

GEFAD / GUJGEF YABDİLSEM: 363-397(2022)

The Perceptions of K12 Students and Their Parents Towards Online English Learning * **

K12 Öğrencilerinin ve Velilerinin Çevrim İçi İngilizce Öğrenme Üzerine Algıları

Zekiye Müge TAVİL¹, Hande KOŞANSU²

¹Gazi University, English Language Teaching Program, Foreign Languages Teaching
Department. mtavil@gazi.edu.tr.

²Gazi University, School of Foreign Languages. handekosansu@hotmail.com.

Makale Türü/Article Types: Araştırma Makalesi/ Research Article

Makalenin Geliş Tarihi: 30.07.2021

Yayına Kabul Tarihi: 03.11.2021

ABSTRACT

Online education has been widely provided as an alternative to face-to-face education for most of the K12 students owing to COVID 19 pandemic in the world. The aim of this study was to determine the perceptions of K12 students and their parents towards online English learning. In consideration of the purposes in this mixed-methods design study, the questionnaires and the focus group interviews were administered. The descriptive statistics and content analysis reflect the opportunity to improve the components of the language, whereas highlighted the children's distraction, lack of interaction with peers and their English teachers. This current research also revealed the significance of the parents' getting involved in their children's online learning procedures. Additionally, the parents stated their preferences about the hybrid system.

Keywords: Online education, Young learners, Teaching English

***Ahntılama:** Tavil, Z.M. & Koşansu, H. (2022). The perceptions of K12 students and their parents towards online English learning. *Gazi Üniversitesi Gazi Eğitim Fakültesi Dergisi, GEFAD-YABDİLSEM*, 363-397.

**This study was presented orally at the First International Symposium on Foreign Language Teaching which was held in Gazi University, Ankara on June 28-30, 2021.

ÖZ

Tüm ülkelerde COVID 19 pandemisi nedeniyle K12 öğrencilerinin eğitimi, yüz yüze eğitime alternatif olan çevrim içi eğitimle yaygın bir şekilde sağlanmıştır. Bu çalışmanın amacı, K12 öğrencilerinin ve velilerinin çevrim içi İngilizce öğrenmeye yönelik algularını belirlemektir. Bu karma yöntem çalışmasındaki amaçlar dikkate alınarak anketler ve odak grup görüşmeleri yapılmıştır. Betimleyici istatistikler ve içerik analizi, dilin unsurlarını geliştirme fırsatını yansıtırken, çocukların dikkatlerinin kolayca dağıldığını, akranları ve İngilizce öğretmenleriyle etkileşimlerinde eksiklikleri vurgulamaktadır. Bu güncel araştırma, ebeveynlerin çocuklarının çevrim içi öğrenme süreçlerine dâhil olmasının önemini de ortaya koymaktadır. Ayrıca veliler çevrim içi eğitimden hibrit sistemi tercih ettiklerini belirtmektedirler.

Anahtar Sözcükler: Çevrim içi eğitim, K12 öğrencileri, İngilizce öğretimi

INTRODUCTION

Online education (OE) has been an indispensable part of the education system for many years (Harasim, 2000). During the pandemic (Covid-19), most of the societies in the world have been experiencing a quick and sudden shift from face-to-face education to online instructional processes (Basilaia & Kvavadze, 2020). OE has traditionally been viewed as an alternative of adult learners for higher education; however, COVID 19 pandemic has obliged the students and the educators to get involved in virtual classes at all levels. Due to the situation, online learning (OL) has gained a new meaning for most of the K12 students as they have been accustomed to learning through face-to-face education in conventional classrooms.

In consequence, most of the studies underlined the significance of parents' involvement and their cooperation by monitoring, motivating, and supporting their children during virtual atmosphere (İnci Kuzu, 2020). Accordingly, OE with young learners once again revealed the need for studies with K12 students and their parents to better the instructional online process and to fulfil the gap because of the lack of presence of the educators and the students' peers.

Therefore, the focus of the current study was to determine the perceptions of primary and secondary school students and their parents towards online English learning (OEL) experiences. In this research, the shortcomings in the process were identified by

implementing a questionnaire developed by the researchers and conducting focus-group interviews with the participants to triangulate the data from different perspectives. It is also believed that this study is one of the pioneering studies that will shed light on future studies in the literature.

REVIEW OF LITERATURE

With the immediate transition from face-to-face education into OE during the pandemic, various studies about OE have been conducted in most countries (Ferri, Grifoni & Guzzo, 2020). Much of the current literature on OE pays particular attention to adult learners' general perceptions (Lee, Fanguy, Lu & Bligh, 2021). In these studies, most of the higher education students have favourable opinions about OE as it improves their technological skills, and creates opportunities for individualized learning with the help of flexible schedules and time in spite of the deficiencies in effectiveness and peer interaction among the participants.

In addition to the studies related to adult learners' opinions about OE, a considerable amount of literature has been published specifically on adult learners' perceptions towards OEL (Altunay, 2019; Ekmekçi, 2015; Evisen, Akyilmaz & Torun, 2020). The findings of Altunay's (2019) study mainly demonstrate the views of the students as being uncertain about suitability, effectiveness, and teachability of online processes but having positive attitudes towards face-to-face education. Similarly, in Ekmekçi's (2015) study, the results revealed that OE was found to be less effective and productive not only to practice writing, listening, and speaking skills but also to understand the instructions of the given assignments.

In contrast to unfavourable perceptions, many of the adult learners in most of the studies have reflected their forthright views about OEL. According to the results of the studies by Assalahi (2020) and Evisen et al. (2020), the online setting has supported the students to develop communicative language skills and helped them accomplish meaningful collaborative and communicative activities as they could utilize the

synchronous chatbox, revise the recorded lessons, and get differentiated instructions due to the flexibility and efficiency of time management.

As mentioned above, numerous studies have attempted to explain the perceptions of adult learners towards OE and learning English in this process. Nevertheless, few studies have investigated young learners' perceptions towards OL and hardly ever focusing on the perspectives of both K12 students and their parents about their virtual experiences at home (Fiş Erümit, 2021; Zuo, Ma, Hu & Luo, 2021). In these limited studies, most of the young learners have stated their feelings of isolation because of the slender opportunities of participating in various activities like physical exercises or online exams and interacting with their teachers and friends, but on the other hand, they have emphasized the chance of revising the recorded lessons which help them to understand better what has been focused with the help of this flexible procedure.

Thus, the teaching and learning process needs to accommodate teachers and students being physically separated and getting virtually involved in the process from their own homes highlighted the importance of both the availability of technology and the collaboration between teachers and parents as control agents. Teachers lead the learning and teaching situations, whereas parents play a crucial role in supporting learners as they learn from home individually. Past studies revealed that parents' involvement has a positive effect on students' learning behavior when they are isolated from conventional classroom settings. In online classes, they need their parents or older family members to provide devices, organize learning circumstances, schedule time, and arrange learning sessions through cooperation with teachers. Additionally, the alteration in the educational process has made the researchers examine the K12 students' parents' perceptions towards OE since their supports are influential during this learning procedure (Fiş Erümit, 2021; İnci Kuzu, 2020; Yılmaz et al., 2020).

According to the results of the research, most parents have believed that OE is inefficient to produce the learning outcomes and communication skills of their children. To illustrate, their academic success, cognitive abilities, and motivation also decreased

during the online process, and could not get the opportunity to socialize and to get involved in physical activities (Lee, Ward, Chang & Downing, 2021).

Most importantly, many of the parents mentioned the difficulty they have been experiencing in managing the students' OL process at home owing to the lack of students' interaction with their peers and teachers, and concentration on learning during online instruction (Lubis & Lubis, 2020). For this reason, in other studies, it has been suggested that the teachers should explain the tasks directly instead of sending the instructions via electronic devices and should give feedback more frequently (Brom et al., 2020).

