
Distance English language teacher training program in Turkey : e-learning opportunities for the right to education

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RÉSUMÉ : Cet article est à propos de formation des candidats de professeurs d'anglais via l'enseignement à distance à l'Université Anadolu en Turquie. Il décrit également quel rôle l'enseignement à distance, particulièrement l'e-learning, joue dans la mise en œuvre du droit à l'éducation. Le programme contribue d'une part à trouver des solutions aux problèmes concernant la formation des professeurs d'anglais en Turquie et d'autre part à obtenir le droit de l'éducation surtout en deux façons: Premièrement, les gens qui veulent devenir des professeurs d'anglais obtiennent la possibilité d'atteindre leurs buts. Deuxièmement, les gens qui veulent apprendre cette langue mais qui ne le peuvent pas à cause du manque de professeur obtiennent la chance de l'apprendre. Le programme comprend plusieurs applications qui permettent l'accès à l'éducation. Le fait que cet article est important, c'est qu'il présente un programme modélisé particulièrement pour d'autres pays qui font face aux problèmes similaires.

ABSTRACT. This article presents the Distance English Language Teacher Training Program at Anadolu University in Turkey and how distance education; particularly e-learning opportunities offered in the program contribute to the right to education. The program has contributed to solve the English language teacher education problem in the country and contributes to the right to education mainly in two ways: Firstly, it gives the ones who would like to become English language teachers the right to achieve their aim. Secondly, by increasing the supply of teachers of English, it allows students who want to learn English but cannot learn because of lack of teachers to learn English. The program also includes many applications contributing to the right to education. This practice is important in that it might bring new insights to foreign language teacher education and will be of value to other countries facing with similar problems.

MOTS-CLÉS : droit à l'éducation, formation des candidats de professeurs, formation des candidats de professeurs d'anglais, e-learning, l'enseignement à distance, formation hybride

KEYWORDS: right to education, teacher education, English language teacher education, e-learning, distance education, blended learning

1. Introduction

According to the Universal Declaration of Human Rights Article 26: “Everyone has the right to education”. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit” (cited in Daniel, 2004). Daniel (2004) mentions that training and retraining very large numbers of teachers is the biggest challenge on the way to achieving education for all. This issue is emphasized by UNESCO (2001, 2002) as can be seen below:

The world needs better teachers and more teachers. The Dakar conference revealed that there were still more than 100 million children out of school: they need teachers as the world moves towards the 2015 target of education for all. And we need to raise the skills of the existing 60 million teachers, too many of whom are untrained and unqualified. Beyond that, the skills and knowledge all teachers need are no longer fixed and familiar targets but moving ones. Teachers therefore need more opportunities than ever before to go on learning throughout their careers. One of the ways of strengthening the teaching profession is to use distance education or open and distance learning (UNESCO, 2001).

Teachers are vital. Unless we can get more teachers, and better teachers, we will not reach the target of making quality education available for all by 2015. But there are still world shortages of teachers, still large numbers of underqualified teachers, and still many who need further professional education and training as they work. Conventional approaches to teacher education have not met all the demands upon the profession and this has led to an interest in open and distance learning alternatives (UNESCO, 2002).

Distance education has been defined as an educational process in which teachers and learners are separated in space and/or time for some or all of the time of study and in which the learning materials take over some of the traditional role of the teacher (Robinson & Latchem, 2003). As for open learning, it is an organised educational activity, based on the use of teaching materials, in which constraints on study are minimised in terms of either of access, or of time and place, method of study, pace or any combination of these (UNESCO, 2002). Open and distance education is an umbrella term which covers a variety of organizational arrangements to provide learning resources and opportunities (Robinson & Latchem, 2003). Robinson and Latchem (2003) state that open and distance learning is increasingly used in teacher education in industrialized and developing countries and using distance education helps expand the teaching profession of the twenty-first century and achieve the target of education for all by 2015. As for Perraton (1993), he states that conventional methods of teacher training does not solve the problems of quality and quantity and that distance education programmes have used a variety of methods to overcome the separation between learner and teacher.

