Gender

Mann-Whitney U test results show if there are any differences between female and male for playing a role on students' perceptions of online English education. The results show that there is no difference between the female and male. Thus, it can be interpreted from the results that gender does not play a role on students' perceptions of online English education.

The differences between grade levels and students' perceptions of online English education.

This study also has the assumption that grade level played a role on students' perceptions of online English education. In order to test this assumption Kruskal Wallis Test was conducted. The findings are presented in Table 9 and 10.

Table 9.

Grade Level Playing a Role on Students' Perceptions of Online English Education.

	Grade Level	N	Mean Rank
D1	4	30	54.83
	5	31	47.18
	6	39	49.81
	Total	100	
D2	4	30	64.63
	5	31	47.55
	6	39	41.97
	Total	100	
D3	4	30	62.53
	5	31	48.56
	6	39	42.78
	Total	100	
D4	4	30	43.42
	5	31	51.08
	6	39	55.49
	Total	100	
D5	4	30	64.18
	5	31	52.00
	6	39	38.78
	Total	100	
Total Score	4	30	64.05
	5	31	49.47
	6	39	40.90
	Total	100	

Table 10.

Kruskal Wallis Test Results for Grade Level Playing a Role on Students' Perceptions of Online English Education.

	D1	D2	D3	D4	D5	Total Score
Chi-Square	1.106	10.891	8.308	3.008	13.204	10.866
df	2	2	2	2	2	2
Asymp. Sig.	.575	.004	.016	.222	.001	.004

a. Kruskal Wallis Test

b. Grouping Variable: Class

There are three grade levels (4,5, and 6) studied in this study. Kruskal Wallis Test result shows that there are differences between the grade levels for the total score. In addition, there are also differences between the grade levels for all dimensions except the first and the fourth dimensions. The evaluations of the students at different grades statistically significantly differed from each other for D2 (Students' self-perception on online education) and for D5 (Students' perceptions on attitudes regarding online education).

The correlation between the years of learning English and students' perceptions of online English education.

The assumption that for how long they have been learning English played a role on students' perceptions of online English education was tested. A correlation analysis was conducted to test if the change in the year of learning English has affected their perceptions of online English education. The results are shown in Table 11.

Table 11.

Correlation Between the Years of Learning English and Their Perceptions of Online English Education.

			D1	D2	D3	D4	D5	Total Score
Spearman's rho	Eng_years	Correlation Coefficient	-.046	-.416**	-.310**	.311**	-.435**	-.374**
		Sig. (2-tailed)	.650	.000	.002	.002	.000	.000
		N	100	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The Spearman's rho correlation results show that there is a correlation between the years of learning English and their perceptions of online English education. However, the correlation between the years of learning English and the first dimension was not found significant. In addition, all of the correlations were at weak levels and have negative values. These negative values show that there is reverse correlation between the years and the dimension scores. This result can be interpreted that students' perception scores of online English education decrease when their years of learning English increase.

4.1.3. Findings for Reseach Question 2: Students Experienced Problems While Joining Online English Lessons

The students were asked if they have experienced problems in the process of attending the lessons. The options were 'yes', 'sometimes' and 'no'. The mean scores for each dimension and the options are listed in Table 12.

Table 12.

The Mean Values for The Problems Experienced in The Process of Attending Classes Played a Role on Students' Perceptions of Online English Education.

	Had_Tech_prob	N	Mean Rank
D1	Yes	8	34.56
	Sometimes	60	50.32
	No	32	54.83
	Total	100	
D2	Yes	8	19.88
	Sometimes	60	56.88
	No	32	46.19
	Total	100	
D3	Yes	8	45.19
	Sometimes	60	51.65
	No	32	49.67
	Total	100	
D4	Yes	8	45.31
	Sometimes	60	48.59
	No	32	55.38
	Total	100	
D5	Yes	8	29.88
	Sometimes	60	55.55
	No	32	46.19
	Total	100	
Total Score	Yes	8	24.19
	Sometimes	60	54.72
	No	32	49.17
	Total	100	

Table 13.

The Kruskal Wallis Test for The Problems Experienced in The Process of Attending Classes Played a Role on Students' Perceptions of Online English Education.

	D1	D2	D3	D4	D5	Total Score
Chi-Square	3.152	12.621	.401	1.445	6.611	7.923
df	2	2	2	2	2	2
Asymp. Sig.	.207	.002	.818	.486	.037	.019

a. Kruskal Wallis Test

b. Grouping Variable: Had_Tech_prob

The Kruskal Wallis Test was conducted to find if the problems experienced in the process of attending classes played a role on students' perceptions of online English education. The results show that the problems experienced in the process of attending classes played a role on students' perceptions of online English education for the total

scores. In addition, the differences were also found for dimension 2 and dimension 5. However, for the other dimensions, the difference was not found statistically significant.

After analysing the quantitative data of the study, the second part of the chapter presents the analysis of the qualitative data, which was collected interviewing both the students and the parents.

4.2. Findings from the Qualitative Data

In order to find out the viewpoints of primary school students and their parents about online English language lessons, and further extend the research, structured interview questions were used to gather the data. In accordance with the related literature being analyzed, which points out both the good sides and the drawbacks of the online lessons, the researcher carried out an interview survey with 53 primary school students on written material and 28 parents through Google Forms and 10 parents on written material to find out viewpoints about the online English lessons. The data were analyzed through the inductive content analysis method. The data was coded for a second round after passing a time span upon it and the categories were re-examined to ensure the reliability of the data. After coding the data twice, two main parts from the qualitative data analysis were found. The first part includes the students' positive and negative views on certain aspects about online English lessons and the second part represents the parents' views on certain aspects about online English lessons.

4.2.1. Findings of the Students' Positive Perceptions

Four main interview questions, "1. What was your experience like learning English online? (Were you able to follow the lessons easily? Did you have problems with the educational application used?), 2. Can you describe your environment while learning English online? (Did you have your own study room? Was there a television, computer, or family member that could distract you at work?), 3. How was your communication with your friends and teacher while learning English online? How would you like it to be? (Were you able to easily communicate with your teacher and

friends when you needed them and able to practice with your friends?), 4. Are there any activities that you wanted to do in online English lessons but couldn't do? (Can you give an example?) were answered by the students in the second part of the research which were structured. In first the students' responses to find out the positive points of the certain aspects were evaluated and categorized under 3 themes: (1) It was easy to follow online English lessons, (2) there was a silent environment during the online English lessons, (3) it was easy to communicate with friends and teachers during online English lessons. And under one category students have suggested activities to do during online English lessons were analyzed.

Table 14.

The Most Frequently Cited Reasons Why Students Have Positive Viewpoints About Online English lessons.

I think online English lessons were effective because…	**Number of Students**
1. they were easy to follow.	27
2. there was a silent environment.	43
3. the communication with friends and teachers was easy.	43

4.2.2. Findings of the Students' Negative Perceptions

Students' responses to find out the negative points of the certain aspects were evaluated and categorized under 4 themes: (1) It was difficult to follow online English lessons, (2) there was a distracting environment during the online English lessons, (3) it was difficult to communicate with friends and teachers during online English lessons, (4) some activities were difficult to follow during online English lessons.

Table 15.

The Most Frequently Cited Reasons Why Students Have Negative Viewpoints About Online English lessons.

I think online English lessons were not effective because…	**Number of Students**
1. they were difficult to follow.	26
2. there was a distracting environment.	10
3. it was difficult to communicate with friends and teachers.	10
4. some activities were difficult to follow.	7

4.2.3. Findings of the Parent's Interview

There were 6 main questions in the interview designed for taking the parents' perception, which were structured. The questions were: "1. Are you satisfied with the online English lessons conducted during the Covid-19 pandemic period? Why? / 2. Do you think that your child's language acquisition has been improved more, thanks to online English lessons, than compared to the classroom environment? Why? / 3. Did you need to support your child during online English lessons? If yes, on what kind of issues? (Environment preparation, program usage, internet connection, process of participating in the lesson, homework etc.). / 4. Did you get the necessary support from the responsible teacher during the online English lessons, how would you like him/her to help? Is there anything you want to add about this topic? / 5. Have online lessons made a difference in your child's sense of responsibility? / 6. Have online lessons made a difference in your child's social relationships and behaviors? Will you explain?". In total 38 parents responded to questions. At first, parents' responses to find out the certain aspects were evaluated and categorized under 6 themes: (1) Online English lessons and the activities used were effective enough, (2) Online English lessons were improved children's language levels, (3) Online English lessons did not necessitate

parents to assist their children, (4) Online English lessons have made teachers to be reached easily and to use uplifting activities, (5) Online English lessons have made children more responsible, (6) Online English lessons have made children social enough.

Table 16.

The Most Frequently Cited Viewpoints of Parents About Online English lessons

I think online English lessons…	**Number of Students**
1. and the activities used were effective enough.	18
2. were improved children's language levels.	10
3. did not necessitate parents to assist their children.	30
4. have made teachers to be reached easily and to use uplifting activities.	33
5. have made children more responsible.	23
6. have made children social enough.	21

All in all, in this chapter it has been given place to the students' questionnaire results, students' interview results and parents' interview results. In the following chapter it will be discussed the analyzed data.

CHAPTER FIVE

DISCUSSION

5.1. Discussion of the quantitative data

Depending on the statistical results derived from the current study the above discussions carried through. In this chapter of the study, the analyzed data compared with the previous studies.

