# Investigation of Preparatory School Students' Cyber-Loafing Levels and Views on Distance Education English Curriculum: A Mixed Method Study

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**Abstract**
*Current study aimed examining preparatory school students' cyber-loafing levels and opinions about distance education English curriculum. Exploratory sequential pattern of mixed research methods is employed. The sample is consisted of 201preparatory students who study at the preparatory school at Cag University. The quantitative data of the research was obtained through Cyber-Loafing Scale and Assessment Scale. Qualitative data was gathered by open-ended questions form developed by the researcher. It was concluded that students' cyber-loafing levels are at a medium level and the students' opinions about the distance education English curriculum are also at a medium level. In addition, gender, devices and lessons affect neither students' cyber-loafing levels nor views on distance education curriculum while the daily internet use and frequency showed a significant effect on these variables. Another finding of the study, social media is also a significant factor for cyber-loafing. Furthermore, it is revealed that there is no correlation between cyber-loafing and students' views on distance education English curriculum.*

**Keywords: Cyber-Loafing, Distance Education, Curriculum Evaluation, CIPP Evaluation Model**

## Introduction

With the rapid development of technology, it has started to make its effects felt in every aspect of our lives. These developments meet many needs of people and make their lives easier. As a result of these developments, technological tools have begun to be used intensively and actively in education and business life. This situation has brought about a process in which both teachers and students interact with technology much more when we compare the past with the present. Ergün and Altun (2012) stated that the significance of internet use in educational context has been pointed up in providing students with life-long learning skills. The increase in internet usage areas and the use of the internet in educational environments have made internet usage an important issue to be focused on (Yagcı & Yuceler, 2016).But then, with the internet in educational context, some problems have arisen in educational environments (Brubaker, 2006). The comfortability of accessing to the internet and easy access to these tools with devices such as smart phones, tablets and computers have increased this problem (Akbulut, Dursun, Donmez, &

Sahin, 2016). In addition to these issues that can be experienced with the employment of the technology in learning environments, the more frequent use of technology and the internet compared to the past brought them to use for different purposes.

These behaviors, known as cyber-loafing in the literature; It has been used to describe the employment of institutional resources during working hours for personal purposes not directly related to the goals of the institution (Blanchard & Henle, 2008; Lim & Chen, 2012; Lim, 2002; Lim, Teo & Loo, 2002). Cyber-loafing behaviors in general are; Using social media, browsing news and sports websites, sending / receiving e-mails, playing games, downloading music and chatting (Ugrin, Pearson & Odom, 2008; Garrett & Danziger, 2008; Yasar & Yurdugul, 2013). Cyber loafing behaviors of students during the course may cause students to lose interest and distract from the course. Therefore, the learning-teaching process may be negatively affected.

Based on this, it is seen that researches conducted in recent years have focused on smart phone and internet addiction issues. As the whole world is turning to distance education, especially due to the Covid-19 process, it is thought that examining the use of technology that is not related to the course during the lesson will contribute to this process. Due to the Covid-19 pandemic, distance education has become an important alternative to traditional education. Likewise in the world, Turkey has also begun to provide education with distance education. In recent years, with economic and technological developments, countries have adopted a path from localization to globalization. With the globalizing world, English as a lingua franca(ELF) has been employed by many authorities and cultures. From this point of view, English teaching and curriculum should be constantly updated and improved to meet the needs of the developing world. As mentioned above, with the increasing importance of English and the increasing use of distance education technologies in education, it is inevitable to make distance education attempts on preparatory class courses at universities.Although institutions have moved to distance education, unfortunately they have not been able to move their curricula one step further than traditional education. Thus, if the factors that cause cyber-loafing behaviors may be arisen due to program-based factors such as program content, being need-oriented, student-centered activities, our purpose is to expose the relation between the two facts and to observe cyber-loafing behavior and to evaluate the program in this respect.From this point of view, it is necessary to evaluate the curriculum implemented by the institutions in order to evaluate what they do in order to gain the terminal behaviors through appropriate training.

As the literature has been examined, it is revealed that high number of the studies related to cyber-loafing are in business settings. However, when the studies on cyber-loafing in educational environments are investigaed, it is exposed that the number of researches is limited (Blanchard & Henle, 2008; Wu, Mei & Ugrin, 2018, Taneja, Fiore & Fischer, 2014; Dursun, Donmez & Akbulut, 2018; Baturay & Toker, 2015; Dogusoy, Sevinc & Ergun, 2020). Moreover, with the recent issues such as lockdown process and distance education, students are more familiar with technology than they were. This situation may also affect their technology habits and the quality of distance education process. From this point of view, determining the cyber-loafing behaviors of university students in distance education and students' views on distance education curriculum will constitute an important step for researchers in the integration of technology and internet into education. In the field of education, it is important to examine the cyber-loafing behaviors of prep school students and their views on distance education English curriculum due to the importance of the cyber- loafing of students in today's field and the lack of sufficient research on this subject.

**Aim of the Research**

The goal of the current research is to examine relation between the assessment of English language course curriculum conducted by distance education and the cyber-loafing activities of prep students.

**Problem Statement**

What are the level of students' cyber-loafing activities and views on English language course curriculum conducted by distance education?

**Sub-Problems**

1. What is the level of cyber-loafing activities of prep school students in distance education?
2. Is there a significant difference among prep school students' cyber-loafing scores according to different variables?
   - Is there a significant difference among prep school students' cyber-loafing scores in terms of the gender?
   - Is there a significant difference among prep school students' cyber-loafing scores in terms of the social media they use during the lesson?
   - Is there a significant difference among prep school students' cyber-loafing scores in terms of frequency of internet use in the lesson?
   - Is there a significant difference among prep school students' cyber-loafing scores in terms of daily use of internet?
   - Is there a significant difference among prep school students' cyber-loafing scores in terms of the device they use to join the lesson?
   - Is there a significant difference among prep school students' cyber-loafing scores in terms of the lesson they use internet most?
1. What are the prep school students' views on distance education English program?
2. Is there a significant difference among prep school students' views about the distance education English program according to different variables?
   - Is there a significant difference among prep school students' views about distance education English program in terms of the gender?
   - Is there a significant difference among prep school students' views about distance education English program in terms of frequency of internet use in the lesson?
   - Is there a significant difference among prep school students' views about distance education English program in terms of daily use of internet?
1. Is there a relation between prep school students' cyber-loafing scores and their views about distance education English program?
2. What are the students' views on cyber-loafing activities and distance education English program?

**Method**

**Research Model**

In this study, which was justified according to the approach of completing the results obtained by one method and providing and developing the results with another method (Greene, Caracelli, Graham, 1989), an exploratory sequential pattern of mixed research methods is employed to reveal the cyber-loafing levels and views of prep students on distance education English curriculum. The exploratory sequential pattern is a research design in which quantitative data is collected and analyzed first, and then qualitative data are collected for further explanation of quantitative findings (Yildirim & Simsek, 2005). In the quantitative dimension of the study, Cyber-Loafing Scale (CLS) and Assessment Scale of English Language Course Curriculum Conducted by Distance Education (ASELC) were applied to the sample. In the qualitative aspect of the research, the students are given an open-ended question form to describe their views on the reasons for cyber-loafing and English language course curriculum by distance education.