Agencies like UNESCO, the World Bank, Commonwealth of Learning, International Council for Distance Education, Consortium Africain Francophone de Formation à Distance (CIEFFAD), Réseau Africain de Formation à Distance (RESAFAD), Asian Association of Open Universities support countries' efforts in

distance education and they are some of the international agencies that are providing increasing support for the use of distance education for teacher training (Robinson & Latchem, 2003).

Some examples of open and distance education use for teacher education and training in different countries are mentioned below:

Initial training of unqualified teachers: Malawi Integrated In-Service teacher Education Programme (MIITEP); National Teachers Institute, Nigeria; UK Open University Postgraduate Certificate of Education; India, Indira Gandhi National Open University (IGNOU) and National Centre for Educational Research and Training (NCERT), Diploma in Primary education

Continuing professional development: Chinese Central Radio and Television University (CCTRVU), China, upgrading primary teachers to teach in junior secondary schools; UK Open University, upgrading bachelor's graduates to masters' degrees; India, IGNOU: BEd degree for teachers with a bachelor's degree in academic subjects and two years' teaching experience; English Language Teacher Training Project (ELTTP) in Vietnam: training for junior-secondary school teachers of English as a foreign language; USA Teletechnet Program, Old Dominion University, Virginia: specialist qualifications for teachers of children with special needs; Turkey, Anadolu University Open Education Faculty: updating subject knowledge and completing degree qualification for teachers who had not completed university degrees; Egypt, Ministry of Education: video-conferencing network providing short programmes for teachers, headteachers, school supervisors and inspectors; Israel, OFEK, Open University of Israel: an educational network, funded by the Ministry of Education, of 41 sites, providing interactive programmes for primary and secondary teachers on a variety of topics; Belize, Teacher Training College: professional development for primary school principals; China, CCTRVU: qualification programmes for teachers aiming to teach in the secondary level teacher training schools; UK, National College of School Leadership: provision of resources, courses and contact with a community of headteachers; Burkina Faso: training for school headteachers; India, Bombay Television Centre: 'Hints for Teachers'; Brazil, TV-Futura: television as a launchpad for teacher activities; Malaysia: self-access resources for teachers to improve their English language skills; UK, Scottish Virtual Teachers Centre: access through ICT to a range of continuing education resources for teachers; Canadian School Administrators' Technology Integration Resource; Mongolia: UNICEF primary teachers' programme to prepare for child-centred teaching and new teaching approaches; Korea, Comprehensive Teacher Training Institute and Korean National University of Education: to prepare headteachers and teachers for a reform of kindergarten education; UK Open University: conversion courses to retrain teachers of biology and chemistry to teach physics (Robinson & Latchem, 2003).

Tanzania programme for emergency training of 45,000 school leavers for universal primary education and Guyana emergency course to meet shortage of science teachers can be given an example of offering pre-service initial training for inexperienced teachers; Logos II in Brazil offers secondary equivalence courses

which give teachers their basic qualification is an example of in-service initial training for experienced teachers; courses for secondary teachers who do not have sufficient professional qualifications are available in Open university in Sri Lanka (Perraton, 1993).

In addition to those examples, The U.S. Department of State Office of English Language Programs, in cooperation with the University of Oregon's [American English Institute](#), has offered a pilot online course for English as a Foreign Language (EFL) educators where EFL educators from different countries throughout the Middle East, Near East, and Central Asia are involved. They also offered EFL teacher training courses through the Office of English Language Programs, US Department of State, and a joint project offering self-access teacher resources and demos of the “Shaping the Way We Teach English” video-based teacher training materials. An online certificate for teachers of adult ESL learners is offered by the Graduate School of Education at Hamline University; Academic tutoring for TESOL/ESL/EFL teachers certification is offered by Teachers College Mexico City; a web-based distance masters degree program is offered by the University of Auckland, New Zealand; CERTESE-A 250 hour ESL-EFL teacher training program is offered by University of Saskatchewan in Canada; Fundación Universitaria Iberoamericana offers an online TEFL program including masters, postgraduate diploma and certificate programs.

