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English Language Teaching Master of Arts Program**

**EXPLORATION OF ONLINE TEACHING EXPERIENCES AND
THOUGHTS OF PRIMARY SCHOOL ENGLISH LANGUAGE
TEACHERS DURING COVID-19 PANDEMIC**

**Sefa Soner BAYRAKTAR
Master's Thesis**

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**COVID-19 PANDEMİSİ SIRASINDA İLKOKUL İNGİLİZCE
ÖĞRETMENLERİNİN ONLINE ÖĞRETMENLİK TECRÜBE VE
DÜŞÜNCELERİNİN KEŞFİ**

Sefa Soner BAYRAKTAR
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**Exploration Of Online Teaching Experiences and Thoughts of Primary School
English Language Teachers During COVID-19 Pandemic
(A master's Thesis)**

Sefa Soner BAYRAKTAR

ABSTRACT

Teaching English as a foreign language (TEFL) is something common around the world for various purposes. Teaching English to Young Learners (YLS) is also a valid topic in TEFL. Teaching English to young learners for long time has been done through traditional way which is face-to-face even though the improvement of the technological devices. Materials have been changing at the same time as technology improved itself. However English teaching method to YLS has stayed similar with some minor changes. The COVID-19 pandemic has brought unpredicted challenges to the world, disrupting various aspects of our lives. One significant area that has been affected is education. With schools temporarily closing their physical interaction to ensure safety, the shift towards online education has become essential. Among the subjects the subjects that require special attention in this transition is English language learning for young learners. The importance of teaching English to YLS online has never been more evident than in these trying times. As educators, we find ourselves at a critical juncture in the field of language instruction, especially when it comes to teaching English to young learners. The COVID-19 pandemic has reshaped the landscape of education, prompting a rapid shift towards online learning. From our vantage point, this transition has underscored the indispensable role of teaching English to young learners online, infusing the journey with both challenges and remarkable opportunities. In the light of the data that was gathered by interviews, this study was conducted to search what are the English language teachers experiences and thoughts while teaching English to young learners online during COVID-19 pandemic. The study was carried out with the English language teachers as a foreign language who taught English Online to primary school students during COVID-19 pandemic in Antalya city. Data were collected by applying a semi-structured interview to English teachers. Purposeful sampling and snowball sampling methods were used to reach the participants of the study. There were 5 main and 14 sub-questions in the interview related to their experiences and thoughts about online education during COVID-19 pandemic. 18 participants attended the research. Interviews took between 15 to 30 minutes. Each interview was done in Turkish or in English according to the participants choice. Interviews were recorded and turned into written form. The researcher studied the interviews and created themes out of the interview texts. Another researcher outside the field who is experienced with qualitative analysis prepared themes out of the interviews. After studying the themes together, final versions of the qualitative data were decided. Although it was stated in the literature that YLS are accepted as eager to use technological devices in their lessons, the research concluded that YLS may also need social interaction with their peers, teachers, and physical movement between their breaks. Even though YLS like to use technology in their lessons they do not choose online teaching over face-to-face, as online teaching cannot provide the required elements to YLS.

Key Words: COVID-19, Face-to-face Teaching, Online Teaching, Teacher Experiences, Teaching English, Young Learners.

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**COVID-19 Pandemisi Sırasında İlkokul İngilizce Öğretmenlerinin Online
Öğretmenlik Tecrübe ve Düşüncelerinin Keşfi
(Yüksek Lisans Tezi)**

Sefa Soner BAYRAKTAR

ÖZ

İngilizcenin yabancı dil olarak çeşitli amaçlarla öğretimi dünya çapında yaygındır. Genç Öğrencilere İngilizce Öğretimi de İngilizce Öğretimi Alanında geçerli bir konudur. Küçük yaştaki öğrencilere İngilizce öğretimi, teknolojik cihazların gelişmesine rağmen uzun süredir yüz yüze geleneksel yöntemlerle yapılmaktadır. Teknoloji kendini geliştirirken aynı zamanda ders içerisinde kullanılan materyaller de değişti. Bununla birlikte, Genç Öğrenenlere İngilizce öğretim yöntemi, bazı küçük değişikliklerle beraber benzer kalmıştır. COVID-19 salgını, dünyaya öngörülemeyen zorluklar getirerek hayatımızın çeşitli yönlerini alt üst etti. Etkilenen önemli alanlardan biri de eğitimidir. Okulların güvenliği sağlamak için fiziksel etkileşimlerini geçici olarak kapatmasıyla, çevrimiçi eğitime geçiş zorunlu hale geldi. Konular arasında bu geçişte özel dikkat gerektiren genç öğrenciler için İngilizce dil öğrenimidir. Genç öğrencilere çevrimiçi İngilizce öğretmenin önemi, bu zor zamanlarda hiç bu kadar belirgin olmamıştı. Eğitimciler olarak, özellikle genç öğrencilere İngilizce öğretmek söz konusu olduğunda, kendimizi dil öğretimi alanında kritik bir kavşakta buluyoruz. COVID-19 salgını, eğitim ortamını yeniden şekillendirerek çevrimiçi öğrenmeye hızlı bir geçişe yol açtı. Bizim bakış açımızdan, bu geçiş, genç öğrencilere çevrimiçi İngilizce öğretmenin vazgeçilmez rolünün altını çizerek, yolculuğu hem zorluklarla hem de dikkate değer fırsatlarla besledi. Görüşmeler ışığında toplanan veriyle birlikte, bu çalışma, İngilizce öğretmenlerinin COVID-19 salgını sırasında genç öğrencilere çevrimiçi İngilizce öğretirken deneyimlerini ve düşüncelerini araştırmak için yapılmıştır. Çalışma, Akdeniz bölgesindeki bulunan büyükşehirlerden birinin 5 merkez ilçesinde COVID-19 pandemisi döneminde ilkökul öğrencilerine Online İngilizce öğreten yabancı dil olarak İngilizce öğretmenleri ile gerçekleştirilmiştir. Veriler, İngilizce öğretmenlerine yarı yapılandırılmış görüşme uygulanarak toplanmıştır. Araştırmanın katılımcılarına ulaşmak için amaçlı örnekleme ve kartopu örnekleme yöntemleri kullanılmıştır. Görüşmede COVID-19 pandemisi sürecinde çevrimiçi eğitimle ilgili deneyim ve düşüncelerine ilişkin 5 ana ve 14 alt soruya yer verilmiştir. Araştırmaya 18 öğretmen katılmıştır. Görüşmeler 15 ila 30 dakika arasında sürmüştür. Her görüşme, katılımcıların seçimine göre Türkçe veya İngilizce olarak yapılmıştır. Görüşmeler kayıt altına alınarak yazılı hale getirilmiştir. Araştırmacı görüşmeleri inceleyerek ve görüşme metinlerinden temalar oluşturmuştur. Alan dışından nitel analiz konusunda deneyimli başka bir araştırmacı da görüşmelerden temalar oluşturmuştur. Temalar birlikte incelendikten sonra nitel verilerin son hallerine karar verilmiştir. Literatürde genç öğrencilerin derslerinde teknolojik cihazları kullanmaya istekli olarak kabul edildiği belirtilmiş olsa da araştırma, genç öğrencilerin akranları, öğretmenleri ile sosyal etkileşime ve teneffüs aralarında fiziksel harekete de ihtiyaç duyabileceği sonucuna varmıştır.

Anahtar Kelimeler: COVID-19, Çevrimiçi Öğretim, Genç Öğrenciler, İngilizce Öğretimi, Öğretmen Deneyimleri, Yüz Yüze Öğretim.

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LIST OF ABBREVIATIONS

COVID-19	: Coronavirus Disease of 2019
TEFL	: Teaching English as a Foreign Language
YLS	: Young Learners
USA	: United States of America
UK	: United Kingdom
NATO	: The North Atlantic Treaty Organization
ELT	: English Language Teaching
TEYL	: Teaching English to Young Learners
TPR	: Total Physical Response
EFL	: English as a Foreign Language
ICT	: Information and Communication Technology
IT	: Information Technology

CHAPTER I

INTRODUCTION

This introduction chapter presents the background of the study, statement of the problem and purpose of the thesis, followed by the research questions, the significance of the study and definitions of the relevant terms.

1.1. Background to the Study

English has been in the center of the formal education for years as a foreign language around the world. People would like to learn and teach English in aim of getting a better life as a result. As it was stated by Karakaş (2012), English has a starring role in our modern life as it is recognized globally around the world. Countries from different continents teach and learn English as a foreign language in their formal education processes. When it is examined from Turkey's perspective, Turkey gradually has changed its focus of foreign language from French to German and German to English. As Özdemir (2006) stated the first foreign language that was taught in Turkey was French. French was followed by English by Robert College, and they started to teach English as a foreign language in Turkey. Italians and Germans also came to Turkey to teach their own language and they were controlled by Minister of Education.

From another perspective, Demirel (2014, p.13) stated that English teaching as a foreign language has started in some private schools from the beginning of Republic of Turkey. When English teaching is investigated in Turkey from a historical perspective, obligatory foreign language teaching started at 6th grade in 1985 with the proposal of Ministry of Education. Under the structure of mandatory eight-year elementary education, foreign language classes were introduced in the fourth and fifth grades during the 1997/1998 academic year. This was a change from the previous practice of beginning these courses in the sixth grade within secondary schools (Tebliğler Dergisi, 1997:2481). According to Ministry of Education accepted in April 2000, pre-school 5 and 6 ages, and 1st, 2nd, and 3rd grade students' English lessons in

their curriculum (Tebliğler Dergisi, 2000; 2511). After some time with the decision of Ministry of Education, in May 2006, obligatory English teaching to primary school students has started at the 4th grade. Ekuş and Babayiğit stated (2013) that Ministry of Education made another change in English teaching, obligatory English teaching was brought to 2nd graders with 2 hours of lesson in a week schedule. By Şevik (2008) obligatory foreign language teaching was also underlined by comparing European countries and their obligatory foreign language teaching as some European countries also decreased the obligatory foreign language teaching age through years.

Within the current study, the focus will be upon teaching English to young learners. What does teaching foreign language or in this case teaching English starting from early years bring to the field? For instance, Köydemir (2001) stated that according to students' biological development, starting to teach foreign languages at early ages helps and creates an advantage on speaking the learnt foreign language in terms of pronunciation. Üstündağ (2004) also supported Köydemir by stating learning foreign language in early ages improves the success and mindfulness of the students. Nunan (2016, p.68) English as a subject in compulsory education has placed by minister of education globally. It is believed that teaching English at an early age will bring fluency. However, Lightbown and Spada (2013, p.96) stated that there is no certain achievement in starting foreign language learning at an early age. Another important aspect in this part of the study can be considered as the duration of teaching within the given program to reach the aim. In accordance with the duration of teaching, Ministry of Education changed the duration of teaching English to middle school students in 5th grade by changing lesson hours to 15 hours for English teaching in 2017. Şevik (2008) also gave detailed information about duration of teaching English differently among the European countries and its change throughout the years.

Online teaching is one of the other main topics of the current study. Online teaching has various names and terms related to it and the historical development of online teaching has changed from remote teaching to online teaching via improvement of technological devices. Within online teaching, there are also several types of teaching techniques which change the lesson application type. There is synchronous online teaching, asynchronous online teaching, massive online open courses are some of the examples of these online teaching techniques. With the COVID-19 pandemic, a

different type of online teaching emerged which is emergency online teaching. This type of online teaching is a type that moving teaching environment to online. Pallof and Pratt (2013, p.3) also indicated their thought of improvement of education into online with students' needs and underlined as online education has some benefits it also has negative effects on various ways.

Up to this point, English teaching perspective and application changes have been stated. The starting point of the foreign language teaching, the duration of the foreign language, how the foreign language is taught, and online teaching improvement are the main topics.

1.2. Statement of the Problem

In the Turkish educational context, the instruction of English has been a longstanding practice across various grade levels; nonetheless, the utilization of online instructional methods for English language teaching has not been previously implemented. Furthermore, the instruction of English to young learners represents a contemporary and widely embraced phenomenon within the discipline. There might be some new challenges and problems for the teachers and the learners because of a sudden, and inevitable change in the education system globally. As teaching English to young learners something quite new in Turkish government schools, teaching English online to young learners is something that has never done in Turkey. As a result of sudden pandemic caused by COVID-19, school education system was turned into online education as Emergency Remote Teaching. Fortanet-Gomez and Ruiz-Madrid (2023, p.11) stated that even though the education system turned into online for an emergency the methodology of the current education was not changed. The same education system was held online during this phase. As Kılıçkaya, Kic-Drgas and Nahlen (2022, p.12) stated, around 180 countries and 1,6 billion learners started to use online education as an obligation. A similar approach was undertaken within the Turkish context. The whole of the scholastic educational framework transitioned directly to online instructional modalities. Educators proficient in both pedagogies directed towards young learners and technological integration, nevertheless, have hitherto not combined these two issues in practice. Furthermore, comprehensive examination of the effects stemming from this transition remains outstanding. Consequently, the exploration of

this subject has emerged as a significant and auspicious opportunity for scholarly investigation. Various studies evidenced that this new learning environment lacks social interactions which young learners need in their learning sphere. For example, Bland (2015, p.120) stated that young learners especially need social support from their peers or their teachers for most of their educational activities. In this process, how social interaction could be done with teachers and students is still unclear. The problem of the present study is to examine the teachers' perceptions and experiences concerning their teaching practices in online education during pandemic process.

1.3. Purpose of the Study

The main objective of the present study is to provide the presence of challenges encountered by teachers within their teaching experiences. Moreover, the investigation will focus on exploration of teachers' positive and negative experiences aligned with the teaching to young learners in online learning environments. The main issue addressed by the current study concerns the comprehensive analysis of teachers' perceptions and experiences regarding their teaching experiences within the context of online education during their lessons in the COVID-19 pandemic.

1.4. Scope of the Study

The primary objective of this study is to question the challenges encountered by English language educators in the process of imparting foreign language instruction to children through online educational platforms. Additionally, the study seeks to explore the advantages inherent in online education for the teaching of English, alongside eliciting the perspectives of educators concerning to these circumstances. To this end, the study will center its examination on English teachers situated in the central district of Antalya. The present study undertakes an examination of the issues and experiences encountered during the period of the pandemic. In doing so, the focus centers upon the pedagogical encounters of educators spanning the temporal interval extending from March 2020 to June 2021. Given the central purview of this investigation, which pertains to the pedagogy of imparting foreign languages to young learners, the empirical inquiry herein will be executed within the surroundings of a prominent

metropolitan city situated in the southwestern expanse of the Republic of Turkey. The subjects of the study who are confined to educators specializing in the instruction of the English language, exclusively within the context of primary education. These teachers who taught English to primary school students during this period. An assessment will be made of their increased experiences and reflections. Given their possession of expertise in the domain of instructing English as a foreign language and their skills in providing to the instructional needs of young learners, their multilayered proficiencies have been accordingly considered in explaining the restrictions of this academic inquiry. Furthermore, it is noteworthy to underscore that these participants also demonstrate a discernible expertise in the field of technology utilization. Each of the educators, in their self-declarations, confirms an evident enthusiasm for integrating technological tools into their pedagogical practices, particularly in the context of instructing young learners. The confluence of these facets collectively comprises the thematic center that is the main point of the present academic research.

1.5. Significance of the Study

Considering the inception of online education precipitated by the COVID-19 pandemic, both educators and students have encountered a range of challenges in navigating the landscape of emergency remote education. According to the researcher's own experiences, who is also a foreign language teacher to young learners, young learners need social and physical interaction, they need use of hands-on and bodily-kinesthetic activities during their learning environment. Pinter (2011, p.35) stated the same similar aspect about language learning with social and emotional support for children to learn language better. Although young learners are keen on using technological devices and techniques in their personal or school life, having their education directly online has created some positive and some negative results. In a study which is about evaluation of online education, researchers stated that while online teaching brings flexible, accessible, and affordable education, it also requires students to be more independent learners (Liang et.al.,2023). Usage of the technological devices have improved in education especially for the language teaching and learning. Shyamlee and Phil (2012) stated that usage of technology improves and raises students' interest towards the lesson activities as they provide realistic material

and makes the students involve more in the lessons. They also underlined that usage of multimedia provides contextual learning for the students. Jayanthi and Kumar (2016) supported the idea that usage of technological materials enriches the quality of the education regardless of the location of the learning. Nomass (2013) also underlined the necessity of usage of technological devices in the English teaching classes. She stated that usage of technological devices improves the learners' skills in their learning journey. However, this study was conducted with the university students. Moreover Raval (2014) stated that usage of technological devices in English teaching classes creates inventive ways for students to accomplish their learning goals. This study was also conducted with high school students. There are many studies that were conducted with the usage of the technology in English classes in the literature. Yet if it is searched for the usage of technological devices in primary, there are not many articles within the available resources. From this perspective, teaching English to young learners with usage of technological devices is not something common or it is not a topic that is studied a lot. This underlines the significance of this study. As Prensky (2001a and 2001b) stated young people who spend time with technological devices more than a specific time amount are accepted as digital natives. Young learners are right now digital natives according to Prensky as they spend more time than their parents. They do not need to learn to use technological devices, they just acquire how to use technological devices by exposure. The combination of young learners as digital natives and their learning as online learning from their teachers' perspective may give significant knowledge to the literature. The review of available literature revealed that although there are some studies dealing with teaching English in online platforms all of them were conducted in high school or upper levels that is there is a scarce of studies focusing on teaching English to young learners in online environments. Since there is lack of study upon the experiences of young learners' teachers, the present study aims to examine young learners' teachers' perceptions concerning online education will contribute to fill the research gap. To reach this aim the following research questions are posed.

Research Questions:

- 1- How do English teachers perceive their teaching during the online lessons in pandemic?

- 2- How do English teachers perceive face-to-face education?
- 3- How do English teachers perceive their classroom managements during face-to-face and online education?
- 4- What are the suggestions of participants to English teachers about online education?

1.6. Limitations

Even though the researcher tried to reach as many participants as he could, only teachers from private schools volunteered to be participant in the current study. In that perspective, results may not reflect perceptions of teachers in government schools. Moreover, there is only one type of data collection tool which is semi-structured interview form which also may cause limitations to only the data provided by the participants of the current study. Lastly, the setting of the study includes 18 teachers from 5 counties in Antalya who worked in private schools for that reason results cannot be generalized.

CHAPTER II

LITERATURE REVIEW

This chapter will be presented in two sub-sections as Theoretical frameworks and recent/related studies. The theoretical framework discusses English language teaching to Young Learners, English teaching as a foreign language, online teaching, and teacher experiences during both online and face-to-face environments. Additionally, besides theoretical framework, reviewing recent and related studies this chapter aims to review the literature on these specific topics.

2.1. Theoretical Framework

Within this chapter, teaching English as a foreign language, teaching English in the world, teaching English as a foreign language in Turkey, teaching English to young learners, online teaching, teaching English online, teaching English online to young learners, and teacher experiences topics will be discussed.

2.2. Importance of exploring teachers' perceptions and thoughts about online teaching

In this part of the study, teacher experiences and the reasons for their value to the literature will be written. The experiences of teachers are a critical component of effective teaching and learning. Experienced teachers bring a wealth of knowledge, skills, and perspectives to their classrooms, which they have acquired through their educational backgrounds, teaching methodologies, and practical experience in the classroom (Hattie, 2003). This knowledge and experience can shape their approach to teaching and the strategies they use to engage their students. Another research has shown that experienced teachers are often better equipped to understand the unique learning needs of each student and develop instructional methods that are tailored to their student's individual learning styles (Darling-Hammond, 2000). This can lead to

more effective learning outcomes, as students are better able to understand and retain information when it is presented in a way that is aligned with their learning needs. Experienced teachers can also provide a sense of stability and continuity in the classroom, which can positively impact students' academic and personal growth (Ingersoll & Strong, 2011).

Moreover, experienced teachers often have a deeper understanding of the social and emotional needs of their students and can create a classroom environment that is supportive, encouraging, and respectful (Darling-Hammond, 2000). On the other hand, language teachers' experience and use of this experience in teaching English in the classroom is also important. This can foster a positive learning experience for students, leading to greater engagement, motivation, and achievement. According to Johnson and Aragon (2020), English language teachers who teach young learners online may perceive a range of benefits and challenges associated with this mode of instruction. For example, some teachers may appreciate the flexibility and convenience of online teaching and the opportunities it provides for reaching a broader student audience. Others may struggle with technological difficulties, lack of face-to-face interaction, and difficulty maintaining student engagement and motivation (Zheng, Warschauer, & Lin, 2021). Another research has also suggested that teachers who collaborate with young learners in online education may need to adapt their pedagogical approaches to accommodate the unique demands of the virtual environment. For example, teachers may need to use more interactive and multimodal teaching strategies to promote student engagement and foster social interaction (Wu, Wang, & Wang, 2020). They may also need to pay closer attention to classroom management issues and student behavior, such as ensuring that students have a quiet and distraction-free environment to learn (Castañeda & Selwyn, 2021).

