



## Distance or face-to-face education for language learning: A case of English

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# Distance and Face-to-face Education

Face-to-face education has a history that spans almost with the existence of humanity while the beginning of distance education goes back to the 18th century.

Since the  
existence of  
humanity



Face-to-face Education



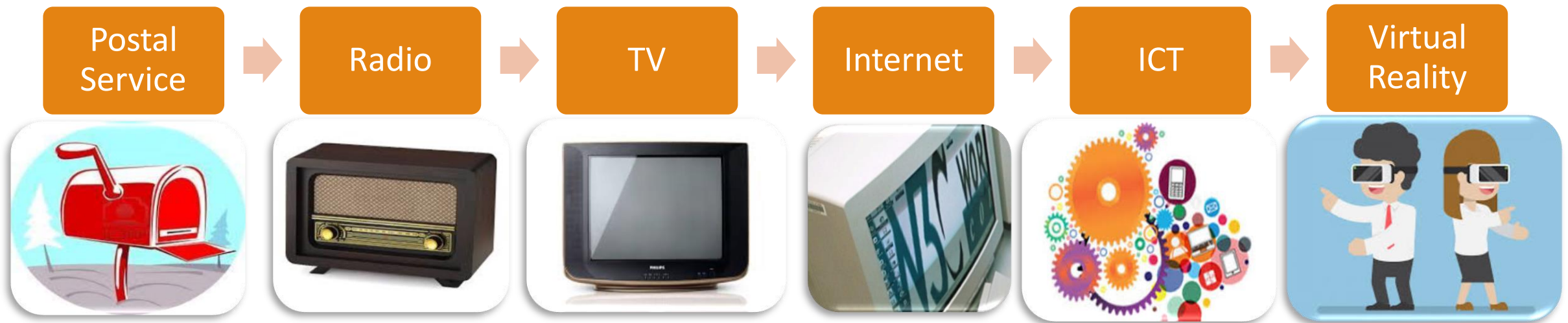
Distance Education

Since the  
18th  
century



# History of Distance Education

Distance education started with basic correspondence through postal service and continued with the wide variety of tools available through the Internet.



However, today, distance education is perceived as an umbrella term because it covers a wide range of concepts such as online learning, e-learning, synchronous and asynchronous learning.