First and foremost, the present study reviews the perspectives of 100 primary school students. The findings of the students' questionnaire indicate that the average age both male and female students are 11, the most crowded grade level attending was 6 however the numbers are very close to each other. Furthermore, the mean score of female and male students for years on learning English was 4. Most of the participating students have the necessary technological equipment in order to follow the lesson and both gender groups have sometimes experienced technological problems while attending the online English lessons.

5.1.1. Perception of students based on their ages

According to the results of the current study it could be said that while the ages of students are increasing their negative perceptions about online English learning are decreasing because the negative value for the correlation values shows that there is a reverse correlation between the ages of students and their online English language learning perceptions. The result will be linked to Zaphiris and Sarwar's (2006) statement. They argue that the age plays an important role on the communication and behavior in online environments (as cited in Pfeil, Arjan & Zaphiris, 2008). DiBiase and Kidwai (2010) had set forth that adult online geography students aged between 22-65 spent more time and got higher scores than the younger students aged between 19-30. Here it would be concluded that when the ages of students go up their approaches to online education becomes more constructive.

Koyunoglu (2008) states that online education should be designed strictly according to the knowledge levels, personalities, expectations of students and taking

into account their profiles. In that way certainly the motivation and willingness levels of students on online education will increase. Because it was revealed that while the older students are more concerned about the learning material the younger students are asking for more interactive activities and they will further enjoy the rich content of online learning environment and increase their learnings after they master in dealing with technology (Simonds & Brock, 2014).

On the other hand, Bertiz (2018) in her study has found no difference between the motivation level and ages of students. Probably because nearly all teenagers today worldwide have internet access and use communication tools every single day (Pfeil et al., 2008) and they are already mastered using the necessary technology and are convenient and motivated while using it which will also make them bear positive thoughts about online education. Thus, the result of this study is in conflict with the previous studies because the mean score for students ages is 11 (teenagers) which in accordance with the former studies young learners are currently acquainted with this environment.

5.1.2. Perception of students based on their genders

The results from the survey also indicate that the gender of students has no effect on their perceptions of online English language learning process. Since there is not much research done on the topic of online education, the current study coincides with Tanyıldız and Semerci's (2003) study which they researched the perceptions of university students in accordance with their genders on distance (online) education and found no difference (Kaynar et al., 2020). Moreover, Aydogan and Akbarov (2014) studied the gender difference on language learning strategies and they have found no variation between two genders, both male and female English language learners had used the same strategies on their English language learning processes. Further, the research conducted by Demir, 2008, has found no powerful relationship between gender variable and motivation levels of distance education students.

However, the results of the current study suggesting that there is difference on the perception of male and female students will be encountered as in conflict with the

study of Pfeil et al. (2008) in which they discuss the characteristics of online communication tool users and state the study of Louis (2004) and Verhaagen (2005) mentioning that females are attending online communications more than males. Again Alghamdi et al., 2020, reported that females gain more important outcomes on online education because they are more determined than males. As reported by Amro, Mundy and Kupczynski (2015) more female students than male students had attended online classes.

5.1.3. Perception of students based on their grade levels

The present study was focused on the 4,5 and 6th grade primary school students and it was revealed that the grade levels of students have made a difference on their perception of online English language learning. Despite the lack of research done on the topic this finding could be associated with Ke and Kwak (2013) who analyzed the interviews of undergraduate and graduate level students views on online learning activities and they observed that higher level students carried on more positive views about online education. Correspondingly Yu (2021) discusses that postgraduates prefer and obtain more benefits from online learning probably because they are more determined and hardly lose their focus while the undergraduates get easily distracted in the internet environment. In addition, Kennan et al. (2018) in their study reported that older learners found it essential that lecturers provide information, coherent feedback and an equal online learning environment while the younger learners were not giving importance to any of these topics. As far as these studies are not strictly parallel with the present study even so it could be commented on that while the grade levels of students are increasing their positive views on online English learning become more frequent.

Nonetheless Coldwell, Craig, Colorado and Eberle (2010) and Paterson and Mustard (2008) acknowledged that students' ages and their learnings are not associated with (as cited in Amro et al., 2015) and this finding negates the present study's results. Further, in the same manner Ke and Kwak (2013) carried out their study on the topic of relationship between the educational level and online learning of students and they put forward that there is no meaningful connection. Consonantly Amro et al. (2015)

in their study conducted with online university level algebra students revealed that age, gender and ethnicity play no noteworthy role in online achievement.

5.1.4. Perception of students based on their years of learning English

The results have also revealed that there is a reverse correlation between the years of learning English and their perceptions of online English education. This result can be interpreted that students' perceptions of scores of online English education decrease when their years of learning English increase. This may be because their confidence level of using the language is increasing at the same time as their English language levels are increasing. Once more, because of the absence of former studies in the field this study will be compared with the available related research. As Getie (2020) discusses that when students do not give importance to the learning of a language then they exhibit negative attitudes towards it and in contrast their willingness increases their English language levels. In his study conducted about social media usage on second language learning process, AbuSa'aleek (2015) proposed that students who were accustomed with the technology previously had shown positive behaviors with regard to technology usage in language learning and they even increased their foreign language skills.

Likewise, Tamayo-Maggi and Cajas-Quishpe (2020) searched the viewpoints of university students who were at their last level of online English learning course, and they were already familiarized with the techniques and they found them at average level, not very satisfied as their languages had not advanced as far as expected. Getie (2020) discusses the evaluation of Serrano-Sanchez (1996), who claimed that students' reduced satisfaction in foreign language learning may be because of their inappropriate exposure to the language. Thus, concerning the learners' negative approaches their teachers should provide the necessary encouragement, confidentiality and required feedback (Huang et al., 2020).

5.1.5. Perception of students based on problems experienced while attending online lessons

Eventually the data of the current study show that the problems experienced in the process of attending classes played a role on students' perceptions of online English education for the total scores. This result goes along with the study of Kuama and Intharaksa (2016) who argue that OLLS have an effect upon the online learners' achievements. Therefore, as Filius et al. (2019) discusses that professors at universities should smooth the way for learners to access the online material. However, the serious problem arises in the case of lack of equipment like computers, laptops, tablets, video conferencing mobile devices, television, (Koyunoglu, 2008) etc. to obtain the educational material. In a word an online educational environment design requires some investments for both parts, the teacher and the student, to obtain pleasant comments from learners and ensure them to reach to the lesson and the presented material and assignments (Hodges et al., 2020)

Additionally, Bertiz (2018) associates the alliterations of students' opinions about online lessons with their own practices like not following the timetable of lessons, not focusing completely on the lessons or maybe with the external factors like internet connection problems, power outages or not having the necessary means to follow the lessons. On the study carried on by Sheerah, Yadav, Fadl Allah and Abdin (2022) it has been searched the perceptions of students on online English writing courses and put forward that most negative views on online learning have received from students who experienced technology or internet-based problems and suggested that if it is worked on the enhancement of internet and technology, which student uses, then satisfactory consequences will be taken. In an online learning environment learners should always and indisputably be kept in the center and the educational system and activities should be designed according to students' demands (Zhou et al., 2020). Other than that Yang and Cornelious (2005) also assert that the online environment obligates careful arrangements in advance of teaching procedure takes place. In this much mentioned design, some questions like; for whom the course is

getting designed, what will be taught, what kind of sources will be used and how the efficiency will be monitored, should be asked (Savas, 2007).

Furthermore, reviewed students on the survey of Sheerah et al. (2022) declared that their performances on English writing had increased via the online language course and along with, they even did not need to spend money on course books. Raba (2016) came up with the similar findings as the participants of his study, who were university students, were carrying positive points of views on the ground that online education eliminates the financial drawbacks of face-to-face higher education. Zabadi and Al-Alawi (2016) and Ekmekçi (2015) identified affirmative approaches about online education (as cited in Tamayo-Maggi & Cajas-Quishpe, 2020). One more time Wang and Chen (2007) proposed that synchronous online language education has taken favorable opinions by learners. Although these examples stand-in the topic generally the studies conducted previously mostly focused on university students. The subject of elementary school students' online education perceptions is very current, even we can say that it started to gain ground with the occurrence of Covid-19 pandemic.

In conclusion, in accordance with the results of the study, it can be said that age, gender, grade levels, years of learning English, the experienced problems have an effect on the perceptions of primary school students about online English learning. And these results have both similar and different aspects when compared with the previous studies. Generally, it would be appropriate to say that online English education will be profitable if it takes place in a well-organized environment.

5.2. Discussion of the Qualitative Data

In order to find out the viewpoints of primary school students and their parents about online English language lessons, and further extend the research, structured interview questions were used to gather the data. In accordance with the related literature being analyzed, and data collected via the interview the discussions below are made. The interview questions were written for both participant groups in their mother tongue, Turkish and the answers were translated into English. The data were analyzed through the inductive content analysis method. Participants are coded as P1,

P2, P3, etc. as for avoiding disorganization. Further, qualitative data analysis has two main parts. The first part is the students' positive and negative views on certain aspects about online English lessons which are presented at section 5.2.1. and the second part is the parents' general views on certain aspects about online English lessons presented at the section 5.2.2.

5.2.1. Discussion of the students' Interview

5.2.1.1. Discussion of the students' positive perceptions

Four main interview questions were answered by the students in the second part of the research which were structured. In first the students' responses to find out the positive points of the certain aspects were evaluated and categorized under 3 themes: (1) It was easy to follow online English lessons, (2) there was a silent environment during the online English lessons, (3) it was easy to communicate with friends and teachers during online English lessons. And under one category students have suggested activities to do during online English lessons were analyzed.

1. It was easy to follow online English lessons.

Students in the study state that online English lessons were easy to follow and had already experienced any problems.