Overall, teacher perceptions of online education with young learners are complex and multifaceted, influenced by a range of factors such as teacher experience, technological proficiency, and student characteristics. To better understand these perceptions, future research may need to employ mixed methods approaches that incorporate both qualitative and quantitative data (Mishra & Koehler, 2021). Additionally, interventions aimed at supporting teachers in the online teaching environment may be necessary to improve teacher satisfaction and student outcomes.

Teachers' experiences in different schools or levels are quite like each other. For example, a study that was conducted by Izgar and Ilter (2022) stated that the obstacles that are faced during this remote period are the absence of parental support, emotional support, and mental health problems because of the standard repetitive life. In the same study, it was also stated that the technological part stated connection problems in educational services. Kuzu Demir et.al (2022) underlined technological problems in online learning as families are not being able to reach and use these required technological devices easily. For example, a study that was conducted with pre-service English teachers, who are between 23-28 years old students at the university level of education, stated that everything went well according to their aims and objectives of the learning output. These students did not require any social or psychological support (Neuber & Göbel, 2022). So, it indicates that online teaching is flexible according to the age of the student. Because at some level students need different things to be able to learn in the classroom or in the traditional way. However, at other levels, they do not need anything and everything goes as expected in face-to-face education.

2.2.1. Importance of teachers' perceptions in online teaching. Teachers' perceptions in online teaching are important for research for several key reasons. Teachers' perceptions provide valuable insights into the effectiveness of different pedagogical strategies used in online teaching. Their feedback can shed light on what methods are working well, what challenges they are facing, and how they are adapting their instructional approaches to the online environment. For example, in a study conducted in Indonesia, (Rahayu & Wirza, 2020) stated that students and teachers had some difficulties about having technological devices or proper connection to have online education. Moreover, these problems also led teachers, students and students' parents into consideration online education which is negative. Understanding teachers' perceptions helps in identifying areas that need improvement in online teaching practices. Previous research can highlight specific aspects of online teaching that teachers find challenging or problematic, enabling institutions and educational platforms to address these issues and enhance the overall quality of online education.

For instance, in a study conducted in Korea about Korean teachers' resilience during COVID-19 pandemic (Yang et.al., 2023) revealed that policymakers should consider

teachers' experiences during COVID-19 pandemic to overcome further problems that might be pandemic-related. From another perspective, as pandemic provided some flexibility to teachers, teachers' network can be widened beyond individual schools to regional. Online teaching heavily relies on technology tools and platforms. Teachers' perceptions can reveal how comfortable they are with using these technologies, what technical difficulties they encounter, and how they integrate technology into their teaching. This information is crucial for designing user-friendly platforms and providing necessary training and support. Teachers' perceptions can offer insights into how engaged students are in the online learning process and whether they are achieving the desired learning outcomes. Understanding how teachers perceive student engagement and learning effectiveness can guide the development of strategies to enhance these aspects of online education. For example, in a conducted study (Carver, 2016) to examine teachers' perceptions with a qualitative study revealed that even though teacher' skills and experiences were still important, teachers put students' interaction to first position while using technological devices in their lessons as technology use increases student interaction and engagement. Furthermore, online teaching can come with unique challenges, such as feelings of isolation, increased workload, and difficulties in maintaining work-life balance. Research into teachers' perceptions can help identify these challenges and inform strategies to support teachers' well-being and job satisfaction in the online teaching environment. By studying teachers' perceptions on online teaching, researchers can identify the training and professional development needs of educators in the online teaching context. This can lead to the creation of targeted workshops, resources, and programs to help teachers improve their online teaching skills. Teachers' perceptions can also inspire further research inquiries. For instance, if certain challenges or innovations are highlighted, researchers might delve deeper into those specific areas to gain a more comprehensive understanding and propose potential solutions. In conclusion, teachers' perceptions in online teaching play a significant role in shaping research agendas and improving the quality of online education. Their insights help identify strengths, weaknesses, and opportunities in online teaching practices, leading to the enhancement of both the teaching experience and the learning outcomes for students.

2.3. Teaching English as a Foreign Language

As Devrim and Bayyurt stated (2010), English has become a universal lingua franca. It is used for various purposes including media, technology, science, tourism, education, etc. Also, Küçükler and Kodallı (2019) underlined that English is now an international language that is accepted globally, and its importance has been accepted and increased throughout the years. English has been taught and learned all around the world for quite a long time. Even though the purpose of these actions differs from learner to learner, people come across similar scenarios. Kachru (1992) explained English and its usage and roles in different countries as in the given list. The countries that speak the English language as a mother language like the USA, UK, Canada, Australia, or New Zealand are stated as in the inner circle countries. Through the colonial acts of the UK, the English language has spread to different parts of the world. Because of this spread and as English is the mother language of these powerful countries, people want to learn and teach this language in their countries. For example, Kitao (1996) stated the number of people who speak English is around 400.000.000 people globally. Kitao explained the reasons for the English language's popularity by giving some specific examples. For instance, English is globally used for news and information. Apart from these, it is also used for international businesspeople, diplomats, and different professions. English is also a fun language to learn and be around of it. Traveling around the world and using the language to communicate is a fun way to spread it. Yet by language, people also share and connect their cultures. Not only the culture by people but also the media culture and effect also have provided an effect on language spread of the language. Broughton et.al. (2002) gave similar examples of the usage of the English language in the field as well by providing NATO's official language, or the official language of international aviation is also English. Finally, Kitao stated the colonial spread of the English language around the world. This is one of the reasons why people have come across the language.

2.3.1. Teaching English as a foreign language in the world. The English language and its value have been changing globally since the colonial movements of the UK. In the 19th century, people were forced to use English as the main and official language in some Asian countries like India, Pakistan, and Taiwan. There have been

some changes in English usage as the status of these countries changed. At first, it was a language that was used to communicate with the people from the invaded country. To begin with the importance and use of the English language in Europe, Truchot (2002) explained and clarified them. As was stated, Truchot also divides the given value of the language into different categories because it has been provided by the people of the community. Particularly in the northern part of Europe, English is accepted as an international and global language. However, the usability and the popularity of the language do not provide its status which is being accepted as a universal language. The status that English has is provided by its functionality of it. Because it somehow enables people to communicate universally. Berns (1995) also pointed out that languages can be representatives of their cultures. However, English is an exception on that point. Because English has spread through Europe and through the world as a helper to its users to share their thoughts, emotions, and ideas. Even though Berns said English is an exception, he also stated that countries that got into the effect of English have changed their culture and become European. As a European, the unification of the communities was displayed here.

On the other hand, Grzega (2005) said that in the European context, people should use the language in a context where no cultural utterances or meanings are attached to be understandable. For example, with the regulation change in Russia, the Russian Ministry of Education started to teach two foreign languages starting from the lower secondary level. It underlined the quality of language teachers in the country. When it is considered from the perspective of the countries and the learners' teaching English has its positive and negative sides. To begin with, the positive things that are done in the world in terms of teaching English, in a study that was conducted in China, the use of memes and memetic phrases helps learners understand in comprehension and help them in the production side of the language learning in terms of writing. As English has become a global language, these kinds of phrases and expressions can easily be found (Lin, 2017). Another study, which was conducted on learning writing skills in China, demonstrated that some translation studies with the students not only help them to improve their writing skills but also help them to improve their reading comprehension abilities (He, 2016).

Interesting findings regarding the use of Google Docs as a teaching tool and the efficiency of such usage were revealed using questionnaires and interviews with the learners (Alsubaie & Ashuraidah, 2017). English is a language that is taught and learnt each country in the world. For example, a study that was conducted in South Korea stated that multimedia use in language classrooms increase student motivation towards the target language. These multimedia sources were gathered from real life shows, movies and other tv-series which make them realia. Yet, even though these sources are real, they are a little bit challenging to find and adapt according to the level of the students, goal and aim of the lesson (Park, 2016).

2.3.2. Teaching English as a foreign language in Turkey. Yaman (2019) underlines the importance of the English language globally which is the most chosen foreign or second language to be learned and taught. As the demand for teaching and learning English has grown globally, Turkey has had a similar result and people followed the same path as other people around the world. In Turkey, foreign language teaching has changed between German, French, Italian, and English. When only English is considered, according to different laws and regulations, English teaching procedures also have changed. As Yıldırım (2016) underlined in 1998 Ministry of Education in Turkey changed and made 8 year-education a must. With this change, the Ministry of Education started to teach English to students starting from the 4th grade. Moreover, in 2013, another change was done, and made English teaching year earlier to 2nd graders. English in the high school environment in Turkey has differences from other levels of English and within itself as well. For example, the number of hours that are given to high school students differs accordingly in high schools. In general, there are 3 types of high schools in Turkey. Yet in usage, they differ from each other in terms of lessons and weekly hours of these lessons in teaching. So, the time that students exposed to the target language differs and the results also change from school type to school type. Higher education has its own features and characteristics in terms of teaching and learning English. English-centered higher education is a trend in Turkey like in some other countries around the world like South Korea. English-centered higher education supports and increases the quality of education. To have

English-centered higher education, universities support the spread of the language within the country to have an international education (Ulum, 2020).

English Language Teaching (ELT) students and teachers give notable importance to the communicative skills of the language starting from speaking as it is going to help people to become international. The lessons that are provided by higher education are helpful for them and even for their students to improve their pronunciation. The positive sides of teaching English in Turkey has quite a lot. Turkish English teachers put students in the center of the lesson while Russian teachers have fewer student-centered lessons. On the other hand, Turkish teachers do not use cultural input as Russian teachers do (Çelik and Bay, 2021). There are also researchers who study and search on the usage of the English language and create a new and better version of English language teaching in terms of their perspective. For example, Çoskun indicates that Turkey should follow its own way and differentiate its language teaching culture based on culture and pronunciation focused by native speakers (2010). As well as there are positive sides to teaching English in Turkey, there are also negative things that are done causing insufficient language teaching. A study that was conducted by teachers who work at the primary level of education stated some of the teachers' problems. For instance, not having enough lesson hours within the schedule to provide contextual language learning. This also creates a paradox, as they do not have enough time to teach required contextual elements, they start over in the next education year which causes time loss and has the same result at the end of another school year (Kızıldağ, 2009).

A study that was conducted by Koksall (2021) with parents and teachers in Konya, Turkey stated that parents and teachers supported English language teaching to young learners in kindergarten with a positive attitude. Teachers and parents also stated the importance of the necessity of teaching English to that age group. However, within the same group, teachers support different ideas and divide the teacher group into two because of their thought. Younger teachers support the necessity of the English language at the kindergarten level but after the age of 33, teachers have different ideas about English teaching at the kindergarten level. Finally, when the economic status of the parents is above a certain level, people provide support to their kids in learning English in a high percentile.

2.4. Teaching English to Young Learners

The research also encompasses the domain of Teaching English to Young Learners (TEYL), which constitutes an equally noteworthy facet of this research endeavor. Given the distinctive attributes inherent to Young Learners (YLS), demarcating them from their counterparts in the realm of adolescent or adult learners, as well as acknowledging the divergent characteristics among YLS themselves, the subject matter assumes heightened pertinence within the view of academic inquiry. Kersten & Rohte (2013) stated that starting to teach a foreign language to kids cannot be done any earlier so teaching a foreign language to these learners is highly effective and there is plentiful evidence supporting this view. The language improvement pattern of a normal child is quite like each other no matter what their first language is (Kuhn, 2006).

Even though the children learn in a quite similar pattern, starting age of this language learning journey and sub-conscious learning of the language in the childhood period provides better results. When it is considered and researched deeply, age becomes a crucial factor that can affect learning. It should be described elaborately to make clear who young learners are. According to Ellis (2014) young learners may refer to kids and learners who are younger than eighteen. Yet the young learners are the students who are between 5-13. When the reason is considered about the distinction of the learners, students' physical, social, and psychological differences make differences that affect their learning behavior as well. In a study, which was conducted in Saudi Arabia stated that exposure to the target language in early ages provide better results in learning (Gawi, 2012). Uysal (2015) stated that language acquisition is necessary to reach native-like pronunciation and as the age of the learner increases the possibility of the learners' reaching to nativelike accent and pronunciation decreases. For example, Kalmar (1987) stated that children like to imitate or join musical activities without any rejection. Applying musical or audio materials actively in teaching English to young learners could be supportive. On the other hand, Ghosn (2013) underlined that regular traditional coursebooks are not interesting for very-young learners, yet story-based coursebooks may help to increase their attention and interest in the subject with repetitive input and catchy phrases. Stories also provide rich and

natural language which supports students to learn by using these amusing repetitive phrases that students can easily catch.

Moreover, stories have universal themes and topics that are relevant to young learners. Stories are a fun and engaging way to instruct young students; they provide a lot of entertainment and encourage language learning for the goal of communication (Al Harrasi, 2012). Millington (2011) stated that songs can be used as supportive material to teach and learn. Songs can provide great aid to learners to improve their listening and pronunciation abilities. While doing so, songs also can provide support to students on gaining vocabulary and sentence structure. Apart from all these things that songs can provide on learning, they also provide fun in the lessons. Shin (2017) also supported Millington by stating that songs and physical activities make YLs classes fun, and these things engage YLs with real materials and correct form of pronunciation. Shin also stated these materials can provide meaningful, deliberate, cultural, and significant input to these young learners who learn a second or a foreign language which may help them to express themselves in the target language. All these purposeful activities are done to motivate young learners to learn English (Savic, 2014). Yet it is not as easy as desired, and there are a lot of things that should be done to create such an atmosphere for the learners. First, the educators in the field should be ready in terms of students' needs and learning characteristics. Still being ready for their learners is not enough, the educators should also be familiar with the educational theories and methodologies to provide such a learning environment (He, 2015). For example, another main thing that can be done is teacher supportive feedback. With the improvement of technology, the materials and sources that are used in traditional classrooms should be changed and here governments help is sought (Alsairi, 2018).

As Abacıoğlu (2002) made it clear that starting foreign language learning earlier makes the learners more successful in that language. Also obtaining education in the primary years of education benefits the learners as English is a global language and is used around the world. The encountered problems can easily be solved with the help of professionals in the field (Tekin, 2015). Cihan (2001) claimed that learning a foreign language is a requirement for kids which makes them practical and productive individuals and will help them to overcome the obstacles that they might face in the future. Kara (2004) underlined that learning a foreign language after 8-9 years old is a

bit late and insufficient and in the following years, just providing a couple of hours of language input will not be enough for the learners to be successful speakers in that language. So, it is expected for children to learn and acquire the language whether it is a foreign language or native, to have a similar sequence. However, there are many distinct aspects that are to be considered before, while, and after teaching English to young learners as a foreign language. Broughton (1978) explains what English is as a foreign language; a language that is taught in educational institutions, yet not used in daily or social life. Learners of this foreign language do not need to use it in a different part of their life. To make something more permanent which is not used in the learners' daily life educators and teachers have produced different strategies and techniques to teach the language in a better way. One of these things can be considered motivation. Motivation can be an essential element in teaching English to young learners, as Prihatin (2021) stated that lack of motivation may cause the problem in learning English. Ernawati et al. (2019) suggested that when teachers have information about their students' characteristics, by students they mean young learners, teachers can provide catchy and suitable classroom activities for their students which may increase students' attention and motivation to learn English.

On the other hand, learning English by YLs is also accepted as a happy activity. Students have a positive time while learning the language and just learning English can be a motivation reason. So here it can be said that to have a successful learning environment, learners need motivation, and learning English is that motivation directly (Demirbulak & Zeyrek, 2022). What might be other ways to provide that need motivation in the lessons? A study that was conducted by Bakhsh (2016) supported that teachers need to come up with new and interesting strategies to make the students enjoy learning new languages. Games are one of the supportive tools to teach vocabulary sufficiently to young learners. Moreover, computer games are also another supportive and motivating source for vocabulary growth for young learners (Vasileiadou & Makrina, 2017). However, Arıkan and Yolageldili (2011) underlined that while using games with young learners, educators should be thoughtful about the usefulness of the game and revise it for the purpose of the lesson. They also state that as stated by the teachers in the study, games are an important and fundamental part of English learning classrooms. Games are the perfect way to lead young learners into a language learning environment with multiple purposeful goals. Physical games also

use YLs' energy in the language learning environment and make the students learn the language indirectly. Khumario et al. (2022) state that using songs in language lessons with young learners also supports language learning positively. By the teachers' perception in their study, they concluded that there are various positive effects of using songs in the lessons. Songs not only support the YLs by pronunciation but also help them learn new vocabulary in a context like games do. Songs also support learners by making them repeat the new structures. Şevik (2012) supported the help of song usage in the young learner classroom. He stated that songs present fun and comprehensible language elements to the learners in the classroom, especially for audio skills. Songs are sources to support learners in different ways in language learning. Songs support provide help in grammar rules memorization in use, pronunciation, and vocabulary learning. Lastly, songs motivate learners into the unknown foreign language culture (Aguierre et.al., 2016).

Also combining the songs with some physical activities in the classroom by using Total Physical Response (TPR) increases the outcome. When it is considered from the learner's perspective, motivation, and the materials that are used in the lessons for the students and with the students. Fojkar et.al. (2013) underlined the usage of storytelling and the importance of storytelling with YLs. Storytelling is full of contextual elements that support the meaning of the language through gestures, body language, utterances, and some nuances. That is why it is used by the teacher with YLs. However, the researchers also pointed out that storytelling is not something easy to do as it requires a lot of preparation including research, materials, decorations, and costumes. Kalantari (2016) indicated support of the stories on vocabulary learning as they support the meaning with some gestures of the teacher and illustrations of the images. There are also some other aspects that are taken under thoughtful consideration by the teachers. One of these serious considerations is done upon the starting age of foreign language learning. When is the best time to start learning a foreign language? As Abacıoğlu (2002) made it clear that starting a foreign language learning earlier makes the learners more successful in that language. Cihan (2001) claimed that learning a foreign language is a requirement for kids which makes them effective and productive individuals and will help them to overcome the obstacles that they might face in the future. In the field, as it was stated there is no time that is accepted as early yet on the other hand as Kara (2004) underlined that learning a foreign language after 8-9 years

old is a bit late and insufficient, and in the following years, just providing a couple of hours of language input will not be enough for the learners to be successful speakers in that language. Starting earlier for language learning can be beneficial and supportive for the learners in many ways. Yet starting language learning around some specific age and with limited time and effort will also cause some problems for the learners like not being fluent speakers of the language or even some pronunciation problems in the target language.

Apart from the learning age, how the language should be taught to learners, or to YLs is another part that takes some attention from the field. Cai (2012) gave an English learning perspective of China in her research. She stated that technological support in language learning and teaching increased the success of teachers and students. Even technology used in language teaching has changed the methodologies and strategies that are used in the field. She ended as e-learning has decreased the workload of teachers and increased the students' improvement. Thornton (2005) stated university students are pleasant reading with cell phones and usage of technological devices increases the interest of the students to learn vocabulary.

As a result of this, it was underlined that technological device usage can be effective and helpful in teaching English. Chuane Q. (et. Al.) pointed out that learning vocabulary with blended methods increased the performance of the students regardless of their level or age. Children are active learners and thinkers (Piaget, 1970). Phillips (1993) defined young learners (YLs) are children from the first grade of formal education up to eleven to twelve years old. However, the maturity of the YLs depends on their background experience in different things like their physical environment, their culture, their gender, and the social interaction that they have with their friends and family. Moreover, even students from the same country or city but different parts of these places will be different from each other. These differences will be the effect of the physical environment and social environment that is shaped around those learners. Uysal and Yavuz stated that when YLs first start school around age 5 or 6, which is most acceptable to all children all around the world, they are curious and eager to discover and explore the things around them. Children form knowledge by being actively in connection with the physical environment that they live in. Uysal also pointed out that YLs' attention arises with the support of physical activities like

walking, running, jumping, dancing, etc. All these hands-on activities provide YLs with concrete understanding. Asmalı (2017) stated teachers' positive feedback on YLs' efforts in lessons motivates and increases their will to learn more. Pertiwi et al. (2020) also supported using different kinds of materials to motivate the YLs to learn more in the lesson. He also stated that using multiple sources in the lesson like art or literature increases the student's motivation for learning and because of these activities the product can be given to the students which will make YLs more motivated. As a result, the usage of these kinds of sources makes language teachers to be more creative which pushes the teachers for YLs. They acquire through their actions and explorations. On the other hand, Vygotsky (1962) underlined that children learn through social interaction. Children form the knowledge that they acquire through social connection with other people around them, like their own age group or adults. Lastly, another researcher Bruner (1983) stated that children learn effectively through scaffolding by adults. He also created a list of elements that shows how adults can be effective in scaffolding young learners. They are listed as

- create some interest in the task.
- break the task into smaller doable pieces.
- keep the child "on task" by reminding him/her of the purpose.
- control the child's frustration during tasks.
- model the task by including different ways to solve the same task.