So far, in the literature, there has been an abundance of research on the content of adult learners' perceptions towards OE. Although few studies have focused on the general perceptions of K12 students and their parents towards OE, little is known about their perceptions towards OEL and the importance of parents' involvement in this process. Amidst the current concern with attaining higher standards and greater excellence in OL, there has been an increasing necessity to bridge the gap in research focusing on both students and parents that are predictive of academic performance. Thus, the present research draws together and extends previous work from these two lines of research. To address this aim, the current study aims to determine the perceptions of primary and secondary school students and their parents towards OEL. In the light of the purposes of the study, it is attempted to answer two main research questions given below:

1. What are the perceptions of the K12 students towards online English learning?
2. What are the perceptions of K12 students' parents towards online English learning?

METHODOLOGY

Participants

In the current study, for the collection of quantitative data, convenience and criterion sampling methods were preferred to select participants. Convenience sampling, which helps the researchers choose the sample more easily in terms of time and accessibility (Dornyei, 2007; Fraenkel, Wallen, & Hyun, 2012), was found appropriate since reaching a large number of participants was difficult because of the closure of schools during Covid-19 pandemic. Apart from convenience sampling, criterion sampling was also used since the sample represents the population (Patton, 2002) and it was specified by the researchers beforehand as primary and secondary school students at the educational K-12 levels in Turkey and their parents. The participants were 168 primary and secondary school students and 130 parents from different regions of the country.

Additionally, to support the quantitative data results with the qualitative data results, the participants were determined via purposive sampling (Dornyei, 2007; Fraenkel, Wallen, & Hyun, 2012) as according to Patton (1990, p.169), the participants chosen are “information-rich” (as cited in Creswell, 2012, p.206). To be able to gather the qualitative data and to enrich the quantitative data, the researchers interviewed two groups of students and two groups of parents, in total, four focus group interviews were carried out separately in Zoom at a convenient time and date for the participants.

The research context

In 2012, the Education Information Network (EBA) was generated within the scope of the Project for Increasing Opportunities and Improving Technology (FATİH) so that the K-12 students and their teacher could utilize various materials both at home and school (MEB, 2021a). With the pandemic, three new TV channels named as EBA primary school, EBA secondary school, and EBA high school were established. During the OE, 2358 course videos and 221 learning activities were prepared asynchronously by 674 teachers for 2516 hours of broadcast on these TV channels (Fiş Erümit, 2021).

With approximately 3.1 billion clicks during distance education, EBA has become the 10th most visited website in Turkey and the 3rd most visited education site in the world. The EBA Mobile application has reached 16.7 million downloads for Android devices and 1.8 million downloads for iOs devices. In addition, 7.383.213 students, 1.030.516 teachers, 1.170.168 students and 189.477 teachers actively used EBA Academic Support and a total of 5.954.174 EBA Live Lessons were conducted (MEB, 2021b).

All students from the second to the twelfth grade have had synchronous lessons on weekdays since 27th April 2020. The students and their teachers can log in to the EBA user accounts by creating their usernames and their accounts. In synchronous lessons, the teachers can use the whiteboard application, switch on/off students' voices, share their screens, manage students' sharing and camera use. Thanks to the EBA, they can even give assignments to the students (Fiş Erümit, 2021).

In OE, besides other lessons such as science, Turkish, and maths, the 2nd, 3rd, and 4th graders, who have been at public schools, have attended two class hours of synchronous English lessons. Three hours of English lessons have been given to the 5th and 6th graders while four hours of English lessons in a week have been provided to the 7th and 8th graders. The duration of each lesson is 30 minutes. The students at public schools have followed their English courses by watching TRT EBA channels and by attending online EBA lessons via Zoom. Most of them (95%) have used their smartphones although the others have joined through their computers, laptops, and tablets.

Data collection

Data for this study were collected during the spring semesters of the 2020–2021 academic year for the duration of OE. A mixed-methods design was used to gain a better understanding of the research problems and the responses to the research questions with the help of more detailed and specific information gathered via questionnaires developed by the researchers and focus group interviews with both students and their parents. Thus, the quantitative data collected from the questionnaires

and the qualitative data obtained from semi-structured interviews were interwoven (Creswell, 2012; Dornyei, 2007).

Quantitative data instruments

Descriptive design was utilized to find out the information about variables that do not change the environment and manipulate the other variables. To collect the quantitative data, for students and parents, the researchers developed the questionnaires that ascertained the extent of participants in terms of agreement or disagreement (Dornyei, 2007). A three-point Likert scale was chosen since young learners' attentional and social cognitive abilities were not developed enough to distinguish the differences among sophisticated options in a five-point Likert scale (Cautela & Brion-Meisels, 1979).

The questionnaires consist of 32 items in total. The first section covers 24 items related to the components of the language (CL) as receptive skills, productive skills, grammar, and vocabulary to gain insights into the improvement of listening, reading, writing, speaking skills, vocabulary, and grammar knowledge. The questions also focus on some detailed information like the students' motivation while learning these skills, their potential to complete each activity, their comprehension level of listening and reading and their production opportunities. The second section contained 8 items based on classroom management strategies to identify the students' participation in the activities, their interaction with the peers and English teachers and whether the students are getting distracted easily or not when they are online. Apart from the questions related to students, there are also some questions about English teachers' use of technology and whiteboard and their material selections.

Henceforth, to ensure the content validity expert opinions were taken and the final versions of the questionnaires were shared in WhatsApp groups to construct the pilot study meantime the clarity of the items and suggestions were also asked. The reliability was measured by using IBM SPSS Statistics 26. The Cronbach's alpha in the students' questionnaire was 0.958 while the reliability of the parents' questionnaire was 0.96. It

can be understood that these questionnaires are “highly reliable” since Cronbach's alpha expression is between 0.80 and 1.00 (Uzunsakal & Yıldız, 2018: 19). As all the items were reliable and valid according to the results, none of the items were omitted. So, the piloted questionnaires which included 32 items were sent with Google Forms and administrated to 168 students and 130 parents. The items were prepared in Turkish so that the participants could comprehend the meanings more easily. This also contributes to the validity rise.

Qualitative data instruments

The qualitative data were interpreted to understand the phenomenon better with the help of in-depth exploration (Creswell, 2012). To get detailed information, focus group interviews were held since they provided useful responses and saved time (Creswell, 2012). The researchers prepared 8 semi-structured questions related to the acquisition of grammar, vocabulary, reading, listening, speaking, and writing skills, and classroom management during OE as well as the suggestions to increase the effectiveness of learning English online. Four Zoom meetings were held online with 10 students and 10 parents who were chosen based on purposive sampling. In the first meeting, 5 parents responded to the semi-structured questions about their children's learning English online. In the second meeting, these parents' children were interviewed within the same day. One week later, the third meeting was arranged with 5 parents to obtain their perceptions towards their children's learning English via OE. Finally, on the same day, the fourth meeting took place with the children. All the meetings, which were recorded after the interviewees' permissions were received, lasted approximately 40 minutes.

To be able to ensure trustworthiness, in the interviews, simple and clear questions were asked to the participants by using their native language without leading them since they could express their opinions freely and unhesitatingly. In addition, the participants were assured that their identities and answers would remain confidential, so they did not hesitate while they were expressing their opinions freely. For content validity, three field experts' opinions were taken into consideration. The interview questions were prepared regarding literature and the transcriptions of the data were kept without

interpretation to maintain and increase the internal validity. Correspondingly, to enhance the external validity, design, participants, data collection instruments, and data analysis of the research process were explained in detail. (Creswell, 2012; Dornyei, 2007).