P2: *It was easier for me to follow the lessons. But it was a little difficult to concentrate on the lessons.*

P20: *It was a good experience because I felt better doing lessons without leaving home.*

P25: *I was able to follow the lessons easily. Sometimes problems occurred with the application used. It was a very different experience.*

P39: *Learning English online was an interesting experience for me. I was able to follow the lessons easily. I have not had any problems with the application.*

P47: *Although it was difficult at first, I got used to it later. I was able to follow the lessons easily and had no problems with the application.*

Looking through the given responses regarding the convenience of following online English lessons, it can be told that half of the interviewed students have found it easy to attend online English lessons. Without a doubt it would be easily said that today's teenagers are quite familiar with the technology. Moreover, it has become a trend to carry and use a mobile phone among the millennial students and they are extremely confident and masters like when they are coping with computers and other gadgets. And as well as it is possible to connect to the internet from various technological devices like tablets, mobile phones, laptops (Rahamat, Shah, Din & Abd Aziz, 2017), students can attend the online lesson without any trouble. Additionally, the media used via technology generates learning curiosity because the knowledge has been shared interactively and it can be reached worldwide thanks to the global network system (Bambang, Merie, Eviyatin & Ulya, 2020). When all these aspects of technology have been considered it can be the easiest method of education during a worldwide crisis like Covid-19 pandemic.

2. There was a silent environment during the online English lessons.

Students' answers reveal that they attended online English lessons in a silent or in an undistracting environment.

P3: *While I was learning English online, I attended classes in my room which was quiet.*

P7: *When I was doing my English lessons, I mostly was in my room, it was not a noisy environment.*

P8: *Because of the reason that I can focus better, the place where I was attending the lessons was my room.*

P10: *In my room, at my desk which is in front of the window, in an inspiring environment.*

P47: *I have my own study room, there is nothing to distract me. I attend and do my lessons quietly and calmly.*

Considering the explanations of students nearly all of them used or tried to create a special environment during their online learnings. Learning environment at distance education according to Ülkü (2018) is an element that directly effects the teaching and in the distance education process students have very few resources and learn alone when compared to traditional education (Ülkü, 2018). Hitherto, Huang et al. (2020) acknowledge online learning as an experience which will take shape in a synchronous or asynchronous environment with the help of devices like mobile phones, laptops, tablets, etc. and the student and the teacher who are in distinct places, meet on a virtual platform via these devices. As it is an organized, scheduled classroom, students take the benefit of real time meetings (Huang et al., 2020) and here a more undistracted environment will be required in order to improve their learnings. In this context, distance education environments function to ensure that the students are motivated to learn at a sufficient level (Ülkü, 2018). Another affecting factor discussed by Cigdem and Ozturk (2016) on online learning environments is the students' readiness which is directly engaged with satisfaction. Thereby online learning systems will be used by teachers more efficiently (Cigdem & Ozturk, 2016) and parents must support the children during home learning conditions. Özen Baykent (2015) highlights the foreign language learning environments like in a house's living room, even listening to music because a "rested concentration" will result in the highest level of learning.

3. It was easy to communicate with friends and teachers during online English lessons.

Most of the students in the study illustrate that they were really appreciated for their communication with their classmates and teachers on online English lessons, they even stated that it was like in the real places.

P11: *I communicated very easily with my friends and teachers. It was nice to be like that.*

P12: *During this period, I was very satisfied with my relationship with my friends and teachers, but one of my classmates did not allow anyone to speak instead of himself/herself. It would have been better for my teacher to warn his/her student during the online lesson.*

P41: *I got on very well with everyone, we were able to communicate and talk easily.*

P43: *My communication was good; I wish it was face to face. I easily communicated with my friends and teachers.*

P47: *While learning English online, my communication with everyone was very good, as if it was in face-to-face education.*

Responses from students' interviews regarding the ease of communication among students and teachers show that they have found it convenient to interact on online education. Huang et al. (2020) have stated that synchronous and asynchronous online environments will cooperate with participants' socialization and personal relationships. Because the synchronous learning environments created in online education give the students the feeling of being in a virtual environment, allowing the participants to interact with each other, so they can transfer the discussion opportunity in the formal classroom atmosphere to the virtual education environment (Erfidan, 2019). Moreover, knowing that nowadays students are active internet users, they mostly use it for socializing and entertainment purposes and when this cooperates with educational purposes students will become more productive as they are already acquainted with it (Bambang et al., 2020). At synchronous education participants can directly and efficiently communicate with other students and the instructor (Basilia & Kvavadze, 2020).

Some suggested activities to do during online English lessons.

Some students during the interview acknowledged that they really enjoyed the activities conducted during online English lessons and further have suggested some activities.

P7: *I would like to have Quizzes.*

P11: *We had lots of difficulties while doing the listening activities and I love listening activities so I would like it to be organized in a better way.*

P42: *I would like to do many projects. As a project, I would like to write about celebrities and different countries.*

P45: *SPEAKING*

P46: *Yes. Watching videos. Playing games.*

The universe of e-learning is quite wide and includes distance education, CD-ROMs, television broadcasts, internet, cable television, audio conferencing, video conferencing, collaborative public and private institutions, written materials, and these examples can be further multiplied (Can, 2005). As well as discussed, and answers given, the internet is already a broad array of learning environments. Further Zhou et al. (2020) suggest that in order to carry on online education properly, the activities should be developed by using eye-catching, bright resources. Taking into consideration the students' suggestions, activities should be designed correspondingly. Especially in the language learning process, the media takes an important place. Via the media presented on the internet students join in an interesting learning adventure because the electronic media increases the curiosity of the students (Bambang et al., 2020). While online learning is becoming more popular nowadays the online learning tools also upgrade in quality, efficacy and value for ensuring a better education (Cigdem & Ozturk, 2016). Additionally, Bertiz (2018) points out the importance of activities that increase the social interaction, the supportive feedback which encourages, the curiosity should be kept alive, and the alteration is needed on the presentation of lesson to keep the motivation efficient.

5.2.1.2. Discussion of the students' negative perceptions

Students' responses to find out the positive points of the certain aspects were evaluated and categorized under 4 themes: (1) It was difficult to follow online English lessons, (2) there was a distracting environment during the online English lessons, (3)

it was difficult to communicate with friends and teachers during online English lessons, (4) some activities were difficult to follow during online English lessons.

1. It was difficult to follow online English lessons.

Half of the primary school students interviewed in Western Thrace region of Greece pointed out that they experienced difficulties while attending online English lessons mostly because of the internet or computer-based problems.

P4: *Learning English online was a bit boring for me, but it was a good experience. I was able to follow the lessons, but I had problems with the application, sometimes the sounds were not coming good.*

P12: *There were times when learning English online made me feel inadequate. I encountered problems with my internet from time to time, not with the application used.*

P14: *Online lessons were a very bad experience for me, I could not follow my lessons at all.*

P26: *It was good to learn English online, but I could not follow the lessons online well because I had problems with the application I was using.*

P28: *It was a different experience for me. I had a little difficulty following the lessons and sometimes the sound went off during the lesson.*

The main difficulties which online learners faced were application related problems. They could not manage to use the application easily, they had problems related with their internet connections or information technology-based problems. Bertiz (2018) has mentioned some of the limitations of distance education, in addition to the many opportunities provided, and has given the examples of the inability to establish an internet connection and the problem of accessing the internet in rural areas, the need for continuous updating in parallel with the developing technology. Also considering the computer features and internet access speeds we have, web pages or some applications cannot be viewed, or it may take a very long time to access. Thus, relying on technology for a long-term educational system may increase these

limitations as well as the students' complaints that they feel isolated at online learning (Eşgi, 2006). Cigdem and Ozturk (2016) discussed that as learners are the most valuable components of online learning while designing an online course their needs and skills ought to be considered as key factors, otherwise the consequence will decrease participation and motivation level. Therefore, on online learning a very crucial aspect to be considered is the design process in the matter of facilitating the students' attendance and making them encounter almost no problems.

2. There was a distracting environment during the online English lessons.

Responses from some of the students show that they were joining their English lessons in a distracting environment and this caused interruptions on their learning.

P5: *The environment which I was in was not very similar to the classroom environment. I was more easily distracted compared to the face-to-face classroom.*

P35: *Sometimes in my room, sometimes in the living room.*

P44: *I was attending the lessons in my room, at my desk. The voices of my family inside were distracting me.*

P46: *I am sharing the same room with my brother/sister, so sometimes there were difficulties.*

P51: *I usually attended my lessons in the living room and in my bedroom.*

Considering the answers of students, being in a distracting environment may cause some learners to lose the track of the lesson and can make them miss some important points. Sheerah et al. (2022) state that the online environment itself, which is very different from the traditional classroom may make the students' attention drawn away and the absence of motivation may prevent the language developments of EFL students. Besides, Alexander, Entwisle and Olson (2007) revealed in their study the economical aspect of the topic and stated that the school environments offer more equal conditions to students of all social levels and that home learning environments prevent some students from taking education.

3. It was difficult to communicate with friends and teachers during online English lessons.

There were also some students who found the online communication with their friends and teachers challenging.

