

The Structure of Open and Distance English Language Teaching Models: A Follow Up Study 2018 – 2023

Açık ve Uzaktan İngilizce Öğretim Modellerinin Yapısı: Bir Devam Çalışması 2018-2023

Soner SÖZLER

ABSTRACT

In recent years, the widespread adoption of Open and Distance Learning (ODL) has revolutionized education, especially English language teaching. ODL has democratized access to educational resources and enables interaction between students and instructors across geographical boundaries. Moreover, technology integration has emerged as a dominant theme, with a focus on web-based, computer-aided, and mobile-learning systems. However, the study advocates for innovative approaches, such as mobile and game-based learning, aligning with contemporary trends. The adoption of various evaluation methods shows the recognition of individual differences and underscores the need for a comprehensive view of learner progress.

This research employs a systematic approach to review literature and investigate the common structures of ODL models for teaching the English language, focusing on articles published between 2018 and 2023. This study categorizes studies based on five macro dimensions of ODL—management, communication, learning, technology, and evaluation—in order to identify common themes and patterns within the literature.

In contrast to a previous study spanning 1990 to 2017, this investigation uncovers the evolving landscape of distance education, underscoring the need for continued research and improvement. This research emphasizes the lack of a comprehensive management model for EFL education delivered through ODL, and suggests the need for further investigation in this domain. Moreover, the findings emphasize the significance of leveraging diverse communication models to enhance learner engagement. A shift towards autonomous learning models is observed, demanding further investigation into strategies that support effective self-directed learning experiences.

In conclusion, this comprehensive analysis provides a roadmap for advancing ODL models in English-language education. To enhance the quality and accessibility of English language instruction in ODL, educators and researchers can concentrate on addressing management gaps, optimizing communication strategies, promoting autonomous learning, exploring advanced technologies, and refining evaluation approaches. This research offers a rich repository of knowledge for educators, researchers, and academic institutions that wish to deepen their comprehension and practical application of ODL approaches in the domain of English language instruction.

Keywords: Open and distance english language teaching, Systematic literature review, Follow up study

ÖZ

Son yıllarda, Açık ve Uzaktan Öğrenmenin (AUÖ) yaygın olarak benimsenmesi, eğitimde, özellikle de İngilizce öğretiminde devrim yaratmıştır. AUÖ, eğitim kaynaklarına erişimi demokratikleştirmiş ve coğrafi sınırların ötesinde öğrenciler ve öğretmenler arasındaki

Sözler S., (2024). The structure of open and distance english language teaching models: A follow up study 2018 – 2023. *Journal of Higher Education and Science/Yükseköğretim ve Bilim Dergisi*, 14(1), 84-92. <https://doi.org/10.5961/higheredusci.1364045>

Soner SÖZLER (✉)

ORCID ID: 0000-0001-7331-6784

Zonguldak Bülent Ecevit University, School of Foreign Languages, Zonguldak, Türkiye
Zonguldak Bülent Ecevit Üniversitesi, Yabancı Diller Yüksek Okulu, Zonguldak, Türkiye
soner.sozler@beun.edu.tr

Received/Geliş Tarihi : 21.09.2023

Accepted/Kabul Tarihi : 21.02.2024



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etkileşimi mümkün kılmıştır. Bu çalışma, 2018-2023 yılları arasında yayınlanan makalelere odaklanarak, İngilizce öğretiminde AUÖ modellerinin yaygın yapılarını araştırmak için sistematik bir literatür taraması yaklaşımı kullanmaktadır. Çalışmaları yönetim, iletişim, öğrenme, teknoloji ve değerlendirme olmak üzere beş boyuta göre kategorize eden çalışma, literatürdeki ortak temaları ve örüntüleri tanımlamaktadır.

1990-2017 yıllarını kapsayan önceki bir çalışmayla karşılaştırıldığında, bu araştırma, uzaktan eğitimin gelişen manzarasını ortaya çıkarmakta ve sürekli araştırma ve iyileştirme ihtiyacının altını çizmektedir. Çalışma, ODL aracılığıyla Yabancı Dil Olarak İngilizce (EFL) eğitimi için makro düzeyde bir yönetim modelinin eksikliğini vurgulamakta ve bu alanda gelecekteki araştırmaları teşvik etmektedir. Ayrıca bulgular, öğrenci katılımını artırmak için çeşitli iletişim modellerinden yararlanmanın önemini vurgulamaktadır. Otonom öğrenme modellerine doğru bir kayma gözlenmekte, bu da etkili öz-yönelimli öğrenme deneyimlerini destekleyen stratejilerin daha fazla araştırılmasını gerektirmektedir.