The ideas and thoughts of scholars on how YLs learn or acquire knowledge differ from scholar to scholar and even differ from learner to learner. As this wide range is complicated by the learners, teachers, and even parents, there might not be only the right way to teach them something since they do not have only the right way to learn. Apart from teaching English as a subject, the concepts related to online teaching in the upcoming sections will also be explored. This study is focused on understanding how online teaching applies to young learners. That is the reason why online teaching will be discussed in the following part of this paper.

2.5. Online Teaching

Technological improvements have led to the development of various online learning formats, including video lectures, interactive simulations, gamified learning, virtual labs, and more. These formats cater to different learning styles, making education more engaging and effective. Carliner (2004, p.2) made a simple and clear definition of online teaching which is using computers to learn and teach and having support from resources available online. Moreover, online teaching does not have only one form. It has different types like distant learning. There is a term complexity between distant and online learning, yet online learning is one type of distance learning. Again, Carliner (2004, p.4) described distance learning as students and teachers are distant from each other and use various forms of devices in terms of learning like television, radio, or magazines. There are many different definitions and ways to do teaching from a distance. Online education, distance education, flipped learning, hybrid learning, Massive Open Online Courses in terms of the number of students, and many more. Yet all these learning and teaching ways require some basic things like a proper device, and a stable internet connection to be able to watch and learn online some also require cameras to be able to show yourself in an online classroom and some require microphones to be able to send your voice and have an interactive lesson with your teacher and friends. There are things that must be taken seriously to be able to have a proper learning and teaching environment both for the learners and the students like teaching experience, adequate lesson planning, practical sources, and teaching materials, motivation, and online platforms that support the learning environment and control of the production of this learning and finally a good quality internet connection (El Mortaji, 2022). Even though all these things are provided, it is still not enough for a proper online lesson. According to the study that was conducted with the teacher trainees, the results stated that positive attitudes and approaches towards computer-assisted learning environments cannot be ignored. However, to be ready for this mentioned lesson type, teacher trainees stated that they need specific training for computer-assisted learning (Mohamed & Embi, 2013). Although language learning and teaching are done via technology, there are things that cannot be ignored. For example, student guidance is important in distance education as students should be supported (Deregözü, 2021).

There are also various terms which are interchangeably used to express the same or similar functionality of online learning in the learning environment. These terms are E-learning, Web-based Training, Computer-based Training. The first term is a type of learning which happens through usage of computer. However, E-learning requires a computer and some sort of internet connection. Web-based training is a synonym for e-learning. For instance, another term was mentioned in a study (Kearsley & Blomeyer, 2004), online teaching was stated as virtual teaching. In the online teaching environment, there are prerequisites both teachers and students must have, like access to a proper device and internet connection, and experience in online learning. Why is online teaching done? What are the differences or positive sides of online teaching compared to traditional teaching? If online teaching is done in an effective way output of the lessons can be as below:

- student-centered activities,
- facilitation and moderating,
- problem based learning,
- collaborative learning,
- peer evaluation.

To achieve those things, the educators and teachers also need some support. These things are also indicated as below:

- technical assistance
- administrative assistance
- instructional design assistance
- counseling and special needs of the educators.

Online teaching has come in use with technological devices and internet's improvement. Integration and advancements of these devices into education field also followed them. Especially, integration of technology has revolutionized the way education is delivered, making it more accessible, flexible, and engaging. For example, Ata et.al. (2021) stated that integration of social media platforms in teaching provide support during online teaching for teachers. Moreover, online teaching also provides flexibility in terms of when and where students can learn. To support this, Nbongo,

Hako and Munantagire (2021) stated that results suggest that employing online teaching and learning offers advantages such as flexibility, the capacity to instruct larger classes, heightened interaction and engagement between instructors and students, and expanded learning opportunities for educators. They can access course materials, lectures, and assignments at their own pace and according to their schedules. This flexibility is especially helpful for working professionals and non-traditional students. While online education has brought many benefits, it is not without its challenges.

Some of the problems associated with online education includes lack of access to the necessary technology, such as computers, reliable internet connections, or devices like smartphones or tablets. This digital divide can create inequalities in education, disadvantaging students from low-income or rural areas. Devkota (2021) supported this as the Global South, online and distance education students tend to be heavily centered in urban areas. In Nepal, students are from rural regions, economically have disadvantaged backgrounds, they also lack technological skills, creates difficulties in their access to and engagement with online education. Online education can lead to feelings of isolation, as students miss out on the face-to-face interactions that occur in traditional classroom settings. This lack of social engagement can impact motivation and engagement.

Another significant problem is technical issues. Technical glitches, such as slow internet connections, platform crashes, or software compatibility problems, can disrupt the learning process and cause frustration. Nbongo, Hako and Munantagire (2021) also supported need of technical support to educators and students for online teaching and learning environment. Limited hands-on learning is another topic that needs some consideration from young learners' side. Some subjects, like lab sciences or hands-on arts, require physical interaction and equipment that may be difficult to replicate in an online environment. Addressing these challenges requires a comprehensive approach that involves improving access to technology, enhancing digital literacy, providing effective teacher training, refining online course design, and finding ways to maintain social engagement and academic integrity in the online learning environment.

2.5.1. Teaching English online. Çam et.al. (2021) stated that university students were ready and happy to learn their English lessons online. Results of this research also stated that instruction input from online classrooms increases as the preparation of the online lessons increases. Student readiness is not the only element for success, yet it is one of the essentials to provide it. With the improvement of technological devices and even artificial intelligence comprehensible input for the learners can be created by the technology itself. For example, Guan (2018) underlined different advantages of computer usage in English teaching; by providing something visible for abstract content, computers make the language easier to understand. Computers can provide more information within a limited time. Like Thornton, Guan stated that computers or technological devices can increase students' interest. He suggested that adopting and using technological improvements and devices in the learning and teaching environment increases the quality of education finally when it is compared to traditional classrooms versus computer-assisted classrooms, the computer-assisted classroom is more beneficial for students to learn than traditional classrooms. Thornton (2005) stated university students are pleasant reading with cell phones and usage of technological devices increases the interest of the students to learn vocabulary. As a result of this, it was underlined that technological device usage can be practical and helpful in teaching English. When reading skill lessons are combined with online platforms, their efficiency increases. Online platform use in language classes not only supports teachers but also supports learners in a more individualized, organized, and united learning environment (Guo, 2022).

Online tools are great help in terms of teaching English skills. A study that was conducted with the learners of English and anxiety of the listening skills indicated that mobile application use helps the learners to reduce the anxiety levels. As these applications provide an individual learning style to learners because learners can practice their language skills whenever and wherever they like (Rahimi & Soleymani, 2015). Another study that was conducted as a blended-learning environment indicated that podcasts are also supportive according to students' own learning speed and level and provide authentic content to learners (Ting, 2014).

There are studies that were conducted and proved the positive effects of technological devices, applications and materials use in receptive skills. From productive parts of the

language was also focused by the researchers in the field as well. In a study which was conducted upon utilization of Duolingo in foreign language classes and its effect on speaking ability stated that Duolingo has positive support on learners' speaking skills (Alfuhaid, 2021). For example, a study that was conducted with teachers from Indonesia stated that technology-based English lessons are positive support for the writing skills of the students. Even the participants stated that the future of teaching writing skills can be done through internet-based approaches (Cahyono, 2016). Moreover, another study that was conducted in Saudi Arabia in English as a Foreign Language (EFL) classrooms indicated that using some social media platforms supports students positively in improving their writing skills. Not only students' writing skills were improved but also students had the opportunity to have supportive and understandable input via verbal and audial, and with the interactivity of the social media platform, students also were motivated and interested in using the platform to learn English (Alghamdi, 2022). Furthermore, Cai (2012) gave an English learning perspective of China in her research. She stated that technological support in language learning and teaching increased the success of teachers and students. Even technology used in language teaching has changed the methodologies and strategies that are used in the field. She ended as e-learning has decreased the workload of teachers and increased the students' improvement. Even though the result of the study pointed out that there was not a significant difference between the writing levels of the students, students' motivation, and feelings towards using online forums and platforms in English lessons to write were high. (Jayaron, 2016).

Wiki platforms are used in various parts of language teaching. As it is used in vocabulary teaching, it is also quite useful in teaching writing skills as well. Combining these online platforms with our traditional lessons improved students' performance in their tasks. This is not the only positive outcome of the online platforms. In online, writing tasks can be done through the help of the translation web sites, which can translate verbal and oral phrases in many languages, which are successful in translation yet are not good enough in contextual translations. This poor side of that platform led learners to become autonomous learners (Franco-Camargo & Camacho-Vásquez, 2018). Another study upon Blended Learning setting and teaching writing to EFL learners stated the positive effect of the blended platforms. Blended lessons are student focused lessons and make students independent in language

learning. Again, it is not the only positive side, learners' writing skills are also supported better than traditional way (Alrouji, 2020). As the improvement of these technological devices has brought new methods into the classroom, teachers started to use different things to teach the target language in a better and more catchy way. Chuane Q. (et. al.) pointed out that learning vocabulary with blended methods increased the performance of the students regardless of their level or age. Development and improvement of technology also led to devices and mobile applications improving that are common and used daily. With the COVID-19 pandemic, these applications magnified their use in the life of learners and teachers. Mobile application use has advantages in both in-classroom and non-classroom environments for the learners, as they provide support to students in vocabulary growth and self-esteem. Moreover, mobile applications can maintain individualized learning contexts according to learners (Irudayasamy, 2021). There are many different things to support vocabulary learning positively in the classroom environment. One of these elements can be considered as videos that are taken from the target language according to the learning aim. Yet when it is considered as a learning source, production of the target language cannot be directly used. By embedding some captions, highlighting some of the structures, and underlying the structures with the audio of the video supports the learners' vocabulary learning (Yawloeng, 2020).

Furthermore, there are also various things that support and increase the motivation of the students in the learning environment. One of them is making the lesson and learning environment fun. To provide a fun environment, teachers used some game-based language learning applications to increase students' motivation in foreign language learning. These applications are also advised to the teacher of foreign language teachers as they boost the motivation of the students (Gamlo, 2019). Vocabulary learning is accepted as the beginning point of foreign language learning. As it is done in a positive way, via using some language learning applications, students' motivation and attitude become clear. Vocabulary growth is something that has multiple positive sides, students' intentions in reading in the target language increase as they can understand better is one of these positive sides (Guaqueta & Castro-Garces, 2018). In terms of vocabulary learning, YouTube is also another type of source, which can be used in classrooms. It has positive effects on vocabulary learning for the students. As YouTube has a wide range of sources that can fit in to

level of the students, the cultural context that is going to be given in the lesson, and most importantly the aim of the lesson (Kaboooha et.al., 2018).

2.5.2. Teaching English online to young learners. When the field is searched for teaching English online to young learners, within the available sources not many articles have been observed. Before the COVID-19 pandemic, in some of the Asian countries, there are online tutoring trend. Native speakers of English have been hired to teach English to those young learners online via a computer. The data about these lessons is quite few. For example, there is a study conducted with secondary young learners, to teach them vocabulary with the help of Wiki, an online platform. That online platform provided some motivation to the learners upon language learning. As this is a positive outcome of the study, researchers underlined this kind of technology use in the young learners' environment will be helpful in the future (Al-Johali, 2019). Intentional vocabulary study in language classrooms supports language learning and development positively. Intentional vocabulary learning via help of digital flashcards are also useful and helpful for vocabulary growth in terms of 3 different exams that were applied to the students who practiced vocabulary learning through these digital flashcards (Yowaboot & Sukying, 2022). In a study, it is found that the flipped English classroom intervention, which promotes autonomy and roots initial learning of English as a foreign language, is an effective teaching technique when applied with high school students to increase their ICT and English reading comprehension (Huang&Hong, 2016).

The following key recommendations may be made for researchers and educators who create settings for language acquisition considering the findings of this study can be stated as, it is crucial to carefully arrange lessons based on games. It is possible to create game-based learning exercises that enhance students' attitudes and self-efficacy views about language acquisition. Kinect cameras may be converted to game-based settings and environments for language learning because of their benefits, particularly speech recognition and motion detection. With Kinect technology, game-based learning activities may be utilized to create a setting for speaking and role-playing simulations based on actual events in the classroom (Yukselturk, Altıok, Başer, 2018). As it was stated, early childhood education-related studies are still fairly few, despite

the explosive growth of research in this area (Aslan et.al., 2022). Even in the studies that are related to young learners and the adaptation of these learners to online was stated as young learners' introduction to distance learning was often difficult for English teachers for other reasons as well. Young pupils are educationally disadvantaged in distance education because of their still-developing talents. At times, comprehensive work with the youngest children was even regarded as being impossible. Also, it is a result of the unique methodological abilities of English language instructors working with young students. Considering this, reflecting on both our teaching methods and the resources we employ seems to be of utmost importance. To support young children in learning remotely and help them develop essential computer abilities, it may be necessary to establish special programs or focus more on the effectiveness and relevance of including IT material in preschool and early childhood education (Marchlik, 2021).

CHAPTER III

METHODOLOGY

This chapter includes 9 main sections: research design, participants, data gathering tools, data analysis, validity, and reliability, research ethics, research qualifications, difficulties encountered in the research process, and limitations.

3.1. Research Design

In this study, the researcher aims to investigate English language teachers' experiences who taught English online as a foreign language during the COVID-19 pandemic to young learners in government or private schools in Antalya, Turkey. The research methodology adopted in the current study is qualitative study, specifically phenomenological research design. A qualitative study is a research approach that focuses on exploring and understanding complex phenomena, often involving human behavior, attitudes, experiences, and perspectives. This type of study seeks to uncover deeper insights, meanings, and patterns by gathering and analyzing non-numerical data, such as textual, visual, or audio information. Qualitative research aims to provide a rich, holistic understanding of a research topic, often by delving into the context and social dynamics surrounding it.

Moriarty (2011) stated that qualitative method is a wide term that can be used to various types of research approaches in different fields. The goal of this type of study is to investigate and find out in-depth and descriptive understanding of the social world in the research field. In this type of study, the data is gathered as detailed as possible for rich and extensive information. Bumcuc (2016) stated that subjectivity may create some advantages and disadvantages for the reliability of the data gathering process. She also underlined that subjectivity is present in qualitative research, however if researchers are aware of the related issues to it, subjectivity can always be controlled. Qualitative research places a strong emphasis on understanding human experience and can lead to more empathetic and people-centered research outcomes. Qualitative

studies employ various data collection methods, such as interviews, focus groups, observations, content analysis, and document analysis (Barrett & Twycross, 2018). The analysis of qualitative data involves identifying themes, patterns, and relationships to draw meaningful conclusions. Overall, qualitative research provides a deeper understanding of the complexity and nuances of human behavior, contributing valuable insights to a wide range of academic, social, and practical fields. As it was aimed to reach out to the experiences of these teachers, the study was conducted in a phenomenological research design. Phenomenological studies' main aim is to reveal the experiences and practices of the participants in a particular phenomenon. In other words, what are the experiences of the participants, how do participants define these experiences and how did these experiences affect the participants (Creswell and Poth, 2017). This study is a phenomenological study because it questions teachers' experiences in distance education and foreign language education to children.

3.2. Participants

Participants of the study are English language teachers as a second language in 5 main counties of Antalya city. In the study, purposeful sampling and snowball sampling techniques were used. In purposeful sampling, individuals or groups are selected criteria or features according to the aim of the research (Cresswell, 2017). The snowball sampling technique was used and reached the participants. Volunteer participants who fit the criteria were interviewed. Criterion aims to work with individuals who have all requirements which were set beforehand (Cresswell, 2017). In this research, English language teachers as a foreign language who worked in the 5 city counties, which are Muratpaşa, Kepez, Konyaaltı, Döşemealtı, and Aksu, in Antalya were accepted as participants. The language teachers are also required to have experience in English with young learners, which is primary school education, grades between 1st, 2nd, 3rd, and 4th. The participants are also required to have online teaching experience to young learners as well. According to participants' fluency level, participants are accepted to use Turkish or English to acquire proper knowledge about their experiences. The participants are English teachers as a foreign language from different countries. In qualitative studies, the satisfaction level is decided by the information that is provided by participants. When the provided information starts to

repeat itself or no new information is provided by the participants, it can be accepted as a satisfaction level (Morse, 2015). For this reason, participant numbers are not set at the beginning of the study. When the provided information started to repeat the previous information that was gathered from other participants, the participant number reached 18 and the research was ended. In qualitative studies, keeping the names secret is a strategic move to protect the privacy of the participants. This protects the participants from humiliation, financial and physical threats (Hammersley and Traianou, 2017). To protect participants from this kind of problem, nicknames are created and used. Some of the participants used nicknames for themselves and some of them let the researcher choose any nickname suitable for them. There is not a specific theme in the nickname procedure because each participant was allowed to choose any kind of nickname which is suitable for their desire.

Revealing the online teaching experiences of the English language teachers' individual and socio-demographic information are given in Table 1.

Table 1.

Socio-demographic Information of the Participant

Participant	Age	Gender	Nationality		Education Status	Type of School	Experience Year	Grades that are taught online
Raffaella	33	Female	Russian	/	Bachelors	Private	10	1,2,3,4
Carter			Turkish					
Sam	43	Male	American		Bachelors	Private	15	3,4
Supergirl	37	Female	Turkish		Bachelors	Private	15	3,4
Katana	51	Female	Russian	/	Bachelors	Private	20	1,2,3,4
			Turkish					
Daisy	38	Female	Russian		Bachelors	Private	17	1,2,3,4
Nutelya	48	Female	Russian		Masters	Private	27	1,2,3,4
Alien	39	Male	Pakistani		Bachelors	Private	15	3
Jess	31	Female	Turkish		Bachelors	Private	3	1
Seth	28	Female	Turkish		Bachelors	Private	7	1,2,3,4
Jeff	37	Male	English		Masters	Private	5	3,4
Betty	30	Female	Turkish		Bachelors	Private	6	1,3
Kumsal	29	Female	Turkish		Bachelors	Private	7	2,3
Zeynep	39	Female	Turkish		Bachelors	Private	14	2,3,4
Catwoman	39	Female	Turkish		Bachelors	Private	15	2,3
Gosdebek	35	Female	Turkish		Bachelors	Private	12	1,2
Ela	34	Female	Turkish		Bachelors	Private	5	1,2,3
Rapunzel	29	Female	Turkish		Bachelors	Private	4	1,2
Killahead	28	Male	Turkish		Bachelors	Private	6	2,3,4

As it is seen in Table 3.1. 14 of the participants are female and 4 of the participants are male. The age average of the participants is 36 (Min: 28, Max: 51). The participants are from 6 different countries. Eleven of the participants are from Turkey and had Turkish nationality. 2 of the participants are from Russia and have Russian and Turkish nationality. There are 2 participants who have only Russian nationality and are from Russia. There is one participant who is American, 1 participant who is English, and 1 participant who is Pakistani. When it is observed 2 of the participants have a master's degree. The rest of the 16 participants have Bachelors. All the participants have worked and are currently working in private schools in Antalya. During the online education period, participants had lessons with different grade levels from 1st grade, 2nd grade, 3rd grade, and 4th grade. The experience average of the participants is 11,277 years (Min: 3, Max: 27). There are 2 participants who only worked in one grade level during the online education period. There are 8 participants who worked in 2 different grade levels during the online education period. There are 3 teachers who worked in 3 different grade levels during the online education period, and there are 5 teachers who worked in 5 different grade levels during the online education period.