P5: *While I was in online education, we weren't communicating much with my friends. I was just talking to my teacher about the lesson.*

P20: *I had good communication with my teachers, but I would like to chat with my friends.*

P21: *It was not good. I wish it was good. For example, the system would be better.*

P44: *It was difficult to attend the online lesson and communicate with my teacher.*

P50: *Sometimes I had problems with the internet, but it would be better.*

Regarding the comments of the young learners, it could be concluded that they basically experienced problems related with interpersonal communication and technical communication problems. Firstly, in an online educational environment, a crucial role is taken by the teacher as a designer, controller and player. Meaning that they should create the necessary communication and facilitate students' learning process (Rapanta et al., 2020). On the other hand, while loading the responsibility to the teachers, they should be strictly supported by special training on how to cope with the technical and communication problems (Huang et al., 2020). In addition, Bertiz (2018) points out that there is an insufficient environment for students to socialize on online education. Keeping in touch with classmates and teachers is particularly troublesome for students living in remote regions due to the absence of the internet and this should be closely considered in order to create the same learning conditions for students living in these areas (Zhou et al., 2020). Sheerah et al. (2022) mention that if the internet infrastructure will be developed in rural regions, students may further take the advantage of interactivity, collaborative study, classroom discussion and thus the quality of online education will be increased in general.

4. It was difficult to follow some activities during online English lessons.

A small number of students reported that they were not satisfied with some of the activities carried on during their online English lessons. Some examples also are shown below.

P5: *Of course, there are many things that we cannot do as in the classroom. But in general, I'm used to it now and there is no such activity.*

P12: *I would rather attend real classes and talk face-to-face with my friends and class teacher than talking and looking at the screen in online English lessons.*

P33: *Writing dictation is very boring and difficult.*

P36: *Speaking online is very bad.*

P47: *No, but I think doing speaking practice in face-to-face classes is more effective.*

Students' answers given to this question differentiate however generally it would be said that they were mostly unsatisfied with English speaking activities. A few of them mentioned that they could not speak due to other students' interruptions, one of them said that he/she felt like talking with a screen not a real person and other likewise problems. Bao (2020) and Filius et al. (2019) in their research state that educational institutions should firstly invest and work on the instructional design of online education to ensure for all students to benefit equally. And teachers should have made sure during the Covid-19 online teaching term that they were not just presenting the topic on the screen with a monotonous explanation (as cited in Demuyakor, 2020). In the motivation model developed by Bonk (2010) has been set forth that lecture presentation, which is always done in the same way, will reduce the motivation so the motivational elements and differentiated lesson settings must be included in teaching (as cited in Bertiz, 2018). Subsequently, technical problems encountered by the teacher in material usage (Bertiz, 2018) and the problems detected by the students will be reduced in a minimum level and each student could have taken part in group

projects (Sheeral et al., 2022) and speaking activities online English learning would be more appealing.

5.2.2. Discussion of the Parent's Interview

There were 6 main questions in the interview designed for taking the parents' perception, which were structured. 38 parents responded to questions. At first, parents' responses to find out the certain aspects were evaluated and categorized under 6 themes: (1) Online English lessons and the activities used were effective enough, (2) Online English lessons were improved children's language levels, (3) Online English lessons did not necessitate parents to assist their children, (4) Online English lessons have made teachers to be reached easily and to use uplifting activities, (5) Online English lessons have made children more responsible, (6) Online English lessons have made children social enough.

1. Online English lessons and the activities used were effective enough.

Many parents had positive approaches about online English lessons because they have found it as a chance for not interrupting their children's language learning process. Some responses are presented in this subsection.

P3: *Of course, I am satisfied. It is very important for them not to stay away from their lessons.*

P10: *Yes, I am satisfied. Thanks to the application they used, the children were made to feel as if they were in a school environment rather than at home, and I believe it was very efficient.*

P14: *It was more efficient, he/she had more time to study.*

P18: *The activities and organization conducted on the online lessons were as effective as the face-to-face education.*

Looking throughout the answers given by the participants of the study it could be said that parents were satisfied enough with the online English lessons. Because not only did children not miss their lessons, but also online language education was

very successful thanks to the activities used. English language learning is a process which should be kept rolling in order to achieve a good language development (Ahsanah, 2020). And with the sudden appearance of coronavirus online teaching and learning have made a name for themselves because it was the only solution for the continuation of education (Sheerah et al., 2022). Moreover, Nurhasanah, Sulistyo, Agustiani, and Ulya (2020) in their study put forward students will access a lot of material through internet usage in distance education and they can take the opportunity of communicating with students from various schools and regions and collaborate with each other. Also, in their research Rieley (2020) and Dhawan (2020) stated that the education should be sustained in an efficient and quality way during the pandemic crisis (as cited in Sheera et al., 2022).

2. Online English lessons were improved children's language levels.

Figured out from the parents' responses, answers related with the improvement of English language levels were presented below.

P1: *At first, he/she had difficulties but later he/she studied better and brought his/her language to a better level, so it was efficient.*

P3: *I can't say that it was not efficient in terms of language acquisition, because children have a good comprehension of English, via games or practices with each other.*

P19: *Yes, I think that both the teacher and the student feel more comfortable in the home environment.*

P37: *On one side, yes, he quietly and calmly improved his language without any distraction, but we didn't have a family member with whom he could practice the language face-to-face.*

It is obvious from the participants' answers that they found the online English education as advantageous as and even more advantageous in terms of language development. According to Chomsky, the human brain waits ready for language acquisition and when the child is exposed to a language a certain principle necessary

to examine and structure the language begins to work (as cited in Özen Baykent, 2015, 2015). And the interaction between the child's unique characteristics and the environment in which he/she develops enables language acquisition to take place (Özen Baykent, 2015, 2015). In this manner online environments could create a good ground in terms of English learning. Wongpornpratеep and Boonmoh (2019) acknowledged the benefit of using computer assisted language learning tools in the language classroom and that these instruments have improved the English language skills of the students. In the study conducted by Rovai, Ponton, Winhting, and Baker (2007), the motivation levels of e-learning students were higher than those of formal education students. There was no significant difference between the extrinsic motivation and lack of motivation levels of e-learning students and formal education students. To sum up the comfort, interactivity, flexibility and motivation increasing activities of the online English learning environment will influence the learners' English language acquisition further.

3. Online English lessons did not necessitate parents to assist their children.

The answers of some participants included in this subsection show that their children were able to join online English lessons on themselves.

P3: *I can say that no help was needed.*

P8: *My child has the ability to establish an internet connection and use the educational program himself/herself. However, when the issue comes to homework, although he/she did not ask for my help, I witnessed that he/she sometimes neglected to do his/her homework. It's not because he/she did not understand or cannot do it, I think it was because he/she knew that the teacher cannot check them, and he/she was comfortable during the online education.*

P22: *After logging into the necessary program, I did not interfere with my daughter during the lesson. I made sure that she did her homework regularly by herself. I made her think for herself by offering a different viewpoint in situations when she had difficulties.*

A number of parents responding to the interview questions stated that they rarely helped their children while attending the lesson, while doing homework or while using the necessary equipment. Rahamat et al. (2017) cleared out that a large number of students aged between 15 to 19 in Malaysia own a smartphone, meaning they are already engaged in the technology. But the big question here was if the students who have already been technology users, could delve into the technology-based learning circumstances or not (Rahamat et al., 2017). Furthermore, Serdyukov (2017) mentions that the innovative education system has boosted the technological ability of the students, their creativity and at the same time their ability to manage alone with the problems (as cited in Sheerah et al., 2022). Acar (2009) stated that web-assisted learning strategies, highly expanded the interest and motivation levels of the learners. Riley (1996) declared that language learning becomes more profitable when the students' motivation level increases (as cited in Joycey & Sougari 2010). Consequently, if the students adapt easily to this autonomous online learning environment, their motivation levels will multiply and correspondingly language proficiency levels too.

4. Online English lessons have made teachers to be reached easily and to use uplifting activities.

Teacher as a facilitator was the most important support for both the students and parents and they were always available as being the most knowledgeable elements of the coronavirus pandemic's online education period. Some parents' responses are included below.

P1: *I think I got the necessary support; we are pleased that he/she informed us about every situation.*

P3: *I believe yes, because I saw my children having so much fun during the lesson.*

P12: *We are very pleased with our teacher. He/she managed the process successfully.*

P28: *We were extremely pleased with our teacher; and I think he/she did his/her best to make us informed good enough.*

In accordance with the participants' answers they were mostly pleased with the teacher because they have tried to create a charming online environment and give the necessary help in all issues to the students and parents, like technical problems, lesson schedules and disease related news. Most young learners especially trust their teachers' feedback and depend on their direction (Joycey & Sougari, 2010). Of course, as Höçük (2011) states, teachers had to undertake additional responsibilities and spare more time on online teaching because they need to engage in technology and pedagogy at the same time. On online education apart from the traditional roles of the teachers, like recognizing the student, planning teaching, guidance, managing and evaluating etc. two new basic roles, representation of the course material online and communication management, have been added (Ülkü, 2018). In general teachers had to modernize their lesson structure and teaching methods to comply with online education (Zhou et al., 2020). Because they should keep the students' interest alive and motivation high in this differentiated environment (Ülkü, 2018). However, apart from the additional responsibility online education is a more flexible environment for both parties (teachers and students), easy to follow the students' advancement by the teacher and an opportunity for students to practice more (Sheerah et al., 2022). To sum up, a teacher in online education is a guide and organizer of the environment.

5. Online English lessons have made children more responsible.

Some responses on the question about the children's responsibilities during online English lesson are revealed below.