Teknoloji entegrasyonu, web tabanlı, bilgisayar destekli ve mobil öğrenme sistemlerine odaklanarak baskın bir tema olarak ortaya çıkmaktadır. Bununla birlikte çalışma, günümüz trendlerine uygun olarak mobil ve oyun tabanlı öğrenme gibi yenilikçi yaklaşımları da savunmaktadır. Çeşitli değerlendirme yöntemlerinin benimsenmesi, bireysel farklılıkların tanındığını göstermekte ve öğrencinin ilerlemesine ilişkin kapsamlı bir bakış açısına duyulan ihtiyacın altını çizmektedir.

Sonuç olarak, bu kapsamlı analiz İngilizce dil eğitiminde AUÖ modellerinin ilerletilmesi için bir yol haritası sunmaktadır. Eğitimciler ve araştırmacılar, yönetimdeki eksiklikleri gidererek, iletişim stratejilerini optimize ederek, otonom öğrenmeyi teşvik ederek, en yeni teknolojileri keşfederek ve değerlendirme uygulamalarını iyileştirerek AUÖ yoluyla İngilizce öğretiminin kalitesini ve erişilebilirliğini artırabilirler. Bu çalışma, İngilizce dil eğitimi bağlamında AUÖ modellerine ilişkin anlayış ve uygulamalarını geliştirmek isteyenler için önemli bir bilgi sağlama özelliğine sahiptir.

Anahtar Sözcükler: Açık ve uzaktan İngilizce öğretimi, Sistematik alan yazın taraması, Devam çalışması

INTRODUCTION

Open and distance learning, and teaching English, exhibit numerous shared characteristics. But they have always been intertwined and constantly updated themselves thanks to their dynamic nature. The integration of ODL models in language education has the potential to improve the effectiveness, efficiency, and appeal of language education, serving both as a supplement and a complement to traditional face-to-face education. Moreover, many studies have shown that educational activities supported by OER environments provide a much more efficient and lasting learning experience than content presented only in traditional education environments. (Golonka et al., 2012) (Melezhik et al., 2021) (Pleines & Duensing, 2003).

In a prior study, a comprehensive analysis of the models that deliver English language education through Open and Distance Learning between 1990 and 2017 was conducted (Sözler, 2018). The study results point towards the creation of a hybrid communication system that emphasizes autonomous learning, empowering learners to manage and oversee their own learning paths. This model incorporates web-based, learning management system (LMS), and mobile learning technologies and incorporates a variety of measurement instruments. A review of these results reveals that earlier studies have primarily focused on in-class applications. However, there is a lack of studies that adopt a macro approach to the broader dimensions of ODL and EFL education.

The Open and Distance Learning framework, characterized by five essential components—management, communication, technology, learning, and assessment—offers a flexible platform for implementation. While each of these aspects can

function effectively independently, they also seamlessly interact with one another. Therefore, when formulating an ODL model, it is essential to incorporate all five dimensions. This research endeavors to examine the models reported in the literature that provide English language instruction through Open and Distance Learning, integrating the five macro dimensions.

The intention of this research is to assess the changes in methodologies employed in teaching the English language by comparing studies conducted between 1990 and 2017 with those conducted between 2018 and 2023. The specific inquiries that this study aims to address are:

Q1- What are the disparities in Open and Distance English language teaching models in studies published between 1990 and 2017 compared to those published between 2018 and 2023 in terms of ODL macro dimensions?

The sub-problems of the study were based on the management, communication, learning, technology, and assessment dimensions of ESL (Kurubacak, 2013).

These sub-problems are as follows:

a) What is the typical structure of the models mentioned in the literature for the **management, communication, learning, technology, and assessment dimensions**?