In some countries, “distance education” has now become synonymous with the use of ICT. According to the report of the Web-Based Education Commission, making e-learning a centre-piece of the nation’s education policy is very important. “The Internet is perhaps the most transformative technology in history, reshaping business, media, entertainment, and society in astonishing ways. The good news is that the Internet is bringing us closer than we ever thought possible to make learning- of all kinds, at all levels, any time, any place, any pace- a practical reality for every man, woman, and child” (Web-Based Education Commission, 2000). The importance of developing the comprehensive integration of ICT into education and training, and creating flexible infrastructures that will make e-learning available to all have been emphasized also in the European e-learning Summit (The European e-learning Summit Declaration, 2001). As for ICT use in teacher education, it refers to either training teachers to learn about ICT and its use in teaching, or using ICT as a means of providing teacher education as the main component of a programme or as supplementary (UNESCO, 2001).

Robinson and Latchem (2003) state that the need to meet teacher shortages, the demand for more continuing education for teachers in a changing world, the shift of attention from quantity to quality by policy-makers and planners, the introduction of new teacher education standards as countries progress, the new opportunities afforded by information and communication technologies, a search for improved training approaches and the imperative of finding new ways of using scarce resources are some of the reasons for using distance education and ICT in teacher education. Internet-based courses have many advantages over conventional face-to-face teaching. Students can participate in courses from home, school, office or

anywhere where they have a properly equipped computer and Internet connection; they can work at their own pace; asynchronous course components are available throughout a day; students become skilled at using Internet resources and this may increase their employment opportunities after graduation; the Internet promotes active learning; and maybe the most important “when personal identities remain concealed, all students, regardless of gender, ethnicity, appearance, or handicapping condition, are on equal ground” (Moore&Cozine, 2000).

As stated above, learning may occur as asynchronous or synchronous e-learning in ICT use. Asynchronous type of e-learning brings students and facilitator together on the computer screen, but does not require them to be online at the same time. For this reason, asynchronous learning provides a forum convenient for groups of learners who live in different time zones around the world because it allows learners to learn on their own schedules. As for synchronous e-learning, where the facilitator and learners interact with each other at the same time, it requires students to have fast connection with the Internet and also equipments such as cameras, microphones, etc.

After this brief review of the basic concepts and distance teacher education practices available in the world, a different distance teacher education program, Distance English Language Teacher Training Program at Anadolu University in Turkey will be mentioned in the rest of the article. The program helps the right to education mainly in two ways: Firstly, it gives the ones who would like to become English language teachers the right to receive education in this field using the advantages of distance education, particularly e-learning. Secondly, by increasing the supply of teachers of English, it allows students who want to learn English but who cannot learn because of lack of teachers to learn English. Briefly, this article presents how distance education, particularly the e-learning opportunities offered in the program, contributes to the right to education.

2. Distance English Language Teacher Training Program at Anadolu University-Turkey

Since we are living in the “information” age and the importance of the need for communication among people from different cultures is increasing day by day in the globalizing world, people need to learn the languages of different cultures, particularly English, which is the common language of this global communication. This need for learning English has required training qualified teachers of English. At this point, it may be necessary to clarify what is meant by the concept of training teachers. Calderhead and Shorrock (1997) state that writers in the past made a distinction between “teacher education” and “teacher training”. Teacher education is concerned with the intellectual development of teachers, while teacher training is more specifically concerned with the development of particular areas of knowledge and skill that are instrumental to the task of teaching. But, they state that such a distinction may be simplistic and unhelpful. Taking the same view, the concepts

“teacher education” and “teacher training” are used interchangeably in the rest of the text.