P3: *Absolutely, he/she started to wait for lesson hours, arrange mealtimes and manage play time.*

P6: *Yes, he/she was attending the lesson on time, I didn't need to warn him/her.*

P10: *I think so. My child became more thoughtful and organized, he/she was preparing for the lesson, he/she was preparing himself/herself and organizing his/her timetable.*

P18: *Yes. He/she understood better how to behave in mandatory conditions and what to encourage to get rid of these conditions.*

It is clear from the answers above that autonomous learning environment has improved the students' manner of responsibility. The cognitive approach has seen language acquisition as the acquisition of rules where each student is responsible for their own learning and education is individualized (Celce-Murcia, 2014, p. 7, as cited in Özen Baykent, 2015). And Stern (1975) states that autonomous learners develop the ability of giving feedback for themselves and observing their language development and do not completely rly upon the teacher (as cited in Joycey & Sougari, 2010). Moreover, Cigdem and Ozturk (2016) declared in their study that learners with high self-efficacy levels had been more successful on online learning environment. In this environment students just had to bear on some other responsibilities like managing their schedules and doing their homework regularly (Sheerah, 2022). Thus, students achieving to comply with their responsibilities their language skills will be improved further.

6. Online English lessons have made children social enough.

Comments received from parents have shown that their children were socialized enough during the pandemic period. A few examples from the answer were represented below.

P6: *To be clear, we had the great advantage of living in a small area, and there were no differences in our moods and social relations.*

P10: *I think he/she was able to express himself/herself more comfortably.*

P29: *They became more social.*

P36: *There weren't any changes, he/she was in contact with his/her friends.*

P37: *No, but I think he/she got closer to his/her family.*

According to the comments of the participants it was understood that their children's social attitudes did not get affected during the period of online education. The establishment of social software has transformed the users of the internet from being in a passive position into active players (Pfeil et al., 2009). And the interaction among learners positively increased through computerized education (Sheerah et al.,

2022). On the other hand, as the virtual environment created a positive interaction among students, the involvement of language in this communication had made the course more profitable (McCarthy, 2010). Further, dialogues and cooperation created in English among online learners can contribute and encourage more students to practice the language. In conclusion, online education instead of limiting the students' socialization, strengthened the ties among friends, parents and teachers and it even added greater advantages in terms of improving English language speaking skill.

CHAPTER SIX

CONCLUSION AND SUGGESTIONS

In this chapter the findings from both quantitative and qualitative data will be reviewed while concluding the study and limitations and suggestions for further studies will be made.

6.1. Conclusion

The aim of this study was to research the primary school students' and their parents' views on the online English language lessons in the Western Thrace region of Greece where mostly the Turkish minority is settling. In order to achieve this goal both quantitative and qualitative research were carried on. 100 students were answered the scale of "Secondary School Students' Online Education Perceptions Scale" designed by Kaynar, Kurnaz, Doğrukök and Barışık (2020), 53 students interviewed by structured questions and structured interview questions designed for parents answered by 38 parents. The findings of the quantitative data were analyzed by using SPSS 21 using factor analysis (KMO test, Barttlett's Test), normality test (Kolmogorov-Smirnov Test, Shapiro-Wilk test), descriptive analysis, test of assumptions (Spearman's rho correlation test, Mann-Whitney U test, Kruskal Wallis Test) and the qualitative data were analyzed with the inductive content analysis method.

According to the quantitative data analyzed, the correlation between students' ages and their perceptions on online English learning is significant but weak. It was found out that there is a reverse correlation between variables. As well as the literature on the topic is very restricted this finding can be related with the study of Kennan et al. (2018), who they also found a difference in their literature review between the age and online education perceptions of students and mentioned that the young adults, ages between 18-24, are more convenient while coping with the communication technologies whereas the adult learners, 25 years and older, needed help while using the necessary technology while joining online classes (Ladyshewsky & Pettapiece, 2014).

Moreover, it was revealed from the study that there is a difference between grade levels and perceptions of students on online English lessons. This result will be linked with the analyses of Kennan et al. (2018) showing that lower grade levels needed reminders about the online lesson while the higher grade levels did not.

Also, there is a reverse correlation between the students' English learning years and their online English learning perceptions, meaning that their perception score decreases when their English learning years increase. As well as the scarcity of literature the study of Psaltou-Joycey and Sougari (2010) will be correlated with this study in terms of English language learning strategies, who acknowledge that the primary school students' English proficiency levels affect their language learning strategy usages.

Finally, the study uncovered these problems were experienced while attending online English lessons have played a role on students' perceptions. Lenhart (2005) states that 21 million young people are engaged with the internet on a daily basis and use it habitually (as cited in Pfeil et al., 2009). However online education requires a little further than internet usage as it employs video conferencing applications and software to create an interactive learning environment (Basilaia & Kvavadze, 2020). Thus, it will bring some challenges to adopt this kind of educational technology.

The only area which does not play any role on the perceptions of students has been found as the gender. Raba (2016) reported that the gender of university students did not make any difference on their perspectives about online learning (as cited in Tamayo-Maggi & Cajas-Quishpe, 2020). Additionally, as the virtual learning platform brings together all social classes, every colour, religion and gender together in a single environment it reduces the discrimination immensely (Sheerah et al., 2022).

As far as searched and discussed it was considered essential to take primary school students and their parents' opinions, as being supporters of their children, during online English language learning, especially if they experienced the same learning process during the Covid-19 pandemic period as in the face-to-face classroom. Because if any similar disease or other kind of crisis appear in the future the experiences of students and the online education platforms designed will be

profitable (Sheerah et al., 2022). Even now as well as again in the future the online teaching and learning is and will be accepted as a quick, worldwide, comfortable, profitable and easily reachable way of learning by whose having some health issues or cannot attend to real time classes because of a serious reason (Pregowska, Masztalerz, Garlinska and Osial, 2021).

6.2. Limitations of the study

This study tried to be kept in the pre-planned settling as much as possible. First and foremost, the research has been limited to 4^{th},5^{th} and 6^{th} grade 100 primary school students. Besides, the study was conducted in the region of Western Thrace in Greece, thereupon different viewpoints and results on the topic may occur because of cultural changes, especially related with the applications, material and technology used on online language teaching.

Additionally, the data of the study was collected in the 2020-2021 academic year, when online education started to be used extensively because of the restrictions of the Covid-19 disease. Therefore, if the same study will be carried or have been carried on another time the findings will be altered or have been altered.

Finally, the present study is limited to the "Secondary School Students' Online Education Perceptions Scale" (Kaynar et al., 2020) and the interview questions developed by the researcher. Thus, other evaluation instruments may give different results.

6.3. Suggestions

Based on the results of the current study some suggestions would be influential when using online English teaching methods. Before all else, the data of this research was collected from a defined area and a specific number of participants by means of random sampling and convenience sampling model from the quantitative methods. To this extent, expanding the sample group may increase the assumptions accuracy.

From the results obtained it was understood that the teacher plays a crucial role in the online teaching process. Teachers should undertake various new techniques and

change their traditional teaching methods. So, the findings of the study may be useful for teachers who are going to conduct online English lessons and for public and private educational institutions who are going to design online curriculum.

Further, the significance of the online environment and online English teaching materials and activities have been observed. The meticulous design of the online English classroom and teaching instruments will improve the learners' language acquisition. Moreover, if any large-scale online teaching and learning process is to be considered thus the governments should assure that everyone can benefit from the same educational opportunities as it requires some financial and technical support.

The literature and the findings of the research also highlighted the influence of parents and the responsibility of students while joining online courses. In the study it was seen that the families were the key supporters during the online English education, especially in motivating and giving technical support to their children and requiring students to be more autonomous.

In conclusion, we live in a global world where borders cannot restrict worldwide communication. And the importance of English language learning occurs at this point as it becomes a common language of education, trade, business world and even in personal connections. As shown in the study online English learning environments have been brought into play due to an urgent need for the continuation of the teaching and learning process. And as a brand-new perspective, online English learning was found both advantageous and disadvantageous because it is a convenience, but it requires comprehensive design. Researchers can conduct further studies on the topic and may explore the topic deeper.

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APPENDICES

Appendix 1. Informed Parental Consent Form for Secondary School Students' Online Education Perceptions Scale (Original)

Sayın Veli,

Çocuğunuzu, Trakya Üniversitesi İngiliz Dili ve Eğitimi Bölümü'nde yüksek lisans öğrencisi olan CHIOUDA ALI'nin "Covid-19 Pandemi Döneminde Yunanistan Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Dersleri Üzerine Öğrenci ve Veli Görüşleri" araştırması kapsamında yürüttüğü araştırmaya katılmaya davet ediyoruz. Araştırmanın tanımı ve sahip olduğunuz haklar aşağıda açıklanmıştır.

Tanım: Bu çalışmada öğrencilerin Covid-19 pandemi döneminde katıldıkları online İngilizce derslerine ilişkin görüşleri incelenecektir. Çocuklar, 5 boyutlu Likert (Kesinlikle katılmıyorum, Katılmıyorum, Tarafsızım, Katılıyorum, Kesinlikle Katılıyorum) ölçeği olarak tasarlanan anket üzerinde görüşlerini belirteceklerdir. Çocuğunuzun kimliği ve herhangi başka bir bilgi, araştırmacı ve danışmanı dışında hiç kimseyle paylaşılmayacaktır.

Gizlilik: Araştırmada çocukların isimleri sorulmamaktadır. Bunun yerine, her çocuğa anket kağıdında bir kimlik numarası verilecektir (No:1, No:2, vs şeklinde).

Sonuçların yalnızca araştırma amacıyla kullanılacağını anlıyorum ve yanıtlardan elde edilen araştırma sonuçlarının yayınlanmasına izin veriyorum.

□ EVET

□ HAYIR

Riskler ve Yararlar: Çocuğunuzun güvenliğini etkileyecek herhangi bir risk bulunmamaktadır. Çalışmanın sonuçlarını talep ettiğinizde görebilirsiniz.