3.3. Researcher

The researcher is an English teacher as a foreign language in Antalya Turkey. He has 8 years of experience in teaching English as a foreign language to young learners in private schools. He has also 2 years Emergency Remote Teaching experience to young learners during pandemic. During his master's Education he taken some courses related to his study as Research Methods, to have more current and vital information about the research he was going to have, and he has taken scientific research techniques and ethics to have his study more reliable.

3.4. Data Gathering

3.4.1. Data Gathering Tools. Data of the present study gathered by two dependent forms developed by the researcher. The first form inquires the participants' demographic information such gender, age, experience, nationality etc. The individual Information Gathering Form, which was created by the researcher, contains 7

questions regarding the socio-demographic characteristics of the individuals who participated in the research, was used. The second data gathering form inquires participants' perceptions on English language teaching online to young learners during COVID-19 pandemic. The second part has

In the data gathering:

- 1- Semi-structured interview form (Appendix-1) was used.

Semi-Structured Interview Form

As a result of the literature review by the researchers (Yıldırım & Şimşek, 2016; Creswell, 2017; Maxwell, 2018) a semi structured interview question list was prepared. Interview is one person asking another person some questions upon a relevant topic to have some information about the topic. This may include their own personal experiences, thoughts or even perceptions on the current topic. The major issue in interviews is to be neutral as an interviewer so as not to interfere the data that will be gathered as the result of the interviews (Edwards & Holland, 2013, p.2-3). For this current study, the researcher had some topics, questions, and issues to uncover about related situation. Edward and Holland (2013, p.3) stated about interviews that thematic approach is used when the researcher has specific issues to solve. For the current study, the researcher has also come across various problems while his teaching English online to young learners during COVID-19 pandemic. As a result of his experience, he created a semi-structured interview form to provide related data from the participants. The interview has 5 main and 14 sub-questions. 2 researchers from the education field and one researcher from another field who has experience in qualitative studies helped to form the interview questions. Interviews were conducted in Turkish and in English according to participants' desire so as not to lose any data because of not being able to use mother tongue during interviews. Within the findings section translation of the used sentences were given, and Turkish sentences were added in the Appendices section as an appendix.

3.4.2. Data Gathering Process. For the study, a permission was taken from Mehmet Akif Ersoy University Non-Interventional Research Ethics Committee (2022/561 Date: 02.03.2022). Another permission was taken from provincial

directorates of national education to be able to work with teachers who work in schools (E-98057890-20-50457210 Date: 27.05.2022). Participants were reached by the researcher by using purposeful sampling technique. As there are some requirements that participants should have, purposeful sampling technique was used. The researcher created a public application for his study and published it on different platforms to reach the participants. Teachers who met the criteria of the study were accepted as participants to the study. Participants who are suitable for the research also referred to some of their friends who would like to participate in the study which caused use of snowball sampling technique. Semi-structured interview questions that were prepared by the researcher were applied to the participants in individual for in-depth interviews.

Interviews were done between 28 May 2022 to 10 September 2022 and there were not any repetitive interviews. All the interviews were recorded by a cell phone audially. Interview places were decided according to participants own desire where he or she feels relaxed. Interviews were done in a quiet place not to cause and distraction for the participant. Before the interviews, a consent form was signed by the participant with the explanation of whenever and wherever the participant was allowed to stop the study and leave without finishing the study (Appendices 3). To start the interviews, participants were asked to state their approval to be a participant in the research. Then according to the aim of the study, in-depth interview questions were asked to the participants. The interviews were ended by “Are English teachers ready for online education?” question. If the participant was efficient in more than one language, which the researcher is also fluent, she or he was asked which language is he/she would like to use in the interview as English or Turkish. The interviews are held in the language which the participants felt more relaxed and efficient to reach proper results. The interviews lasted between 12-35 minutes. After the interviews, each participant was reached again with the written form of the interview and asked another verbal approval. The researcher also asked if the participants had anything else to add for their interview.

3.5. Data Analysis

In the analysis of the data, content analysis and descriptive analysis, thematic analysis was used and evaluated. Content analysis have 4 different types within itself. They are descriptive content analysis, inferential content analysis, psychometric content analysis, and predictive content analysis. There are various purposes according of content analysis. These are describing content of the gathered message, detailing the attributions of the gathered message, drawing conclusions about the content (Neuendorf, 2017, p.70-75). Within the current study the purpose of the content analysis is to reach the concepts and relations to clarify the gathered data. In this perspective there are specific steps that are supposed to be taken in the content analysis (Yıldırım & Şimşek, 2016). This study was done based on the Cresswell qualitative data analysis steps as: preparing the data for analysis, reading all the gathered data, coding the data, creating themes, creating connections between the themes and interpretation of the themes (Cresswell, 2017). Before the analysis process, transcription of the interviews was made. Then data were separated into meaningful parts, were examined, compared, and were coded by including the conceptualization and attribution. Later concepts were formed and gathered concepts were classified into meaningful themes to reveal the relations of these concepts. In the inductive analysis, the concepts that underly the data and relations of these concepts were revealed. In the transcription period and storing the data NVIVO 11 was used. The results are presented in a descriptive way, by giving direct narratives, in line with the research objectives within the framework of emerging themes and concepts. In the research, the data of the individuals are presented without adding comments and to be faithful to the nature of the data and to enable the reader to encounter the data by himself.

3.6. Trustworthiness and Credibility

In qualitative studies, trustworthiness can be stated as the validity and reliability like the truth of the scientific results, and repeatability is the reliability of these scientific results. To increase the trustworthiness of the research, an in-depth interview technique was used as a data-gathering method. Moreover, while developing the interview questions, a conceptual framework was created because of the interview of the relevant literature. From the literature, a question pool was created from related studies. By

eliminating questions which have similar focus to reveal, there were 10 different interview questions. After having a semi-structured interview form, an expert from another field who has experience with qualitative studies helped to form the interview questionnaire. Interview questions were prepared in terms of providing answer to how and why questions mostly. Final semi-structured interview form was applied to 2 different teachers to observe if the questions provide related data. After this pilot study, some of the interview questions were changed and updated to achieve better results with the help of the expert who has experience in qualitative studies.

In the data analysis, content analysis was used to examine participants' perceptions about online education in detail. In the content analysis, each of the relations of the sub-themes and themes among the other sub-themes and themes were checked to create unity within the content analysis. In addition to that, after the data gathering, the transcribed data was shared with the participants and their approval was taken as member checking. Member checking is an internal part to create trustworthiness in qualitative studies (Candela, 2019).

On the other hand, participants were asked to sign an agreement that allows the researcher to use the gathered data only for this research and keep the participants' identities confidential. To increase the external validity of the research, the things that were done in this process were explained in a detailed form. In this context, the type of research, participants, data gathering tools, data gathering process, data analysis, and analytic generalization were interpreted elaborately.

CHAPTER IV

FINDINGS

The findings were stated with the exact description of the participants in this chapter.

4.1. Participants' thoughts and experiences about online education

The descriptive-thematic analysis of the data showed that most of the participants revealed negative perceptions about their experience online. Participants' perceptions cumulated within two different sections as positive and negative below. Positive topics that are gathered from the participants can be listed as being able to reach larger audiences, online educations being economic, motivating learners online, being able to realia in online lessons, improvement of yourself as a teacher. On the other hand negative topics are obligatory online teaching or having online teaching as a necessity, online education's being a tiring way for young learners, not being ready for online education, students' being able to distract easily online, communication breakdowns in online education, online education's being unnecessary for young learners, physical touch need of young learners online, classroom management problems in online education, difficulties in teaching writing online and having prejudice.

Positive responses

Positive themes are stated below for the related question. One of the positive themes that was reached being able to reach larger audiences with online education. As an advantages of online education "...there is a larger audience that you can reach..." (Ela). Apart from larger audiences, some participants stated that it is also financially economic. For example, one of the participants illustrated it as "... It is time saving and also more economic, like financially..." (Seth).

In terms of flexibility, one of the participant's perceptions is as follow: "...So, you don't really have to be present at school. Yeah, like to help kids, you know? Take the pen in the right way, you know, so it's all about talking. Yeah. So, I think that teaching languages is quite OK for online teaching..." (Rafaella Carter).

As for motivating young learners for online teaching, several perceptions were stated by the participants some of their perceptions are as follows:

“...I learned how to create cartoons for kids that helped me to make my lessons more motivated. And inspiring for the kids...” (Nutelya).

Findings revealed that using realia is vital in online teaching. One of the participants stated that she used realia in the students' houses to make the lesson with TPR – using different materials to make the lessons interesting for the learners and her perceptions were stated below as:

“...So, for example what I did when I had online lessons, I made my kids not sit for a long time during the lesson because I don't find it healthy for my kids are young learners that's why I made them very active for example when I was teaching the vocabulary I made them run around the house and to find the items. I wanted them to bring things. I wanted them to bring later on I made them describe them. They had fun, they ran and so I used to TPR uh method on teaching online and sometimes I turned my lesson into performance, so I used my cat they used to speak to my cat so and sometimes they were really, and kids enjoyed my lessons. And as a result, of course they learned a lot I improved their speaking skills...” (Katana).

Another positive theme that was gathered from the data was joyful and improving yourself as a teacher was stated by various participants. One of the participants stated that “...online education was a process that I had lots of joy, it was a different experience for me, I have improved myself...” (Kumsal). Another participant also indicated her perceptions as fun and active as:

“...some kids are really really really were able to participate, be active and they learnt a lot so uh it depends I guess that it depends a lot on the experience and on teacher if the teacher really creative and the teacher is eager to turn the lesson online into a game and fun in this case your lessons can be really really productive and useful for the kids you can teach your lot online...” (Katana).

The final positive theme that was gathered from the participants was improving yourself as teachers. The participant stated that:

“...there was an initial period where we had to learn some of the new technologies whether it was zoom or even just other technical aspects how to manage the children how to give the assignments how to connect with the families but we learnt pretty quickly and I think within a within a couple weeks we were you know we being me I was I was I was I was doing pretty well at it and I think I was able to be fairly effective with the online education so that continued till June of 2020...” (Sam).

Furthermore, other participants also supported the previous participant as “...I think that it has helped me greatly to improve my professional skills. Because I've learned a lot about online resources...” (Nutelya).

Negative responses

From the question, there are also data which reveals the negative side of the online teaching. One of the negative data gathered from the previous question is use of online education in obligatory situations or having them as a necessity. One of the participants stated that "... maybe as an extra we can have it to have extra lessons for school hours or it can be done in obligatory situations..." (Killahead). Another participant also supported Killahead by stating:

"...first, at the school, I was working at, we did online education we started in March of 2020 with the pandemic, and we did it out of necessity because the schools were face-to-face education was shut down so we did it as a way of continuing the students' education..." (Sam).

Another negative theme which was online education is tiring for young learners. Some of the participants stated their perceptions upon the topic as below.

"...I can say that it can be a little bit maybe tiring for little ones..." (Nutelya).

"...it's not for everyone, actually. I mean, not for every learner, but most of the learners might succeed in online education..." (Seth).

"...the percentage of achievement we were able to have, but for primary it was a bit hard..." (Alien).

There are also other negative themes provided by the data as well. Getting used to online education in time is one of them. Participants stated their experiences on that topic as below:

"...It was challenging at first because it started suddenly but when we thought how to save teaching and working on online-related studies, we started bad but ended online education good..." (Gosdebek).

"...At first it was challenging for the students to turn on their microphones and cameras and then everything got in order..." (Catwoman).

"...well, you know, like when we all started, we were all confused. We know, we didn't know what to do. It was unexpected. Yes. And everybody was overwhelmed... And to be honest, it's, it's not bad. It's actually good... So, you don't really have to be present at school. Yeah, like to help kids, you know? Take the pen in the right way, you know, so it's all about talking. Yeah. So, I think that teaching languages is quite OK for online teaching..." (Rafaella Carter).

"... I had to figure it out on my own. It was a difficult start. I used the zoom application for the first time, and I remember my first class I had some kind of stress like how to share things or how to mute or unmute. So, for the start it was challenging, but after you get used to it, I saw the good sides..." (Jess).

Students' distractibility was another negative theme that was reached by the data. It was stated by a participant as "...from the negative perspective, students learning environments were their rooms and, in these rooms, there are many different things which distracted them..." (Catwoman).

Difficulty of getting students' attention online was another theme that was reached by the researcher as a result of the gathered data. One participant stated that "...it was really difficult. For those kids who are having difficulty to concentrate by themselves. So, teacher was unable to get their attention..." (Alien).

Another negative theme was communication breakdowns in online lessons. Various participants stated the specific topic as below: "...Yes, there was an education opportunity, but it was not efficient, students couldn't attend enough and there were communication break downs..." (Rapunzel).

In terms of materials participants also indicated various negative themes. One of them can be stated as insufficient material: "...when students don't have their materials... these are the disadvantages..." (Rapunzel).

Another negative topic that was stated by one of the participants is online education's being unnecessary for young learners. Participant stated her preferences as:

"...for primary school level students' online education is absolutely not correct. It was an unnecessary process but unfortunately, it happened. It was too difficult because these kids need to go to school, learn the school rules, be with their teachers in classroom environments, and need a physical environment..." (Zeynep).

One of the negative themes that was reached in the light of data was inadequacy of online education. One of the participants stated that "...I think online education is insufficient and done as an obligation. We have to do it, but it is never sufficient..." (Killahead).

Moreover, need in physical touch to students was another negative theme that was provided by the data. Various participants indicated their perceptions as:

"...as we couldn't touch the students these are the disadvantages..." (Rapunzel).

"...other elements in terms of like their social interactions we had good lessons on the zoom together, but you know I can never know exactly how well they; their social development was over on that online. Because they were again in front of a computer home alone, but I think we did I think we did a fairly okay job..." (Sam).

There is also another negative theme that was provided by the data which is relevant to current theme. Participants stated that physical communication is a need for young learners. Various participants stated their experiences as:

"...on the other hand, I believe that students should go and come back to school to use their energy, in the break times they will be with their friends, they will talk to each other, the physical environment is better..." (Zeynep).

"...It was harder to engage students for long periods of time or sometimes at all, and I think you lose that personal connection with students being distanced from..." Not having

physical relations with the students also caused some problems during the online lessons (Jeff).

Online classroom management problems were one of the major themes that was indicated by various participants as negative themes. Participants perceptions were stated as:

“...on the other hand, it was difficult to manage students through a screen, it was really difficult to direct students...” (Zeynep).

“... primary online it was difficult because you cannot ask all of them not all of them can use the gadgets not all of them can understand what we are doing in general they're turning off camera, they don't want to answer, and you cannot motivate them to do it so...” (Daisy).

“...apart from that it is difficult to have classroom management in challenging and crowded classrooms, it is an atmosphere where you decrease the educational activities to the lowest level, and warn kids about stop talking, don't do that, etc. So, in the platform that we used for online lessons, the mute button is a huge comfort...” (Ela).

The final negative theme was difficulty in marking writing online. One participant stated his experiences as:

“...there were other challenges for example you know writing, helping the students with their writing was a very that was a challenge because it wasn't easy to mark assignments digitally and then give them back to the students...” (Sam).

4.1.1. Participants' training experience before online education. 10 of the 18 participants didn't have any training for online education before the pandemic. Yet 8 of the 18 participants had some training, before the pandemic or just before the pandemic which was given by their schools' administrations to make them somehow ready for future online education at that time.

Online Training Before Pandemic For Teachers

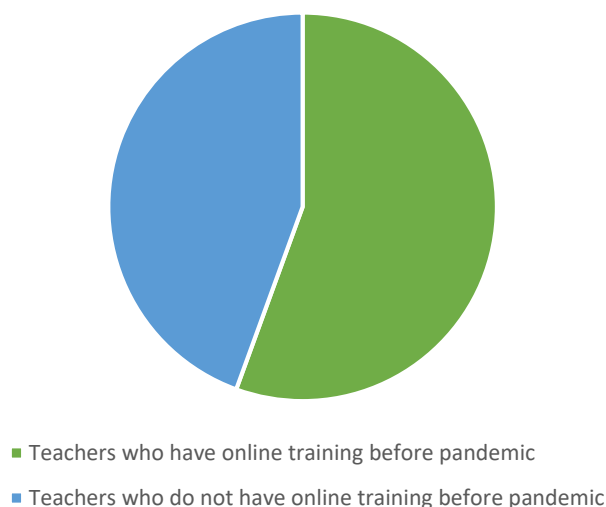


Figure 1. *Online training before pandemic for teachers*

4.1.2. Participants' teaching experience before the pandemic. 13

participants out of 18 started teaching online with the pandemic and gained experience in online teaching. Four of four participants had some online learning experience as a student. And only one participant had some online teaching experience yet not in a virtual classroom but one on one teaching experience.

4.1.3. Participants' thoughts and experiences on classroom management in online education.

Participants indications revealed that more than half of the participants revealed some negative thoughts about their classroom management during their online education. Thoughts and experiences of the English foreign language teachers' perceptions were gathered and stated as positive and negative themes below. Positive topics can be listed as knowing your students' personalities, desire to have online education permanent, easily attract students to online lessons with online resources, easy online classroom management and tools for online classroom management. On the other side, there were also negative topics stated by participants which are support need from parents, problems in online classroom management, problems caused by digital distance or physically distanced from the young learners, not having control of the learners' devices, negative effect of the quantity of the learners online and effect of face-to-face classroom management problems to online classroom management.

Positive Themes

One of the participants indicated that knowing the kids with their personalities is supportive in online classroom management. In time online classroom management is something that can be taught and learnt by students.

"...Right so that can be challenging luckily for myself I knew the students I worked with them for what maybe 5-6 months before we went to online education so I knew them all they knew their personalities and but as far as luckily zoom offers some things so that you you you know you can give people preference at different times but eventually the students they all wanted initially they wanted to share their ideas at the same time and I taught them basically how to be respectful as if we were in a regular classroom it took a little bit of time but I was able to get it and then they were good I didn't have to mute them or silence them with the program eventually they learn to be respectful and they let each other do the work..." (Sam).

Another positive theme was stated by a participant as well. She desires to have online classroom management permanently as

"...Well, frankly, there were times when I wished it was always online. Because the classes I worked online were really difficult classes, so it was actually a great comfort. By the way,

the duration of the lessons was less, the lessons that we normally do face to face for 40 minutes, in online they were 30 minutes. Most of the lessons I've done so far have been like that. Well, I think classroom management is actually a much more preferable situation online..." (Ela).

Another participant stated online classroom management easy because teachers have a mute button which helps them a lot in online classroom management:

"...Classroom, classroom management is actually easier you know why because we have we can have a mute button. If you cannot make your kids stop talking you can just use mute and unmute button. I found it actually easier than in the classroom education..." (Katana).

As the previous participant, the participant stated the online features of the classroom platforms and underlined "mute button" as "...The best part is was the mute button..." (Alien). Another participant also underlined classroom management as using the online lesson platforms effectively and effectiveness of these use help the teachers a lot and provide an easier online classroom management:

"...In online education, classroom management means managing zoom actually for me, because if you are able to use zoom correctly, then the classroom management is really easy because you can mute the students. You can able or unable. Enabled or disabled students to use the tools or all annotation tools and so on. Because the teacher can easily mute all the students. So, when you mute all the students, it's very easy to control the classroom or sometimes you open or again disabled the chat box all depends on your ability to use the zoom or the other tools that we use during the online education..." (Supergirl).

Another participant stated that online classroom management can be done by using different tools as a positive theme. Participant indicates that using different materials and resources online are helpful to have classroom management.

"...there are different ways how to or just to work with misbehaving students, but during online I'm also learned some i-tools I got some i-tools. And they, I can tell that they were very helpful or and the most I mean favorite scene about it's when when you motivate them to participate, and you reward them with different I-tools as well..." (Nutelya).

Another positive theme was indicated by one of the participants. How easily teachers can reach the sources that are helpful to attract young learners' attention was stated as:

"...it's easier to manage them if they're small you can use extra videos or extra games to grab their attention but with more elder students it's difficult because they're just while you're teaching, they're watching something on YouTube they're playing something, and you cannot see it..." (Daisy).

Negative Themes

From the gathered data for the current question also provided some negative themes for the researcher. The following negative themes are stated below.

One of the negative themes was support need from families during online education. Participants stated their perceptions upon the relevant topic as:

“...Here, with the support of families we had somehow classroom management because families showed kids what to do and how to do online at home... first with the lead through families to kids finally I think I had classroom management...” (Gosdebek).

“...Classroom management, of course, I definitely think that there should be support from someone from home, especially in the primary school age group, especially until the fourth grade. Parents or caregivers have already happened that children of this age could not even find their own books. We've seen them online. In other words, I think that it will be provided by one-to-one communication with the caregiver or the parent, they are our hands and arms in that process...” (Kumsal).