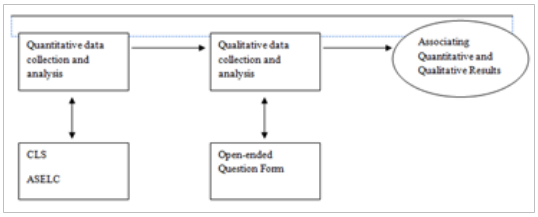


**Figure 1 Exploratory Sequential Pattern Model**

**Sample**

In this research, the sample is the students taking place English as a foreign language at Cag University. The sample of the study was determined using convenience sampling method. The sample group is consisted of 201 students studying in Preparatory School in the 2020-2021 academic year. The demographic features of the sample group are shown in Table 1.

**Table 1 Characteristics of Sample Group**

| | Category | f | % |
|---|---|---|---|
| Gender | Male | 67 | 33,33 |
| | Female | 134 | 66,66 |

| | | | |
|---|---|---|---|
| Most used social media during the lesson | Instagram | 65 | 32,33 |
| | WhatsApp | 93 | 46,26 |
| | Twitter | 20 | 9,95 |
| | Youtube | 14 | 6,96 |
| | None | 9 | 4,47 |
| Frequency during the lesson | Every 15 min. | 42 | 20,89 |
| Frequency during the lesson | 16-30 min. | 60 | 29,85 |
| | 31-40 min. | 72 | 35,82 |
| | None | 27 | 13,43 |
| Daily internet | Less than 1 hour | 2 | 0,99 |
| | 1-2 hours | 15 | 7,46 |
| | 3-4 hours | 63 | 31,34 |
| | 5-6 hours | 50 | 24,87 |
| | More than 7 hours | 71 | 35,32 |
| Device | Computer | 156 | 77,61 |
| | Smartphone | 34 | 16,91 |
| | Tablet | 11 | 5,47 |
| Lesson they use internet most | Coursebook | 110 | 54,72 |
| | Reading & Writing | 45 | 22,38 |
| | Listening & Speaking | 46 | 22,88 |

**Data Collection Tools**

The data tools that were utilized to gather data from students are stated below:

- Cyber-Loafing Scale(CLS) to determine students' cyber-loafing activities,
- Assessment Scale of English Language Course Curriculum Conducted by Distance Education (ASELC) to reveal students' thought toward the course curriculum.
- Open-ended Question Form was applied to explore the views of students' about cyber-loafing and course curriculum.

**Cyber-Loafing Scale**

The quantitative data of the research was collected with the cyber-loafing scale(CLS) which was developed by Akbulut, Dursun, Donmez and Sahin (2016). The scale consists of 30 items and 5 sub-factors: Sharing, Shopping, Real-time updating, Accessing online content and Gaming/Gambling. It is scored as (5) "Always", (4) "Usually", (3) "Occasionaly" and (2) "Rarely" and (1) "Never". When the Cronbach Alpha internal consistency coefficients of the scale are examined, it is 0.95; The internal consistency coefficients of the sub-factors are "Sharing" 0,93; "Shopping" 0.87; "Real-time updating" 0.94; "Accessing online content" 0.94; "Gaming/Gambling" is stated to be 0.81 (Akbulut, Dursun, Donmez and Sahin, 2016).

After the application of the Cyber-Loafing Scale employed in a study group of 201 students, the cronbach alpha values for this application were shown in the table.

**Table 2 Reliability Analysis Results Regarding the Scores Obtained from the CLS**

| Reliability Analysis | Cronbach Alpha |
|---|---|
| Regarding the Whole Scale | 0.92 |
| Sharing Dimension | 0.87 |
| Shopping Dimension | 0.82 |
| Real-Time Updating Dimension | 0.88 |
| Accessing Online Content Dimension | 0.81 |
| Gaming/Gambling Dimension | 0.78 |

The data that obtained coefficient is higher than .70, shows that the analyzes made will provide reliable results. The lowest score that can be gathered from the scale is 30 as the highest one is 150.

**Assessment Scale of English Language Course Curriculum Conducted by Distance Education**

Another data collection tool ASELC which was developed by Orhan and Ay (2016) will be applied to the students. The scale consist of 36 items and 4 sub-factors: Context, input, process and product. It is scored as (1) "Strongly agree", (2) "Agree", (3) "Neither agree nor disagree", (4) "Disagree", (5) "Strongly disagree". When the Cronbach Alpha are examined, it is 0.95; The internal consistency coefficients of the sub-factors are "Context" 0,87; "input" 0.90; "process" 0.91; "product" 0.94; and for whole scale is stated to be 0.96 (Orhan & Ay 2016). A fter the application of the ASELC employed in a study group of 201 students, the cronbach alpha values for this application were shown in the table.

**Table 3 Reliability Analysis Results Regarding the Scores Obtained from the ASELC**

| Reliability Analysis | Cronbach Alpha |
|---|---|
| Regarding the Whole Scale | 0.98 |
| Context Dimension | 0.90 |
| Input Dimension | 0.93 |
| Process Dimension | 0.95 |
| Product Dimension | 0.96 |

The data that obtained coefficient is higher than .70, shows that the analyzes made will provide reliable results. The lowest score that can be gathered from the scale is 36 as the highest one is 180.

**Open-Ended Question Form**

The qualitative data of the research was gathered by using open-ended questions form. This form was developed by the researchers and expert opinions are taken in terms of content and face validity. The qualitative data was gathered through 10 students via Google Forms.

**Data Analysis**

**Data Analysis for Quantitative Dimension**

The data collection process in the study was carried out by the researcher on the basis of the voluntary participation of the preparatory school students. While collecting the data, students were provided information of the purpose of the study and made sure that the collected data would be kept anonymous and confidential. Data were collected via Google Forms in April. The distribution was investigated to test as there was a relation between the cyber-loafing levels and curriculum. Kolmogorov-Smirnov Normality Test was applied to check as normal distribution conditions were accessed. The distribution was found to be non-normal and Kruskal Wallis and Mann Whitney U analyses were applied from non-parametric tests.

The normality test results regarding the CLS and ASELC are shown in the table 4.

**Table 4 Normality Results Regarding the CLS and ASELC**

| | Kolmogorov-Smirnov | | Skewness and Kurtosis | | | Descriptive Statistics | | |
|---|---|---|---|---|---|---|---|---|
| | Sta. | df | p | Skewness | S.E. | | Kurtosis | S. E. |
| CLS | .072 | 201 | .013 | .033 | .172 | .370 | .341 | |
| ASELC | .075 | 201 | .008 | | | .172 | .169 | .341 |

When Table 4 is investigated, it is exposed that there is a significant difference in the cyber-loafing scores (CLS = .072 p< .05).