Vazgeçme veya Reddetme Hakkı: Çocuğumun, araştırmacının herhangi bir ön yargısı olmaksızın, araştırmacının sorularını yanıtlamayı bırakma veya yanıtlamayı reddetme hakkına sahip olduğunu anlıyorum.

Şikayet Prosedürü: Herhangi bir endişem varsa veya bu çalışmanın herhangi bir yönünden memnun kalmazsam şikayetlerimi bildirebilirim.

Sorular: Onay formunu imzalamadan önce, çalışma sırasında veya sonrasında herhangi bir zamanda araştırmacıya soru yöneltebilirsiniz.

Araştırmacı: CHIOUDA ALI (Hüda Ali), Trakya Üniversitesi, İngiliz Dili ve Eğitimi

Danışman: Yrd. Prof. Dr. Selma DENEME

Onay Formu

Çocuğumun “Covid-19 Pandemi Döneminde Yunanistan Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Dersleri Üzerine Öğrenci ve Veli Görüşleri” başlıklı araştırmaya katılmasına izin veriyorum. Araştırmanın amacı benim için yeterince açıktır ve sorularıma cevap verilmiştir. Çocuğumun katılmaktan vazgeçme veya katılmayı reddetme hakkına saygı duyulacağını ve verdiği yanıtların ve kimliğinin gizli tutulacağını anlıyorum. Bu onayı gönüllü olarak veriyorum.

Ebeveyn/Veli İmzası:

_____ _____

İmza tarihi

Araştırmacı İmzası:

_____ _____

İmza tarihi

Appendix 2. Informed Parental Consent Form for Secondary School Students' Online Education Perceptions Scale (English version)

Dear Parent,

We invite your child to take part in a research study being conducted by CHIOUDA ALI who is a MA student at Trakya University, Department of English Language and Education, as part of her research "Perspectives of Primary School Students and Their Parents on Online English Lessons in Western Thrace, Greece During the Covid-19 Pandemic Period". The study, as well as your rights, are described below.

Description: This study will examine the opinions of the students about the online English lessons they attended during the Covid-19 pandemic period. Children will mark their viewpoints on the questionnaire designed as 5 dimensioned Likert scale. Your child's identity and any information collected will not be revealed to anyone but the principal investigator(s) and her designated research associates.

Confidentiality: Children's names are not asked in the research. Rather, each child will be given an identification number on the questionnaire sheet.

I understand that the results will only be used for the purposes of research and I agree to the researchers using the collected data from child's answers and any publications the results from the research.

- □ YES
- □ NO

Risks & Benefits: There are no risks to your child's safety. You may opt to preview the results of the study.

Freedom to Withdraw or Refuse Participation: I understand that my child has the right to stop or to refuse to answer any of the researcher's questions without prejudice from the investigator.

Grievance Procedure: If I have any concerns or I am dissatisfied with any aspect of this study I may report my grievances.

Questions: Please feel free to ask the investigator any questions before signing the consent form or at any time during or after the study.

Principal Investigator: CHIOUDA ALI (Hüda Ali), Trakya University, English Language and Education

Supervisor: Assist. Prof. Dr. Selma DENEME

Informed Consent Statement

I give permission for my child to participate in the research project entitled, "Perspectives of Primary School Students and Their Parents on Online English Lessons in Western Thrace, Greece During the Covid-19 Pandemic Period" The study has been explained to me and my questions answered to my satisfaction. I understand that my child's right to withdraw from participating or refuse to participate will be respected and that his/her responses and identity will be kept confidential. I give this consent voluntarily.

Parent/Guardian Signature:

_____ _____

Signature Date

Investigator Signature:

_____ _____

Signature Date

Appendix 3. Secondary School Students' Online Education Perceptions Scale (Original Scale)

ORTAOKUL ÖĞRENCİLERİNİN UZAKTAN EĞİTİME İLİŞKİN GÖRÜŞLERİ DEĞERLENDİRME ÖLÇEĞİ

D: Öğrencinin uzaktan eğitime ilişkin oluşturduğu düşünceleri kapsayan alt boyuttur.
K: Öğrencinin uzaktan eğitime ilişkin kendi imkân/yeterliliğini kapsayan alt boyuttur.
Ö: Öğrencinin uzaktan eğitimde yapılan öğretime ilişkin algılarını kapsayan alt boyuttur.
T: Öğrencinin uzaktan eğitime ilişkin geliştirdiği tutumları kapsayan alt boyuttur.
ÖD: Öğrencinin uzaktan eğitimde ödevlere ilişkin algılarını kapsayan alt boyuttur.

		Sorular
D	9	Uzaktan eğitimdeki ders tekrarlarının öğrenmeme daha iyi katkı sağladığını düşünüyorum.
D	19	Derslerin düzeyime uygun olduğunu düşünüyorum.
D	38	EBA üzerinden yapılan dersleri Liselere Giriş Sınavına hazırlık açısından yeterli olduğunu düşünüyorum.
D	15	TV/Bilgisayardan ders işlenirken örnekler konuyu anlamamız için yeterli gelmediğini düşünüyorum.
D	27	Verilen ödevlerin benim öğrenme seviyemin çok çok üzerinde (bana göre zor) olduğunu düşünüyorum.
D	14	TV/Bilgisayardan ders işlenirken arkadaşlarımı görmek beni mutlu ettiğini düşünüyorum.
D	18	Arkadaşlarım derslerden çok memnun olduğunu söylüyor.
D	41	Canlı derslerde öğrencilerin derse katılımından ve benimle etkileşiminden memnunum. (Canlı derse girmiyorsanız boş bırakınız.)
K	3	Uzaktan eğitimde işlenen dersler benim için etkilidir.
K	7	Uzaktan eğitim ders süreleri konuları öğrenmem için yeterlidir.
K	10	Uzaktan eğitim sistemine uyum sağladım.
K	21	Uzaktan eğitimde işlenen dersler kendi düzeyimin altındadır.
K	24	EBA üzerinden yapılan dersler süre olarak bana yetersiz geliyor.
K	**1**	Uzaktan eğitim sisteminde verilen dersleri düzenli olarak takip ediyorum.
K	2	Uzaktan eğitimde derse başlamadan önce ihtiyaçlarımla ilgili (yemek, su, ortam, vb.) hazırlıklarımı tamamlıyorum.
K	4	Uzaktan eğitimde dersleri dikkatli bir şekilde dinliyorum
K	11	Uzaktan eğitim derslerinde konu ile ilgili rahatça soru sorabiliyorum.
K	13	TV'deki dersler çok dikkat çekici geliyor.
K	22	Uzaktan eğitim derslerine canlı katılmayı tercih ederim.
Ö	20	Uzaktan eğitimde işlenen dersler kendi düzeyimin üzerindedir.
Ö	34	Uzaktan eğitim, yüz yüze eğitimden daha etkilidir.
Ö	36	Yüz yüze eğitim, uzaktan eğitimden daha yararlıdır.
Ö	39	Uzaktan eğitim sürecinin Liselere Giriş Sınavına hazırlanmak açısından benim için dezavantaj oluşturmaktadır.
Ö	37	Uzaktan Eğitim Sisteminde karşılaştığım/ karşılaşabileceğim sorunları nasıl çözebileceğimi biliyorum.
Ö	17	Öğretmen derslerde ilgi çekici etkinlikler yapıyor
Ö	23	Derslerde yapılan etkinlikler öğrenmem için bana yeterlidir.
Ö	28	Televizyon üzerinden izlediğim derslerin ödevlerini yaparken daha çok yardıma ihtiyaç duyarım.

Ö	40	Canlı derslerde öğretmenin benimle etkileşiminden memnunum. (Canlı derse girmiyorsanız boş bırakınız.)
ÖD	8	Uzaktan eğitim sisteminde ödevler için EBA TV / Uygulama tek başına yeterlidir.
ÖD	25	Uzaktan eğitimi sürecinde öğretmenlerin verdikleri ödevleri fazla buluyorum.
ÖD	26	Evdeki ortam (kardeşler vb.) ödev yapmamı zorlaştırıyor.
ÖD	35	Uzaktan eğitimde bir sonraki ödevimi heyecanla bekliyorum.
T	33	Yakın bir gelecekte, eğitimin "Uzaktan Eğitim" sistemine dönüşecektir.
T	5	Derslerden önce konu ile ilgili ön hazırlık yapıyorum.
T	42	Katılmadığım canlı derslerin kayıtlarına sonradan rahatlıkla ulaşıp izleyebiliyorum.
T	12	Uzaktan eğitim esnasında kendimi sınıf ortamından daha rahat hissediyorum.
T	16	TV'de ders işleyenin kendi ders öğretmenim olmasını isterdim.