The need for English language teachers has increased in Turkey as a result of making foreign language courses compulsory for the 4th and 5th year students in elementary schools. This encouraged the Ministry of National Education to find new ways to solve the problem. Anadolu University Open Education Faculty Distance English Language Teacher Training (DELTT) B.A program began in the 2000-2001 academic year as a common project of the Ministry of National Education and Anadolu University in order to meet the demand for teachers of English for both elementary and high schools. This program is equal to conventional English Language Teaching (ELT) programs offered in education faculties in Turkey. Graduates of the program receive a B.A degree in ELT and are appointed as English language teachers to primary schools or high schools with permanent status depending on the need. In addition, students enrolled in the program and who successfully complete the first two years can take an “associate degree”, if they like, provided that they withdraw from the whole program. Those students having the associate degree or the ones starting the 3rd year without repeating a course from the first or the second year can teach English at schools or private institutions in exchange for wage though they cannot be appointed by the Ministry of National Education to schools as teachers having permanent status. The first alumni of the program were graduated at the end of the 2003-2004 academic year. The courses of the DELTT program are offered in a blended model where face-to-face and distance education are applied together i.e., the 1st and 2nd year courses of the program are taught using conventional education methods whereas the 3rd and 4th year courses are taught using distance education methods. The reason for preferring face-to-face education to distance education in the first two years is that courses such as skill courses i.e., reading, writing, speaking, grammar, and translation can be more effectively taught in a classroom environment. It is more appropriate to teach content courses using distance education methods, particularly, using the Internet, after students gain those skills.

As stated by Moore&Cozine (2000), learners in rural and lower socioeconomic areas may have difficulty in access to the Internet-based courses because they may not have computers even if the Internet is available, and some students having computer anxiety may not want to use Internet based courses. Considering these two problems, the Internet based courses have been designed as a support system not as the main medium of instruction. Computer-based education laboratories were opened in 15 cities where the infrastructure for the Internet was weak so that students who did not have the chance to access the Internet could use the system. But, as time goes on, the Internet became accessible everywhere in Turkey so most of those laboratories were closed.

Figure 1. below, shows the distribution of the students enrolled in the program in the 2006-2007 academic year on the basis of regions of Turkey.