Another negative theme which was stated by the participant here, there was an external support need for classroom management in young learner level. Moreover, participants also underlined a similar topic as:

“...Classroom management frankly may change accordingly to the students that are in the lessons...the things that they write on notebook or book, we were having problems to check those things...” (Catwoman).

“...and they don't have their parents anymore next to them to control them so it's bit difficult...” (Daisy).

Another theme was difficulty in classroom management online. Various participants stated their perceptions upon the question as below:

“...Said don't want difficult, I think I think the most common thing I've probably said is please turn your microphone off please turn your camera on many many many many times and although you could have eventually mute someone or move them from the classroom at last resort, I think it is a lot harder to manage so many children when some have safety net of being not in the same room as you. And definitely gave you new challenges...” (Jeff)

“...Of course, we cannot dominate the classroom management that is in the real classroom, because we cannot reach the children, and therefore there is an environment where our voice only goes. It can be a little more difficult to provide classroom management in a real classroom environment...” (Betty).

“...Classroom management is very difficult. Why, because the kids in their own houses, in their own rooms or kitchen, whether or not they stand up with his/her pajamas, with a very relaxed mood connect into the lesson... ...and kids can easily turn off their cameras without my permission, all of a sudden says I need to go to toilet and goes to bathroom, moms call them something, when they get bored they start to eat some fruits, and these are difficult to control...” (Zeynep).

“...insufficient and obligatory as it is an obligatory situation it is never enough, maybe as an extra resource in other obligatory situations online education can be used...” (Killahead).

Yet these are not the only classroom management problems that teachers had during the online education period. Digital distance also causes some problems between the students and the teachers. As it was stated by participants:

“...While I'm warning a student x, I can't be interested in another child when I say please turn on your camera, because I am at a desk, there is a screen, the children are as close to me as a screen, but they are so far away...” (Zeynep).

“...students turning off their cameras. This is very difficult in classroom management process... ...But when they are in their houses they are in freer environment. For that reason, there is lack of authority... I said it, they turn off their cameras, even though I ask them to turn on their cameras, for instance kid choose not to turn on the camera. They can play games in the background, and you cannot stop that. There are disadvantages in this aspect...” (Rapunzel).

Another negative theme was stated by a participant about online teachers did not have control of what students are doing in their rooms and devices. He stated that as:

“...till it was unable to we were as an online teacher we were unable to get a good grip on those kids who get fed up after 5 minutes, 10 minutes sitting in the front of the screen and we don't know what's happening in their house...” (Alien).

Another negative theme is related to student problems during in online education process. For example, one of the participants stated her perceptions as: her problem here how to attract young learners to online lessons. Even though there are a lot of things that are done during the online lessons, to some extent these things are effective, yet they are not as effective as they can be done face to face.

“...You cannot minimize the problems and you cannot attract children to class. I don't know, games are played, songs are sung, activities can be done, but you can only project a screen to the children, it is very difficult to attract them to the lesson by reflecting the screen...” (Zeynep).

Another essential element that affected online classroom management was the quantity of students in the online classrooms and lessons. For young learner level, one participant indicated that having small group of students in the online lessons was providing a better online classroom management for the teachers on the other hand having large numbers of students in the online lessons causing some classroom management in the online education:

“...by keeping that experience in my mind, I won't say that that experience was a really good classmate, classroom management. For smaller group, yes, because we experience smaller groups as well, five kids, six kids to give them a support lesson. It was a good classroom management online classroom management but for a bigger group more than 10-15 kids, I was not satisfied myself...” (Alien).

Of course, these are the only problems that teachers had during the online education phase with young learners during COVID-19 pandemic. One participant stated that having the online lessons at the beginning of online period was hard as the teacher also did not know how to control and use some of the devices and programs during online education, yet in time as she also grew some experience in online education classroom management and lessons got better.

“...Yeah. You know, to be honest with you. Yeah. It was at the beginning. It was difficult because kids didn't know the rules. We didn't know how to manage them. Yeah, but with some experience, it became better. Because everybody got used to it. However, you know, I would say that those students who that are who are terrible in the classroom, they they act the same. At home as well. Yeah. So the good ones were perfect. They adopted fast. The bad ones. Yeah. I mean, well, you know what I mean by telling the bad ones, the naughty ones, misbehaving ones...” (Rafaella Carter).

As one of the participants stated that relation between students and the teacher affect online classroom management, another participant also stated her own problems as a result of the relation between her and her students in face to face caused some problems in online classroom management as:

“...I think it's not very different from regular classroom. If you are good at classroom management, you can also manage in the online class. It depends on your relationship with the students how well they listen to you or not. But I don't think it's different in my case I had difficulty in the face-to-face environment. Also in the online classroom, so it didn't make any difference...” (Jess).

4.1.4. Participants’ thoughts and experiences on the communication of students with students in online education. The gathered information revealed that most of the participants indicated negative experiences related to their communication with students online. Gathered data were divided into two sections as positive and negative and stated below. Positive topics are opportunity to continue regular communication online, being able to mute kids online easily, opportunity to have different things online. However, negative topics are being asocial online, lack of interaction or communication online, limitation of the communication online, being shy in online lessons, not having total control of the break-out rooms, not having enough technical knowledge as a teacher or as a student online, disadvantage of chat box during online lessons.

Positive Themes

One of the positive themes that was gathered by the participants related to communication is having a regular communication online. There are opportunities to have regular communication with their friends during the online lessons according to the following participant as she stated her perceptions as:

“...when their microphones unmuted, they were talking with each other as if they are in the face-to-face education, and when their microphones are muted, they were using chat box functionality. When you block the chat box than you limit the communication to zero...” (Ela).

Another positive theme was being able to mute the kids or students in the online lessons. The positive side is to be able to mute them and provide the classroom management easily. One of the participants stated her perception upon relevant topic as:

“...when I let one of the students to participate some other students on the other side were starting to talk, inevitably there was a chaos, and I couldn't teach what I wanted to teach.

What was I doing in these kinds of situations? I muted all the students in the classroom and unmuted the student that I gave permission to talk. And inevitably, this applies to English, and as I am speaking English in English lessons, I help the child while he is speaking, but his friends could not help the child, or let me explain like this, for example, I give a student permission to speak in the classroom environment, when you give that right, the child cannot say something, but his friends may give him tips and help him..." (Zeynep).

On the other hand, another participant also stated that online lesson platforms provide some other things that neither the students nor the teachers might have during the face-to-face lessons. Students by the help of the online teaching platform can start the lessons earlier than the actual time of the lessons and get socialize with each other. The participants' perceptions stated as:

"...my zoom something in the settings when I started the account my students were able to enter my zoom meetings before I was even there so this actually proved to be really popular with them and the parents and the students would actually go to my zoom meetings when I wasn't there they would actually spend a lot of time together to hang out so I think the kids actually bonded very well because of that they spent a lot of time together and they needed that I think during those periods of the lock down so yeah I think the students actually communicated with each other quite well yeah they made friendships..." (Sam).

Another participant also supported the previous participant by stating other positive sides of technology use in teaching by stating as:

"... we were always in touch with our students, whenever they wanted to get in touch with us they were easily doing that and with groups we were having video calls and covering the topics by chat chatting with them in five ten minute talks..." (Catwoman).

Negative Themes

There are also various negative themes that were reached with the help of gathered data. One of the negative themes is students being totally asocial during the online lessons in the pandemic. Some of the participants' perception upon the relevant question stated as:

"...completely asocial...", "...they didn't have a break time to talk to each other... because everybody was at home unfortunately these things are not good for socializing..." (Gosdebek).

"...students do not communicate in online education. I mean if we talk about English, there is not peer-to-peer learning. There is a teacher centered education... Even though you try, it is difficult for them to understand each other because of lack of equipment and insufficient internet connection..." (Killahead).

"...They were lacking this. They were missing, interacting with the other kids. We used this group, making groups in the zoom, splitting them into the groups. I don't remember what the... ...Breakout rooms yes, we experienced that, but it was not like after every lesson we could do that. So, I could see that I could feel that kids were missing their interaction with their peers..." (Alien).

"...I mean, social interaction and also about the yeah lesson. Like, if you want to do any brainstorm, you have to let them speak one by one. They can't really have like, they can't really communicate with each other about the topic. That's the thing..." (Seth).

Another negative theme was the limitation in the communication of the students with each other online. Some of the participants stated their experiences as:

“...kids communication with other kids were limited within only internet, computer... Their communication was also limited. Naturally, whether they have become more selfish or not know how to share, this has negative effects...” (Zeynep).

“...Actually, the communication of the students were very, very limited. According to the classroom education, because during the zoom lessons, if the teacher lets the students chat with each other then they could do it...”. Seth also stated and supported the participants who pointed out the limited communication in online education by “...So, it's a little limited, actually not a little, but limited (Supergirl).

Another negative theme that was provided by one of the participants was related to students' emotional situation while underlining another important aspect of teachers being role models of the students even in the online lessons. She stated her perceptions as:

“...I think, most of the students were shy at the beginning of the online education, later they participated more and more because they understood not just the classroom environment but any kind of environment is suitable for education, but we had students who were having difficulties to communicate with us...” (Betty).

Another participant stated asocial interaction, difficulty for students to communicate in the online lessons. As communication is something difficult for students, participant underlined that students' difficulty made the classroom management easier during these online lessons. She stated her experiences as:

“...In the classroom, it's easier for them to chit chat with each other. Yeah. Which is another inappropriate, which is inappropriate. Right? So, I would say that for even for the classroom management, it is better. You know what I think that I think that let me just, you know, try out the topic for a second. Well, I just feel that learners, they listened more, they were. Maybe less distracted by their peers. You know, in online classroom. Yeah. When we talk about the lesson...” (Rafaella Carter).

One of many negative themes was not having control of the breakout rooms in the online lessons. It was stated by various participants below as:

“...there is there was no possibility was low level like first grade second grade because they don't know the app. With 4th graders we could make rooms and you're giving for example a discussion question you can split the class in several rooms and then you're going you visit these rooms you can see what they're doing which language are they using are they talking English or not is it topic connected discussion or something else...” (Daisy).

“...Sometimes we try to use the rooms, the rooms that we use for group...break out rooms and but it was also very dangerous because when we leave the kids alone with themselves, we can never observe what are they doing so. Uh, because of the dangers, I just limited my students to be in the classroom with all of them together, so I never let them to have a group work or a pair work because all the voices mixed each other...” (Supergirl).

Moreover, another participant gave a different perspective to online education as a hybrid education model from her experiences. She stated breakout rooms are difficult to control and observe during that hybrid education process as:

“...now we are having hybrid education. You know, like some students might be in school, the others are at home because if they are, they have to quarantine so they stay home. So, when they don't come, I put them in separate rooms. The ones at home, for example. Let's say today I had two students who didn't come to school, so I put them in separate rooms, and they had their discussion session there. But in that case, I couldn't monitor them well because I, I wasn't in that room, so I don't know what they did there. I just gave them a discussion topic. They did it so it's not effective. I mean in student to student interaction...” (Seth).

From the technical side of the online lessons, one participant underlined an important aspect of online lessons as the students and the teachers do not have sufficient knowledge to control these technical problems even though they might have some level of information about technology, it might not be still enough to overcome the technical problem during the online lessons. He stated as:

“...I think the only problem that I had was that the zoom program when one person speaks it kind of cancels out anyone else speaking so the sound kind of cancels, but I was actually impressed with the students how they would encourage each other to do some problems...” (Sam).

Even though chat box functionality has various benefits, it has also some negative effects on teaching and learning online. One of the participants stated her perceptions as:

“...if we let students to use chat box, they text each other, so if it is let, I mean that communication of theirs in the face-to-face lessons, they can easily move that in the online platform...” (Kumsal)

Another negative topic is communication will, or desire to participate in the online lessons differs from student to student even it differs from face-to-face to online lessons of the same student. It was stated by one of the participants as:

“...I think so much different the confident children tended to raise their hands as if were press the button to raise their hand and answer the questions just as it would be the same children. I think they may have been a sense of added vulnerability just from being at home obviously have virtual backgrounds and everything as well which kind of deterred from that bit. But not willing to look silly in front of your friends is a similar thing that could be an issue face to face, but I think maybe that was heightened when you were on a screen...” (Jeff).

4.1.5. Participants' thoughts and experiences on the communication of students with you in online education. Gathered data revealed that most of the participations indicated negative thoughts and opinion related to communication between teachers and students. Examined and gathered data were given as positive and

negative topics below. Positive topics are being a guest to the students' houses, being able to gather answers of the students without interfering each other, having extra time with the students online, psychological support of having lessons online to students. Negative themes are limited communication between teachers and students online, not having enough physical contact with the students, difficulty of integrating students online, not being ready for online lessons at first and need for parent support online, difficulty in having conversation practices online with young learners and teacher centered education online.

Positive Themes

Being a guest in a student house or in every student's house is something common in the online education process. Students' rooms or one of the rooms in their house became their classroom during the online education. Unavoidably, students shared a limited portion of their personal places with their friends and teachers, so we became our guests into our houses altogether. Being in your own house also created some opportunities for the lessons flow as well. One of them was using the materials in the house during the lessons time. It was stated that using the realia from the students' houses as:

“...During the online process, we were almost like guests to each student's house, so at the beginning of the lessons they were bringing stuff from their rooms, showing objects. Also, it was colorful in that situation like they can find come up with different materials. For example, when when we are teaching colors, I was asking them to find something blue for example, and they were just running in the house and doing that...” (Jess).

Another opportunity of the online lessons was to get answers from students by not waiting each one of the students to participate. They could easily participate at the same time without even disturbing each other in the online lessons. One of the participants stated as: “...Using the chat box was a good way to get the answers...” (Alien), he also stated that in online lessons it was easy to have extra time with students who need for that time as:

“...Again, kids who really need extra attention, they were lacking, communicating with me, and sometimes I had to after the lesson when we were having free lessons. I was used to have extra 5 minutes, 10 minutes with those kids, one or two kids, those were unable to express themselves in the group lesson or they wanted to share some ideas with me...” (Alien).

Another participant also stated something similar about having extra time with the kids with the help of technological materials that were used as:

“...We did not have any problems in communication, you know, because we did something like that as a school, ee speaking, we are a predominantly speaking school. Our lessons are lead in that direction, we were in constant communication with our children, they could reach us whenever they wanted, plus we made our speaking topics by video calling in groups, chatted with them for five minutes, ten minutes, according to the situation, we worked on an appointment basis and ensured the participation of the children...” (Catwoman).

There is positive support of online education upon learners as well. One of the One of the positive effects of online education upon learners was change in characteristics of the student from face-to-face to online education. One participant stated that as:

“...The students who couldn't talk properly during offline lessons they felt much more comfortable during online lessons because they didn't have their friends there making jokes so they could show a good performance there but some of them they just didn't want...” (Daisy).

Some participants underlined the students' performances and differences of the same student in different learning environments by

“...children can attend classes in a very enjoyable and fun way, there was (communication), of course, it was not like in the classroom environment.....” (Rapunzel).

“...Yeah, it's very good. Maybe, maybe only I have. I have. I had troubles with the with the shy ones and maybe I missed someone at the beginning, but it was OK to say, you know, and again I'm. I come to that point that in the classroom everybody shouts. Yeah. Teacher, teacher. Teacher. Yes. And it's a mess. But here it was a little bit even more organized...” (Rafaella Carter).

Having lessons online also supports students in terms of psychological ways. Another positive support of online lessons was being able to get in touch and communicate with the parents during or right after the online lessons via these educational platforms. One of the participants stated as:

“...That was that was good as well they were actually very good very direct, they felt comfortable with me, and I felt comfortable with them I also felt comfortable you know communicating with the families and the families felt comfortable communicating back with me, so I didn't I didn't have any problems communicating with any of them yeah...” (Sam).

Negative Themes

There are different perspectives of the participants on the same question above. These are discussed below. The communication between teacher to student differs in online education, and sometimes it is limited to not having any communication with the students in online education. It was stated by various participants as:

“...Often it was very limited when I didn't want them to and then when I ask the question ask a question of them definitely no response the cameras off OK, I think, I think ask again nothing end up asking someone else instead so it's almost like they have this hiding place and they can, can get away with not communicating with you more rather than if

they were you're looking at them there's no point so it was less probably online than it was face to face..." (Jeff).

"...Everything was very limited, we, as primary school teachers, could not understand how children felt from time to time, as we know as a talent to touch children and understand what they feel when they look into their eyes. The cameras went black, there was no sound. We had difficulty at this point..." (Gosdebek).

It was underlined that of physical contact is important with the student. One of the participants stated as:

"...In the online process, I had 2 classes that I had lessons with. I was in a physical environment with one of my classes for 2 and a half years before going online. I had no problems with them... ...Of course, we were unable to share what we could physically share..." (Zeynep).

At the same time, relationship, and knowledge of the teacher with the classroom also made differences in the participation of the students during the online lessons. It was stated that as:

"...But I had just come to my other class, it was second year, and meeting them directly online without any physical contact, this had a slightly negative effect on me, and it was electrically negative. Why? Because I will establish the class authority in a single classroom moment, I will provide classroom management, classroom discipline, and I will attract them to the lesson. But on the other hand, I had to attract them to the lecture where I was going to lecture. Also, what we call the class difference harmony of both my classes was very different..." (Zeynep).

One of the participants stated that including students in the online lessons was a bit difficult. She stated as:

"...some students, they just turn off their cameras, they mute themselves. They behave as if they do not exist in the lesson, actually, or they do something else, so it's hard sometimes. I don't think all the students can be involved in the lessons..." (Seth).

Moreover, another participant also stated that students being shy during the online lessons and got used to the online lessons in time as:

"...You see at first some of them were shy to open their, their cameras are but. Slowly or they got used to it and they were not afraid to show what I mean. What is in the background, for example, and they were watching for example my background and they were trying to do something to copy it and to decorate their room to be ready for the lesson for the little ones it's I think the teacher shows the example, to do and they copy everything you do..." (Nutelya).

It was also stated that with the support of the family to the students during this getting used to phase, students got used to online lessons in time. One of the participants stated it as:

"...Since the family's participation was high, they supported us a lot in working on homework, and my students used to send me their homework, downloads, and project assignments personally on the phone. The pictures have been sent. And we had good communication with each other in online classes. Because I think they have made it possible to raise their hands and have the right to speak in the classroom in online classes..." (Betty).

As family support was something required and useful during the online lessons, it was stated that teacher support during online lessons was also made students to participate in the lessons by

“...First of all, they liked me very much because they were able to observe more and progress with support, that is, because I supported them, without intimidation, because I tried to be fun for them by making souffles by giving small supports especially to children who did not fully understand their reading in the second grade...” (Kumsal).

On the other hand, students were students during face-to-face lessons or online lessons. They tend to talk about other things during the online lessons as if they would do in the face-to-face lessons. It was underlined as:

“...I think that if they communicate about the lesson, of course, it would be an activity that should be done because after all, children can exchange ideas among themselves or they can discuss among themselves whatever the topic is at that time, but that's it, that is, it is a bit more difficult to do this in the age group I work at. I think their communication should be as little as possible since they have a lot of potential to distract the subject...” (Ela).

Final thought from another participant underlined another aspect of online lessons. It was stated as:

“...Since it is a teacher-focused lesson, they take what the teacher gives, and they have to listen. They have to focus on the teacher...” (Killahead).

4.1.6. Participants’ thoughts and experiences on the materials used in the online education. Gathered data pointed out that more than half of the participants perceptions on material use in online education is negative. From obtained data topics were separated into positive and negative themes. Positive topics are having various materials easily online, teachers improving themselves during online education, easiness of combining digital materials with online lessons, publishers improving themselves with the pandemic. Negative topics are improvement need of the materials that are used online, teachers’ needing time to prepare and find required materials online, having inefficient materials online, negative effects of online material on students and students’ learning and technical inefficiency. Apart from previous sections, within this part one neutral theme was gathered from one participant. It was stated that there is no significant change between the materials.

Positive Themes

The Internet has a lot of sources ready for teachers and students to use. The importance of these sources is to know how to find and use them and stating how good and fun

those games are as materials for online lessons. By various participants it was stated that online source use in her online lessons as a material as:

“...and we also found others presentations online. And, we use some online platforms like Bamboozle. I think that was all...” (Jess).