Appendix 4. Secondary School Students' Online Education Perceptions Scale as Used in the Study

Demografik Bilgiler

Yaş:	**9 10 11 12 13**				
Sınıf:	**4 5 6**				
Cinsiyet:	**KIZ ERKEK**				
Kaç yıldan beri İngilizce öğreniyorsun:	**1 2 3 4 5 6 7 8 9 10**				
Kaç dil biliyorsun:	**1 2 3 4 5**				
Online dersler için gereken teknolojiye sahibim:	**EVET HAYIR**				
"Ortaokul Öğrencileri Uzaktan Eğitim Algıları Ölçeği" "Secondary School Students' Online Learning Perceptions Scale"	**Kesinlikle Katılmıyorum**	**Katılmıyorum**	**Kararsızım**	**Katılıyorum**	**Kesinlikle Katılıyorum**
Öğrencinin uzaktan eğitime ilişkin oluşturduğu düşünceleri					
1. Derslerin düzeyime uygun olduğunu düşünüyorum.					
2. Verilen ödevlerin benim öğrenme seviyemin çok çok üzerinde (bana göre zor) olduğunu düşünüyorum.					
3. Bilgisayardan ders işlenirken arkadaşlarımı görmek beni mutlu ettiğini düşünüyorum.					
4. Arkadaşlarım derslerden çok memnun olduğunu söylüyor.					
5. Canlı derslerde öğrencilerin derse katılımından ve benimle etkileşiminden memnunum.					
Öğrencinin uzaktan eğitime ilişkin kendi imkân/yeterliliği					
6. Uzaktan eğitimde işlenen dersler benim için etkilidir.					
7. Uzaktan eğitim ders süreleri konuları öğrenmem için yeterlidir.					
8. Uzaktan eğitim sistemine uyum sağladım.					
9. Uzaktan eğitimde işlenen dersler kendi düzeyimin altındadır.					
10. Uzaktan eğitim sisteminde verilen dersleri düzenli olarak takip ediyorum.					
11. Uzaktan eğitimde derse başlamadan önce ihtiyaçlarımla ilgili (yemek, su,					

ortam, vb.) hazırlıklarımı tamamlıyorum.					
12. Uzaktan eğitimde dersleri dikkatli bir şekilde dinliyorum.					
13. Uzaktan eğitim derslerinde konu ile ilgili rahatça soru sorabiliyorum.					
Öğrencinin uzaktan eğitimde yapılan öğretime ilişkin algıları					
14. Uzaktan eğitim, yüz yüze eğitimden daha etkilidir.					
15. Yüz yüze eğitim, uzaktan eğitimden daha yararlıdır.					
16. Uzaktan Eğitim Sisteminde karşılaştığım/ karşılaşabileceğim sorunları nasıl çözebileceğimi biliyorum.					
17. Öğretmen derslerde ilgi çekici etkinlikler yapıyor.					
18. Derslerde yapılan etkinlikler öğrenmem için bana yeterlidir.					
19. Canlı derslerde öğretmenin benimle etkileşiminden memnunum.					
Öğrencinin uzaktan eğitimde ödevlere ilişkin algıları					
20. Uzaktan eğitimi sürecinde öğretmenlerin verdikleri ödevleri fazla buluyorum.					
21. Evdeki ortam (kardeşler vb.) ödev yapmamı zorlaştırıyor.					
22. Uzaktan eğitimde bir sonraki ödevimi heyecanla bekliyorum.					
Öğrencinin uzaktan eğitime ilişkin geliştirdiği tutumlar					
23. Derslerden önce konu ile ilgili ön hazırlık yapıyorum.					
24. Uzaktan eğitim esnasında kendimi sınıf ortamından daha rahat hissediyorum.					

Appendix 5. Secondary School Students' Online Education Perceptions Scale English Version

Demographic Information

Age:	**9 10 11 12 13**				
Grade:	**4 5 6**				
Gender:	**GIRL**			**BOY**	
For How Long Have You Been Learning English:	**1 2 3 4 5 6 7 8 9 10**				
How Many Languages Do You Know:	**1 2 3 4 5**				
I Have the Necessary Technology to Attend Online Lessons:	**YES**			**NO**	
"Secondary School Students' Online Learning Perceptions Scale"	**Definitely Disagree**	**Disagree**	**I am not Sure**	**Agree**	**Definitely Disagree**
Perceptions of Students on Sustaining Online Education					
1. I think the lessons are appropriate for my level.					
2. I think the assignments given are far above my learning level (difficult for me).					
3. Seeing my friends during the lessons conducted from the computer makes me happy.					
4. My friends say that they are very satisfied with the lessons.					
5. I am satisfied with the interaction of my friends with me on the online lessons.					
Students' Self-Perception on Online Education					
6. I think online education lessons are effective.					
7. Online education lesson hours are sufficient for me to learn the subjects.					
8. I think I can adapt to the online education system.					
9. I think the lessons on online education are below my level.					
10. I regularly follow the subjects given on the online education system.					
11. In online education, I complete my preparations related to my needs (food, water, environment, etc.) before the lesson starts.					
12. I listen carefully to the lessons on online education.					

13. I can easily ask questions about the subject in online education classes.					
Students' Perceptions on Teaching Practices Related to Online Education					
14. Online education is more effective than face-to-face education.					
15. Face-to-face education is more beneficial than online education.					
16. I know how to solve the problems that I encounter/may encounter during the online education system.					
17. The teacher does interesting activities during the lessons.					
18. The activities practiced during the lessons are sufficient for me to learn.					
19. I am satisfied with the interaction of the teacher with me in the online lessons.					
Students' Perceptions on Homework Related to Online Education					
20. I find the homework given by the teachers on the online education process too much.					
21. The environment at home (siblings, etc.) makes it difficult for me to do homework.					
22. I look forward to my next homework on online education.					
Students' Perceptions on Attitudes Regarding Online Education					
23. I do preliminary preparations about the topic before the lesson starts.					
24. During online education, I feel more comfortable than in the classroom.					

Appendix 6. Consent from for the interview Questions of the Students

Sevgili Öğrenci,

Tarafınıza iletilen sorular Trakya Üniversitesi, İngiliz Dili ve Eğitimi, yüksek lisans öğrencisi Chiouda ALI (Hüda ALİ) tarafından Dr. Selma DENEME danışmanlığında öğrencilerin ve velilerin Covid-19 pandemi dönemi boyunca aldıkları online İngilizce derslere yönelik görüşlerini almak üzere hazırlanmıştır. Katılımcılardan elde edilecek bilgiler, 'Covid-19 Pandemi Döneminde Yunanistan, Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Derslerine Yönelik Öğrenci Ve Veli Görüşleri' adlı tezde kullanılmak üzere sadece araştırmacı tarafından değerlendirilecek olup bilgileriniz kesinlikle saklı tutulacaktır. Bu araştırmaya katılım yaklaşık 10 dakika sürmektedir. Sizden beklenen, hiç bir baskı altında kalmadan yöneltilen tüm sorulara açıklayıcı ve eksiksiz cevaplar sağlamanızdır. Bu araştırmaya katılım gönüllülük esasına dayanmaktadır. Araştırmaya katılmayı kabul ediyorsanız 'EVET' kutucuğunu seçiniz.

İşetişim:

Bu araştırmaya katılmayı kabul ediyorum.

- ☐ EVET
- ☐ HAYIR

Appendix 7. Students Interview Questions (Original)

1. Online İngilizce öğrenmek senin için nasıl bir deneyimdi? (Dersleri kolaylıkla takip edebildin mi? Kullanılan programla ilgili sorunlar yaşadın mı?)

   _____

   _____

2. Online İngilizce öğrenirken bulunduğun ortamı tarif eder misin?

   _____

   _____

3. Online İngilizce öğrenirken arkadaşlarınla ve öğretmeninle iletişiminin nasıldı? Nasıl olmasını isterdin?

   _____

   _____

4. Online İngilizce derslerinde yapmak istediğin ama yapamadığın aktiviteler var mı?

   _____

   _____

*Bu mülakat soruları CHIOUDA ALI tarafından geliştirilmiştir.

Appendix 8. Students Interview Questions (English Version)

1. What was your experience like learning English online? (Were you able to follow the lessons easily? Did you have problems with the educational application used?)

   _____

   _____

2. Can you describe your environment while learning English online? (Did you have your own study room? Was there a television, computer, or family member that could distract you at work?)

   _____

   _____

3. How was your communication with your friends and teacher while learning English online? How would you like it to be? (Were you able to easily communicate with your teacher and friends when you needed them and able to practice with your friends?)

   _____

   _____

   _____

4. Are there any activities that you wanted to do in online English lessons but couldn't do? (Can you give an example?)

   _____

   _____

   _____

*These interview questions have been prepared by CHIOUDA ALI.

Appendix 9. Consent form for Parents Interview

Sayın Veli,

Tarafınıza iletilen sorular Trakya Üniversitesi, İngiliz Dili ve Eğitimi, yüksek lisans öğrencisi Chiouda ALI (Hüda ALİ) tarafından Dr. Selma DENEME danışmanlığında öğrencilerin ve velilerin Covid-19 pandemi dönemi boyunca aldıkları online İngilizce derslere yönelik görüşlerini almak üzere hazırlanmıştır. Katılımcılardan elde edilecek bilgiler, 'Covid-19 Pandemi Döneminde Yunanistan, Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Derslerine Yönelik Öğrenci Ve Veli Görüşleri' adlı tezde kullanılmak üzere sadece araştırmacı tarafından değerlendirilecek olup bilgileriniz kesinlikle saklı tutulacaktır. Bu araştırmaya katılım yaklaşık 10 dakika sürmektedir. Sizden beklenen, hiç bir baskı altında kalmadan yöneltilen tüm sorulara açıklayıcı ve eksiksiz cevaplar sağlamanızdır. Bu araştırmaya katılım gönüllülük esasına dayanmaktadır. Eğer araştırma ile ilgili şimdi veya sonra daha fazla bilgi almak isterseniz veya araştırma tamamlandığında sonuçları öğrenmek istersiniz adresinden araştırmacıya ulaşabilirsiniz. Araştırmaya katılmayı kabul ediyorsanız aşağıdaki 'EVET' kutusuna tıklayınız./Araştırmaya katılmayı kabul ediyorsanız 'EVET'i seçiniz.

İşetişim:

Bu araştırmaya katılmayı kabul ediyorum.