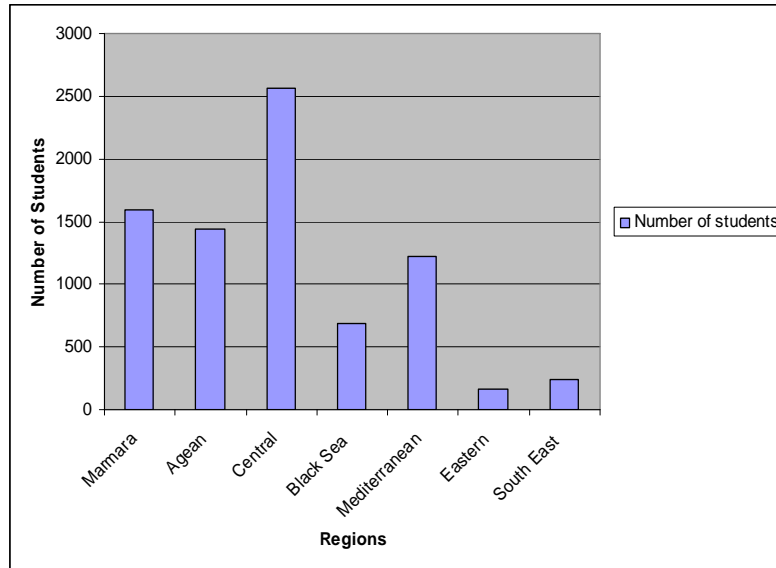


Figure 1. *Distribution of DELTT students in Turkey*

As can be seen in the figure, students from each geographical area of Turkey are involved in this program. The number of enrolled students is 1597 in Marmara Region, 1442 in Aegean Region, 2568 in Central Anatolia, 689 in Black Sea Region, 1222 in the Mediterranean Region, 241 in the South East Region, and 168 in the Eastern Anatolia Region. The reason for the highest demand for the program in the Central part may stem from the awareness of the students of this program because Anadolu University is located in Eskişehir, which is in the mentioned geographical area. 1562 students out of 2568 students living in this region are from Eskişehir. Some other numbers indicating the number of enrolled students in some cities are: 719 students from Istanbul and 310 students from Bursa (Marmara Region); 515 students from İzmir, 220 students from Manisa (Aegean Region); 487 students from Ankara -the capital, 163 students from Konya (Central Anatolia); 177 students from Samsun, 91 from Zonguldak (Black Sea); 327 from Mersin, 295 from Adana (Mediterranean), 66 from Malatya, 23 from Muş (Eastern Anatolia); and 102 from Antep and 41 from Adıyaman (South East Anatolia).

As for the cost of the program, it is around 580 Turkish Liras per semester, which is affordable by most of the students.

Taking into consideration that not all the students and facilitators may be online at the same time for different reasons and that not all students may have all necessary equipment for synchronous learning, asynchronous model for the academic facilitation services was thought to be more appropriate in the distance language teacher training program.

The curriculum of the program is shown below. At this point, it may be useful to explain what is meant by the terms “online education” and “distance education” in the program in order to facilitate to understand how the curriculum works. The term ‘distance education’ used below refers to that students are given coursebooks (and CDs where necessary) and they study those materials on their own without receiving any help from a facilitator. On the other hand, the term “online” refers to the application where students are delivered books or Cds like distance education courses, and in addition to this, units in the coursebooks are also available online i.e., in e-learning format. Students can study the units available in the Internet and they can get online support from facilitators when they do not comprehend the course content written in the book or in the e-learning format.

1.year

English Grammar I (face-to-face)

Reading Skills (face-to-face)

Speaking Skills (face-to-face)

Writing Skills (face-to-face)

Introduction to Teaching Profession (distance)

Computer (distance)

2. year

English Grammar II (face-to-face)

Advanced Reading Skills (face-to-face)

Advanced Writing Skills (face-to-face)

Translation (Turkish-English/ English-Turkish) (face-to-face)

School Experience I (practice)

Written and Oral Discourse in Turkish (distance)

Atatürk’s Principals and History of Turkish Revolution (distance)

Planning and Evaluation in Teaching (distance)

Development and Learning (distance)

3.year

Introduction to Linguistics (online)

Introduction to English Literature (online)

Approaches in ELT (online)

English Language Teaching Methodology (online)

Teaching English to Children (online)

Classroom Management (distance)

Guidance (distance)

4.year

Using English Literature in Teaching (online)

Testing and Evaluation in English (online)

Teaching Language Skills (online)

Pedagogical Grammar (online)

Language Acquisition (online)

Turkish Phonology, Morphology and Syntax (distance but academic facilitation service is available)

School Experience II and Teaching (practice) (distance but academic facilitation service is available)

Instructional technologies and Material Evaluation-Development (distance)

As stated before, the first two-year courses are taught using conventional education methods because they are skill courses and they can be better learned in a traditional classroom environment. This also have a potential benefit in that it helps students to generate a sense of community and a sense belonging towards the university and know each other better before interacting in the online environment.