When Table 4 is examined, it is exposedthat there is also a significant difference in curriculum evaluation scores (ASELC = .075 p< .05).

Since the assumption of normality was not met, the non-parametric equivalent of the t-test which is Mann-Whitney U test was performed for gender variable. Likewise, because the assumption of normality was not met, the non-parametric equivalent of one-way ANOVA which is Kruskal Wallis Test was performed for social media, frequency, daily use, device and lesson variables.

**Data Analysis Regarding Qualitative Dimension**

The open-ended question form, which is developed by the researcher taking 2 different experts opinion, applied to the students to reveal their opinions about cyber-loafing and English curriculum and appropriate themes were created by 2 different experts. Content analysis has been performed for qualitative data. The coding reliability was computed by the Miles and Huberman. Coding between coders is at least 80% shows that the analysis results are reliable (Miles & Huberman, 1994; Patton, 2002).

**Table 5 Reliability Coefficient**

| Question | Reliability Coefficient |
|---|---|
| 1. | 0.91 |
| 2. | 0.99 |
| 3. | 0.92 |
| 4. | 0.92 |
| 5. | 0.95 |
| 6 | 0.90 |

As the reliability coefficient was above .80 (80%), it is seen that the consensus among coders was reliable.

In the acronyms seen in the findings, M for Male and F for Female were preferred. For example; (F, 4) F states female, and 4 as student number.

## Findings

### Findings Related to First Sub-Problem

The findings of the students participating in the study regarding the evaluation of cyber-loafing levels.

**Table 6 Descriptive Statistical Results of Students' Cyber-Loafing Behaviors**

| N | Mean | Min. | Max. | Number of Items |
|---|---|---|---|---|
| 201 | 2.92 | 1.46 | 4.34 | 30 |

The general average score of students' cyber-loafing level was determined as 2.92. This finding can be understood as students' cyber-loafing level is medium. The average score corresponds to the "Occasionally" level in the scale.Descriptive statistical results of students' cyber-loafing behaviors on the basis of sub-dimensions are given in tables 7, 8, 9, 10 and 11.

**Table 7 Descriptive Statistical Results of Sharing Sub-Dimension of Cyber-Loafing**

| Sharing | $\bar{X}$ | Sd |
|---|---|---|
| I1 | 3.64 | 1.17 |
| I2 | 2.70 | 1.26 |
| I3 | 2.97 | 1.32 |
| I4 | 3.97 | 1.13 |
| I5 | 2.25 | 1.24 |
| I6 | 2.43 | 1.36 |
| I7 | 2.68 | 1.42 |
| I8 | 4.30 | 0.93 |
| I9 | 4.16 | 1.08 |
| Sum | 3.23 | 0.78 |

When Table 7 was examined, it was found that the students answered all items at various levels. It is seen that the highest level of cyber-loafing behavior ($\bar{X}$: 4.30) is shown in the item8 "I message my friends". Based on this result, it can be said that the students occasionally shows cyber-loafing in context of sharing.

**Table 8 Descriptive Statistical Results of Shopping Sub-Dimension of Cyber-Loafing**

| Shopping | $\bar{X}$ | Sd |
|---|---|---|
| I10 | 3.69 | 1.30 |
| I11 | 1.97 | 1.26 |
| I12 | 3.74 | 1.28 |
| I13 | 2.07 | 1.35 |
| I14 | 3.35 | 1.47 |
| I15 | 2.28 | 1.47 |
| I16 | 1.81 | 1.23 |
| Sum | 2.70 | 0.85 |

When Table 8 was examined, it may be inferred that the students answered all items at various levels. It is seen that the highest level of cyber-loafing behavior ($\bar{X}$: 3.74) is shown in the item12 "I visit shopping sites". Thus, it could be concluded that the participants rarely shows cyber-loafing in context of shopping.

**Table 9 Descriptive Statistical Results of Real-Time Updating Sub-Dimension of Cyber-Loafing**

| Real-time Updating | $\bar{X}$ | Sd |
|---|---|---|
| I17 | 2.46 | 1.51 |
| I18 | 3.42 | 1.47 |
| I19 | 2.68 | 1.55 |
| I20 | 2.88 | 1.60 |
| I21 | 2.20 | 1.35 |
| Sum | 2.73 | 0.46 |

When Table 9 was examined, it may be seen that the students answered all items at the levels of "rarely" except for item18 which is also the highest level of cyber-loafing behavior ($\bar{X}$: 3.42) concluding "I read tweets". Thus, it may be found out that the students rarely shows cyber-loafing in context of real-time updating.

**Table 10 Descriptive Statistical Results of Accessing Online Content Sub-Dimension of Cyber-Loafing**

| Accessing Online Content | $\bar{X}$ | Sd |
|---|---|---|
| I22 | 3.07 | 1.62 |
| I23 | 4.25 | 1.06 |
| I24 | 4.34 | 1.08 |

| | | |
|---|---|---|
| I25 | 2.70 | 1.55 |
| I26 | 4.21 | 1.10 |
| Sum | 3.71 | 0.76 |

When Table 10wasinvestigated, it could be revealed that the participants answered all items at various levels. It is also seen that the highest level of cyber-loafing behavior ($\bar{X}$: 4.34) is shown in the item 24 "I listen to music on the internet". Hence, it can be understood that the students occasionally shows cyber-loafing in context of accessing online content.

**Table 11 Descriptive Statistical Results of Gaming/Gambling Sub-Dimension of Cyber-Loafing**

| Gaming/Gambling | $\bar{X}$ | Sd |
|---|---|---|
| I27 | 1.47 | 1.03 |
| I28 | 1.46 | 1.00 |
| I29 | 2.18 | 1.48 |
| I30 | 2.28 | 1.44 |
| Sum | 1.85 | 0.44 |

When Table 11isinvestigated, it is shown that the participants answered all items at various levels. It is also seen that the highest level of cyber-loafing behavior ($\bar{X}$: 2.28) is shown in the item30"I play online games". So it can be said that the students rarely shows cyber-loafing in context of accessing gaming and gambling.

**Findings Related to Second Sub-Problem**

According to the results of the Mann-Whitney U test, cyber-loafing scores don't indicate a significant difference according to gender (U = 3794.5, p <.05). Detailed information is given in Table 12.

**Table 12 Mann Whitney U Test Results of Students' Cyber Loafing Levels by Gender Variable**

| Measurement | Gender | N | Sum of Means | Sum of Rank | U | p |
|---|---|---|---|---|---|---|
| CLS | Male | 67 | 90.63 | 6072.50 | 3794.5 | .74 |
| | Female | 134 | 106.18 | 14228.50 | | |

There isn't a significant difference [U=3794,5, p<0.05] between male and female participants. Thus, it is revealed that gender isn't a factor affecting students' cyber loafing levels.