METHOD

The present systematic literature review was carried out with the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, as per the recommendations outlined by Moher et al. (2009). The development of an extensive search strategy, the identification of relevant publica-

tions, and the determination of inclusion and exclusion criteria were all critical aspects of this process. Two experienced coders who specialized in peer feedback research independently screened the entire pool of articles. The coders initially evaluated 5 percent of the total articles randomly selected based on the established criteria. If any discrepancies arose during this process, they were resolved through discussion and consensus was reached. The initial coder then assessed and screened the remaining articles. The process of selecting publications for the systematic review, as well as the number of publications included, is illustrated in Figure 1.

Data bases and search strategy

A comprehensive search strategy was executed in May 2023, employing the bibliographic databases Google Scholar and Web of Science. This strategy was formulated around the primary topics of the study, which were English Education/Teaching through Open and Distance Education, ODL Models for ELT, Web Based Models for ELT, and Online Models for ELT. The search terms were derived from recent pertinent literature on open and distance English Language teaching and are presented in Table 1.

Table 1: Searching Key Words

English Education/Teaching through Open and Distance Education		ODL Models for ELT		Web Based Models for ELT		Online Models for ELT
“Distance ELT” OR “Learning” OR “Teaching English Online” OR “Open and Distance English Teaching”	AND	Frameworks	AND	“Computer-Aided”OR	AND	online OR electronic OR Internet OR computer OR e-learning OR virtual OR mobile OR Web Based