Compliance with Ethical Rules

The required ethical rules were followed in each stage of this study. Firstly, the research proposal was discussed by the Gazi University Ethics Commission at the meeting that was numbered 05 and was arranged on 23.03.2021. It was unanimously decided that there was no objection to conduct this research. Accordingly, the participants were informed about the ethics committee approval numbered as E-77082166-604.01.02-75565. It was also added into the appendix in this study. Secondly, the details on the research such as the purpose, research questions and data collection procedure were explained so that the participants could share their opinions without hesitation. Finally, the data obtained from the volunteers were presented without any changes.

Data analysis

Quantitative data analysis

The questionnaire items were analyzed through descriptive statistics that show frequencies, percentages, general tendencies such as mean, mode, median, and the spread of scores in terms of variance, standard deviation, and range (Creswell, 2012). For descriptive statistics, IBM SPSS Statistics 26 was used to calculate the frequencies and percentages.

Qualitative data analysis

The collection of qualitative data provided a deeper understanding of the questionnaire responses. The qualitative data were analyzed using content analysis. Firstly, the video recordings were transcribed. Secondly, the transcriptions were read repeatedly to find out the most common themes and codes in the data (Creswell, 2012; Dornyei, 2007). Finally, the themes and the codes were listed and classified under the main categories in

the light of three experts' opinions for coding and categorizing to enhance the common themes.

RESULTS

In this section, the findings of the study are presented in line with the research questions. Both K-12 students and their parents responded to the questionnaires and participated in the focus group interviews in the process.

First research question

In the first research question, the perceptions of the K12 students towards OEL are determined. Therefore, their opinions on CL such as listening, reading, writing, speaking, vocabulary and grammar besides their perceptions towards classroom management in OE were clarified by calculating the frequency and percentage of their responses in IBM SPSS Statistic 26. Additionally, focus group interviews were implemented.

Table 1. Students' Perceptions on CL in OE

CL	In OE,	1	2	3	M	SD	
Receptive Skills	Listening	1. Improvement in listening	28 (16.7%)	33 (19.6%)	107 (63.7%)	2.47	0.76
		2. Enjoyable listening activities	28 (16.7%)	36 (21.4%)	104 (61.9%)	2.45	0.76
		3. Completion of listening activities	34 (20.2%)	35 (20.8%)	99 (58.9%)	2.39	0.8
		4. Comprehension of listening activities	32 (19%)	43 (25.6%)	93 (55.4%)	2.36	0.78
	Reading	5. Improvement in reading	24 (14.3%)	36 (21.4%)	108 (64.3%)	2.5	0.73
		6. Enjoyable reading activities	22 (13.1%)	43 (25.6%)	103 (61.3%)	2.48	0.71
		7. Completion of reading	22 (13.1%)	41 (24.4%)	105 (62.5%)	2.49	0.71

Productive Skills	Writing	8. Comprehension of reading activities	22 (13.1%)	43 (25.6%)	103 (61.3%)	2.48	0.71
		9. Improvement in writing	41 (24.4%)	34 (20.2%)	93 (55.4%)	2.31	0.84
		10. Enjoyable writing activities	41 (24.4%)	31 (18.5%)	96 (57.1%)	2.33	0.84
		11. Completion of writing activities	30 (17.9%)	41 (24.4%)	97 (57.7%)	2.4	0.77
		12. Use of writing skill	30 (17.9%)	39 (23.2%)	99 (58.9%)	2.41	0.77
		13. Improvement in speaking	35 (20.8%)	35 (20.8%)	98 (58.3%)	2.38	0.8
		14. Enjoyable speaking activities	33 (19.6%)	29 (17.3%)	106 (63.1%)	2.43	0.8
	Speaking	15. Completion of speaking activities	25 (14.9%)	44 (26.2%)	99 (58.9%)	2.44	0.74
		16. Use of speaking skill	27 (16.1%)	33 (19.6%)	108 (64.3%)	2.48	0.75
		17. Improvement in vocabulary	27 (16.1%)	56 (33.3%)	85 (50.6%)	2.35	0.74
		18. Enjoyable vocabulary activities	31 (18.5%)	24 (14.3%)	113 (67.3%)	2.49	0.78
	Vocabulary	19. Completion of vocabulary activities	31 (18.5%)	41 (24.4%)	96 (57.1%)	2.39	0.78
		20. Use of the new words	26 (15.5%)	37 (22%)	105 (62.5%)	2.47	0.75
		21. Improvement in grammar	31 (18.5%)	42 (25%)	95 (56.5%)	2.38	0.78
	Grammar	22. Enjoyable grammar activities	32 (19%)	33 (19.6%)	103 (61.3%)	2.42	0.79
		23. Completion of grammar activities	31 (18.5%)	50 (29.8%)	87 (51.8%)	2.33	0.77
		24. Use of the	29	41	98	2.41	0.76

grammar (17.3%) (24.4%) (58.3%)
structure

*1=Disagree. 2=Undecided. 3=Agree.

As shown in Table 1, the majority of the students generally agreed that each skill was developing via OE besides, they underlined the joy and the fun environment during the process. Most of the students also thought that they completed the activities related to each skill and can easily comprehend listening and reading activities while getting integrated into the exercises based on writing, speaking, grammar, and vocabulary. Specifically, most of the students (62.5%) pinpointed that they applied more reading activities which were more comprehensible rather than the other CL. Correspondingly, over three-fifths of the students (64.3%) underlined the improvement in their reading skills during OE. Therewithal, over thirteen-twentieths of the students (67.3%) mentioned that the activities which were implemented to learn vocabulary were highly entertaining and they (64.3%) also considered the probability to practice their speaking skill during OE.

Table 2. The Findings from the Qualitative Data for Students' Perceptions on CL in OE

Categories	Themes and Codes	Students' Statements
Productive skills	<ul style="list-style-type: none"> • Completion of speaking activities • Limited speaking activities • Completion of writing activities • Limited writing activities 	<ul style="list-style-type: none"> • We could not complete speaking activities because you know our voices were turned off anyway. (S1) • In conversation we read dialogues with a few people as speaking activities. (S4, S7, S9) • Unfortunately, we could not have an opportunity to carry out any writing and speaking activities. (S6)
	<ul style="list-style-type: none"> • Completion of listening activities • Improvement in listening skill 	<ul style="list-style-type: none"> • I do not know the reason but sometimes, we skipped the listening activities but rarely we

Teaching technique	<ul style="list-style-type: none"> • Limited listening activities • Completion of reading activities • Limited reading activities • Improvement in reading skill • Completion of grammar activities • Limited grammar activities • Improvement in grammar • Completion of vocabulary activities • Limited vocabulary activities • Improvement in vocabulary • Translation 	<p>had the chance to carry out them. (S2, S5)</p> <ul style="list-style-type: none"> • We practiced listening quite a lot and for that reason, my listening skill improved as well. (S7, S9) • I think my vocabulary and grammar improved because my teacher explained the meanings and rules on the Whiteboard. (S8, S10) • Even though our teacher sometimes explained unfamiliar words, unfortunately my vocabulary didn't improve much. (S9) • She generally sent the words and grammar items with their Turkish meanings and wanted us to write them in our notebooks. (S1)
--------------------	--	--

As indicated in Table 2, in the interviews, although some of the students expressed that they had some productive activities such as speaking and writing, S6 mentioned not having the opportunity to participate in writing and speaking activities during OE. However, the minority of them stated that they were acting out the written dialogues in the coursebooks as speaking activities and S4, S7, and S9 added reading loud was the only chance for them to speak. When the receptive skills are taken into consideration, a few students highlighted the shortage of listening activities. To illustrate, S2 and S5 mentioned that they did not complete or even omitted most of the listening exercises. Surprisingly, some of the students also alluded to the inadequacy of their vocabulary and grammar knowledge despite the implementation of some activities, and their teachers' explanation for the meanings of the words and the grammar rules. For

example, S9 stated that his vocabulary did not improve much although his teacher focused on the unfamiliar words. Accordingly, as S1 expressed in the interview, it can emerge that the translation technique, which the Turkish meanings of words and structure rules were given, was preferred in these instructional processes.