It was examined whether the cyber loafing levels of the students differ significantly in respect to social media that they use during the classes. It is alsorevealed that the cyber loafing scores of the students differ significantly among those who use Instagram and none in favor of Instagram users (U= 167,000;p=.038). Similarly, the cyber loafing scores of the students differ significantly among those who use WhatsApp and none in favor of WhatsApp users (U= 191,000; p=.007). Moreover, the cyber loafing scores of the students differ significantly among those who use Twitter and none in favor of Twitter users (U= 36,000; p=.011). Considering the mean ranks, it was determined that the group with the highest cyber loafing score was the group that use "Twitter", and the group with the lowest cyber loafing score was the group that use"None". Detailed information is given in Table 13.

**Table 13 Kruskal Wallis Test Results of Students' Cyber Loafing Levels by Social Media Variable**

| Measurement | Social Media | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| CLS | Instagram | 65 | 95.73 | 11.504 | 4 | .021 | A-E |
| | WhatsApp | 93 | 109.28 | | | | B-E |
| | Twitter | 20 | 115.63 | | | | C-E |
| | Youtube | 14 | 80.07 | | | | |
| | None | 9 | 53.50 | | | | |

A=Instagram, B=WhatsApp, C=Twitter, D=Youtube, E=None

Hence, it is seen that social media is a factor affecting students' cyber loafing levels.

It was investigated if the cyber loafing levels of the students deviate significantly in respect to frequency

of internet uses during the classes. It is also seen that the cyber loafing scores of the students differ significantly among those who use at least every 15 minutes and 16-30 minutes in favor of at least every 15 minutes (U= 795,5; p=.002). Likewise, the cyber loafing scores of the students differ significantly among those who use at least every 15 minutes and 31-40 minutes in favor of at least every 15 minutes (U= 1088,000; p=.013). Furthermore, the cyber loafing scores of the students differ significantly among those who use at least every 15 minutes and none in favor of at least every 15 minutes (U= 337,5; p=.005). Considering the mean ranks, it was exposed that the group with the highest cyber loafing score was the group that use "At least every 15 minutes", and the group with the lowest cyber loafing score was the group that use "None". Detailed information is given in Table 14.

**Table 14 Kruskal Wallis Test Results of Students' Cyber Loafing Levels by Frequency Variable**

| Measurement | Frequency | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| CLS | Every 15 min. | 42 | 127.60 | 12.090 | 3 | .007 | A-B |
| | 16-30 min. | 60 | 91.33 | | | | A-C |
| | 31-40 min. | 72 | 98.75 | | | | A-D |
| | None | 27 | 87.11 | | | | |

A=Every 15 min., B=16-30 min., C=31-40 min., D=None

Thus, it is seen that frequency of internet usage is a factor affecting students' cyber loafing levels.

It was found out whether the cyber loafing levels of the students deviate significantly in terms of daily use of internet. It is also seen that the cyber loafing scores of the students differ significantly among those who use less than 1 hour and 3-4 hours in favor of 3-4 hours (U= 8,000; p=.037). Similarly, the cyber loafing scores of the students differ significantly among those who use less than 1 hour and more than 7 hours in favor of more than 7 hours (U= 8,000; p=.033). Furthermore, the cyber loafing scores of the students differ significantly among those who use 1-2 hours and more than 7 hours in favor of more than 7 hours (U= 309,5; p=.011). The cyber loafing scores of the students also differ significantly among those who use 3-4 hours and more than 7 hours in favor of more than 7 hours (U= 1408,000; p=.000). Another significant difference is among those who use 5-6 hours and more than 7 hours in favor of more than 7 hours (U=1213,5; p=.003). Considering the mean ranks, it was determined that the group with the highest cyber loafing score was the group that use "More than 7 hours", and the group with the lowest cyber loafing score was the group that use "Less than 1 hour". Detailed information is given in Table 15.

**Table 15 Kruskal Wallis Test Results of Students' Cyber Loafing Levels by Daily Use Variable**

| Measurement | Daily Use | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| CLS | Less than 1 hour | 2 | 17.50 | 21.494 | 4 | .000 | A-C |
| | 1-2 hours | 15 | 84.30 | | | | A-E |
| | 3-4 hours | 63 | 87.24 | | | | B-E |
| | 5-6 hours | 50 | 93.17 | | | | C-E |
| | More than 7 hours | 71 | 124.61 | | | | D-E |

A= Less than 1 hour, B=1-2, C=3-4, D=5-6, E= More than 7 hours

In this respect, it is seen that daily internet use is a factor affecting students' cyber loafing levels.

It was investigated if the cyber loafing levels of the students deviate significantly in terms of the device that they use to join the classes. As a result of the analysis, it is seen that the cyber loafing scores of the students don't differ significantly in terms of the device that they use to join the classes. Considering the mean ranks, it was determined that the group with the highest cyber loafing score was the group that use "Smartphone", and the group with the lowest cyber loafing score was the group that use "Tablet". Detailed information is given in Table 16.

**Table 16 Kruskal Wallis Test Results of Students' Cyber Loafing Levels by Social Device Variable**

| Measurement | Device | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| CLS | Computer | 156 | 101.98 | 1.882 | 2 | .390 | |
| | Smartphone | 34 | 103.99 | | | | |
| | Tablet | 11 | 77.82 | | | | |

A=Computer, B=Smartphone, C=Tablet

It can be concluded that devices that students use to join the classes is not a factor affecting students' cyber loafing levels.

It was investigated if the cyber loafing levels of the students deviate significantly according to the lessons. As a result of the analysis, it is seen that the cyber loafing scores of the students don't differ significantly according to the lessons. Detailed information is given in Table 17.

**Table 17 Kruskal Wallis Test Results of Students' Cyber Loafing Levels by Lesson Variable**

| Measurement | Lesson | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| CLS | Coursebook | 110 | 106.63 | 2.453 | 2 | .293 | |
| | Reading & Writing | 45 | 91.60 | | | | |
| | Listening & Speaking | 46 | 96.74 | | | | |

A=Coursebook, B= Reading & Writing, C= Listening & Speaking

It can be concluded that lessons that students take is not a factor affecting students' cyber loafing levels.

**Findings Related to Third Sub-Problem**

In this section, the findings of the students participating in the study regarding the views about the distance education English program.

**Table 18 Descriptive Statistical Results of Context Sub-Dimension of Distance Education Curriculum**

| Context | $\bar{X}$ | Sd |
|---|---|---|
| I1 | 3.48 | 1.09 |
| I2 | 3.40 | 1.07 |
| I3 | 3.61 | 1.03 |
| I4 | 3.49 | 1.13 |
| I5 | 3.59 | 1.10 |
| I6 | 3.45 | 1.19 |
| Sum | 3.50 | 0.81 |

When Table 18 is investigated, it was revealed that the students answered all items at the level of "neither agree nor disagree". It is reached that item2 "The aims of the program are in line with student expectations." is at the lowest level ($\bar{X}$: 3.40). It can be inferred from the students' answers that the aim of the program is insufficient for students' expectations.