“...For example, we have some games in the content of the books we use. We were playing digital games from them. Sometimes, for example, I was playing riddles, riddle games, and I was describing animals to the children, for example, our subject. We were playing games like let's try to find this. They were very good and fun games...” (Rapunzel).

For example, it was stated that teachers used some of the materials in online education that they were using in face-to-face but also brought new sources during the online lessons. One participant stated as:

“...Yes. So, all the Cambridge materials, you know the school textbooks. Yeah, I mean, everything was the same because we all we already used to the the digital versions in the classroom with a projector so that the learners were able to follow us easily. Yeah. And I just think that teachers came up with a lot of different stuff, a lot of different ideas during that period. And there were a lot of online platforms now where you can find a lot of good games and everything. Of course, we had to do research...” (Rafaella Carter).

It was also stated that teachers also learnt during online lessons period. One participant stated as:

“...luckily, most of their publishing companies, I mean, like Cambridge, Oxford, they provided the teachers during online education with lots of iTools, and they were for free. Also, they organize different kinds of webinars where they taught how to use that or any other I mean tools and they were also free for the teachers. It's very beneficial and also some teachers during different webinars shared their ideas, and it was also very useful because you learn what the other teachers use. You try to apply it in your lessons, and so, I've learned how to make different games, how to make different online tests, how to do life worksheets for example, and as I have already told, even cartoons for kids...” (Nutelya).

It was stated that combining digital materials with the online lessons were easy and made easily incorporate digital sources with the online lessons quickly. It was stated how easily teachers reach to online materials. Furthermore, it was stated that for English teachers the materials that can used during the online lessons are countless as below:

“...We, we had the books that we've been using all school year we continued with those books and actually part of the online education needed easier to incorporate more materials so I was able to whether it was certain online games showing them experiments quickly looking up information and showing it on the screen you know using videos things like this...” (Sam).

“...Well, actually, I think that's one of the best parts. Uh, because there are lots of online games like Bamboozle, Kahoot and also, like I-tools of the books course books...” (Seth).

“...As we are the English teachers, I think that we were so lucky during the online education because all the books and materials were global. And they were for the computer-based materials because we had the i-tools, we had the lots of global worksheet websites and then we have already prepared PowerPoints and we had YouTube full of videos and songs and so on. And as we are teaching English all the movies and the other

things were in English, so we were really lucky. And again, when we reflect the book to the from the zoom it was already arranged with answers and so on. So, I think we were the most luckiest teachers on earth during the pandemic because everything was already prepared before pandemic...” (Supergirl).

“...Oh, there are loads of materials. Again, I will tell you I will repeat myself that if we have smaller groups then we can use a lot of materials and there's a lot of stuff over there. We use Google Earth also, we used a twinkle, we used live worksheets, Google Classroom was a big help to finish our tasks. Yes, I think we have a lot of resources online, but we can use them very professionally with the smaller groups, I think I'm repeating this a lot of times...” (Alien).

“...It was amazing how quickly I could adapt because of all the things at my disposal sharing the screen, playing online games that kind of engage the children in new and exciting ways some that I use in the classroom now interestingly enough. I use the same thing as I was using online face to face there was quite a lot at first, I was very unsure what do I do how do I keep them interested...” (Jeff).

As teachers, we have many sources, they are quite easy to find and adapt into the lessons during online education process. Some of the advantages of these materials online stated by the participants. One of the participants stated as:

“...everything was based on online games, power point slides, well these made improvements upon the kids speaking skills because when we were taking turns, we did it in a cycle equally...” (Gosdebek).

It was also underlined that publishers improved themselves during the pandemic. One participant stated that “...The publishers also improved them, so I really like them. There are so many online platforms that we can use...” (Seth).

Negative Themes

However, it was stated that the things which are used in the online lessons should be improved as this is the starting point of online education in Turkey. One participant stated as:

“...Namely, some publishing houses have prepared really good materials. Of course, it was enough for the books to have pdfs and smart board programs, of course. This is almost a first for Turkey, and for the world, almost an online education may need to be developed further. Of course, there could be materials that would appeal to more people in the future...” (Betty).

It was also stated about using the books and digital formats of these books, yet not finding these sources enough of efficient and needed to find and implement different resources and materials for the online lessons. One participant stated as:

“...I used uh books, uh Bahçeşehir college books and I found them unfortunately not very useful sometimes. So, I did research and I found different kind of resources and they used to uh one program my kids love it. Snapchat online. It was really really this program helped to turn help me turn my lessons into fun. Snapchat for online lessons...” (Katana).

Some of the educational institutions and schools also provided support to their teachers at the beginning of online lessons period and during the online lessons period. It was

also stated that finding new materials require some time and effort and underlined young learners' behaviors as having the knowledge of how to use these technological devices. Some participants stated their perceptions as:

"...Yeah. It took time. And we also got a training from some cool professors from, from the UK. I remember that guy. What was his name? Tony. Yeah... ...And he showed us some tools. Actually. There's some tools that I use even now. Like, you know, the online boards and everything. And besides these kids, you know, they were born with the, with the phones and tablets in their hands. You know? So they're quite okay with, with the digital environment, I think. You know, Elder, our elder colleagues, maybe they suffered a little bit more than the learners with materials and everything..." (Rafaella Carter).

"...Well because no one has an experience like this before with the whole one and half year it was a full experiment using different platforms some of them we should find by ourselves for example classroom screen, you know this one nobody show us this one we just found it find found it by ourselves. Uh even we didn't have any seminar are also course about zoom with possibilities so everything we had to make in the flow together with the kids. It's not enough PowerPoint is not enough..." (Daisy).

On the contrary to the material numbers in online, it was stated that there are inefficient parts of these materials and also there are the basic inefficiencies of the online materials online. Some participants stated their perceptions as:

"...It was online only. So, I just prepared worksheets on the internet, and I reflected them on the screen. I just projected the books used by our school on the screen. I tried to use visuals as much as possible, but this was of course limited, I couldn't use my body language, for example. Because the children only saw my face, I don't know, I couldn't use my hands. I use it to explain something to children in a physical activity with children, for example, I ask them for help, I could not do it, I could not play a game. The games remained only as that computer game that we call online computer games. As I said in the materials, it was limited especially for us English teachers..." (Zeynep).

"... As I said, the materials used in the online education process are only at the visual and auditory level, so they are insufficient for students... ...In other words, it lacks what we call stimulating the 5 sense organs..." (Killahead).

It was stated that teachers should be well prepared for the online lessons and have some back up plans for extra activities in case of some unexpected situations. One participant stated her perceptions as:

"...Let me put it this way, it is impossible for a teacher to enter online lesson without being prepared. I think no matter how many years of experience the teacher has, I think like that. Because, just as each class is different face-to-face, the dynamics on the basis of class are different in online education. And for this reason, it is necessary to find additional exercises for them. For this, the teacher needs to absorb the lesson well and not just be content with the program in hand, I think extra resources are needed..." (Kumsal).

Even though it was easy to reach online materials easily, these materials that were used online also had some negative effects upon students' learnings. It was stated by a participant as:

"...but writing skills are far behind, the biggest loss of the online English lesson was writing because we couldn't see what the children wrote, we couldn't control it..." (Gosdebek).

Moreover, another it was also stated that online materials are quite more, but also possess some dangerous things within them as with a couple of clicks everything is possible in the online platforms. One of the participants stated as:

“...But seemed like the world kind of adapted very quickly for online education. So there was quite a lot of stuff out there and point tech savvy anyways so I wasn't afraid to go and try these new things whereas I can understand that many people might feel uncomfortable about so many clicks of the mouse or what if something goes wrong. But I was yeah, it's still pretty good pretty good materials...” (Jeff).

On the other hand, it was stated that some technical problems may occur in online lessons. It was stated by one of the participants as:

“...PowerPoint is not enough. So, we need more and some apps because we have different systems the kids had iPads, we had windows-based laptops doesn't match because they use KeyNote I cannot show KeyNote on my laptop so it was difficult you had to explain them how to cover it in other formats so it's more than English so that's why it was difficult. At the beginning but then we've got used to it... ..these technical things require some technical experience and knowledge to solve or at least figure out and continue to your own lessons...” (Daisy).

4.1.7. Participants' preferred materials in online education. Gathered data about teachers' preferred materials in online lessons revealed that more than half of the participants indicated positive perceptions. Positive topics are materials being suitable for learners' levels, materials supporting students' participation, online materials support on students' speaking skills, being able to support students from different levels at the same time. Negative topics are being materials similar, extra lesson preparation time, online materials being inefficient teaching language.

Positive Themes

It was stated that there are materials suitable to the learners' level by “...You know, these are videos suitable for children, and some songs are, of course, songs suitable for children's level...” (Rapunzel).

Various participants also supported material use and different materials in online by stating that online materials motivate students to lessons and there are various materials in online resources, and it was also underlined how online materials supported students' participation in the online lessons as:

“...For example, I used games a lot. Because I motivated children with games when they were reluctant and fell from time to time. I'm throwing away one day of the week for games, of course, educational games. Apart from that, I used just dance and always opened the lessons in this way to cheer them up. And when I didn't find the videos that came in the program, that is, the videos that came ready in the program of my institution, from time to time, I benefited from more fun or different videos by changing them...” (Kumsal).

“...While watching those funny videos, the video suddenly stopped and the structure there had to be completed, it was related to the video. At this point, my children wanted to attend a lot of lessons because we motivated their curiosity...” (Gosdebek).

It also underlined that with the online materials interactivity, students want to attend the online lessons. It was stated as:

“...There was an interactivity there that's probably the at the end of the lesson I would use that more children were being engaged than any other point in the lesson. Everyone wants to play kahoot that was the one that sticks in my mind...” (Jeff).

Like previous participants, it was also underlined that online materials make the lessons fun and challenging for the students. One of the participants stated as:

“...In my classroom, they loved bamboozle a lot... ...It's an online platform where they make games interactive games for each subject, and there are some numbers on the screen. Students choose the numbers they want, and they are asked the question about the subject. They answer and there's a time limitation also. It makes it more... ...Challenging, and fun at the same time. So, they liked it. I also enjoyed using it in my lessons...” (Jess).

From another positive effect of online materials, it was stated that online materials improve students' language skills and support students' speaking skills. Online materials also help and support spelling for students online. Various participant stated as:

“...I was a literacy teacher, so my goal was to improve speaking skills mostly, that's why I'm mostly used this snapchat and helped me read it to improve speaking skills of the young learners...” (Katana).

“...there are some online games for kids that help them to improve their spelling, improve their listening skills. It's it. They were provided either by Cambridge or Oxford...” (Nutelya).

Moreover, it was stated that some learners have different pace in learning environments and need some extra resources during the lessons. Online materials provided a great help in this part of the lessons and made the teachers easily find and assign new materials for the fast learners while the others are having their regular pace learning in online learning. It was stated as:

“...My preference was live worksheets. Then I found a lot of resources from teacherspayteachers.com. We use twinkl for mathematics, isl.com was very helpful because that was being used for those kids who finished their task very quickly. So, I was giving them extra tasks from these three, four different resources...” (Alien).

Negative Themes

It was stated that there aren't many differences between the materials in online education and the materials in face-to-face education. As technology has already integrated lessons before pandemic. One participant stated as:

"...In fact, there has not been much change because we are constantly teaching lessons blended with technology both at school and online, maybe we played a lot more online games or even more slides were prepared, but again, since our books are always in such a digital environment, the lessons were always taught based on technology. The material is very extreme, or I didn't use anything different, frankly..." (Ela).

Even though, it was stated that online materials make the lessons and the topics interesting yet requires some extra preparation. It was stated as:

"...Well I used to use Canva. Not only as a slideshow app also like smart board especially with first graders. Because when you have this artboard there you can show the pictures you can hide something we can make it like real like real used materials. Also, YouTube channels, some of them are interesting but you need to prepare extra materials to teach the pre teach the vocabulary..." (Daisy).

Apart from skill improvement, online materials also help teachers to support classroom management in the online learning environment. It was stated that online materials support learners to improve their grammar skills. One of the participants stated as:

"...I love to use games online games like Bamboozle, Kahoot in my lessons, sometimes Wordwall. Uh, but it's more traditional actually, so only if I'm going to teach grammar, I use it..." (Seth).

"...I preferred some apps which were to control the classroom like classroom apps, and there was some ready ready-made apps which I could write all the students name there. So it was a kind that there were some; sand clocks, timers, or countdowns, or some statistics, and so on. And I could use that apps as iTunes, iboards. I could easily write them, so I preferred those kind of apps and tools to make my job easier because I couldn't have any things to show to the students from my home, so that's a tool, was very complex and it was very helpful for my work..." (Supergirl).

It was stated that some materials like power point slides apart from various videos and some interactive games, yet they were not efficient for language teaching online. Furthermore, the inefficiency of the books in online was also underlined and need of adding some extra resources to support the books online. Various participants stated their perceptions as:

"...The materials that I prefer in online education are generally powerpoint presentations as an extra, of course, apart from the software of the books, powerpoint presentations, various videos, various interactive games, the games we make by giving the person the right to use the mouse on mutual zoom and so on are effective. But since it is a new process, it is insufficient especially in language education..." (Killahead).

"...As a material, I preferred to prepare PowerPoints. Because books are inevitably limited... all English books are limited. The teacher had to do something himself. Since I couldn't do this in the classroom, I couldn't do it in the classroom as online education. I uploaded powerpoint pictures myself, I wrote my sentences, sample sentences and then I used a worksheet a lot..." (Zeynep).

4.1.8. Participants' perceptions on usefulness of the materials used in English education online. Gathered data about usefulness of the materials in English teaching online revealed that more than half of the participants indicated positive perceptions about it. Gathered data were presented within two sections as positive topics and negative topics. Positive topics were online materials' making teachers more creative, online materials being time saving, having various online materials ready all the time, online authentic materials, support of online materials to students' skills, making lessons fun with online material, interactivity provided by online materials to online lessons. Negative topics were online materials not being sufficient, online materials not being efficient, difficulty in providing feedback online, and risk in using pre-made materials without controlling them.

Positive Themes

Some perspectives of online materials like improving and leading teachers to be creative was stated by the participants. Even though there are some negative sides of the materials online which lead teacher to improve themselves also underlined by the participant.

"...of course they help us, but nothing is always very helpful. So, the English teachers should be very creative about it. And I think we have to remake things..."

"...For example, when we are playing a video from YouTube, that could be dangerous for the students because there are some adverbs or other parts that I don't want my students to see... ...so the teacher should make. Make himself improve on these topics. The teacher should know how to cut the video, how to change the videos version or you know add some stickers or block something on. So the materials were necessary and they were very helpful. But on the other hand, as it was fully online, we have to differentiate the tools according to our students' needs..." (Supergirl).

It was stated that there are many and different sources for online lessons. Online materials and their use in the online lessons have positive effects on teaching English to young learners. Various participants perceptions stated as:

"...I don't remember so game based but not the all all the time they cannot just play also Google Apps or like slideshow there and there's also a kind of slide show that you can make several artboards you can let your kids log in there and they will have their own artboard and they can work on it the same time you are there. Also, liveworksheets this one uh well..." (Katana)

"...because visual aids are super important. You know, I mean, it's one of the crucial I guess thing that you can, you know, do teaching English. Yeah. I mean, even in the classroom, sometimes we bring some props. Like, I don't know, packet of milk or something. Yes. And we teach the kids the same. Yeah, yeah, you can find any picture online. Yes. And you can even arrange the mini games. Like 1-1 more came up to my mind it to support World Wall I guess. Yeah. Where you've got the games he has and you can, I don't know if you're teaching let's say fruits and vegetables. Just create a game

there. Yes, I'm yeah. For this generation is perfect for this little kids. Yeah. You know all digital..." (Rafaella Carter).

"...Actually they are time saving. They just take the role of the teacher a little and they take the like it gives teacher to have rest that time to have rest..." (Seth).

Moreover, it was stated that online materials are unique and authentic materials and prepared accordingly to the needs and level of the learners. Furthermore, when materials are combined, embedded into the lessons they are helpful for learning in online. Various participants stated as:

"...first of all, all these materials were made by the professionals and it's very important when there are no mistakes, there is authentic material. And. Also. The professionals, they always take into account the age group and their so priorities, their interests and so on..." (Nutelya).

"...We at that time we were using Cambridge Elevate program... ...And that was a very well defined luckily, that year we were using elevate. I will never prefer elevate, Cambridge in the face to face education, but again luckily, that year we were using it and that was helping very precisely with the topic. So, it was very well embedded..." (Alien).

It was stated that there are various effects of online materials. For example, online materials support students' reading, and grammar improvement and online materials supported learners in terms of vocabulary learning. Some of the participants stated their perceptions as:

"...Yeah so some things were really useful for example reading, we were able to effectively work on reading and reading comprehension skills grammar was very easy to work on..." (Sam).

"...I think that children are exposed to more languages because mostly all technological materials or resources are in English. If we go over kahoot, the language of use is English, or zoom, for example, I think it is just a material, when we used it, zoom did not always have Turkish, it was English. Children learned many terms from there. Like, "mute" I don't know, like "join", I think maybe they learned words they had never heard in school from there..." (Ela).

Some positive sides of the materials were underlined like making the lessons fun online. One participant stated her perceptions as:

"...I do from the engagement point of view where children will if it looks like a game and learning is hidden then they're learning without knowing when they're learning that's a strength. So, that's definitely beneficial. It's the children who were hiding with their cameras off for most of the lesson, who suddenly pop-up OK I wanna do this. So, this looks fun, so yes they can be..." (Jeff).

It was stated that the materials during the lessons which are already in hand of the students are quite helpful and real and brings another type of interactivity for learning. As it was stated:

"...Of course, there was. In other words, we supported as much as possible, removed the arts and crafts that we added to the lesson, lots of presentations and games... ...once we did something like treasure game, didn't we, we did it. For example, to add excitement, I was telling to the child about kitchen utensils, I was saying spoon, the child was running

to find the spoon coming from the kitchen, I was saying red spots, red dot socks, he was trying to find it, etc..." (Gosdebek).

Negative Themes

There are also negative sides of materials used in online education. It was pointed out by various participants as:

"...It was enough, but I think it could have been even better... Like what, there could be more visual materials, more vocabulary work. There could be materials where you could listen to the pronunciations of those words. Expanded on the game, what more can be said, the application could have been these..." (Betty).

"...Like I said, useful but insufficient. So, while there are 500 games that you can offer as games, there are three games on the same topic in online education. Two of them are not age appropriate, you have to choose one compulsory..." (Killahead).

Online materials were criticized for not having any benefits. Online materials are limited in some categories like images and songs as the learners are young learners

Participants perceptions stated as:

"...For English teachers, though, this is true for all teachers. I think the materials they used were good, useful, but we couldn't see any benefit from it because it was an online education..." (Zeynep)

"...Of course, I mean the material, we have to use materials and visual objects, since children are already the age that learns with visuals and songs..." (Rapunzel).

"...But I can't say they're totally useful. So of course, like it's hard to find the proper material online like as a teacher, I need to look for it most of the time, like before my lessons, or sometimes I don't look for it. I just go to the lesson and just do whatever comes to my mind. That's what I mean by timesaver..." (Seth).

There are various effects of online materials, students' writing improvement and to provide feedback on their writing online was quite challenging for the teacher. It was stated as:

"...writing was really really hard to work with the students just because it was really hard to check their work give them feedback and then have them make their corrections and send it back to me that was very difficult without being able to do that with the pen and paper..." (Sam).

However, it was also stated that there are challenges for teachers like these materials may have some mistakes or errors and these mistakes make the teachers embarrassed or etc. One participant stated her thoughts as:

"...You need a reliable source though some of the things I found cause you are sharing your screen if you haven't looked at the materials first and share screen and this grammatical mistake in the quiz that you have on majored yourself that's that's a bit embarrassing. You can always say spot to the delivered mistake, yeah, that got to have reliable resources..." (Jeff).

4.1.9. Participants' teaching attitude after online education. Participants' thought on their teaching attitude with experience of online teaching revealed that a little more than half of the participants stated positive opinions and thoughts. The

gathered data were presented as positive themes and negative themes. Positive topics were relaxed classroom management environment, being able to use materials in students' houses, positive effect of having students' own houses as a learning environment, teachers improving themselves online, making teachers more sensitive for students online, being able to focus different skills online, being able to communicate with the teacher privately in online lessons. Negative topics were classroom management shock for the teachers, difficulty in engaging students to lesson online, being stricter teacher online, not being able to teach writing online, time limitation in online, and physical connection need in online.