Table 3. Students' Perceptions on Classroom Management (CM) in OE

In OE,	1	2	3	M	SD
25. Participation in the activities	21 (12.5%)	23 (13.7%)	124 (73.8%)	2.61	0.7
26. Interaction with peers	35 (20.8%)	28 (16.7%)	105 (62.5%)	2.42	0.81
27. Interaction with English teachers	15 (8.9%)	23 (13.7%)	130 (77.4%)	2.68	0.63
28. Getting distracted easily	49 (29.2%)	40 (23.8%)	79 (47%)	2.18	0.85
29. English teachers' use of the technology	15 (8.9%)	23 (13.7%)	130 (77.4%)	2.68	0.63
30. English teachers' use of whiteboard	19 (11.3%)	25 (14.9%)	124 (73.8%)	2.63	0.68
31. English teachers' material selections	35 (20.8%)	49 (29.2%)	84 (50%)	2.29	0.79
32. Students' use of technology	14 (8.3%)	30 (17.9%)	124 (73.8%)	2.65	0.62

*1=Disagree. 2=Undecided. 3=Agree.

Table 3 illustrates that more than seven-twentieths of the students (73.8%) could take part in the activities during OE as over three fifths of the students (62.5%) interacted with their friends. In addition to this, more than seven twentieths of the students' (77.4%) believed that they could interact with their English teachers, and more than fifteen-twentieths of the students (77.4%) stated the effective utilization of the technology by English teachers as well. Likewise, more than seven-twentieths of the students (73.8%) underlined their active and efficient usage of the technology besides their English teachers' correct and effectual use of whiteboard. Nevertheless, the majority of the students (47%) mentioned their getting distracted easily during OE duration and exactly half of them (50%) underlined their English teachers' various material selections for the lesson.

Table 4. The Findings from the Qualitative Data for Students’ Perceptions on CM in OE

Categories	Themes and Codes	Students’ Statements
Participation	• Participation in the lessons	<ul style="list-style-type: none"> • I could take part in the activities. (S6, S9)
Interaction	<ul style="list-style-type: none"> • Interaction with peers • Interaction with teacher • No interaction 	<ul style="list-style-type: none"> • Unfortunately, I didn’t have the possibility to interact with my teacher because you know, my teacher didn’t turn on her camera and always turned off our microphone. (S1) • Sadly, I couldn’t communicate much with my friends and my teacher. (S6, S8) • Unhappily, I couldn’t have an opportunity to interact with my friends and my teacher since we are not allowed to use the chatbox. (S9)
Getting distracted easily	<ul style="list-style-type: none"> • Focus on the lessons • Lose their attention 	<ul style="list-style-type: none"> • English lessons were boring but not difficult, so, I could focus on the lessons. (S6) • Generally, I could focus on the lessons. (S7, S9, S10) • I could focus; nonetheless, sometimes I lost my attention because of the internet problems. (S8)
Use of technology	<ul style="list-style-type: none"> • Teachers’ use of technology • Students’ use of technology 	<ul style="list-style-type: none"> • I think she used the technology well. (S7, S8, S9) • I think I was good at using the technology. (S6, S9, S10)
Use of whiteboard	• Teachers’ use of whiteboard	<ul style="list-style-type: none"> • Unfortunately, my teacher was not capable of using the whiteboard. (S6) • I was lucky as my teacher was competent in using the whiteboard effectively. (S8, S9,

	S10)
Materials	<ul style="list-style-type: none"> • Teachers' material selections • We usually played only Turkish games as she didn't use different sources. (S6, S8)

Table 4 shows that in line with the quantitative data, during the focus group interviews, most of the students emphasized the participation in online English lessons. S6 and S9 also stated that they could take part in the participatory activities. Unlike the responses given to the questionnaire, the majority of the students were complaining about the lack of interaction due to the technological problems during the process. For instance, S1 mentioned not having the chance to interact with his teacher since his teacher didn't turn on her camera and always kept the students' microphones off. In addition, S9 emphasized a problem about the permissions of the online tools by stating that "Unhappily, I couldn't have an opportunity to interact with my friends and my teacher since we could not get the allowance to use the chatbox." In opposition to the results obtained from the questionnaire, the students generally pointed out their concentration on online lessons. For the sake of example, S7, S9, and S10 stated "Generally, I could focus on the lessons." Along the lines of the findings in the quantitative data, most of the students expressed their English teachers' effective use of technology. Furthermore, the majority of them also put emphasis on the correct use of the whiteboard. S8, S9, and S10 added that they feel lucky since their teachers were skillful at using the whiteboard effectively. Finally, it is notable that some of the students denoted the insufficiency of various materials in OE by stating that they always played the same Turkish games (S6 and S8).

Second research question

The second research question sets out to determine the perceptions of the K12 students' parents towards OEL. Therefore, their opinions on acquiring each component of language such as listening, reading, writing, speaking, vocabulary and grammar besides their perceptions towards classroom management were identified by calculating the frequency and percentage of their responses in IBM SPSS Statistic 26. Furthermore, focus group interviews were administered.

Table 5. Parents' Perceptions on CL in OE

CL	In OE,	1	2	3	M	SD		
Productive Skills	Listening	1. Improvement in listening	17 (13.1%)	32 (24.6%)	81 (62.3%)	2.4 9	0.71	
		2. Enjoyable listening activities	36 (27.7%)	24 (18.5%)	70 (53.8%)	2.2 6	0.86	
		3. Completion of listening activities	28 (21.5%)	23 (17.7%)	79 (60.8%)	2.3 9	0.82	
		4. Comprehension of listening activities	21 (16.2%)	40 (30.8%)	69 (53.1%)	2.3 6	0.74	
		5. Improvement in reading	32 (24.6%)	36 (27.7%)	62 (47.7%)	2.2 3	0.82	
	Receptive Skills	Reading	6. Enjoyable reading activities	31 (23.8%)	41 (31.5%)	58 (44.6%)	2.2	0.8
			7. Completion of reading activities	27 (20.8%)	36 (27.7%)	67 (51.5%)	2.3	0.79
			8. Comprehension of reading activities	22 (16.9%)	45 (34.6%)	63 (48.5%)	2.3 1	0.74
		Writing	9. Improvement in writing	35 (26.9%)	36 (27.7%)	59 (45.4%)	2.1 8	0.83
			10. Enjoyable writing activities	42 (32.3%)	35 (26.9%)	53 (40.8%)	2.0 8	0.85
			11. Completion of writing	32 (24.6%)	29 (22.3%)	69 (53.1%)	2.2 8	0.83

		activities				
Speaking	12. Use of writing skill	33 (25.4%)	34 (26.2%)	63 (48.5%)	2.2 3	0.83
	13. Improvement in speaking	29 (22.3%)	34 (26.2%)	67 (51.5%)	2.2 9	0.81
	14. Enjoyable speaking activities	26 (20%)	31 (23.8%)	73 (56.2%)	2.3 6	0.79
	15. Completion of speaking activities	26 (20%)	38 (29.2%)	66 (50.8%)	2.3	0.78
	16. Use of speaking skill	23 (17.7%)	36 (27.7%)	71 (54.6%)	2.3 6	0.76
	17. Improvement in vocabulary	29 (22.3%)	37 (28.5%)	64 (49.2%)	2.2 6	0.8
Vocabulary	18. Enjoyable vocabulary activities	27 (20.8%)	30 (23.1%)	73 (56.2%)	2.3 5	0.8
	19. Completion of vocabulary activities	35 (26.9%)	26 (20%)	69 (53.1%)	2.2 6	0.85
	20. Use of the new words	32 (24.6%)	37 (28.5%)	61 (46.9%)	2.2 2	0.81
	21. Improvement in grammar	33 (25.4%)	33 (25.4%)	64 (49.2%)	2.2 3	0.83
Grammar	22. Enjoyable grammar activities	33 (25.4%)	30 (23.1%)	67 (51.5%)	2.2 6	0.84
	23. Completion of grammar activities	25 (19.2%)	31 (23.8%)	74 (56.9%)	2.3 7	0.79
	24. Use of the grammar structure	36 (27.7%)	29 (22.3%)	65 (50%)	2.2 2	0.85

*1=Disagree. 2=Undecided. 3=Agree.