**Table 19 Descriptive Statistical Results of Input Sub-Dimension of Distance Education Curriculum**

| Input | $\bar{X}$ | Sd |
|---|---|---|
| I7 | 3.31 | 1.12 |
| I8 | 3.39 | 1.14 |
| I9 | 3.26 | 1.20 |
| I10 | 3.48 | 1.09 |
| I11 | 3.61 | 1.20 |
| I12 | 3.74 | 1.10 |
| I13 | 3.85 | 1.06 |
| I14 | 3.83 | 1.10 |
| Sum | 3.56 | 0.23 |

When Table 19 is investigated, it was reached that the students answered all items at the level of "neither agree nor disagree". It is also seen that item9 "The portal provides sufficient sources for the English speaking skill to be improved." is at the lowest level ($\bar{X}$: 3.26). Based on these findings, it can be said that the portal is insufficient in improving

the four basic skills of language learning, namely speaking, writing, reading and listening skills.

**Table 20 Descriptive Statistical Results of Process Sub-Dimension of Distance Education Curriculum**

| Process | $\bar{X}$ | Sd |
|---|---|---|
| I15 | 4.08 | 1.17 |
| I16 | 4.05 | 1.10 |
| I17 | 4.11 | 1.09 |
| I18 | 4.04 | 1.06 |
| I19 | 4.00 | 1.05 |
| I20 | 3.99 | 1.14 |
| I21 | 4.02 | 0.99 |
| I22 | 3.50 | 1.17 |
| I23 | 3.83 | 1.03 |
| Sum | 3.96 | 0.18 |

When Table 20 is investigated, it was exposed that the students answered all items at the levels of "neither agree nor disagree" and "agree". It is also seen that item22 "Exams are administered without any problems during the program." is at the lowest level ($\bar{X}$: 3.50). In respect of these findings, it can be concluded that students are mostly pleased with the process of the program. However, they experienced some problems with exam system of the portal.

When Table 21 is investigated, it was revealed that the participants answered all items at the level of "neither agree nor disagree". It is also seen that item24 "At the end of the program, students reach the intended level of English in their departments." is at the lowest level ($\bar{X}$: 3.36). It can be also said that participants get enough efficiency from the program.

**Table 21 Descriptive Statistical Results of Output Sub-Dimension of Distance Education Curriculum**

| Output | $\bar{X}$ | Sd |
|---|---|---|
| I24 | 3.36 | 1.23 |
| I25 | 3.63 | 1.11 |
| I26 | 3.54 | 1.19 |
| I27 | 3.40 | 1.15 |
| I28 | 3.58 | 1.17 |
| I29 | 3.64 | 1.18 |
| I30 | 3.52 | 1.13 |
| I31 | 3.76 | 1.10 |
| I32 | 3.59 | 1.15 |
| I33 | 3.47 | 1.11 |
| I34 | 3.46 | 1.95 |
| I35 | 3.65 | 1.23 |
| I36 | 3.81 | 1.17 |
| Sum | 3.57 | 0.13 |

**Findings Related to Fourth Sub-Problem**

According to the results of the Mann-Whitney U test, ASELC scores(which show students' views towards the distance education program) do not show a significant difference according to gender (U = 3988.5, p<.05). Detailed information is given in Table 22.

**Table 22 Mann Whitney U Test Results of Students' ASELC Scores by Gender Variable**

| Measurement | Gender | N | Sum of Means | Sum of Rank | U | p |
|---|---|---|---|---|---|---|
| ASELC | Male | 67 | 93.53 | 6266.50 | 3988.500 | .198 |
| | Female | 134 | 104.74 | 14034.50 | | |

To determine whether gender has a significant influence on participants' ASELC, Mann Whitney U test was conducted for the related samples. There isn't a significant difference [U=3988,500, p<0.05] between male and female students. Thus, it is seen that gender is not a factor affecting students' views.
It was investigated as the ASELC scores of the students deviate significantly in respect to frequency of internet uses during the classes. It is also shown that the ASELC scores of the participants differ significantly among those who use internet at least every 15 minutes and 16-30 minutes in favor of 16-30 minutes (U= 796,000; p=.002). Likewise, the ASELC scores of the students differ significantly among those who use internet at least every 15 minutes and 31-40 minutes in favor of 31-40 minutes (U= 544,5; p=.000). Furthermore, the ASELC scores of the students differ significantly among those who use internet at least every 15 minutes and none in favor of none (U= 343,5; p=.006). Likewise, the

ASELC scores of the students differ significantly among those who use internet at least 16-30 minutes and 31-40 minutes in favor of 31-40 minutes (U= 1454,5; p=.001). Another significant difference is among those who internet at least 31-40 minutes and none in favor of 31-40 minutes (U=630,000; p=.007). Detailed information is given in Table 24.

**Table 24 Kruskal Wallis Test Results of Students' ASELC Scores by Frequency Variable**

| Measurement | Frequency | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| ASELC | Every 15 min. | 42 | 61.60 | 36.469 | 3 | .000 | A-B |
| | 16-30 min. | 60 | 95.76 | | | | A-C |
| | 31-40 min. | 72 | 128.99 | | | | A-D |
| | None | 27 | 99.31 | | | | B-C |
| | | | | | | | C-D |

A=Every 15 min. B=16-30 min. C=31-40 min. D=None

It is seen that frequency of internet use during the lesson is a factor affecting students' views about the program.

It was investigated that as the ASELC scores of the students differ significantly in terms of daily use of internet. As a result of the analysis, it is seen that the ASELC scores of the students differ significantly among those who use internet less than 1 hour and 3-4 hours in favor of 3-4 hours (U= 8,000; p=.036). Similarly, the ASELC scores of the students differ significantly among those who use internet 3-4 hours and 5-6 hours in favor of 5-6 hours (U= 1162,000; p=.017). Moreover, the ASELC scores of the students differ significantly among those who use internet 5-6 hours and more than 7 hours in favor of 5-6 hours (U= 1388,5; p=.042).Detailed information is given in Table 25.

**Table 25 Kruskal Wallis Test Results of Students' ASELC Scores by Daily Use Variable**

| Measurement | Daily Use | N | Sum of Means | $X^2$ | df | p | Significant Difference |
|---|---|---|---|---|---|---|---|
| ASELC | Less than 1 hour | 2 | 34.50 | 9.696 | 4 | .046 | A-C |
| | 1-2 hours | 15 | 88.03 | | | | C-D |
| | 3-4 hours | 63 | 96.97 | | | | D-E |
| | 5-6 hours | 50 | 120.18 | | | | |
| | More than 7 hours | 71 | 95.68 | | | | |

A= Less than 1 hour, B=1-2, C=3-4, D=5-6, E= More than 7 hours

It can be concluded that daily internet use is a factor affecting students' views about the program.