The face-to-face courses are offered in different cities. For example, they were offered in 10, 16, and 10 cities in Turkey in the 2000-2001, 2001-2003, and 2004-2005 academic year respectively. In the 2007- 2008 academic year, students take face-to-face education in 8 cities. In those cities, except for Eskişehir, tutors assigned by the Ministry of National Education give the face-to-face instruction. In Eskişehir, where Anadolu University is located, the instruction is given by the staff of the Anadolu University School of Foreign Languages as well as the teachers assigned by the Ministry of National Education. In each of the mentioned cities, there are local academic coordinators responsible to the Central Academic Coordinator in those cities. They submit a report to the Central Coordinator every

two weeks (Durmusoglu-Kose, et. al, 2002)

In the program, skills courses such as reading, writing, speaking, and translation are delivered face-to-face, education courses such as development and learning, classroom management, etc. are taught using distance education methods, and subject area courses such as linguistics, approaches in ELT, and language acquisition are delivered online. The content of the subject area courses, which are Internet supported, have been prepared by the staff of the Education Faculty ELT department and the School of Foreign Languages. As for practical courses, such as School Experience II and Teaching Practice, online academic facilitation is available in addition to teaching practices at schools. Students' permanent address is taken into consideration while choosing a school for internship for the School Experience II and Teaching Practice courses, which allows students to save for transportation cost and time to go the school.

As for the examinations, students take an oral exam for the Speaking Skills course in the 1st year and a classical written examination for the Advanced Writing Skills course in the 2nd year because of the nature of those courses. Written examination papers are scored by the tutors according to a criteria sheet. Copies of the students' papers are sent to students after scoring them. This gives the students the chance to see their errors and read the comments and suggestions of the tutors on the examination papers.

As long as they reregister, students can benefit from student rights 7 years. After the completion of this 7- year period, students can continue to learn in the program after registering, but they cannot benefit from student rights.

The main course material for the courses is the coursebook. Books for the courses that are taught using distance education methods are prepared by the professors of Anadolu University in a way to encourage autonomous learning. The coursebooks are distributed to the students during registration in the offices located in cities where those students live. Even if the students are mainly responsible from what is written in the coursebooks, it was decided to support the courses using Internet based educational technologies and academic facilitation in order to increase the efficiency of the courses offered in the 3rd and 4th classes. This application was started for two courses as a pilot project in the 2003-2004 academic year. The pilot project was found to be encouraging and then the project was applied to all courses in the 3rd and 4th classes (Mutlu, Çetinöz, Aydın, 2006). Since some students of the program live in big cities whereas some live in rural areas, their chance to access to the Internet may not be that same. In addition, not every student may have a computer at home because of their low financial status. In order to treat all those students equal, using the e-learning system was thought to be as a support to the coursebooks and using the e-learning service was left to the students' desire. More than 100 university staff such as subject area specialists, teaching assistants, editors, instructional designers, vocalization artists, animators, graphic

designers, programmers and coordinators were involved during the design and production of the related software. The e-learning software has been developed in the Computer-Based Education Unit in the Open Education Faculty. User friendliness was taken into consideration while developing the e-learning courses particularly for students who do not have high level computer skills.

The e-learning practices have three main components: course content designed to promote autonomous learning and including interactive tasks supported by animations most of which are vocalized, additional resources, quiz, and comments; asynchronous academic facilitation; and e-support.

2.1. Course

The course component includes a homepage, course information, units, discussions, self-test (quiz), announcements, student homepages, resources, mail, glossary, help, links, and about sections.

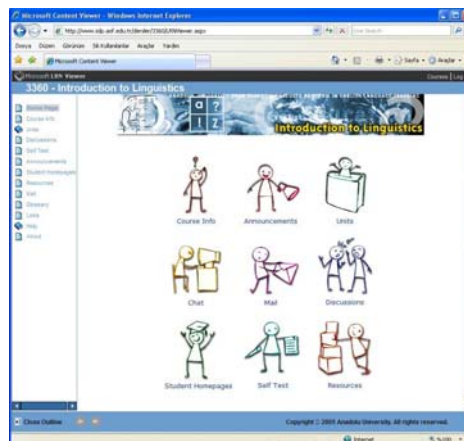


Figure 2. The home page shows all the components mentioned above as icons.

Course Information states the course definition, course materials, course requirements, course objectives, and course plan i.e., units to follow every week and the exam dates, and specifies the contents the students are responsible to the date of the exams.