As presented in Table 5, the majority of the parents generally agreed on the development of each component on account of the amusing online activities in OE. Also, most of the parents thought that the students completed the comprehensible

listening and reading activities along with the writing, speaking, vocabulary, and grammar exercises. Slightly less than half of the parents (48.5%) mentioned the integration of more apprehensible listening activities into the learning procedure, and most of the parents (60.8%) also stated the completion of more listening activities in comparison to the others; therefore, nearly three-fifths of the parents (62.3%) believed that the students mostly improved listening skill in OE. Indeed, less than eleven-twentieths of the parents (54.6%) considered that in OE, their children were applied a wide range of speaking activities which were more enjoyable than the others.

Table 6. Parents’ Perceptions on CM in OE

In OE,	1	2	3	M	SD
25. Participation in the activities	8 (6.2%)	22 (16.9%)	100 (76.9%)	2.7	0.57
26. Interaction with peers	27 (20.8%)	29 (22.35%)	74 (56.9%)	2.36	0.8
27. Interaction with English teachers	9 (6.9%)	27 (20.8%)	94 (72.3%)	2.65	0.6
28. Getting distracted easily	33 (25.4%)	25 (19.2%)	72 (55.4%)	2.3	0.85
29. English teachers’ use of the technology	5 (3.8%)	18 (13.8%)	107 (82.3%)	2.78	0.49
30. English teachers’ use of whiteboard	7 (5.4%)	23 (17.7%)	100 (76.9%)	2.71	0.56
31. English teachers’ material selections	27 (20.8%)	32 (24.6%)	71 (54.6%)	2.33	0.8
32. Students’ use of technology	14 (10.8%)	19 (14.6%)	97 (74.6%)	2.63	0.67

*1=Disagree. 2=Undecided. 3=Agree.

Table 6 demonstrates that over eleven-twentieths of the parents (56.9%) agreed on children's interaction with their peers. In a similar vein, more than seven-twentieths of them (72.3%) considered that the students were able to interact with their English teachers. For this reason, more than seven-twentieths of them (76.9%) believed the students could participate in the activities during OE. However, the majority of the parents (55.4%) explained that the students lost their attentions quickly during online English lessons even if the English teachers used the technology effectively. Besides, the majority of them (76.9%) emphasized the English teachers' correct and effectual use of whiteboard and more than half of them (54.6%) expressed the teachers' different material selections as well.

Table 7. The Findings from the Qualitative Data for Parents' Perceptions towards OE

Categories	Themes and Codes	Students' Statements
Teaching technique	<ul style="list-style-type: none"> • Translation 	<ul style="list-style-type: none"> • Besides EBA live lessons, there was also a problem with the technique used by the teacher since only Turkish equivalents of English words are written. So, English was very boring and difficult. (P1)
Interaction	<ul style="list-style-type: none"> • Limited interaction 	<ul style="list-style-type: none"> • During the live classes, the teacher did not turn on his camera and did not give him the right to speak. That's why the passive students didn't like English very much. (P2) • Unlike online education, face-to-face education is better in terms of socializing. (P7) • Sometimes, many classes' attending the lessons together caused the live lessons to be very crowded and inefficient. Hence, even if the teacher wanted to do interactive lessons with 50 students,
Ineffectiveness	<ul style="list-style-type: none"> • Crowded lessons 	

		each student couldn't have a chance to speak in the lessons. (P6)
Productive skills	<ul style="list-style-type: none"> • Speaking activities 	<ul style="list-style-type: none"> • Alongside the online reading book activities, they prepared materials such as preparing an animal farm and its presentation. (P4)
Cooperation	<ul style="list-style-type: none"> • Parents' support 	<ul style="list-style-type: none"> • We tried to maintain to wake up at the same time as the children are going to go to school in order not to break the routine. I also monitored if he had done his homework. What's more, when he was in his study room, we didn't make noise. (P1) • I didn't do housework when she was in class. (P3) • Nothing would happen if I, as a parent, didn't support my child. Thus, I always tried to encourage her by saying "come on, you can do this, do that. I trust you!" (P6)
Hybrid system	<ul style="list-style-type: none"> • Hybrid teaching 	<ul style="list-style-type: none"> • Personally, I prefer both online and face-to-face lessons. For example, the students may have four days of online education besides one day of face-to-face education every week. (P3, P4, P6)

Table 7 shows the parents' perceptions towards learning English in OE. First, one of the parents mentioned the teacher's teaching method which included translation. P1 explained that "Besides EBA live lessons, there was also a problem with the technique

used by the teacher since only Turkish equivalents of English words are written. So, English was very boring and difficult.”

Second, as in the students’ answers, most of the parents also emphasized the limited interaction by reason of the teacher’s attitude during OE. For instance, P2 and P7 expressed that in online lessons, the teacher did not switch on his camera and did not give the chance to speak. Thus, the English lesson was disfavored by the students, and the children’s socialization process did not take place in OE as much as in face-to-face education.

Third, one of the parents pointed out that the number of students who attended the lessons was more than adequate. Hence, this situation caused inefficient lessons as each student could not get equal opportunities to take part in the activities due to the population of the classroom. For example, P6 explained that “Sometimes, many classes’ attending the lessons together caused the live lessons to be very inefficient.” and continued by saying that most of the students did not have the probability to be active learners owing to the crowded virtual classes.

Additionally, only one of them noted that her child could get the possibility to carry out some speaking activities. To exemplify, P4 underlined the projects such as making an animal farm which were set up and presented.

Most importantly, the majority of the parents emphasized the significance of cooperation with the students and explained their experiences. For example, P6 stated “Nothing would happen if I, as a parent, didn’t support my child. Thus, I always tried to encourage her by saying “come on, you can do this, do that. I trust you!” Moreover, P1 highlighted that they continued their regular practice which they followed during face-to-face education such as getting up at the same time and monitoring the completion of the assignments. What is more, P3 mentioned not doing housework when her child was in the lesson to maintain the silence.

Finally, most of the parents shared their opinions on the hybrid system. So, they generally preferred the combination of online and face-to-face education in the future.

P3, P4, and P6 suggested that “Personally, I prefer both online and face-to-face lessons. For example, the students may have four days of online education besides one day of face-to-face education every week.”

DISCUSSION and CONCLUSION

The present study was designed to determine the perceptions of K12 students and their parents towards OEL as well as classroom management during OE via the questionnaires and semi-structured interviews. So, the current study found that the majority of the participants held positive perceptions in general according to the quantitative results while most of them explained some negative attitudes in the focused group interviews.

Based on the quantitative findings of this study, it is evident that most of the students had an opportunity to improve each component of language through comprehensible reading and listening activities, fruitful speaking and writing tasks as well as amusing grammar and vocabulary exercises. This result is in line with the result of the study (Kızıltan & Atlı, 2013) which focus on young learners’ perceptions on learning macro and micro-skills in English lessons. In contrast to the quantitative results, many students’ opinions are common about the deficiency in listening, speaking, and writing activities during OE.