**Findings Related to Fifth Sub-Problem**

Another aim of the study is to reveal the relationship between students' cyber-loafing levels and views on distance education program. Table 28 contains the correlation matrix that explains the relationship between cyber-loafing and views about the program.

Spearman Correlation analysis, which was performed to explain the relationship cyber-loafing and views about the program, is shown in the table above.

**Table 28 Correlation Matrix Related to Relationship between Cyber-Loafing and Program**

| Measurement | ASELC | |
|---|---|---|
| CLS | r | .054 |
| | p | .223 |
| | n | 201 |

As a result of the research, according to Table 28, it was resolved that there is not significant correlation between students' cyber-loafing levels and views about the program (r = .054; p<.05).

**Findings Related to Fourth Sub-Problem**

The themes created with the answers they of the question "How do you evaluate the program of the foreign language course conducted with distance education in terms of its aims?" to learn the views of the participants about the program are as follows.

**Table 29 Qualitative Analysis Results of Students' Views on the Aims of the Program**

| Theme: Aims of the Program (N=10) | | | |
|---|---|---|---|
| **Sub-theme** | **Codes** | **f** | **%** |
| positive | Appropriate for student aims | 5 | 45 |
| | Beneficial for future education life | 3 | 27 |
| | Useful in social life | 1 | 9 |
| | Enough for the course book lesson | 1 | 9 |
| | Would be more effective in face-to-face education | 1 | 9 |
| | Sum | 11 | 100 |
| Sub-theme | Codes | f | % |
| Negative | Insufficient for skill lessons | 1 | 100 |
| | Sum | 1 | 100 |

When Table 29 is seen, it is revealed that the opinions of the participants on the aims of the program are gathered around 2 (two) sub-themes which are "positive" (f=11) and "negative" (f=1).

According to the table, the code with the highest frequency is "appropriate for student aims" (f=5). This is followed by "beneficial for future education life" (f=3) code.

The code in which students' views about the aims of the program were concentrated as "appropriate for student aims" (f=5) and "beneficial for future education life" (f=3). For example;

"For the aims of the course, vocabulary, grammar, listening, speaking and writing skills are conveyed to us correctly and appropriately.I think these skills will definitely be useful to us in education life and even in social life." (F,2). "I think that is forward-looking." (F,3)."I think that the program, which ensures the continuity of our education in the best possible way under pandemic conditions, is very efficient in achieving our goals." (F,1).

The themes formed with the answers of the question "How do you evaluate the program of the foreign language course conducted with distance education in terms of its content" directed to the students are as follows.

**Table 30 Qualitative Analysis Results of Students' Views on the Content of the Program**

| Theme: Content of the Program(N=10) | | | |
|---|---|---|---|
| **Sub-theme** | **Codes** | **f** | **%** |
| positive | Rich content | 1 | 12,5 |
| | Properly selected for its purpose | 1 | 12,5 |
| | Provides systematic learning | 1 | 12,5 |
| | Aims development | 1 | 12,5 |
| | Clear to comprehend | | 12,5 |
| | Grammatical topics sufficiently detailed | | 12,5 |
| | Sum | | 100 |
| Sub-theme | Codes | f | % |
| Negative | Should be oriented to the department | 1 | 25 |
| | Insufficient online content | 1 | 25 |
| | Sometimes boring | 1 | 25 |
| | Could be richer | 1 | 25 |
| | Sum | 4 | 100 |

When Table 30 is seen, it is revealed that the opinions of the participantson the content of the program are gathered around 2 (two) sub-themes which are "positive" (f=8) and "negative" (f=4).

According to the table, the codes were distributed equally with 1 frequency. Some positive views of the students about the content of the program are as follows;

"In the course book course, we learn everything we need to learn as English learners. We learn grammar subjects to the finest detail." (F,4). "I think that the digital content that we have benefited from within the framework of the program creates a very appropriate, correctly

selected and systematic learning environment." (F,1).

Also the negative views of the students are stated below;

"I find it good because it has all kinds of content, but it would be better for me if it was for my own department."(M,1). "Face-to-face education was more diverse in content so I find it insufficient."(M,2).

**Table 31 Qualitative Analysis Results of Students' Views on the Teaching-Learning Process of the Program**

| Theme: Teaching-Learning Process of the Program (N=10) | | | |
|---|---|---|---|
| **Sub-theme** | **Codes** | **f** | **%** |
| positive | Sufficient | 3 | 30 |
| | Efficient | 2 | 20 |
| | Provides an opportunity to ask questions | 1 | 10 |
| | Supported by tools | 1 | 10 |
| | Attractive | 1 | 10 |
| | Supporting mastery learning | 1 | 10 |
| | Provides sources | 1 | 10 |
| | Sum | 10 | 100 |
| Sub-theme | Codes | f | % |
| Negative | Online education distraction | 1 | 33,3 |
| | Technical problems | 1 | 33,3 |
| | Online education is challenging | 1 | 33,3 |
| | Sum | 3 | 100 |

When Table 31 is seen, it is revealed that the opinions of the participants on the teaching-learning process of the program are gathered around 2 (two) sub-themes which are "positive" (f=10) and "negative" (f=3).

The code with the highest score was "sufficient" (f=3). And it is followed by "efficient" (f=2) code. Other codes were found as in the table.

The positive statements of the students are described below;

"I find the teaching and instructing of our teachers good, I do not have any difficulties in terms of learning and teaching." (M,1). "The efficiency of the learning process and the realization of full learning are realized thanks to the intense interest and support of the teachers and I think that this realization is complete even though it is in distance education and I am happy." (F,1). "Our teacher does his best to help us to learn the subject we are dealing with. When we are bored and distracted, he teaches with games. This allows us to concentrate more on our attention. If the information on the subject is not sufficient, it helps us reach videos or other resources on the subject." (F,4).

Also the negative views of students are shown below;

"I'm having problems just because it's online. Like electricity problem, internet problem…" (F,3). "I find it inadequate, face-to-face teaching is more successful in terms of focus." (M,2). "I have a little difficulty I do not understand some things in online education." (M,3).

**Table 32 Qualitative Analysis Results of Students' Views on the Assessment and Evaluation Process of the Program**

| Theme: Assessment and Evaluation Process of the Program (N=10) | | | |
|---|---|---|---|
| **Sub-theme** | **Codes** | **f** | **%** |
| positive | Often enough | 3 | 16 |
| | Efficient | 2 | 16 |
| | Smooth exams | 1 | |
| | Clear questions | 1 | 12 |
| | Sum | 7 | 100 |
| Sub-theme | Codes | f | % |
| Negative | Insufficient time on the exams | 3 | 75 |
| | System speed is slow | 1 | 25 |
| | System speed is slow | | |

When Table 32 is seen, it is revealed that the opinions of the participants on the assessment and evaluation process of the program are gathered

around 2 (two) sub-themes which are "positive" (f=7) and "negative" (f=4).

The code with the highest score was "often enough" (f = 3). This is followed by "efficient" (f=2) and "insufficient time on the exams" (f=3) codes.