A unit includes an overview section where the aim and the outline of the unit are stated. The overview is followed by tasks that are supported by pictures and animations. The course content is offered step by step as tasks. The key terms are explained and the important points in the books are summarized. Students are asked different types of questions, and students can see the possible or correct answers of those questions. The content section includes different types of activities related to the unit, resources for further reading, references used in the preparation of the unit, a quiz so that students can test themselves about the content of the unit, and a comments section.

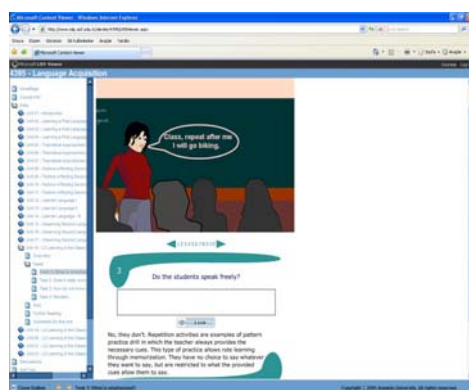


Figure 3. *A course content sample*

In the discussion section, students discuss among each other and with their facilitators the points that they could not understand. How this service is carried out will be explained below under the heading of “academic facilitation”.

The self-test (quiz) section includes links for the self-tests of each unit.

As for the announcements, it includes a calendar where the exam and holiday dates appear and where facilitators post important notices.

In students’ homepages, students’ their own personal web-sites appear and they can share it with their friends.

The resources section provides access to the online resources given for each unit.

The Mail section gives an e-mail address so that students can contact with their professors and friends.

As for the Glossary section, it includes a dictionary for key terms used in the course.

The Help section includes frequently asked questions regarding the contents of the units, and it gives information about how the academic facilitation works.

The About section shows the names of the staff involved in the development of the course.

Finally, the Links section provides links to the site of the Anadolu University, Open Education Faculty, and the DELTT program homepage.

In the 2004-2005 academic year, the number of students enrolled in the Internet-supported courses was 25463. Throughout the mentioned academic year, 3430 students logged in 142419 times (Yavuz&Mutlu, 2006). During the 2005-2006 academic year, 5845 students of the 6965 students benefited from the system. 5912 female and 2261 male students were involved in the program in the 2006-2007 academic year, which means that there were around 2.5 times more females students than male students. Three students with physical disabilities were also involved in the program, 2 of which could not use their hands and one student with visual disability. To help those types of students, audible records are offered to students with visual disabilities. In addition, disabled students are offered a helper during the exams and those students take their exams in a different classroom specially organized for them. This application allows those students to take their exams comfortably. In the 2006-2007 academic year, out of 2767 3rd year students, 2260 used the e-learning services i.e., 81% of them used the e-learning services. As for the 4th year students, 3095 of them used the e-learning services out of 3461 students i.e., 89% of the students used the e-learning services. The number of messages sent among the students and facilitators in the discussion section was 13304 in the 2005-2006 academic year, and this number increased to 18080 in the 2006-2007 academic year.

2.2. Academic Facilitation

As stated by Mossavar-Rahmani and Larson-Daughtery (2007), “smooth and effective communication between students and university governing bodies is one of the key elements in building a successful learning community. Students become frustrated when they need help and none is available, or when they are put on hold for long periods of time”. For this reason, facilitation service for questions regarding course content and also technical support is necessary. Academic facilitation service means answering students’ e-mails and answering students’ questions asked in the discussion board. In the program, students’ academic questions are replied by the subject area specialists in 48 hours. In addition, students can ask questions and reply to each other. Such an application allows promoting student-student and student-facilitator interaction. This service is important to give students the chance to ask

questions and discuss the points they do not understand. It allows scaffolding by allowing the students the chance to learn from each other. Since this service is asynchronous, facilitators and students do not have to be online at the same time. This is advantageous particularly for students who are already working somewhere or who have to care for one of the family members at home.