The other important quantitative finding indicates the students’ interactions with both their peers and their teachers equipped them to actively participate in the online English lessons. However, in the semi-structured interviews, they underlined the lack of interaction with their friends and teachers during this process. Zuo, Ma, Hu, and Luo (2021) also pointed out that the students had difficulty in interacting with each other. To increase the interaction, Kim (2020) has underlined the importance of communication with the students and the teachers’ support for the shy ones’ involvement in the learning procedure with the help of a relaxing and friendly atmosphere.

Contrary to the qualitative findings, the great majority of the students who were competent in using technology could not concentrate mainly on the lessons owing to distraction despite their English teachers' efficient use of the technology and whiteboard. Considering this, to keep them from getting distracted easily, Halliwell (1992) suggested the diversity in activities since children cannot focus on the same task for a long period. Hence, according to her, each activity should not last more than 10 minutes. Moreover, Kim (2020) has suggested some activities which are appropriate to the children's developmental stages. To illustrate, they can sing songs, dance, draw pictures related to a topic, or do some arts and crafts by using recycling materials.

One interesting finding is that in the interviews, most of the parents complained about the lack of interaction and socialization among their children and the teachers due to their attitudes about the use of camera and microphone in contrast to the quantitative findings. One unanticipated finding related to the reason for the scarcity of interaction is also the overcrowded virtual lessons which were ineffectual since a lot of students were involved in the same class. This result is in congruence with Lubis and Lubis' (2020) study, which also found that the parents highlighted the shortage of social interactions with peers and the difficulty in concentrating on the online lessons. Furthermore, they expressed that their children got distracted easily though the English teachers were able to use the technology and whiteboard effectively.

Most especially, another dimension of the findings shows the importance of collaboration between the parents and their children. For instance, during this process, they tried to encourage the kids, go through the same routines such as waking up at the same time as if the students had had face-to-face education, or keep the silence by not doing housework when the kids were in the lessons. In accordance with the present results, the parents' involvement in the children's learning process by monitoring and motivating them has a supporting role in success. This situation has increased their awareness of the necessity to cooperate with their kids. The participating parents also expressed their preference for the hybrid system, which includes the integration of OE into face-to-face education for future educational periods.

Last but not least, this study revealed K-12 students' and their parents' positive and negative perceptions towards acquiring each component of language and their attitudes on classroom management in OE. The quantitative and qualitative findings pointed out that although most of the participants believed that the students had a chance to improve their English during this process, they generally keynoted the insufficiency in interaction with their peers and their teachers.

The obvious finding of the current study indicates that the students could not be engaged in interacting with their friends and English teachers. Therefore, this finding has important implications for enhancing the interaction. For instance, as Wang (2021) underlines, the teachers ought to use a variety of web-conference platforms such as Zoom, Microsoft Teams, or Google Meets as well as e-mails, social media, video messages, and phone calls to increase learner-teacher interaction. Additionally, it may probably be useful when they arrange meetings during virtual office hours to give feedback to the students by supporting and guiding them (Teruya, 2021). The learners' interaction with their peers is also valuable for effective OL. Hence, a cooperative learning environment with group and pair work tasks is required in online classes since the students can learn from each other as well. What is more, some helpful tips on learning English online and how to provide support to their children during the process might be given to the parents as their involvement in this process is particularly vital for K12 students' achievement.

This study also shows that the majority of the young learners got distracted during OE despite the teachers' effective use of technology and whiteboard. So, an implication of this is the requirement to adapt and redesign the online instructional materials considering the features and the developmental stages of young learners. To illustrate, Wang (2021) recommends that the teachers should organize the tasks in four categories named as reflective, productive, synchronous, and asynchronous activities. According to him, the students can have discussions and summarize a text along with writing a paragraph or shoot a video about a topic collaboratively. Moreover, they might take part in synchronous online discussion platforms which include a live class polling apart from

asynchronous discussion forums. Besides the types of activities, the students' motivation also affects their concentration on the online lessons. Therefore, their making comments and sharing opinions about the controversial topics in discussion groups can help them be more motivated (Lee & Martin, 2017).

Taken together, these findings suggest a leading role for establishing strong relationships with young learners in promoting “interactivity” and “online presence” (Saffold, 2021: 5-6). Saffold (2021) highlights the fun and motivating ways that the teachers can use in OE. For the sake of example, to be more interactive, the students may write some personal information about themselves by adding their photographs in addition to expressing their emotions with the face icons. The teachers should also facilitate personal communications by calling each student's names and starting the online lessons with icebreakers and warm-up activities. Considering this, the students' engagement might be carried out when they feel their teachers' presence. So, to arise this feeling, the teachers ought to get dressed as if they had face-to-face education and create an enjoyable classroom atmosphere by celebrating the birthdays and using colourful materials besides following a quality syllabus.

When the children's developmental phases are taken into account, it is conspicuous that young learners rejoice in talking, imagining, finding, and creating while learning indirectly in a fun learning environment (Halliwell, 1992). In other words, games that make great contributions to their learning process are the sources of great enjoyment to them. In these circumstances, teachers should adapt the amusing activities that they use during face-to-face education. To set an example, the students in the virtual classroom may try to guess some actions that are acted out with drama. “Simon says” can be played to practise imperative sentences. The young learners may show the clothes by finding in their wardrobes when they hear their names, and therewithal when the teachers say a colour, they might bring objects according as the colour. They can also say several words that start with the same letter their teachers tell. Moreover, they may draw some pictures in parallel with their friends or their teacher descriptions by using the whiteboard. Even simple and safe experiments may be carried out during OE. For

example, under the guidance of their teachers, the students might plant beans by supplying the necessary equipment such as some water, some cotton, and a pot. Apart from these adaptable activities, numerous online games on the websites are also good choices to engage the K12 students. In these interactive games, the students can have the quiz shows, match the pictures with the words, order the sentences, and guess the objects, animals, fruits, or vegetables from the zoomed pictures. They may also talk about the topics, or answer the questions by spinning the online wheel.

Most importantly, with breaking out the Covid-19 pandemic, it can be inferred that OE will presumably maintain its importance through the integration of the hybrid system into the instructional process even if this fatal viral disease has been started to be eradicated from the world with the help of vaccination. Accordingly, this situation has caused the necessity of teaching English online to young children to arise. Thus, the new appropriate approaches, skills, techniques, and knowledge to teach online need to be introduced into the curriculum in English language teaching departments at the faculties in the future (Kim, 2020). To exemplify, pre-service teachers can try to discover the online communication tools and their different functions such as sharing screens, drawing or writing on the whiteboard, using breakout rooms for pair or group work activities, and typing on the chatbox. Furthermore, in both practicum and micro teachings, they should apply their lesson plans and activities that they adapt in consideration of the requirements for OE. Alongside the student teachers' reflections on their experience in online teaching practice, their supervisors' feedback may also be constructive and improving in terms of teaching English to K12 students during OE.