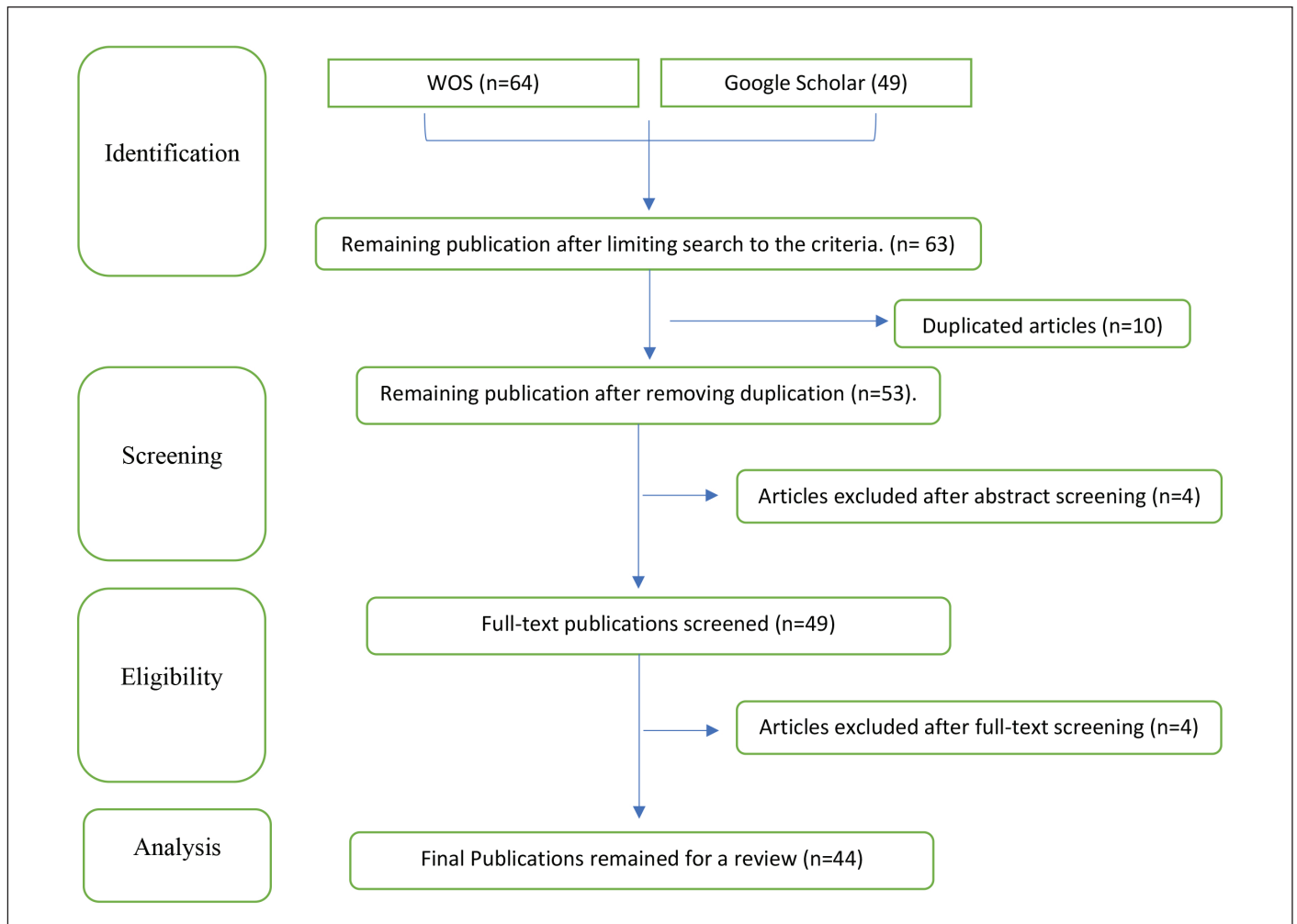


Figure 1: Flowchart process selection.

Inclusion of the articles

In the initial phase of the literature review, only scholarly articles in English that had undergone peer review were considered. Given that this was a follow-up study, the timeframe for the systematic review was restricted to the period between 2018 and 2023.

To further refine the selection of relevant publications, the second stage involved a screening of the titles and abstracts. Articles that met the following criteria were chosen: (1) published between 2018 and 2023, (2) presented a novel model or approach for ELT, (3) provided English language instruction through ODL in higher education, and (4) were written in English. This resulted in a total of 113 papers. Out of these, 30 papers were randomly selected and evaluated by two coders to assess their inter-rater reliability, with the Kappa test ($\kappa=0.86$, $p<.001$) showing a high degree of consistency.

In the third stage, the full texts of the selected articles were screened, and several articles were excluded. These included articles that: (1) did not present a model, (2) did not investigate Open and Distance Education for ELT, or (3) did not have their full text available. The Kappa test ($\kappa=0.68$, $p<.001$) between the two coders screening eight papers indicated a high level of agreement. This left 44 articles for quality assessment.

Included Publications

Appendix A provides a detailed overview of the key aspects of each publication, such as the name of the author and publication year, as well as the type of publication. All of the articles examined in this study were released between 2018 and 2023, with a noticeable surge in publications beginning in 2020. The pandemic has had a significant influence on the volume of articles that have been released.

Findings

Undoubtedly, the literature from 2018 to 2023 has generated a plethora of studies that can be summarized as follows: a model primarily concentrating on micro-level classroom practices, emphasizing mobile devices, synchronous environments, and learning management systems as communication methods, incorporating blended learning and AI-supported feedback in learning activities, and utilizing e-portfolio or project-based assessment research as a means of assessment.

The data presented in Table 1 indicates a limited overlap between the two studies regarding the five dimensions of the ODL framework. Notably, both researches focus predominantly on micro-level issues rather than addressing macro-level concerns, a trend that has persisted for nearly three decades. This suggests a lack of paradigm shift in ODL implementation despite the global pandemic.

In terms of communication, the widespread use of mobile devices has transformed communication methods, leading to a shift from asynchronous to synchronous communication modes in ODL environments. The integration of Learning Management Systems has further facilitated interaction among stakeholders.

The influence of current technology on ODL is evident in the transition from autonomous, self-paced learning to blended learning and AI-supported feedback. This highlights the continuous efforts of ODL stakeholders to embrace and integrate emerging technologies.

The technology dimension has evolved from reliance on web-based systems to the adoption of blockchain and networking technologies, indicating the necessity and inevitability of integrating state-of-the-art technology into ODL environments. The utilization of these technologies in language learning and teaching processes is deemed advantageous.

Regarding the assessment dimension, both studies observe the common use of project-based evaluations and language portfolios. However, digital portfolios appear to be more prevalent in studies conducted between 2018 and 2023.

Both studies underscore the importance of effective management, communication, learning strategies, technology integration, and evaluation in distance education. While the first study focuses specifically on EFL education through ODL and proposes a macro-level management model, the second study provides a broader overview of distance education management, discussing various topics related to teaching English and promoting language learning in the period of the pandemic. Both studies emphasize the demand for ongoing research and improvements in distance education to enhance its quality and outcomes.