The code in which students' views about the assessment and evaluation process of the program were concentrated as "often enough" (f=3) and "efficient" (f=2) and "insufficient time on the exams" (f=3). For example;

"Students are provided with adequate welfare due to the virus, but the duration of the exams is slightly below this welfare level" (M,4). "I think the frequency and adequacy of assessment and evaluation is good. Only the time given in the listening quizzes is not enough, the system speed (internet speed) and its timing can be rescheduled by considering our speed." (F,1). "During this distance education of our exams, we had an exam period without any difficulties, with the questions expressed in a clear and comprehensible way." (F,2).

**Table 33 Qualitative Analysis Results of Students' Views on the Positive and Negative Aspects of the Program**

| Theme: Positive and Negative Aspects of the Program(N=10) | | | |
|---|---|---|---|
| **Sub-theme** | **Codes** | **f** | **%** |
| positive | No negativity | 3 | 20 |
| | Opportunity for improvement | 3 | 20 |
| | Supports communication skills | 2 | 13 |
| | Supports grammatical knowledge | 1 | 6 |
| | Gives a different perspective | 1 | 6 |
| | Teaches new knowledge | 1 | 6 |
| | Introduces different culture | 1 | 6 |
| | Lesson frequency is supportive | 1 | 6 |
| | Less effort in online education | 1 | 6 |
| | Subject distribution is efficient | 1 | 6 |
| | Sum | 15 | 100 |
| Sub-theme | Codes | f | % |
| Negative | Excessive subject content | 1 | 25 |
| | Lower efficiency in online education | 1 | 25 |
| | Not enough practice in skill lessons | 1 | 25 |
| | Worrying at the beginning of the term | 1 | 25 |
| | Sum | 4 | 100 |

When Table 33 is seen, it is revealed that the opinions of the participants on the positive and negative aspects of the program are gathered around 2 (two) sub-themes which are "positive" (f=15) and "negative" (f=4).

The code with the highest density was "no negativity" (f=3). This is followed by "opportunity for improvement" (f=2) and "supports communication skills" (f=3) codes. Other codes were found as in the table.

The positive statements of the students are described below;

"It is a great opportunity for me to improve myself in the future. I don't think it has a negative aspect." (M,1). "Positive aspects, for new learners, it teaches English enough to communicate with foreign people, and we learn English correctly with its grammatical structure." (F,4). "Having lessons every day allows us to be very active in the development of our foreign language." (M,4). "As the positive aspects, there are many more positive aspects for myself that I think I will establish a better communication with a different point of view, new information, getting to know cultures." (F,2).

Here are the negative views of students below;

"The negative aspect is that there is not enough practice in skill lessons." (F,4). "Since we see new grammar subjects almost every day, we cannot learn the subjects enough." (M,4).

**Table 34 Qualitative Analysis Results of Students' Views on the Reasons for Cyber-Loafing**

| Theme: Reasons for Cyber-Loafing (N=10) | | | |
|---|---|---|---|
| **Sub-theme** | **Codes** | **f** | **%** |
| Reasons | Using translation program | 6 | 22 |
| | Waiting for classmates | 2 | 7 |
| | Communication with classmates | 2 | 7 |
| | Using language learning apps | 2 | 7 |
| | Getting a message | 2 | 7 |
| | Being next to the device | 2 | 7 |
| | Boredom in the lesson | 1 | 3 |
| | Talking on the phone | 1 | 3 |
| | Feeling free | 1 | 3 |
| | Being at home | 1 | 3 |
| | Communication | 1 | 3 |
| | Following news | 1 | 3 |
| | Playing game | 1 | 3 |
| | Watching series | 1 | 3 |
| | Looking at the time of need | 1 | 3 |
| | Socializing | 1 | 3 |
| | Because of work | 1 | 3 |
| | Sum | 27 | 100 |

When Table 34 is seen, it is revealed that the opinions of the participantson reasons and frequency for cyber-loafing are gathered around 1 (one) sub-theme which is "reasons" (f=27).

According to the table, the code with the highest density was "using translation program" (f=6). This is followed by "waiting for classmates" (f=2) and "communication with classmates" (f=2) codes. Other codes were found as in the table.

The reasons for cyber-loafing are described below;

"During the lesson, I occasionally use information and communication technologies in the background to respond to the dialogues of my classmates, but I think that this negatively affects my concentration and makes it difficult to follow the lesson." (F,1). "I look to use Google translate or if I finish before my friends in the activities we do, I play while waiting for them." (M,1). "I generally use it for communication, news and game purposes." (M,2). "In distance education, the phone is with us during the lesson, and we have to look at it when needed." (F,5)."I cannot leave the questions of my friends who want to communicate during the lesson unanswered due to my online status. I think this situation forces me to use the background contents." (F,1). "Since the phone is with us and we feel a little more free, even an incoming message can distract us or get bored during the lesson." (M,1). "Due to the situation we are in, we are always at home and receive online training. Therefore, I need to use information and communication technologies while waiting for my friends during breaks or activities." (F,4). "I use it for socializing." (M,2).

**Discussion and Conclusion**

This part contains the results achieved under the light of the findings which have been obtained through the research.

It was concluded that students' cyber-loafing levels are at a medium level. Furthermore, the results obtained from the examination of open-ended questions also support this finding. It would be said that the cyber-loafing levels of the participants are at a medium level, that is, students occasionally show cyber-loafing activities. Particularly, as stated in the qualitative findings of the research, distance education may have caused medium levels of cyber-loafing. In the literature, within the knowledge of the researcher, there is no other study investigating the cyber-loafing levels of the students in the context of distance education.

As the students' behaviors are investigated, it is revealed that the general view of the participants' responses to the items is "occasionally". The sub-dimension where the highest levels of cyber-loafing behaviors are gathered is the accessing online content dimension. It is followed by sharing, real-time updating, shopping and gaming/gambling

dimensions, respectively. From these results, it can be said that the students mostly spend their time by looking at online contents and sharing with friends during the lessons. It has been also seen that students mostly show "I message my friends" and "I visit shopping sites" cyber loafing behaviors. It may be related with the collectivism culture of Turkish people. Likewise, Hofstede et al. (2010) stated, collectivism is a cultural fundamental of Turkey, that is, it might be a significant phenomenon for cyber-loafing; because for a collectivist society, the concept of "we" is more confident and important than the concept of "I", hence this may cause students to show cyber-loafing activities in purpose of taking place in a group of people as socialization. Also students stated in their views that they generally message their friends in WhatsApp groups during the lesson. It may be lead in fear of missing the updates and friendship.

In conformity with the findings, there is no significant difference between male and female participants in terms of cyber-loafing. This finding isn't in line with previous studies (Fallows, 2005; Garrett & Danziger, 2008; Lim & Chen, 2012; Ono & Zavodny, 2003; Teo & Lim, 2000; Wang et al., 2011; Baturay & Toker, 2015). It can be said that gender is not an affecting factor for the cyber-loafing in distance education setting. However, Akbulut, Donmez and Dursun (2017) stated that the differences related to the gender can be differentiated according to the sample's features. On the other side, several studies have also exposed that gender isn't a feature that influences the cyber-loafing (Ugrin et al., 2007; Dogusoy et al., 2020).