REFERENCES


- Altunay, D. (2019). EFL Students' Views on Distance English Language Learning in a Public University in Turkey. *Studies in English Language Teaching*.
<https://doi.org/10.22158/selt.v7n1p121>.
- Assalahi, H. (2020). Learning EFL online during a pandemic: Insights into the quality of emergency online education. *International Journal of Learning, Teaching and Educational Research*, 19(11), 203-222.
- Basilaia, G., & Kvavadze, D. (2020). Transition to Online Education in Schools during a SARS-CoV-2 Coronavirus (COVID-19) Pandemic in Georgia. *Pedagogical Research*, 5(4), em0060. <https://doi.org/10.29333/pr/7937>
- Brom, C., Lukavsky, J., Greger, D., Hannemann, T., Straková, J., & Švaříček, R. (2020). Mandatory Home Education during the COVID-19 Lockdown in the Czech Republic: A Rapid Survey of 1st-9th Graders' Parents.
<https://doi.org/10.3389/feduc.2020.00103>
- Cautela, J. R., & Brion-Meisels, L. (1979). A Children's Reinforcement Survey Schedule. *Psychological Reports*, 44(1), 327-338.
<https://doi.org/10.2466/pr0.1979.44.1.327>
- Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. 4th ed. Boston, MA: Pearson.
- Dornyei, Z. (2007). *Research Methods in Applied Linguistics*. Oxford: Oxford University
- Ekmekçi, E. (2015). Distance-education in foreign language teaching: evaluations from the perspectives of freshman students. *Procedia-Social and Behavioral Sciences*, 176, 390-397.
- Evisen, N., Akyilmaz, O., & Torun, Y. (2020). A Case Study of University EFL Preparatory Class Students' Attitudes towards Online Learning during Covid-19 in Turkey. *Gaziantep University Journal of Educational Sciences*, 4(1), 73-93.
- Ferri, F., Grifoni, P., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies*, 10(4), 86.
- Fiş Erümit, S. (2021). The distance education process in K-12 schools during the pandemic period: evaluation of implementations in Turkey from the student perspective. *Technology, Pedagogy and Education*, 1-20.
- Fraenkel, J., Wallen, N., & Hyun, H. (2012). *How to design and evaluate research in education* (8th ed.). New York: McGraw-Hill.
- Halliwell, S. (1992). *Teaching English in the Primary Classroom*. London: Longman

- Harasim, L. (2000). Shift happens: Online education as a new paradigm in learning. *The Internet and higher education*, 3(1-2), 41-61.
- İnci Kuzu, Ç. (2020). Covid-19 Pandemisi Sürecinde Uygulanan İlkokul Uzaktan Eğitim Programı (Eba Tv) İle İlgili Veli Görüşleri. *MİLLÎ EĞİTİM*, 49(1), 505-527, DOI: 10.37669/milliegitim.720556
- Kim, J. (2020). Learning and teaching online during Covid-19: Experiences of student teachers in an early childhood education practicum. *International Journal of Early Childhood*, 52(2), 145-158.
- Kızıltan, N., & Atli, I. (2013). Turkish young language learners' attitudes towards English. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 28(28-2), 266-278.
- Lee, J., & Martin, L. (2017). Investigating students' perceptions of motivating factors of online class discussions. *International Review of Research in Open and Distributed Learning: IRRODL*, 18(5), 148-172.
- Lee, K., Fanguy, M., Lu, X. S., & Bligh, B. (2021). Student learning during COVID-19: It was not as bad as we feared. *Distance Education*, 42(1), 164-172.
- Lee, S. J., Ward, K. P., Chang, O. D., & Downing, K. M. (2021). Parenting activities and the transition to home-based education during the COVID-19 pandemic. *Children and Youth Services Review*, 122, 105585. <https://doi.org/10.1016/j.chilyouth.2020.105585>
- Lubis, A. H., & Lubis, Z. (2020). Parent's Perceptions on E-Learning During Covid-19 Pandemic in Indonesia. *Journal of Critical Reviews*, 7(18), 3599-3607.
- MEB. (2021a, May, 15). FATİH Projesi. Republic of Turkey Ministry of National Education, Innovation and Educational Technologies General Directorate. <http://fatihprojesi.meb.gov.tr/>
- MEB. (2021b, May, 15). Sayılarla Uzaktan Eğitim. Republic of Turkey Ministry of National Education, Innovation and Educational Technologies General Directorate. <http://yegitek.meb.gov.tr/www/sayilarla-uzaktan-egitim/icerik/3064>
- Patton, M. Q. (1990). *Qualitative evaluation and research methods*. SAGE Publications, inc.
- Patton, M. Q. (2002). Two decades of developments in qualitative inquiry: A personal, experiential perspective. *Qualitative Social Work*, 1(3), 261-283.
- Saffold, F. (2021). Engaging Young Learners through Online Teaching. *eLearn*, 2021(1).
- Teruya, J. (2021). Pedagogy in a pandemic: Responsibilisation and agency in the (re) making of teachers. *Pedagogy, Culture & Society*, 1-17.
- Uzunsakal, E., & Yıldız, D. (2018). Alan Araştırmalarında Güvenilirlik Testlerinin Karşılaştırılması Ve Tarımsal Veriler Üzerine Bir Uygulama. *Uygulamalı Sosyal Bilimler Dergisi*, 2(1), 14-28.

- Wang, C. X. (2021). CAFE: An Instructional Design Model to Assist K-12 Teachers to Teach Remotely during and beyond the Covid-19 Pandemic. *TechTrends*, 65(1), 8-16.
- Yılmaz, E., Güner, B., Mutlu, H., & Arın Yılmaz, D. (2020). Farklı Öğrenim Kademelerindeki Öğrencilere Verilen Uzaktan Eğitim Hizmetinin Veli Görüşlerine Göre Değerlendirilmesi. *MİLLÎ EĞİTİM*, 49(1), 477-503. DOI: 10.37669/milliegitim.777353
- Zuo, M., Ma, Y., Hu, Y., & Luo, H. (2021). K-12 Students' Online Learning Experiences during COVID-19: Lessons from China. *Frontiers of Education in China*, 16(1), 1–30. <https://doi.org/10.1007/s11516-021-0001-8>

ORCID

Zekiye Müge TAVİL  <https://orcid.org/0000-0003-0268-5595>

Hande KOŞANSU  <https://orcid.org/0000-0001-7700-8068>

GENİŞ ÖZET

Pandemi sürecinde alınan önlemler kapsamında okullardaki eğitim-öğretim faaliyetlerine ara verilmesiyle tüm kıtalarda yüz yüze eğitimden çevrim içi eğitime ani bir geçiş olmuş ve lise ve üniversite öğrencilerinin yanı sıra K-12 öğrencileri de eğitimlerine evde devam etmek zorunda kalmışlardır (Saffold, 2021). Böylelikle Covid-19, çevrim içi uygulamaları eğitimin ayrılmaz bir parçası haline getirmiştir. Yıllardır çevrim içi öğrenme konusunda yapılan araştırmalar sanal öğrenme ortamlarının yetişkin eğitime etkilerini ve üniversite öğrencilerinin çevrim içi eğitim üzerine görüşlerini ele almaktadırlar. Fakat alanyazında çocuklara çevrim içi İngilizce öğretimi konusunda çok az çalışma olduğu saptanmıştır. Dolayısıyla, bu çalışmanın amacı çocukların ve ebeveynlerinin sınıf yönetimine ve okuma, yazma, konuşma, dinleme, dilbilgisi ve kelime gibi dil unsurlarının çevrim içi eğitimde edinimine yönelik algılarını araştırmaktır.

Karma yöntem deseninin kullanıldığı bu çalışmada, nicel verileri toplamak amacıyla, araştırmacılar katılımcıların çevrim içi eğitimde dil unsurlarının öğrenimine ve sınıf yönetimine yönelik görüşlerini kapsayan 32 maddelik anket hazırlamışlardır. Pilot çalışması yapıldıktan ve alanında uzman akademisyenlerin görüşleri alındıktan sonra 168 ilkokul ve ortaokul öğrencisi ve 130 veli Google Formlar ile gönderilen anketleri cevaplamışlardır. Anketlerden elde edilen nicel verileri desteklemek ve derinlemesine incelemek amacıyla odak grup görüşmeleri de gerçekleştirilmiştir. Bu nitel veriler 10 K12 öğrencisi ve 10 veli ile Zoom üzerinden yapılan görüşmelerde sorulan yarı yapılandırılmış ve anket maddelerine paralel hazırlanmış 8 adet soruyla toplanmıştır. Her grupta 5 katılımcı olmak üzere toplam 4 görüşme yapılmıştır ve katılımcıların izniyle bütün görüşmeler kayıt altına alınmıştır. Nicel verilerin analizinde IBM SPSS İstatistik 26 programından yararlanılırken, nitel veriler içerik analizi yoluyla kodlar ve temalar bulunarak analiz edilmiştir.