- ☐ EVET
- ☐ HAYIR

Appendix 10. Parents' Interview Questions (Original)

1. Covid-19 pandemi dönemi boyunca gerçekleştirilen online İngilizce derslerinden memnun musunuz? Neden?

   _____

   _____

2. Sizce online İngilizce dersleri sayesinde, sınıf ortamına göre, çocuğunuzun dil edinimi daha verimli oldu mu? Neden?

   _____

   _____

3. Online İngilizce dersleri sırasında çocuğunuza destek vermeniz gerekti mi? Hangi konularda? (ortam hazırlığı, program kullanımı, internet bağlantısı, derse katılım süreci, ödevler vs.)

   _____

   _____

4. Online İngilizce dersleri boyunca ilgili öğretmenden gereken desteği alabildiniz mi, nasıl yardımcı olmasını isterdiniz? Bu konuda eklemek istediğiniz herhangi bir şey var mı?

   _____

   _____

5. Online dersler çocuğunuzun sorumluluk duygusunda bir farklılık yarattı mı?

   _____

   _____

6. Online dersler çocuğunuzun sosyal ilişkilerinde ve ruh halinde bir farklılık yarattı mı? Açıklar mısınız?

   _____

   _____

*Bu mülakat soruları CHIOUDA ALI tarafından geliştirilmiştir.

Appendix 11. Parents' Interview Questions (English Version)

1. Are you satisfied with the online English lessons conducted during the Covid-19 pandemic period? Why?

   _____

   _____

2. Do you think that your child's language acquisition has been improved more, thanks to online English lessons, than compared to the classroom environment? Why?

   _____

   _____

3. Did you need to support your child during online English lessons? If yes, on what kind of issues? (environment preparation, program usage, internet connection, process of participating in the lesson, homework etc.)

   _____

   _____

4. Did you get the necessary support from the responsible teacher during the online English lessons, how would you like him/her to help? Is there anything you want to add about this topic?

   _____

   _____

5. Have online lessons made a difference in your child's sense of responsibility?

   _____

   _____

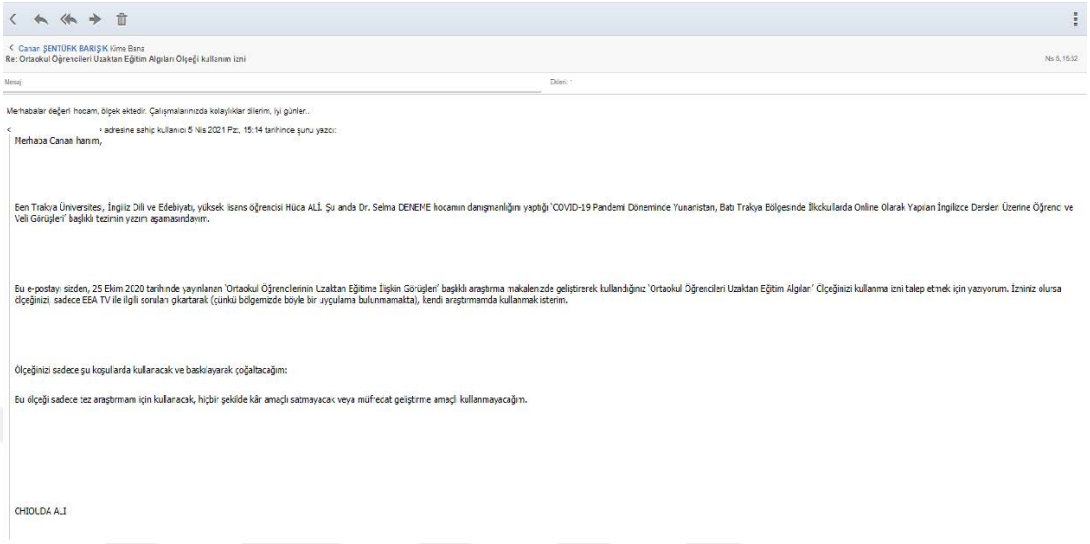
6. Have online lessons made a difference in your child's social relationships and behaviors? Will you explain?

   _____

   _____

*These interview questions have been prepared by CHIOUDA ALI.

Appendix 12. Scale use permissions



Canan ŞENTÜRK BARIŞIK Kime Bana
Re: Ortaokul Öğrencileri Uzaktan Eğitim Algıları Ölçeği kullanım izni
Nis 5, 15:52

Mesaj | Ekleri: 1

Merhabalar değerli hocam, ölçek ektedir. Çalışmalarınızda kolaylıklar dilerim, iyi günler..

adresine sahip kullanıcı 5 Nis 2021 Pzt, 15:14 tarihinde şunu yazdı:

Merhaba Canan hanım,

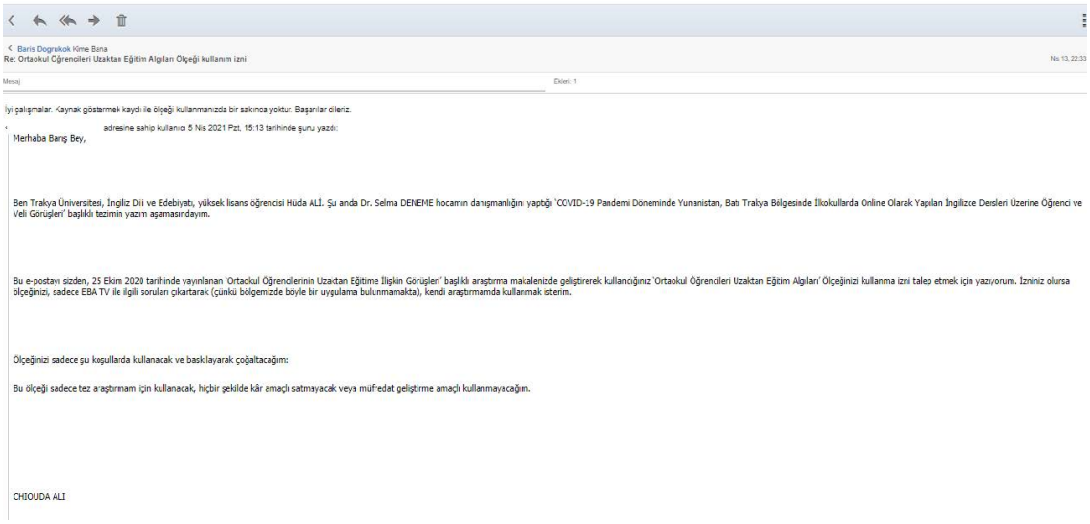
Ben Trakya Üniversitesi, İngiliz Dili ve Edebiyatı, yüksek lisans öğrencisi Hüda ALİ. Şu anda Dr. Selma DENEME hocamın danışmanlığını yaptığı 'COVID-19 Pandemi Döneminde Yunanistan, Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Dersleri Üzerine Öğrenc ve Veli Görüşleri' başlıklı tezinin yazım aşamasındayım.

Bu e-postayı sizden, 25 Ekim 2020 tarihinde yayınlanan 'Ortaokul Öğrencilerinin Uzaktan Eğitime İlişkin Görüşleri' başlıklı araştırma makalenizde geliştirerek kullandığınız 'Ortaokul Öğrencileri Uzaktan Eğitim Algıları' Ölçeğinizi kullanma izni talep etmek için yazıyorum. İzniniz olursa ölçeğinizi, sadece EBA TV ile ilgili soruları çıkartarak (çünkü bölgemizde böyle bir uygulama bulunmamakta), kendi araştırmamda kullanmak isterim.

Ölçeğinizi sadece şu koşullarda kullanacak ve basılayarak çoğaltacağım:

Bu ölçeği sadece tez araştırmam için kullanacak, hiçbir şekilde kâr amaçlı satmayacak veya müfredat geliştirme amaçlı kullanmayacağım.

CHIOUDA ALI



Baris Dogrukok Kime Bana
Re: Ortaokul Öğrencileri Uzaktan Eğitim Algıları Ölçeği kullanım izni
Nis 13, 22:53

Mesaj | Ekleri: 1

İyi çalışmalar. Kaynak göstermek kaydı ile ölçeği kullanmanızda bir sakınca yoktur. Başarılar dileriz.

adresine sahip kullanıcı 5 Nis 2021 Pzt, 15:13 tarihinde şunu yazdı:

Merhaba Barış Bey,

Ben Trakya Üniversitesi, İngiliz Dili ve Edebiyatı, yüksek lisans öğrencisi Hüda ALİ. Şu anda Dr. Selma DENEME hocamın danışmanlığını yaptığı 'COVID-19 Pandemi Döneminde Yunanistan, Batı Trakya Bölgesinde İlkokullarda Online Olarak Yapılan İngilizce Dersleri Üzerine Öğrenci ve Veli Görüşleri' başlıklı tezimin yazım aşamasındayım.

Bu e-postayı sizden, 25 Ekim 2020 tarihinde yayınlanan 'Ortaokul Öğrencilerinin Uzaktan Eğitime İlişkin Görüşleri' başlıklı araştırma makalenizde geliştirerek kullandığınız 'Ortaokul Öğrencileri Uzaktan Eğitim Algıları' Ölçeğinizi kullanma izni talep etmek için yazıyorum. İzniniz olursa ölçeğinizi, sadece EBA TV ile ilgili soruları çıkartarak (çünkü bölgemizde böyle bir uygulama bulunmamakta), kendi araştırmamda kullanmak isterim.

Ölçeğinizi sadece şu koşullarda kullanacak ve basılayarak çoğaltacağım:

Bu ölçeği sadece tez araştırmam için kullanacak, hiçbir şekilde kâr amaçlı satmayacak veya müfredat geliştirme amaçlı kullanmayacağım.

CHIOUDA ALI

Appendix 13. Ethics Committee Permit Document