Another finding of the research is social media factor. The social media platforms which are Instagram, WhatsApp and Twitter showed a significant effect on cyber-loafing. Previous studies have also reported the social media is a factor for cyber-loafing (Wood et al., 2012; Rosen et al., 2011; Clayson & Haley, 2013). It may be interpreted that social media platforms provided students with an alternative to real-life relationships particularly in lockdown times because of Coronavirus. Hence, if no precaution is taken to provide students real-life relationship, that situation might lead pathological internet use for students.

Another finding of the research is that the frequency of cyber-loafing and daily internet use have an impact on cyber-loafing. This is similar the previous researches in the literature which is about cyber-loafing in educational settings (Dogusoy et al., 2020; Baturay & Toker, 2015). From this point of view, it may be said that higher daily internet use may cause higher cyber-loafing level. Other findings of the research are the devices and the lessons for cyber-loafing and they aren't found as significant factors for cyber-loafing. Thus, cyber-loafing is free of the devices students use to attend the lessons in distance education, also the lessons don't matter for students to show cyber-loafing levels, they do in any case.

The current study also aims to investigate the assessment of English language course curriculum conducted by distance education. As the students' answers are seen, they show that the general view of the participants' responses to the items is "neither agree nor disagree". The sub-dimension where the most positive views are gathered is the process dimension. It is followed by output, input and context dimensions, respectively whereas context dimension has the most negative views. It can be interpreted that the English curriculum has managed to meet the students' expectations in terms of the distance education process. The fact that there is no relationship between cyber-loafing and views of the students on program may be associated with their positive opinion on the learning-teaching process, and the observed cyber-loafing behaviors might be caused students' negative views on the content element of the program.

Similar to the results of current research, Orhan and Ay (2017) found out that the views of the participants on the distance education English curriculum at the medium level but close to be positive. On the other hand, there are also several studies which don't show parallelism with the current research (Ersoy, 2015; Cakır & Yurtseven, 2012; Karatas, 2007). In her study Ersoy (2015) revealed that students have positive opinions and are pleased with the distance education English course in terms of the content, process and the instructor of the course. Beside, Karatas (2007) found out that the course curriculum is appropriate with students' expectations and needs.

The analysis of the students' responds related to the input dimension of the curriculum show that they are agree with the concept of that the course curriculum provides students enough resources for grammar, reading and writing skills, respectively. However, students don't consider that they are not given an adequate number of assets for listening and speaking skills, particularly they think resources are not enough for speaking skills. Likewise, Tunc (2010) stated that students are given adequate number of assets for grammar, writing and reading skills, while they are not given enough resources for speaking and listening skills.

The students' responds about the process of the curriculum revealed that participants moderately agree with the view of the instructor of the lesson. It has been found out that the instructor of the lesson implementing the curriculum appropriate for its aims. Moreover, students stated that they can easily communicate with the instructor. The lowest score in the input process is about implementation of the exams without any problems during the curriculum. However, this may be caused because of technological infrastructures of the portal and students' devices or internet.

The analyses of the students' answers about the output dimension of the program show that participants generally consider that the distance education English curriculum is beneficial for them. However, they are not pleased with arriving at the planned degree of English toward the finish of the educational program, particularly for their department. It is also revealed that speaking skill is the most unsatisfied skill among the skills. Orhan and Ay (2017) have found out that at the after the program, participants are pleased with the goals of the curriculum. And the curriculum managed to encourage the students to learn English. Thus, the current study's results are in line with the results of Orhan and Ay's (2017) research. Moreover, it is also compromise with Karakus's (2007) research, in his study, he found out that students agree with the idea that curriculum managed to meet students' aims and expectations also in terms of the skills such as grammar, reading, listening, writing and speaking.

After the analysis of the students' answers related to ASELC, it is reached that students' gender, social media usage, the device they use, and the lesson factors don't show a significant effect on students' assessment towards distance education English curriculum. These results are parallel with the results of Orhan and Ay (2017), Unal (2011) and Cansu (2010). Another result of the research is that daily internet use and frequency significantly affect students' views about the program. It can be inferred that internet use is an effective variable for distance education curriculum. This result is also in line with Orhan and Ay's (2017) research.

As the result of the findings, the students' opinionsabout the distance education English curriculum are around "neither agree nor disagree". Hence, the curriculum has to be empowered in all dimensions, particularly for speaking skill.

In conclusion, gender, devices and lessons affect neither students' cyber-loafing levels nor opinions about distance education curriculum while the daily internet use and frequency showed a significant effect on these variables. While social media is also a significant factor for cyber-loafing. Furthermore, it is revealed that there is no correlation between cyber-loafing and students' views on distance education English curriculum.

In respect to the results of the study, the following implications may be highlighted for implementation:

- Understanding students' reasons and determining the factors which lead cyber-loafing is vital to preclude cyber-loafing.
- Instructors can redesign their teaching strategies and contents in conformity with distance education setting and real-life situations to attract students' attention.
- Clear policies about cyber-loafing and its consequences should be informed to the students.
- Local and school related social media platforms should be activated to create a lively atmosphere for students to socialize and also to follow the updates.
- Some schools' internet networks don't allow to access social media platforms that may trigger students to do cyber-loafing during the lessons while they find an internet source to check the updates; hence, school internet networks should be reconstructed up to date conditions.
- In-class policies, regulations or maybe monitoring might be useful to reduce cyber-loafing.

- Students mostly check their social media accounts during the lessons,thus, social media platforms should be integrated in comply with the lesson content and aim.
- Traditional teaching methods particularly with powerpoint presentations make lessons monotonous and cause students lose their interest, to avoid these approaches, education faculties should provide more computer assisted and technology integrated approaches and strategies to their students.
- Instructors should provide lessons and mentorship their students to gain them autonomous learning skills in terms of time management and self-directed learning.
- Faculties should update their curriculums in comply with the distance education.
- The curriculum should be empowered in all skills especially for speaking skill.
- There should be more content related to real life situations and more productive activities for speaking skill.
- In-service training programs should be provided instructors for distance education and active technology use.

Beside the implications for implementation, also recommendations stated below for further researches:

- The study revealed some factors for cyber-loafing, these factors can be improved and investigate with a different sample.
- Students' internet and mobile phone addictions can be examined and the correlation between cyber-loafing and addictions also might be useful to understand and reduce cyber-loafing.
- Students' perceptions towards distance education can be investigated and the differences between face to face education and distance education perceptions can be beneficial for curriculum developers.
- The correlation between ICT usage self-efficacy and cyber-loafing can be examined.
- A mixed research synthesis can be done to reveal the cyber-loafing's effects on different variables and implications can be prompted.

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