Table 1: Comparison of Findings

	1990-2017	2018-2023
Management	Mostly micro-level, in-class applications	Micro-level, in-class applications
Communication	Mostly hybrid, then asynchronous	Rising use of mobile phones, synchronous environments, increased LMS usage
Learning	Mostly autonomous, self-paced	Shift towards blended learning and AI-supported feedback
Technology	Web-based, LMS, and mobile platforms	Transition to blockchain and network technology
Evaluation	Multiple evaluations - Projects, portfolios	Emphasis on e-portfolios and project-based evaluation

CONCLUSION

This study offers valuable insights into Open and Distance Learning (ODL) models for English language education. By comparing the findings with a previous study conducted between 1990 and 2017, it underscores the evolving nature of distance education and the continuous need for research and improvement in this field. The literature exposes a gap in the current macro-level management model for EFL education within the ODL context, emphasizing the urgent necessity for a comprehensive management framework. Future research endeavors should strive to propose and evaluate such a model to provide guidance to institutions and educators.

The integration of technology into ODL models emerges as a prominent theme in the literature. Future research should concentrate on designing, developing, and evaluating innovative technological solutions that leverage mobile devices and game-based elements to improve English language instruction and acquisition in ODL environment. To assess individual differences and offer a comprehensive view of learners' progress, multiple evaluation methods, such as projects and portfolios, have been employed. Future research should delve deeper into the effectiveness and validity of these evaluation methods in ODL settings, investigating new approaches and tools for assessing English language proficiency and learner outcomes.

Addressing the need for a macro-level management model, employing multiple communication models, promoting autonomous learning, integrating technology, and utilizing various evaluation methods can significantly enhance the quality and outcomes of distance education programs. This will afford learners improved opportunities to access English language education and achieve their goals. Future research should continue exploring these areas to further enhance distance education programs and ensure learners receive high-quality education regardless of their location or circumstances.

The key takeaways from this study have significant consequences for the audience:

- There is a need for studies proposing language learning models that address macro-scale and general applications.
- Increasing the sample size of in-class applications can provide insights into macro-level implementations.
- Updates in the technology dimension should be incorporated into other dimensions to make significant contributions to learning processes.
- Exploration of the effectiveness and impact of different communication models in ODL settings is essential, considering factors such as learner engagement, satisfaction, and learning outcomes.
- Future research should investigate strategies and interventions to foster effective autonomous learning in ODL, considering factors such as learner motivation, self-regulation, and metacognitive skills.

- It's important to consider the interconnectedness of the various aspects of ODL, and to reflect this interconnectedness in the management dimension across other dimensions.

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Appendix A: Studies Included in the Review

Author of the Study	Release Date	Title	Publication Type
Sritulanon, A., Chaturongakul, P., & Thammetar, T.	2018	English Speaking Teaching Model in Distance Education	Periodical Publication
Lee, G., & Wallace, A.	2018	Flipped Learning in the English as a Foreign Language Classroom: Outcomes and Perceptions	Periodical Publication
Khudoley M.	2018	New Use Of Moodle Tools For Distance English Language Learning (Experience Of Krasnoyarsk State Agrarian University)	Periodical Publication
Fansury, A.	2018	Web-Based Learning Model Using Hot Potatoes Applications To Increase Language Student Achievement	Periodical Publication
Tatili, S.	2018	Online Teaching English, A New Era On Education	Periodical Publication
Milojković, M.	2019	Teaching English by Skype: Theoretical and Practical Considerations from the Perspective of Serbian English Teachers	Periodical Publication
Singh, V., & Thurman, A.	2019	How Many Ways Can We Define Online Learning? A Systematic Literature Review of Definitions of Online Learning	Periodical Publication
Qayyum, A., & Zawacki-Richter, O.	2019	The State of Open and Distance Education	Periodical Publication
Neroni, J., Meijs, C., Gijsselaers, H. J., Kirschner, P. A., & De Groot, R. H. M.	2019	Learning strategies and academic performance in distance education	Periodical Publication
Ajmal, M.	2019	Exploration of Anxiety Factors among Students of Distance Learning: A Case Study of Allama Iqbal Open University	Periodical Publication
Cheng, C., & Chen, C.	2019	Investigating the impacts of using a mobile interactive English learning system on the learning achievements and learning perceptions of student with different backgrounds	Periodical Publication