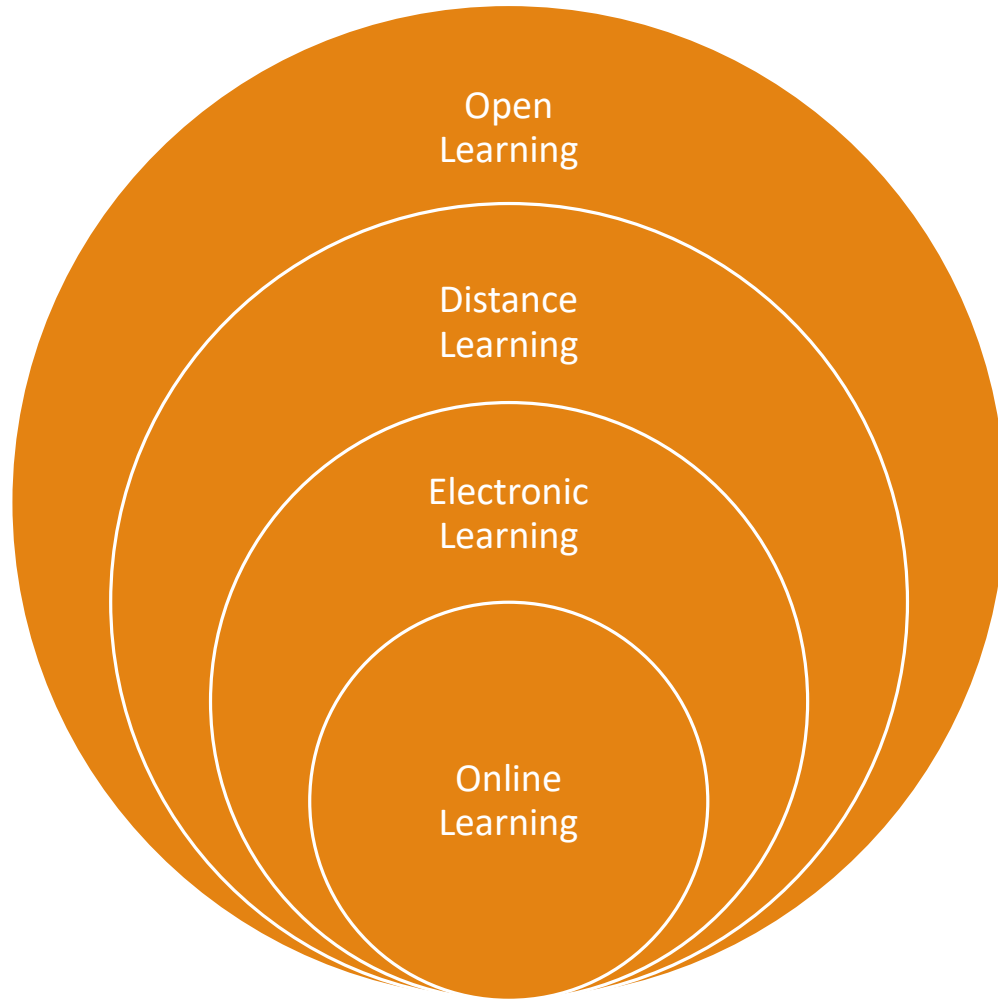
# Open and Distance Education

Open learning; as a term is defined as any education or training program that seeks to remove barriers to learning, whether or not age, time, place or location is relevant.

With open learning, individuals take responsibility for what they learn, how they learn, where they learn, how fast or slow they learn, who helps them or not, when they evaluate their learning.

Distance learning, on the other hand, is a type of teaching in which teachers and students are separated by geographical distances as a branch of open education.

# Terms must be known



**IMPORTANT**

# Distance Education

However, in Turkey, distance education refers to the education in which higher education institutions are planned and carried out on the basis of information and communication technologies, and the courses are given simultaneously by the instructor without having to be in the same place on the basis of the interaction between the student and the instructor and between the students.

BASED ON  
ICT

SIMULTANEOUS  
COURSES

NOT IN THE  
SAME PLACE

INTERACTION  
BETWEEN  
INSTRUTOR  
AND STUDENTS

# DISTANCE EDUCATION AND APPLICATION CENTERS

Nowadays, distance education application and research centers (DEARC) are responsible for the efficient running of distance education in Turkish Higher Education Institutions. Courses generally known as “common courses” such as Atatürk’s Principles and History of Turkish Revolution, Turkish Language and Foreign Language (e.g. English) are controlled and authorized by DEARCs.



TURKISH  
LANGUAGE

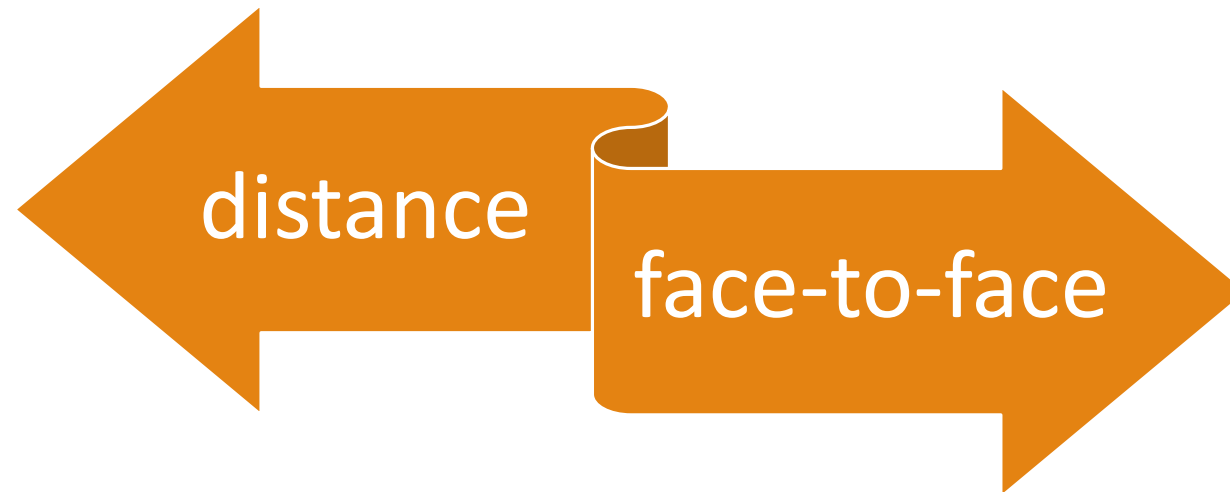
ATATURK’S  
PRINCIPLES

FOREING  
LANGUAGE

# PURPOSE OF THIS STUDY

Since the number of students enrolled in these courses is thousands, it is highly deemed to understand whether distance education differs from face-to-face education in terms of learning language (i.e. English).

The purpose of this study is to compare student success in the two areas: distance and face-to-face education.