Positive Themes

It was stated that online classroom is more relaxed and less stress environment and online classroom management in the online lessons was easier. Some participants stated their perceptions as:

“...there is nothing special, I just feel less stressed. The classroom environment is not always so moonlight and roses, so I can admit that I am calmer and less stressed...” (Ela).
 “...Not really maybe just my class managing was I mean now it's not the same like before... It's easier to shut down their sounds than control them in the class...” (Daisy).

It was underlined and pointed out that while having online lessons there was opportunity to use materials that are present in teachers' houses as realia. Furthermore, it was also stated that opportunity to have some real objects use from the students houses realia. Participants perceptions stated as:

“...Of course, we have inefficient situations because I did the online education for the first time, but I think that the materials I have in my home are also well evaluated according to the subject of the course, it could be better...” (Betty).
 “...I don't present your toy or your your pet, you know. And they were really talking about. About this like real things. So this is actually what we want from from from them you have to talk about stuff. Just communicate. Yeah. And this is what they were doing. Yeah. So, I couldn't. I cannot do it. OK. I can make the kids bring the bring a toy here to school. Yeah, but how it how it will end up. Yeah. They will all let me touch it or let me play with that. But in the virtual environment, it was easier. Yeah, they were showing to everybody was like staring at the screen, looking at at. At the screen to their friends. Yeah, yeah, yeah. Asking, I made them ask questions to their peers. Yeah. How old is your toy? You know, stuff like that. So, they were using the basic language there as well...” (Rafaella Carter).

From the students' perspective, it was underlined that as students have their rooms and houses as a learning environment, they feel relaxed, and this effected classroom management negatively. One participant stated as:

“...No, it didn't really affect us, we were entering a normal classroom, but of course, since it is in a more comfortable environment, I will evaluate it especially for children. They are more comfortable, for example, they were eating, so I think it was bad, if we evaluate it in terms of authority...” (Rapunzel).

On the contrary to previous participant, it was underlined that the atmosphere and the environmental support for the young learner. Perception of the participant stated as:

“...I think, yeah, yeah, because it's a, it's a different environment, yes. And you know what, to be honest, I personally felt that some. Students they had even better progress during that year have been in in language, yeah, than they were in, in the classroom. Yeah. Maybe it's because they are, like, less shy when they speak...” (Rafaella Carter).

Online lessons also have provided some improvements for the teachers as well. For example, it was underlined that with the online lessons, teachers have become more thoughtful in terms of student participation and tried to have equal student participation in online lessons. Moreover, online lessons changed teachers' personal lessons too.

“...it changed, it changed like this, when we entered the classroom before, I was more nervous towards quieter children. For example, when I asked a question about taking terms, I focused on the students who wanted to answer it. In online lessons, I found a method for myself, each child will speak in turn in a lesson. Since I did this on zoom because the screen is animated in online education, I put the class list in front of me and put a tick after each child spoke, and I learned that after knowing that there is such a rule and accepting it, I do not know, I do not do it, so the child with the lowest level, he even attended the class and made an effort because he knew he would. I mean, this helped me a lot, I'm using the same system face to face right now and I see it very useful...” (Kumsal)
 “... Yes of course it helped me to be more creative definitely. Definitely it helped you to be more creative and to I made myself use different methods of teaching. Definitely made me a more experienced and better teacher...” (Katana).

“...In my personal teachings, not in the classroom environment, but individual lessons. It really changed my perspective. It made teaching a lot easier for me...” (Jess).

“...I can't say that it completely changed, or something just improved some some ways of teaching. Maybe so because you see when you are in the class or the children look at you. But when you work online the children may not only look at you, but at the same time they try to follow all the other students who is at the lesson and they can be distracted by by any. I mean behavior or misbehavior during the lesson and, yeah. This way you have to in this situation, you have to be always ready to I mean to follow all the kids to try to involve all of them to be active during the lesson...” (Nutelya).

“...A training process for us as well...” (Alien).

Another positive effect of online lessons was stated as online education made teachers more sensitive and taught teachers under right condition each child can learn. One participant stated his perceptions as:

“...well I guess one thing that it has is like like I said before some of the kids who actually did a little bit better during the online education I guess it's kind of opened my eyes to the needs of all the students and how every student under the right situation can do better and be more successful so yeah more a little more sensitive to that and I'm also more sensitive to the fact that students do need that social connection even if it's just them meeting together to play games in my zoom meeting that social connection that's a big part of school so yeah...” (Sam).

It was stated that teacher could focus on different skills of the language online. It was stated as:

“...I always tried to pay attention. Who is doing what all the time, but on the other hand, I realized that I wasn't just checking their writings. I was also checking their speaking and behaviors and so on. So checking all of these three things together...” (Supergirl).

It was also stated that the support of virtual lessons to shy students is having a private connection and conversation with the teacher directly without other students' knowledge. One of the participants perceptions stated as:

"...And on the other hand, I understood that online teaching is not bad at all, because some shy students who cannot show themselves in the classrooms because of the, you know, some bullying or some shyness they were a little bit better because they could use the chat box they were writing their answers secretly, and no one knew that the teacher sees their answers. So they got really confident..." (Supergirl).

Negative Themes

It was underlined that online teaching affected teachers teaching in terms of classroom management. One participant stated his perceptions as:

"...In other words, you expect the same as classroom management in the online education process. This causes a shock wave in the teacher. It takes a long time to get over this, how long does it take, your first 10 hours are spent remembering what border management was like. The method is to remember what the methods we used were. Other than that, I don't think there is anything wrong with it..." (Killahead).

Moreover, to classroom management, the difficulty of online lessons in engaging students to the lessons was also stated. One participant stated as:

"... harder to engage them when you're online..." and also improved himself through technology use in the face-to-face lessons by underlining "...There's there's definitely what can I say, it's made me more made me use technology more in the classroom not that I was ever afraid of it before but it introduced me to things that I hadn't really considered before so in a way that's yeah that's another string to my bone another thing I can say yeah I can use that..." (Jeff).

On the negative side of online lessons upon teacher, it was stated that teachers have become stricter in face-to-face lessons. One of the participants perceptions as:

"...Made me a little bit crazy. Now I'm just making my students to be quiet all the time because I got used them to be quiet now when they're in the classroom, I just want them to be quiet or when they when they were at home jumping on the bed. Doesn't make me very angry, but now when they are in the classroom and jumping on the chair makes me crazy. So before that, I wasn't like that. I I always thought that they are the children. They can move freely. But now I want them to be like the soldiers..." (Supergirl).

It was also stated that some of the methods and techniques that are used in face-to-face are more convenient in teaching writing. One participant stated as:

"...I understood that and I'm also I was crazy about checking writing all the time and during the pandemic I couldn't have any students' notebooks to check. So when we are here again after one year, I saw that they forgot how to write so. I understood that it was a good strategy to check the writing all the time before learning writing. They cannot learn the English properly..." (Supergirl).

It was stated that teachers were stricter in online lessons because of limited lesson time. When productivity compared, face-to-face lessons are more productive in terms of time use yet online lessons are not as beneficial as face-to-face lessons. One participant stated as:

"...I was more aggressive online, I wouldn't say more aggressive, it was an ugly word, I would have misrepresented myself, I was more disciplined online, I was more strict because we had a lesson time online in that class, it was 30 minutes, 35 minutes sometimes it was 20 minutes, I couldn't give anything in that 20 minutes. but right now, normally 1

lesson hour is 40 minutes and if I only teach 10 minutes out of those 40 minutes, it becomes much more efficient. I'm more moderate now, I'm more tolerant, I think I'm more fun because I'm more relaxed now I realized that 40 minutes before online training was not enough for me, the class size was 22. For example, I thought there were 22 people for English education, but after online education, yes, this is ideal. a number 40 minutes is a very convenient time I say I can be very productive in 40 minutes..." (Zeynep).

The importance of physical connection with the students was underlined as well. One participant stated as:

"...It inevitably affected it because it is very important to make eye contact with the child only through a screen, is the child looking at you at that time or isn't the child looking at you? Even a touch on the face to say well done is very important for the child. Yes, it did affect..." (Catwoman).

It was also stated that there was difficulty while trying to make students socialize after long time online education in face-to-face lessons. One participant stated as:

"... it changed like this, because we missed the children more, we were able to empathize with them more when we returned to school because these children could not socialize at some point, they had difficulty in socializing when they started school. We tried to support them at this point..." (Gosdebek).

4.1.10. Participants' perceptions on advantages and disadvantages of online education. Gathered data revealed that while half of the participants stated advantages of the online education the other half indicated disadvantages of online education. Gathered data were presented as positive themes and negative themes. Positive topics were flexibility of online education, extra personal time for teachers, teachers improving themselves, reaching materials easily and reaching materials fast, being able to use technology, students gaining confidence online, having technology with young learners and having extra way of teaching online during face-to-face education to continue proper education. Negative topics were flexibility as a source of some problems online, need for technical knowledge, social connection deficiency, potential danger within online education programs, physical connection problems, difficulty to take students' attention, motivation problems, problems related to teaching writing skill and decrease in teacher support online.

Positive Themes

It was stated that online education provided flexibility by various participants in the study. Participants perceptions stated as below:

"...I didn't have to travel to work every day actually for large work as well we were fully locked down the COVID. I was working from home so the advantage was that my wife at the time was also working from home. We had more time together when we were both working we would have lunch together that's a luxury. I would, it didn't feel so much, it is good in bad, I didn't feel so much detachment from work so literally taking your work home with you working but also the cost of having to travel was there..." but on the negative side he also stated the lack of social connection between teachers saying "...at the same time it gets you miss your work mates because you didn't have that connection with them completely shut off..." (Jeff).

“... It was great for me to work from home. Uh it was like kind of for the first time in my life I enjoyed working from home at home. It was really great for me I was able after each lesson to go and have a cup of tea, have a shower and have a rest so it was really great at the beginning...” (Katana).

“...yeah, then advantages, you know, I mean, they can sleep longer in the morning, they're happier. OK, they don't have to take the service. Both of us for one hour after school. Yes. So they can spend more time with, with friends, with family after school. Yes. So this is like, you know, flex, not the flexibility, but it saves time. OK, it's it's an advantage also...” (Rafaella Carter).

“...advantage, maybe we had an advantage in terms of time, at least we were able to use our time more efficiently. You know, this teacher is in terms of going to school and coming from school...” (Catwoman). Like previous participants, Betty also underlined some sort of flexibility by saying “...Of course, it had its advantages, as teachers, we were able to give lessons without leaving your comfort zone in our home environment...” (Betty).

It was also underlined that teachers might have some extra personal time by saying “...It was an advantage for a teacher to be at home from time to time because we could do our daily chores between breaks and have our family in order...” (Gosdebek).

From another perspective, previous participants were also supported. One participant stated as:

“...Advantages of online education, you are at home as a teacher. This provides you with an extra comfort zone, you get more comfortable and higher performance in your comfort zone...” (Killahead).

Another positive theme was online lessons' environmental support. One participant stated as:

“...they really learn better in the virtual environment because they were not distracted by the naughty ones in the classroom. And there are always some, you know, they're scared of only the classroom, teachers has been like that forever. Yeah, so maybe that is also a good part...” (Rafaella Carter).

It was also stated that education helped teachers to improve themselves in terms of knowing and using digital materials in classrooms. It was stated by a participant as:

“...I used a lot of resources and that added to my knowledge which I came to know that what resources we can find out and how can we sort them out according to our classroom, according to our kids, according to our topics...” (Alien).

Reaching materials easily online was stated as a positive theme. One participant stated as:

“...In the classroom you need to go to your laptop you need to go to board you need to go to smart board you need to go around the class and you can lose the timeline of the lesson the lesson cannot be can be shorter or longer here you have your 40 minutes you have your plan you have all materials in your hands it's easier...” (Daisy).

The speed of reaching digital and online materials was also underlined by participants as well. It was pointed out that online materials supported teachers' connection with families. One participant stated as:

“...The advantages like I said I think I was able to more quickly use outside materials and sources then if I were working in a classroom so I was able to find a lot of extra

information and show it to the kids as we were going through the lesson much more quickly so that was a that was a big advantage...” (Sam).

“...also I liked using Google Classroom because it allowed me to community show the parents the homework what the kids were doing what the assignments were and in many ways I think it actually made us a little tighter as a class because I was communicating more with the kids and the parents to keep them all up to date and if we were face to face I wouldn't have had that amount communication so that was an advantage...” (Sam).

Another positive side of online learning as being able to use technology in favor of teaching was stated. One participant stated as:

“...you can use technology and you can wear virtual dresses or virtual mask. You can even teacher from Florida beach if you use the technology in the proper way that is the biggest advantage of teaching online. And kids believing it. So technology really makes kids believe that your teacher is and for example when I was teaching the different countries of the world, every lesson I started from different countries different cities and the kids liked and I enjoyed it but uh in the classroom environment I wasn't able to do that...” (Katana).

It was underlined that students have gained confidence and become more participatory in the online lessons without having any anxiety or emotional pressure on them from their peers. Furthermore, one of the most important things for young learners is safety in their learning environment. One participant stated her perceptions as:

“...some kids really gained courage to express themselves by writing or they knew that the teacher will mute the others so the others cannot have fun over his spelling or his sorry pronunciation, or so on. So they knew that the teacher was there, as if I'm their only teacher and the others were not there so they could they they they could find a chance to express themselves freely...” (Supergirl)

“...the other advantage is. As they were at home, that was their own natural. At home, you know where they feel already secure, so learning was not a very difficult thing for them because it was like fun some of them...” (Supergirl).

Moreover, another interesting advantage of online lessons with young learners is having in through technology. It was stated how positive having technology in our lessons and has thought about having more digitalized materials in learning. One participant stated as:

“...As I say, like these kids are so digital. So they like, really doing something on on Electronic devices. So I really think that in the future there must be some there already. They already exist, but some platforms here where? Learners can basically do some exercises online. Yeah, maybe in that period we didn't have that, you know, enough stuff for them. Yeah, we had enough stuff to show them, you know, during a lesson. Or maybe we could, we could send them a link with a, with a game or something. But in the future, maybe even the textbooks could be, you know, digital as well...” (Rafaella Carter).

Another positive side of online learning was stated as an opportunity. Students who are absent and cannot come to school for some different reasons, online learning is an option for them to stay connected with school and learning. One participant stated as:

“...There are children who will not be able to come to school because they are ill. They receive reports for one week or two weeks, at least, in this process, an online education

process has started in order not to get away from the teachers in order not to get away from the school, although it is not very efficient for those children to teach an online lesson. For example, my school did this. An online system is still in progress, if the student is sick or receives a report for a week or two, and an online education is given in order not to leave the school and not to get away from the classroom environment...” (Zeynep).

Negative Themes

Flexibility was stated as a problem source as students also may have their lessons wherever they like which caused some problems for teachers. One participant stated as:

“...I mean the main problem and, also, maybe there should be a kind of, code of behavior when the students are online because unfortunately parent speak behind the kid and everything can be heard during the lesson what. So I mean some additional noises outside...” (Nutelya).

Technical problems were also pointed out as another negative side of online learning. One participant stated as: “...the great disadvantage I think is the Internet quality. Because sometimes it for some of the students it was difficult to log on to the lesson...” (Jeff).

Social connection deficiency was also stated that between the students during online lessons. One participant stated it as:

“...For example, in a classroom environment you can assign tasks to do students, you can let them be groups and just give one like poster creation activity. Or like any kind of group activity so it's easy. The kids can do like they can create. They can bring up their own ideas and they can share ideas like student (to) student interaction is better in face-to-face education...” (Seth).

Furthermore, for group work in online learning platforms there are different features like breakout rooms which create a solution and another problem together. Control problem of these breakout rooms were stated as:

“...as I told you like if you put them in groups like in different rooms maybe, but you cannot monitor all of them like you cannot see how effective it is. Whereas in the classroom just like go one corner of the classroom. Just let them be free and observe the students...” (Seth).

Physical connection was also underlined. Some of the participants thoughts stated as:

“...No contact, real contact with students...” (Daisy).

“...the disadvantages are that you're not face to face so there is a little bit of limited how close you can hear you are checking the kids how they're managing their behavior with their friends with the teacher also you can't always know with every student how carefully they're following the lessons that's big disadvantage...” (Sam).

“...maybe one of the biggest disadvantage is that if there is somebody who doesn't want to participate in who turns off the cam and whose parents are not at home and. Who just doesn't care about the lessons? Yes. Or you physically cannot do anything about it. Yeah, you can only talk to your parent, to their parents. Yes, maybe. I don't know. But, you know, there is really nothing to do with that...” (Rafaella Carter).

“...Of course, there are also disadvantages, we do not touch the student. We cannot see what the student is doing. Because now the student is leaving us, and there is a screen in front of us, most of the time the children's camera was turned off, of course we can't open it, they had to open it. We can't see the child, maybe he's not there, maybe he doesn't listen. There were too many advantages and disadvantages like this...” (Betty).

The disadvantages of online lessons were underlined as well. Participants stated that with online education teacher needed more materials to take students' attention to learning. One participant stated as:

“...For English. Well, maybe. As they can focus your face more on the screen, they can see your movements, your speaking you can also point with your body language, and they can focus on you. But the, the challenging part is to get their attention to look at you all the time... I had to move a lot and come up with things to attract their attention. Like using props or toys...” (Jess).

It was also pointed out that motivation in face-to-face lessons is provided by teacher. However, in online lessons it is a little bit challenging, and students lose their intrinsic motivation. Moreover, another disadvantage was stated as getting used to online classroom management. It was stated by one participant as:

“...they forgot to take their motivation by themselves, like the inner motivation, because at school we always push students to do something right. But if they are at home and alone and no one says to do things, they were just looking and staring at the screen doing nothing so. The inner motivation was gone from some parts of the students... the most disadvantaged part of online education is forgot how to be in a part of a classroom. I want them behave like a soldier and they want to behave as if they're at home. So this is one of the disadvantages and the other disadvantage is the little learners, I mean the young learners needs to be checked all the time by their teachers and when they were at home, they were really free. If the family didn't pay attention to their behaviors or learners...” (Supergirl).

Writing skill teaching has some disadvantages online like students writing skills deteriorating. Some participants sated as:

“...that's big disadvantage like I said before the the writing I don't know...” (Sam).

“... also we had some, you know like when you have these kids. When you make them write? Yeah, this is possibly one of my first points. Yeah, well, this is also the point when we had a little difficulties because, you know, in general, nobody likes to write. But I do. But the kids don't. Yeah. And I mean, it was impossible to make them, you know, write this particular thing in, in, in their books or something. But again, yeah, when we talk about language is it's not, I mean in the first grade it's not the like the essential essential part. Yeah. So we just have to make them learn some words, speak a little bit express themselves. Yes. Oh well, it's a disadvantage here, but maybe not that important at this age. And if you really, you know, have to make them write, maybe there are some other ways like them type it, send you an email or something like that. Yeah. If we're talking about writing a story or, you know, things like that...” (Rafaella Carter).

“...If we say disadvantage, I can only say on behalf of English, we were not side by side with the children and their writing skills got worse...” (Gosdebek).

As another disadvantage of online teaching was stated as decrease in teacher support online for the students. One participant stated as:

“...Let me start with the disadvantages. For example, a student experienced negativity. For example, what could it be, the mother caught COVID or here the mother gave birth,

she had a brother. Now, because you know that touches the student when he comes to school, we can somehow make his heart feel. But in this online process, the support of the parents decreases in such cases. We can lose the child. The downsides have been this for me, looking at my own past online education experience...” (Kumsal).

However, it was also pointed out as negative side of the online learning as not having as successful lessons as it was in face-to-face lessons. One participant stated as:

“...Disadvantages maybe our expectations from our classroom and expectation from the kids were not fulfilled. If we had the same expectation as the face-to-face teaching methodology. Maybe if I try to put in a great chart, I will say no. I was unable to achieve those targets from online which we are able to achieve from face to face...” (Alien).

4.1.11. Participants’ perceptions on effects of online teaching about teaching

English. Gathered data revealed more than half of the participants’ negative perceptions related to the question. While only a few of the participants indications are positive about effects of online education on English teaching. Gathered data were presented as positive themes and negative themes. Positive topics were easily combining materials with online lessons, opportunity to hire teachers globally for institutions, teachers improving themselves, change in students’ behavior online as an improvement. Negative topics online materials being more useful in face-to-face lessons, decrease in students’ performances in online education, classroom management problems with students who have attention deficiency, problems to take students attention online, not enough physical connection, communication need with parents to provide feedback online, difficulty in teaching online, time waste caused by technical problems.