Author of the Study	Release Date	Title	Publication Type
Moser, K.	2020	Creating a Virtual Space in World Language Teacher Preparation? Considerations for Practice-Based Rehearsals	Periodical Publication
Ennis, M. J.	2020	Motivating Learners by Meeting Their Needs: The Introduction of a Business English Track at the unibz Language Centre	Periodical Publication
Kecik, I., Aydin, B., Sakar, N., Dikdere, M., Aydin, S., Yüksel, İ., & Caner, M.	2020	Determining the feasibility of an e-portfolio application in a distance education teaching practice course	Periodical Publication
Abdullah, N. A., & Mirza, M. S.	2020	Evaluating Pre-Service Teaching Practice for Online and Distance Education Students in Pakistan	Periodical Publication
Meixner, E. S.	2020	Keeping Things Going: Reflections on Teaching "Teaching Writing" Online	Periodical Publication
Fitria, T. N.	2020	Teaching English through Online Learning System during COVID-19 Pandemic	Periodical Publication
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Alfaro, L.	2020	A Review of Intelligent Tutorial Systems in Computer and Web based Education	Periodical Publication
Khoiriyah, K.	2020	ALL and SLA Theory: Developing A Framework to Analyze Web-based Materials for Teaching Listening Skills	Periodical Publication
Kalaycı, G.	2020	Teachers' perceptions of the role of parental involvement in teaching English to young learners	Periodical Publication
Correa, F. A. M.	2020	Teaching Strategies Used To Promote Efl Autonomous Learning In Distance Education Undergraduate Students: An Initial Approach In The Framework Of The Colombian Research Context	Periodical Publication
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Bin, W.	2020	Research on the Innovative Method of English Ecological Teaching Based on the Information Technology of Higher Education	Periodical Publication
Chang, M.	2020	International Journal of Distance Education Technologies	Periodical Publication
Tian, T.	2020	Research on the Innovation and Development of College English Education Integrating Network Technology in the Age of Media and Information	Periodical Publication
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Author of the Study	Release Date	Title	Publication Type
Octoberlina, L. R.	2020	EFL Students Perspective towards Online Learning Barriers and Alternatives Using Moodle/Google Classroom during COVID-19 Pandemic	Periodical Publication
Suvorova, S.	2021	The Implementation of Distance Technologies of Learning A Foreign Language as a Condition Of Innovation of the Educational Strategies of a University	Periodical Publication
Tsarapkina, J. M., Lyapunzova, E., Anisimova, A., & Mironov, A. N.	2021	Overview of European Universities with Open Distance Learning	Periodical Publication
Cabangcala, R.	2021	When Language Learning Suddenly Becomes Online: Analyzing English as Second Language Learners' (ELLs) Attitude and Technological Competence	Periodical Publication
Aziz, A. R. A., Shaidin, S., Zaini, N., Nordin, N. a. H. M., Wahi, N. A., Azhar, S. B. H. J., & Aziz, A. R. A.	2021	Learning about English language lecturers' resilience: Identification of stress and coping strategies of open and distance learning (ODL)	Periodical Publication
Ramalingam, S.	2021	Exploring ESL Learners' Blended Learning Experiences and Its Effectiveness through Web-Based Technologies	Periodical Publication
Wah, L. Y., & Hashim, H.	2021	Determining Pre-Service Teachers' Intention of Using Technology for Teaching English as a Second Language (ESL)	Periodical Publication
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Latif, M.	2021	Coping with COVID-19-related online English teaching challenges: teacher educators' suggestions	Periodical Publication
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Liang, L.	2022	Teaching English as a foreign language using the Internet and multimedia environment	Periodical Publication
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Ninsiana, W., Gabidullina, F., Widodo, M., Patra, I., Pallathadka, H., Alkhateeb, D. a. a. M., . . . Gheisari, A.	2022	High School Students' Attitudes towards E-Learning and Impacts of Online Instruction on Their General English Learning: Challenges and Issues	Periodical Publication
Kaddoura, S., Popescu, D., & Hemanth, D. J.	2022	A systematic review on machine learning models for online learning and examination systems	Periodical Publication
Xie, C.	2022	Effectiveness of Computer-Aided Technology for Teaching English Courses in the Internet Era	Periodical Publication
Long, X.	2022	Application of Multimode Learning Environment Based on the Internet in College English Teaching	Periodical Publication
Sarzhanova, G.	2023	Organizational, Technological, and Pedagogical Conditions for Differentiated Instruction of Teaching English as a Foreign Language	Periodical Publication