# POPULATION

4308 and 6077 students are enrolled in the English course respectively in the spring term of the academic year 2017-2018 and fall term of the academic year 2018-2019. The number of students enrolled in English course are categorized into distance and face-to-face groups

Year	Term	Education	Year	Distance		Face-to-Face		Total	
				n	%	n	%	n	%
2017-2018	Spring	Daytime	2	1119	32.56	319	36.62	1438	33.38
2017-2018	Spring	Daytime	4	1787	51.99	341	39.15	2128	49.,40
2017-2018	Spring	Evening	2	251	07.30	170	19.52	421	09.77
2017-2018	Spring	Evening	4	280	08.15	41	04.71	321	07.45
<b>Total</b>				<b>3437</b>	100,00	<b>871</b>	100.00	<b>4308</b>	100.00
2018-2019	Fall	Daytime	2	2907	52.77	73	12.85	2980	49.04
2018-2019	Fall	Daytime	4	1838	33.36	418	73.59	2256	37.12
2018-2019	Fall	Evening	2	464	08.42	13	02.29	477	07.85
2018-2019	Fall	Evening	4	300	05.45	64	11.27	364	05.99
<b>Total</b>				<b>5509</b>	100,00	<b>568</b>	100.00	<b>6077</b>	100.00

# DESCRIPTIVE STATISTICS FOR SPRING AND FALL TERM

In the spring term of the academic year of 2017-2018, the average grade of the students in distance education was 41,10 out of 100,00, which is higher than the one of the students in face-to-face education with 33,20.

However, the difference changed in the fall term of the academic year of 2018-2019. As illustrated in the table, the score of face-to-face students was better than the one of the students in the distance education.

Year	Term	Distance			Face-to-Face			Total		
		N	M	SD	N	M	SD	N	M	SD
2017-2018	Spring	3437	42.10	20.96	871	33.20	20.17	4308	40.30	21.10
2018-2019	Fall	5509	31.01	23.28	568	33.19	25.00	6077	31.21	23.45

# DESCRIPTIVE STATISTICS FOR 2- & 4-YEAR EDUCATION

As illustrated in the table, the increase in the number of the students in 2-year programs had an impact on the general average grade of the students.

Year	Term	Year	Distance			Face-to-Face		
			N	M	SD	N	M	SD
2017-2018	Spring	2-year	1370	36.34	20.45	489	30.08	19.49
2017-2018	Spring	4-year	2067	45.92	20.21	382	37.29	20.34
<b>2017-2018</b>	<b>Spring</b>	<b>Total</b>	<b>3437</b>	<b>42.10</b>	<b>20.96</b>	<b>871</b>	<b>33.20</b>	<b>20.17</b>
2018-2019	Fall	2-year	3371	26.47	21.53	86	22.85	22.75
2018-2019	Fall	4-year	2138	38.17	24.14	482	35.04	24.95
<b>2018-2019</b>	<b>Fall</b>	<b>Total</b>	<b>5509</b>	<b>31.01</b>	<b>23.28</b>	<b>568</b>	<b>33.19</b>	<b>25.00</b>

On the other hand, the compulsory school attendance might be thought as a positive factor on the success of the students in distance education because there is a decrease in the amount of the average grade from 45.92 to 38.17 in 4-year education and from 36.34 to 26.47 in 2-year education.

# DESCRIPTIVE STATISTICS FOR DAYTIME & EVENING EDUC.

The mean score of the daytime students in both distance and face-to-face education is higher than those of the evening students.

Year	Term	Time	Distance			Face-to-Face		
			N	M	SD	N	M	SD
2017-2018	Spring	Daytime	2906	42,97	20,97	660	34,90	19,85
2017-2018	Spring	Evening	531	37,37	20,23	211	27,90	20,29
<b>2017-2018</b>	<b>Spring</b>	<b>Total</b>	<b>3437</b>	<b>42.10</b>	<b>20.96</b>	<b>871</b>	<b>33.20</b>	<b>20.17</b>
2018-2019	Fall	Daytime	4745	31,80	23,80	491	33,99	25,62
2018-2019	Fall	Evening	764	26,09	19,06	77	28,09	19,97
<b>2018-2019</b>	<b>Fall</b>	<b>Total</b>	<b>5509</b>	<b>31.01</b>	<b>23.28</b>	<b>568</b>	<b>33.19</b>	<b>25.00</b>

This points out that evening education has a negative effect on the success of the students regardless of whether they study through distance or face-to-face education.

# CONCLUSION

- 1 There is significant difference between distance and face-to-face education on the students' school success as the statistical results point out in the IBM SPSS.
- 2 The compulsory school attendance in distance education has a positive effect on the success of the students registered in the English course.
- 3 The mean scores of students studying in a program of 4-year education is higher than those in 2-year program in both distance and face-to-face education. This may indicate that the motivation of students in 4-year programs is higher in terms of pursuing their education in Turkey.





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**THANKS FOR LISTENING!**