



# Instructional Dialogic Behaviors In A Distance English Class

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Future of Education

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# Scope

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Problem

Theoretical Background

Method

- Participants
- Research Questions
- Data Collection

Findings

Future Research....

# Problem

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- Traditional vs. distance learning
- Interaction issue in distance education
- Existing theories in the field of distance education
  - **Transactional Distance by Moore**
    - Structure
    - Dialogue
    - Self-autonomy
  - **Equivalency Theory by Anderson**



# Theory of Instructional Dialogue (TID)

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- Developed by Gorsky and Caspi in 2005
- TID explains instructional systems as interpersonal and intrapersonal instructional dialogues. It rests upon three assumptions:
  1. Every element in an instructional system is either a dialogue or a resource which supports dialogue.
  2. Certain structural and human resources, common to all instructional systems, relate with the type, amount and duration of dialogue that occurs, or may occur, both in- and out-class environments.
  3. Specific, situated dialogues correlate with learning outcomes

# Significance of the Study

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- There are very limited number of studies on TID and the existing ones are conducted by the researchers themselves who developed the theory.
- These studies are limited to learners of physics and chemistry course or generally social and natural sciences.
- All of the current studies are conducted with undergraduate students
- This study is considered to pioneer the upcoming research for being the first study focusing on TID not only in Turkey but also other countries
- Exploring the dialogic behavior of the learners in vocational colleges of the higher education institution will help to better understand the difficulties and problems learners encounter in their learning processes

# Purpose

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To examine the dialogic behaviors of higher education associate degree students in a distance English Education Class

# METHOD

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**Research strategy**---Descriptive-based survey research

**Participants**—Convenient sampling-the learners -in five vocational colleges of the institution registered in distance English Education Course (pop. total 1912 sts)

Fall semester, 2013-2014 academic year

172 students (104 female, 68 male) responded

Age range between 20 and 37

# Context

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	<b>English 1</b>	
	Human Resources	Structural Resources
<b>Intrapersonal Dialogue</b>	Learner	<ul style="list-style-type: none"><li>● Instructional Material</li><li>● Recorded Webinars</li><li>● Supplimentary</li><li>● PPT Presentations</li></ul>
<b>Interpersonal Dialogue</b>	Leraner-Instructor	<ul style="list-style-type: none"><li>● Email</li><li>● Synchronous Sessions</li><li>● LMS Message System</li><li>● Social Network</li><li>● Orientation</li></ul>



# Research Questions

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## **Regarding course materials and assignments;**

- Do learners encounter any conceptual problems?
- What do they initially do when they encounter any difficulties?
- What kind of dialogic behavior they present when they encounter a difficulty?

# Data Collection

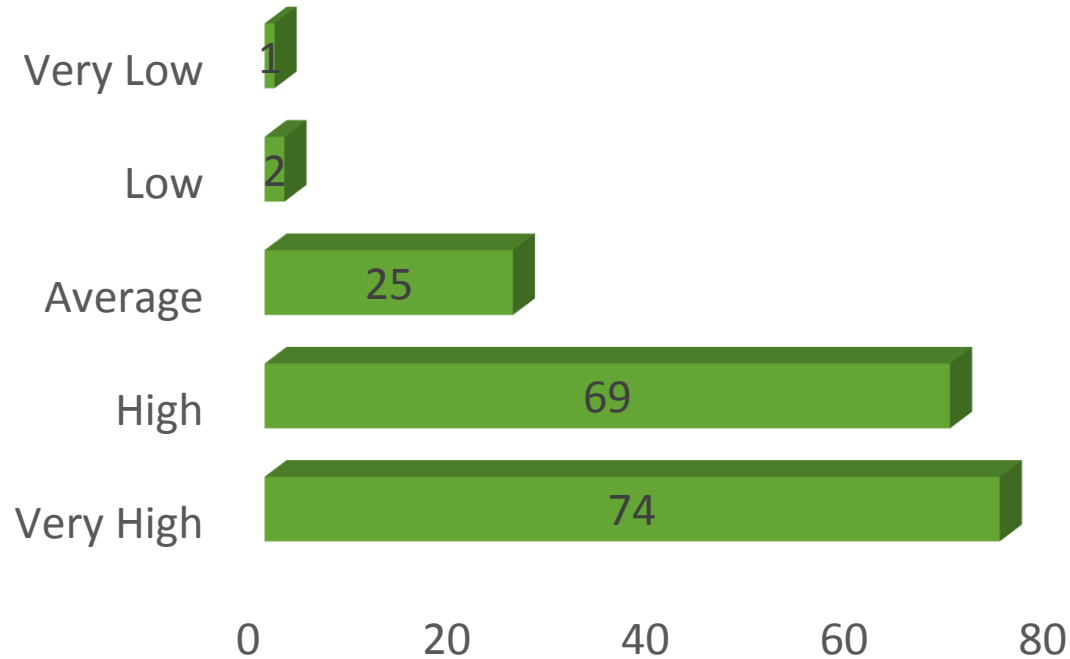
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- Tactical Approaches to Study Questionnaire (Gorsky & Caspi)
- Nine main questions and related sub-questions-
- Develop a web-based tool and administered to participants via LMS.
  - Messages
  - eMails