For each course, a different coordinator coordinates the facilitation services. Facilitators can help students at their offices or at home. This service is available for 25 weeks. 35 facilitators were available in the 2004-2005 academic year, and 45 facilitators were available in the 2005-2006 academic year. The number of facilitators increased to 49 in the 2006-2007 academic year. Those 49 facilitators offered at least 196 hours of academic facilitation service per week in the 2006-2007 academic year for 13 courses.

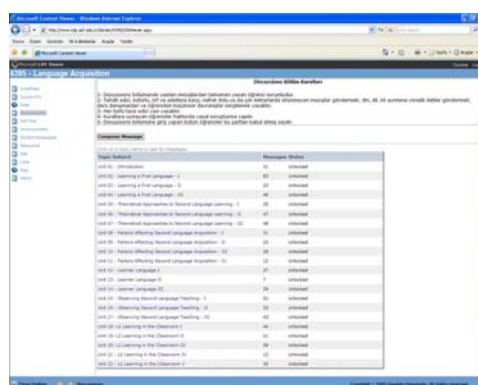


Figure 4. A discussion section sample.

2.3. e-Support

Students are offered an e-support service so that they can get help when they have a technical problem such as receiving a new password, problems regarding logging in, using password, or access to pages or course content. In addition, they can send e-mail to the general academic coordinator or central office about their problems such as examination places, schools for internship, and registration. 1261 questions were asked by students in the 2006-2007 academic year and students were helped by 45 e-support personnel.

In the 2004-2005 spring semester, the ELT students in the Education Faculty have been also given the right to use the system and 577 students who were normally taking face-to-face education in the Anadolu University, Education Faculty, ELT department also used the Internet-based system (Mutlu&Özkul, 2005).

3. Conclusion

Distance English Language Teacher Training (DELTT) Program at Anadolu University in Turkey contributes to education for all in different ways. Firstly, it gives a large number of people in both genders, living in both urban and rural areas in Turkey who want to become English language teachers but who cannot receive on-campus education for different reasons the chance to become teachers. Secondly, it helps cover the gap between the demand for and the supply of teachers of English, and hence many students who cannot find teachers of English will have those teachers and receive foreign language education. Using Internet-based courses, or e-learning applications in other words, as a support system rather than as a must helps students to learn better, but it is not a disadvantage for the ones who do not have Internet access because students are responsible what is written in the coursebooks for the examinations. Using Internet-based courses may have a benefit for those students in the long run in that since they are learning through the use of technology, they may easily use technology while teaching when necessary in the future.

In addition to the features mentioned above, the following points can all be considered as evidence showing that the DELTT program contributes to right to education in different ways: Using Internet-based courses for delivery of the courses of the last two years as a support rather than as a must; taking students' permanent address into account while choosing schools for internship, which is cost effective and prevents waste of time stemming from transportation to schools; offering course materials and organizing examinations in a way to meet the needs of students with physical disabilities; opening computer laboratories in 15 cities where the Internet infrastructure was weak; offering a diploma equal to the diploma offered by on-campus programs and hence giving the graduates of the programs the right to apply for master's and Ph.D programs in the future; offering them academic facilitation and e-support services so that students can receive help about the course content and technical problems, and helping those students as soon as possible; giving students the right to benefit from student rights 7 years as long as they register; giving students an associate degree at the end of the second year and the right to teach at schools and private institutions though they do not have permanent teacher status; using asynchronous type of learning that does not require facilitators and all students to be online at the same time, which allows flexible use of time and more cost-effective than synchronous learning because it does not require different types of equipment; reaching students in all geographical areas of Turkey; making the courses available not only for the students enrolled in the program but also for the on-campus ELT students.

It is hoped that this article gives an idea about how use of distance education, particularly, the e-learning opportunities offered to students in the program contribute to the right to education in the field of English language teacher

education. Such a practice can be applied in the education of teachers of other languages in different countries by making necessary adjustments depending on the needs of the target learners.

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