Bu çalışmada, öğrencilerin ve velilerin birçoğu anketlerde bütün dil becerilerinin geliştiğini ve eğlenceli aktiviteler yapabildiklerini belirtmişlerdir. Oysaki görüşmelerde, katılımcılar çevrim içi eğitimde konuşma, yazma ve dinleme etkinliklerinin yeterliliğine ilişkin olumsuz algılarını ifade etmişlerdir. Bu durumun nedeni, İngilizce öğretmenlerinin konuşma ve yazma etkinliklerini nasıl yapacakları ve bilgisayarlarında dinleme alıştırmaları için ses kayıtlarını paylaşabilecekleri teknolojiyi nasıl kullanacakları konusundaki bilgi eksiklikleri olabilir. Bu sebeple, onlara rehberlik edebilecek öğretmen eğitimleri ve seminerleri düzenlenebilir.

İkinci olarak, nicel veriler K12 öğrencilerinin arkadaşlarıyla ve öğretmenleriyle iletişim kurabildiklerini, derslere aktif katılım sağlayabildiklerini, öğretmenlerinin ve kendilerinin teknolojiyi verimli bir şekilde kullanabildiklerini göstermesine rağmen, nitel veriler çevrim içi öğrenme sırasında öğrencilerin mikrofonlarının açılmamasından ve öğretmenlerin kameralarını kapatmalarından kaynaklanan ekranları ve İngilizce öğretmenleri arasındaki etkileşim eksikliğini vurgulamaktadır. Bu sorunla bağlantılı olarak, bu çalışmada ortaya çıkan en çarpıcı noktalardan biri, çevrim içi öğrenme sürecinde öğrencilerin dikkatlerinin kolayca dağılmasıdır. Bu durumda öğretmenler, grup çalışmasıyla yapılabilecek etkinlikleri hazırlamanın yanı sıra etkileşimli ve samimi bir ortam yaratarak öğrencilerin ilgisini daha çok çekmeye çalışmalıdır. Ayrıca, etkileşimi ve çocukların dikkat sürelerini artırmak için öğretmenler, öğrenciler ve velileri arasındaki işbirliği de teşvik edilmelidir.

Bir diğerk kıymetli bulgu ise velilerin pandemi süresince çocuklarına verdiği desteklerin önemidir. Bu araştırma, eğitimlerine evde devam etmek zorunda olan ilkokul ve ortaokul öğrencileri için anne-babaları tarafından oluşturulan elverişli öğrenme ortamının değerini ortaya koymaktadır. Bunu sağlayabilmek için ebeveynler odak grup görüşmelerinde çocukların yüz yüze eğitimdeki rutinlerini bu süreçte de aynı şekilde devam ettirdiklerini belirtmişlerdir. Örneğin, öğrenciler okula gidiyormuş gibi aynı saatte kalkıp, kahvaltılarını yapıp bilgisayarları üzerinden derslere katılmışlardır. Verilen ödevlerin takibi veliler tarafından yapılmıştır. Ve dahası, çocuklar çevrim içi derslerdeyken gürültüden dikkatlerinin dağılması için ev temizliğine ara verilmiştir.

Bu çalışmadan elde edilen bulgular mevcut literatüre çeşitli katkılar sağlamaktadır. Örneğin, nispeten sınırlı örneklem ve pandemi nedeniyle gözlem eksikliğine rağmen, bu araştırmanın K12 öğrencilerinin ve ebeveynlerinin çevrim içi İngilizce öğrenmeye yönelik tutumları hakkında değerli bilgiler sunduğu düşünülmektedir. Ayrıca güvenilir anketler uygulanan ve yarı yapılandırılmış görüşmeler yapılan bu çalışmadan elde edilen sonuçların, ebeveynlerin çevrim içi dil öğrenme sürecine katılımının önemini anlaşılmasına yardımcı olacağına inanılmaktadır. Sonuç olarak, üniversitelerin eğitim fakültelerinin İngiliz dili eğitimi bölümünde okuyan İngilizce öğretmeni adaylarının daha donanımlı bir hale gelebilmeleri için dil öğretimi ile ilgili öğrenme programlarının içeriklerinin çevrim içi eğitimde son ve yeni yaklaşımları dâhil ederek güncellenmesi gerektiği öngörülmektedir.

APPENDIX 1. Ethics Committee Approval

Evrak Tarih ve Sayısı: 15.04.2021-E.75565



T.C.
GAZİ ÜNİVERSİTESİ
Etik Komisyonu

Sayı : E-77082166-604.01.02-75565
Konu : Değerlendirme ve Onay

15.04.2021

Sayın Doç. Dr. Zekiye Müge TAVİL
İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı - Öğretim Üyesi

Araştırmacı grubu Zekiye Müge TAVİL ve Hande KOŞANSU'dan oluşan "*İlköğretim Öğrencilerinin ve Velilerinin Uzaktan Eğitimde İngilizce Öğrenmeye Yönelik Görüşleri*" başlıklı araştırma öneriniz Komisyonumuzun 23.03.2021 tarih ve 05 sayılı toplantısında görüşülmüş olup,

Çalışmanızın, yapılması planlanan yerlerden izin alınması koşuluyla yapılmasında etik açıdan bir sakınca bulunmadığına oybirliği ile karar verilmiş ve karara ilişkin imza listesi ekte gönderilmiştir.

Bilgilerinizi rica ederim.

Araştırma Kod No: 2021 - 421

Prof. Dr. İsmail KARAKAYA
Komisyon Başkanı

Ek:1 Liste

Belge Doğrulama Kodu :BSCZBVVYMY

Bu belge, güvenli elektronik imza ile imzalanmıştır.

Belge Takip Adresi : <https://belgeciogrulama.gazi.edu.tr/belgedogrulama.aspx>

Emniyet Mahallesi Bandırma Caddesi No :6/1 06560 Yenimahalle/ANKARA
Tel:0 (312) 202 20 57 - 0 (312) 2... Faks:0 (312) 202 38 76
İnternet Adresi :<http://etikkomisyon.gazi.edu.tr/>
Kep Adresi: gaziuniversitesi@to01.kep.tr



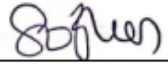
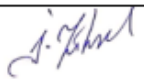





Bölge şçin :Esençül BOŞNAK
Genel Evrak Sorumlusu
Telefon No:03122022666



Bu belge,güvenli elektronik imza ile imzalanmıştır.

Evrak Tarih ve Sayısı: 13.04.2021-E.75563

**GAZİ ÜNİVERSİTESİ
ETİK KOMİSYONU KATILIM LİSTESİ**

TOPLANTI TARİHİ : 23.03.2021		TOPLANTI SAYISI : 05
ADI – SOYADI	İMZA	
Prof. Dr. İsmail KARAKAYA BAŞKAN		
Prof.Dr.Kemal ÖZTEMEL BAŞKAN YRD.	KATILAMADI	
Prof.Dr.C.Haluk BODUR		
Prof.Dr.Seçil ÖZKAN		
Prof.Dr.Cevriye TEMEL GENCER	KATILAMADI	
Prof.Dr.İsmet YÜKSEL		
Prof.Dr.Aymelek GÖNENC		
Prof.Dr.Gülay BAYRAMOĞLU	KATILAMADI	
Prof.Dr.Makbule GEZMEN KARADAĞ		
Prof.Dr.Zehra GÖÇMEN BAYKARA		
Prof.Dr.İlyas OKUR		
Doç.Dr.Nihan KAFA		
Doç.Dr.Melek Gülşah ŞAHİN	