# Findings

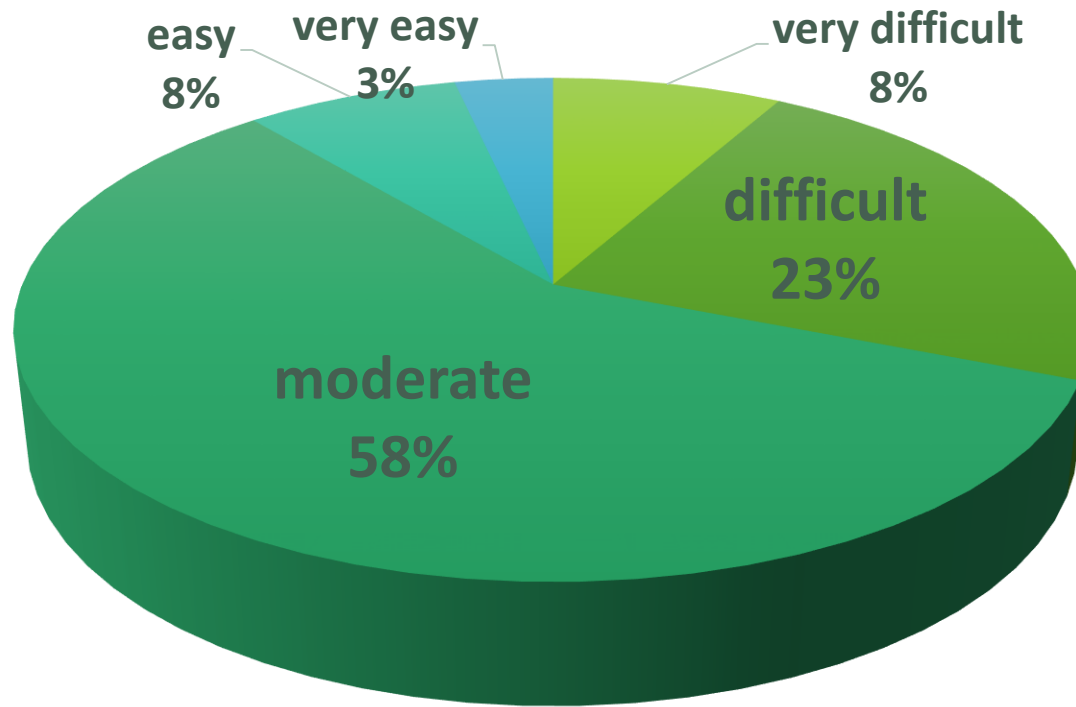
## Motivation to achieve a high grade in English course

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# Perceived difficulty of the course

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# Acquaintance & Ways of learning

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- ✓ **If they knew at least one student in the course before they started**
  - ✓ 111 of the learners knew at least one student; 59 learners knew no one in the class prior to the course.
- ✓ **How they prefer to learn during this course**
  - ✓ 54% prefer learning with others, 46% independently

# Strategies in case of conceptual difficulties

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8 actions presented to learners and asked to pick either “yes” or “no”

1. Revise Webinar
2. Reread text
3. Communicate with school Administration
4. Contact to peers
5. Contact to instructor
6. Contact to other people out-of school
7. Give up help seeking
8. Apply other strategy

# Still Strategies for Conc. Diff.

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- 151 learners revise the record of webinars
- 39% reread the texts/instructional materials
  - Most of the learners (n=120) did not seek for or find alternative texts or instructional materials
- 26 learners reported their problems to school management
- Nearly 20% gave up looking for help seeking

# Contact to peers: 115 learners

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## Substrategies



115



26



19



16



10



# Contact to instructor: 99 learners

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- 40% “attending the course conference”
- 21% “face-to-face meeting”,
- 21% “sending messages through LMS”
- 9% “social networks”
- 9% of them preferred different ways other than these.

# Results and Implications

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Help the upcoming researchers gain a different insight related to TID and its implications to the field of distance education

Pioneer to similar researches to be conducted in different institutions and with different participants since it is the first study to be administered on TID in Turkey.

Examining the dialogic behavior of the learners in this higher education institution will help to better understand the difficulties and problems that the learners encounter in their learning processes

The course will be re-designed based on these findings and information.