Positive Themes

It was stated how easily materials can be found and adopted to lessons online. One participant stated as:

“... I know how to pull out the resources which websites I need to use. How quickly I can get the worksheets their assessments, their homework which I can prepare them to send them online... .. yeah it was with kind of advantage for the English teacher...” (Alien).

From an educational perspective, institutions now have an option to hire teachers from around the world. It was stated as advantage of online education. One participant stated as:

“...this industry. Let's call it that way it is developing. I mean the digital platforms and the teachers. Yeah, it's cool. So, it changed some of the stuff. Oh yeah. Oh yeah, yeah, definitely. So if you talk about the language courses you have for kids, I think nobody will want to go there in the future. They will just go online or they will choose their teacher online, yet from different countries in the world. And yeah, they will have their speaking session with them...” (Rafaella Carter).

It was also stated with the online lessons, teachers improved themselves. One participant stated as:

“... Yes, it made us become more active and it made us more creative, that's all...”. Katana stated that teachers are also important by saying “...I think it's uh affected in a positive way, they missed me a lot later when they see me they saw me in the classroom they realized that how much they missed the teacher and they realized that the importance of teacher in their life...” (Supergirl).

It was stated that during online learning students who had problems to talk had another attitude and improved talking and increased participation. It was stated as:

“...Our students are scared to speak, but when they are online. They don't see a lot of people around themselves. They just see the screen and sometimes it helps them or not to be scared to speak...” (Nutelya).

Negative Themes

In terms of material use, it was stated that materials can be used in face-to-face classroom more successful than in online. One of the participants stated as: “...Of course, we could also use the materials we use in the classroom in online education, but I think it could be more productive in the classroom environment...” (Rapunzel). It was stated that online learning environments of the students affected not only students' own performance but also decreased the potential learning online when compared to face-to-face learning. One participant underlined it as:

“...Well, if, actually, it has an advantage, but very young children couldn't get enough of it, so they couldn't take advantage of this online education because there was online education due to an illness and most of our children, of course, were not with their friends, so learning did not take place too much 90% 95% did not happen. Because they participated in the learning in the classroom, the learning in the home environment, or in the workplace of their families at the workplace. These are disadvantages for children, not an advantage, I think...” (Betty).

In terms of classroom management, it was underlined that if students have attention deficit, it is more difficult to manage them in online lessons. Moreover, it is difficult to get students attention online. Some of the participants perceptions on classroom management stated as:

“...But for students who have trouble focusing and then become distracted, it's a disaster. Because you can control them in the classroom environment, you can regain their focus...” (Killahead)

“... As they can focus your face more on the screen, they can see your movements, your speaking you can also point with your body language, and they can focus on you. But the, the challenging part is to get their attention to look at you all the time...” (Jess).

It was also stated another similar aspect of face-to-face lessons which is physical connection with the students. Moreover, one participant underlined the importance of physical connection with young learners. Their perceptions stated as:

“...like it's easier face to face sometimes, but this is also negative things about online teaching and also it affects their English because with young learners especially, you need to touch the kids. You need to like to create some connection with them. But it's hard when it's online...” (Seth).

“...I suppose I don't know it has too greater effect for or against, really trying to think it's more of a social thing that children are noticed that more than now they want one they

don't really know how to behave in the classroom anymore and two they've lost that social interactivity that they don't know how to mix with other children..." (Jeff).

Importance of communication between teachers and parents while giving feedback was underlined. One participant stated as:

"...In other words, if I can't get support from the parent, if the parent can't follow up, if I don't know whether the child has written correctly or not, then I can't benefit. Of course, it can be a disadvantage in terms of control, as I said, it is necessary to share the truth with the parents from WhatsApp groups and get support for control..." (Kumsal).

From teachers' perspective, the difficulty of teaching through online was underlined.

One participant stated as:

"...There was a disadvantage, that is, you teach on the computer in English, I think especially for primary school... ...but those primary school students need to be active, they need to play games, they need to be on the move, they all need to get together, so I think for primary school students, online education has no positive effect, on the contrary, it has a negative effect... ...But since primary school students are in the concrete operational stage, it is necessary to give them something concrete. They need to use their bodies, do they need to play games, they need to cut something, they need to draw with papers and cardboard, and the teacher needs to use it actively..." (Zeynep).

Time waste was stated as another problematic situation in online learning during communication because of technical movements online. One participant stated as:

"... yes, there is, because the microphones had to be turned off all the time. Since we did not have a microphone situation in the classroom in order not to create chaos, the children can even communicate with each other at that moment in the form of a question and answer, but the microphones had to be turned on during the communication online process, which inevitably leads to a waste of time..." (Catwoman).

4.1.12. Participants' perceptions on effects of students learning English online. Gathered data revealed that many participants negative perceptions about effects of learning English online. While only few of the participant indicated positive thoughts. The themes were stated as positive and negative. Positive themes are improvement in students' learning with appropriate materials, and improvement in technological knowledge from students' perspective, and improvement with the students who have behavioral problems online. Negative themes are problems with writing skills, personal barriers in learning online, number of students in online lessons, behavioral problems of the students, decrease in exposure time to English, inequality in participation online, and technical problems online.

Positive Themes

It was underlined that the proper and appropriate material use in online lessons supported students' learning. One participant stated as:

“...Kids, anyway, elementary school kids don't really like to write. So, they just like to see and listen visually. Well, of course, we used it a lot online, and because we use it a lot, the child felt better after learning, and gave better feedback. so, I think it has a good effect on them...” (Betty).

It was stated that online education has benefits for the learners in two different aspects.

One of them is students have learnt computer skills. While students were improving their technological knowledge, they also improved their writing and spelling skills.

One participant stated as:

“...First of all, our they've learned how to use the computer in a different way, not only games. They've learned how to, I mean the primary ones because it for them, it was their first experience when they used computer and they've learned how to type, how to send messages, how to send short emails. And it's also a way of learning... ...there may be a written speech. It improves their written speech and then somehow it helped them to improve their spelling a little bit...” (Nutelya).

It was also stated that students with behavior problems changed in a positive way online. One participant underlined as:

“...Children with some behavioral problems were more comfortable at home in their comfort zone. Because in the classroom, the child may listen while hyperactive, but these actions affect his friends in the class and cause teachers to react. But the same boy wrote while dancing standing at his own desk at home, somehow, but he did it. This style positively affected some children...” (Kumsal).

Negative Themes

Problems in writing skills were stated. One participant indicated as:

“...In the same respect, students don't seem to be able to get through any lesson now without having the screen up in some point just completely glued to screens and yet I've noticed it more socially than educationally our obviously I have noticed lower levels of writing cause they were typing a lot, clicking. Handwritings not strong, writing skills are not strong at social bonds are also affected...” (Jeff).

It was also stated that there is negative effect of learning English online as personal barrier. One participant stated as:

“...As I said, it affected them negatively. In the online education process, they started to be unable to do anything, this time they set a limit to themselves, they blocked themselves against language learning...” (Killahead).

It was also pointed out that number of students in the online lessons affect the lessons. One participant stated as:

“...if it's individual or maybe in small groups like 2-3 students, it might work well but with bigger groups, it's affecting their English learning process...” (Seth).

It was indicated that students' behaviors changed after online education. One participant stated as:

“...this is a really huge problem now because they got used to sit at home on their couch taking water going to toilet whatever they want. Talking with their parents and now they lose the understanding of the school and school rules doesn't matter the whole year we we explained them remind them the school rules or these rules talking not in their role raising their hands and so on not all kids could manage it. So they still are sitting with their legs on the chair or even on the table so the behavior of the class changed too much...” (Daisy).

As another negative effect of online learning for English was stated that students' exposure to English decreased. Various participant experiences stated as:

“...Of course it did, at some point because we didn't have a live communication, we have an adventure that starts in the morning and lasts for 9 hours in the classroom. The kid was being exposed to English with us, but that too was halved at one point...” (Gosdebek).
 “...This may have affected the course hours. Because the lesson time we give here is much more in face-to-face education than online. But as I said, after the end of class hours, we tried to close it for a little bit because we were in contact with the children...” (Catwoman).

Another negative perspective was indicated that participation was done unequally. One participant experience stated as:

“...The child wants to express himself, but they can express themselves in limited time. And unfortunately, we cannot offer every student every equal opportunity. Because we have to teach our own lesson. But every child is equal, unfortunately I think it is inefficient because you cannot find opportunities...” (Rapunzel).

Negative effects of technical problems during online lessons were underlined. One participant stated as:

“...It may have affected, such that there were necessarily technical malfunctions, my voice did not always go to the other side during the online training. Maybe they had connection problems, or they had speaker or microphone problems. Maybe that's my thing, they could hear my pronunciation better face to face, but how well they could understand or hear the sound coming out of the speaker with a microphone or learn the correct pronunciation. I think that's a little unclear...” (Ela).

4.2. Participants' thoughts and experiences about face-to-face education

Gathered data revealed that more than half of the participants stated positive perceptions about face-to-face education. Participants' thoughts and experiences about face-to-face education were gathered to have an inner knowledge about their perceptions after having online education. The gathered themes were presented as positive and negative themes. Positive themes are face-to-face education is better for young learners, focusing on students' individual problems, importance of physical environment for young learners, and having better communication opportunities face-to-face. Negative themes are difficulty in assessment, feedback problems for writing skills and workload of teachers.

Positive Themes

It was stated that face-to-face education is more proper education type for primary education. One participant stated as:

“...Much much much better for the primary school... ... Because in that, you can feel what child is going through, what at the moment for example in the first hours of day, in the middle hours of the day, in the last hours of the day, how that child is that child is feeling emotionally. How active learners he or she is? So, accordingly, you can teach them...” (Alien).

It was stated that teachers can focus on students' individual problems in face-to-face lessons. One participant stated as: "...We can offer more equal opportunities, for example, we can deal with children if they have these individual problems..." (Rapunzel).

The importance of physical environment for young learners was underlined. Social and physical connection of young learners with their friends was also important. Moreover, young learners' physical connection need was also stated by various participants. Participants' experiences stated as:

"...Good thing we're in the classroom now with the kids. It's exciting to be in the classroom and touch them. Because by looking into their eyes, we can understand their sadness, their joy, their happiness. We can endure their sassiness, we can frame their behavior from time to time, we try to bring them into the form we want. We can see more of their shortcomings..." (Gosdebek).

"...To establish a good relationship with the kids, especially in Turkey, it's important. They love hugging you, kissing you, saying teacher. I love you. Yeah. I mean, maybe in other countries, it's not that important. I mean, like, the physical contact. So this is definitely his present in face to face teaching. Yeah. Again. Kids, they socialize more. Yeah, they, they. They are not alone. They are. In with their peers in in a normal environment, yes, so this is what it is..." (Rafaella Carter).

"...Of course, touching the child once cannot take the place of warning him by touching his arm or trying to tell something by making eye contact with each other. That's why face-to-face training is of course much more emotional..." (Ela).

"...I always prefer face-to-face training. Yes, I think that online education is very active, but face-to-face education is always much more advantageous. I can touch the child and make eye contact. I know what my child is doing in the classroom. I can control what I give and what he receives at that moment. Because we do not only have a 30-minute online education process, we are with them all day at school. I can communicate with the child even during recess if necessary..." (Betty).

"...My thoughts about face-to-face education, or of course, for people who work with small age groups like us, it is more important for the teacher to introduce himself face-to-face and establish that contact with the student in a face-to-face manner..." (Kumsal).

It was indicated that being face-to-face with students creates a non-stop communication between students and teachers. One participant stated as:

"...Face-to-face training is always preferable. Of course, it's bad that it doesn't exist at all due to the conditions. If we think of it as an online system, at least as I said in face-to-face education, children are in contact with you, you are in constant communication from morning to evening, children see us more than the family. Well, it gives such confidence..." (Catwoman).

It was also stated that classroom management is easier in face-to-face. Some participants indication stated as:

"...The biggest issue I think is classroom management. Yeah, they are affected. Like the problem? Yes. I've been all over the world. Yeah. And as I mentioned before, yeah, it's also the same in the digital environment. Yeah. Face to face yet? Maybe it's a little bit easier here..." (Rafaella Carter).

"...In other words, since we educate children on the basis of rules, I am working in first grade this year, let me talk about this year, we would not be so successful if we were online. But now, for example, if we go online, I think we can do it after we set the rules. So, I think face-to-face is important in terms of rules..." (Kumsal).

On the other hand, importance of the classroom rules and classroom routines in face-to-face lessons were pointed out. One participant stated as: "...It depends on class rules even if the level of student is not that high but class rules, but they know the class rules they know the routine they will be good in a time but if the kids are thinking that their start they knows everything there English is perfect better than the teachers no rules will help..." (Daisy).

Negative Themes

There are various negative themes gathered from data. One participant stated the difficulty in assessment even though having some easy and fast materials, assessment is not as effective as face-to-face materials. Furthermore, it was stated that online lessons do not provide the requirements that young learners need during their learning.

One of the participants perceptions stated as:

"...I think you need to see up close the children's work in order to be able to praise or scrutinize it in any way. Often children would hold their books up to the camera, you try to see that looks right could never really do any real assessment... ...particularly did online quizzes again and the score came back to me automatically and that was all very fast and easy for me but in order for them to progress I think certainly it has benefits to be face to face to have physical looks they were writing in, not a keyboard that they are tapping on and to learn from each other the children learning from each other, me learning from their children and again I've said this before socially I know that online chat rooms games together online and there was some sense of community but there's nothing quite like being in a room chatting face to face..." (Jeff)

Another participant indicated that feedback in writing skills is a bit challenging online as:

"...For example, you can correct them immediately in online education, it's a little bit difficult, more difficult I mean but and for the teachers it may be tiring. Because, for example, during again face to face education, you can correct the student immediately. But, but in online education you can do it only maybe after the lesson. If they do some writing tasks..." (Nutelya).

The workload of the teachers was underlined. One of the participants stated as:

"... sometimes it has challenges to especially nowadays, I mean like communicating with the parents, there's lots of workload now. I think more than past, so it is hard to be face to face and also the society like as I see there are more psychological problem students now and to deal with them, especially when it's face to face it's hard..." (Seth).

4.3. Participants' perceptions about the differences between face-to-face classroom management and online classroom management

Gathered data stated that more than half of the participants perceptions are positive to classroom management in face-to-face and online. Even though more of the participants stated positive, various participants' perceptions are also negative. Perceptions of the participants about the differences between face-to-face classroom

management and online classroom management are presented here. The gathered themes are stated as positive and negative. Positive themes are easier observation in face-to-face lessons, easier classroom management, mute button, time saving, and extra support in face-to-face classrooms. Negative themes are difficulty in classroom management face-to-face, differences between online and face-to-face classroom management, various problems related to students' attention online.

Positive Themes

Positive themes from gathered data are listed. It was stated that in terms of classroom management in different learning environments observing students, in face-to-face lessons easier than online lessons. One participant stated as:

"...Face to face you can engage them in different activities, different tasks can be given which you can observe very effectively. That okay, how many of them are doing actively? Who is not doing actively? You can go next to their table, and you can directly ask them, how can I help you? What is bothering you? or maybe, they are, they are unable to understand what they need to do.....in the same that thing in the online lessons or 40 minutes of online meeting. We can hardly understand what is going on in the child's mind..." (Alien).

It was also pointed out from classroom management online perspective as a positive thing and stated that online classroom management as easier by comparing with face-to-face. Various participant indicated as:

"...we think about the classroom management, I think online education is really easy. As I said, all the control is in the in the teachers' hands. If you mute, if you turn off the cameras, if you if you can do anything. There because this unit has no chance to shout out. And the face-to-face education has lots of difficulties compared to online education because the classroom management is really hard there. You have to manage to twenty-four different person people at the same time and you have to understand them. You have to answer them. You have to see and feel them. That's why it's really difficult..." (Supergirl).

"...Like I said it's easier to turn off the microphones and do not lose time for discipline or just to calm them down. If they don't want, you don't have to push them if they want they will talk when you will allow them..." (Daisy)

It was stated that the mute button in online education is a single move which provides classroom management somehow. Various participants stated as:

"...Yes, of course, you can mute all children with a single button. But you can silence them for me, they are on the other side, I don't know if they are silent or not..." (Ela).

"...Of course, we cannot silence the voices of children face to face. For example, tapping his different movements with a pencil is at a level that may disrupt the flow of the lesson or distract his friends, it does not affect the concentration of that child. We have to warn you, but I think it's easier online..." (Kumsal).

It was stated that teachers could be themselves in face-to-face classroom management. One participant stated as:

"...Of course, we can be more comfortable in face-to-face classroom management because we know that there are families besides children in online education. Our approaches are a bit more, so it may not be the approaches we come from within

ourselves. But we are more comfortable in the classroom because they don't have families either. They are themselves and we can see what they are doing very well so I think I have a better command of the management in the classroom..." (Betty).

It was stated that online lessons are flexible and effective in time saving for teachers.

One participant stated as:

"...online classroom makes it more compact and. You can manage your time more easily. Also, with proper training, I guess you can make more out of an online classroom..." (Jess).

It was also underlined that while having lessons with students who have disabilities online, face-to-face classroom management somehow helps teachers to solve their problems. One participant stated as:

"...because you can some for some kids it's much easier for example kids with still having diseases like dyslexia. uh we lose them online education but in the classroom those kids uh be able to win those kids because it's important for them to feel the teacher. They need to see your eyes, eye to eye contact important for them so for example uh in the classroom we have we we can teach in a better way dyslexic kid, or some kids so those ones we cannot focus for a long time..." (Katana).

Negative Themes

It was underlined that teachers also got used to online classroom management which creates problems in face-to-face now and it was concluded that face-to-face classroom management more difficult than online. One of the participants stated as:

"...We also got used to it in one and half here and now it's difficult for us too because they're talkative they they didn't see each other long time they want to have some other discussion they don't want to listen to some difficult topics that they need to... ...But with real people, working with real people with real students difficult more pressure..." (Daisy).

"...I think face to face having a presence in the same room has a far greater effect on you could behave them than being an angry person on different screen and all the same screen but the different room or different house or wherever they will teach you might be I think it's much harder to manage a class of children when you're not physically present for sure..." (Jeff).

Previous participant was supported in claiming as classroom management is real in face-to-face lessons, and in online lessons, there is not an actual classroom management. The workload of teachers was underlined. The participants stated as:

"...As I have already said in online classroom management, there is no classroom management. There is only the call. There are students who react to your voice and those who don't. But in face-to-face classroom management, there is real classroom management, you need to establish real authority..." (Killahead).

"...classroom management is not only about, like, making these students quiet and like sitting them in silent mood. It's also about observing them, monitoring them during the lesson. If they're on the task or not, like how much they know and how much they do not know. So, it's easier to evaluate their success or their weaknesses during face-to-face process. Just give them a task and like in the end of the lesson, give them some assessment resources or tell them to draw some pictures about the task so that you can

see which word they learn or which word they didn't like with young learners especially..." (Seth).

"...I think the point that everyone agreed on was the mute button. Of course, we have a much harder time in the classroom because at home they were very free and could do whatever they wanted. While they can sit on the chair with a handstand, they have to stay in shape in the classroom, this forced them too, so we were forced to frame them with these rules..." (Gosdebek).

From another perspective, it was also stated that there were two different problems that teachers had in online classroom management. First not having eye contact with students and the second is students' getting distracted online. One participant stated as:

"...Because, as I always say with children in the classroom, eye contact is very important. In the classroom, you can explain this to the child without even having to say your voice to the child when you say "don't do it". But online, he only sees through the camera, and it is not clear who he is looking at. Even when you are looking at him and you do not realize that he is looking at you, the child can deal with things that can distract him under the table, on the table, where the camera can't see it..." (Catwoman).

4.3.1. Perceptions of the participants related to the materials used in online and face-to-face lessons. Gathered data revealed that while half of the participants perceptions are positive the other half revealed negative perceptions about materials online. Participants' perceptions about data were indicated as positive themes and negative themes. Positive themes are easiness in using materials online, more materials in online in terms of quantity, and online communication with parents. Negative themes are lack of physical touch in materials, teachers should be more prepared, and materials should be more remarkable online.

Positive Themes

It was stated how easily materials are used compared to use of them face-to-face. One of the participants stated as:

"...in online lessons using the materials is a little bit easier because before the lesson I open all the things on my computer, and I just click in order. But in the classroom, every time I have to go back to the teacher's desk and change the screen or write to the screen because I am moving in the classroom, I'm just not standing or staying still somewhere else. So, every time I have to go back to the board, I cannot spend time next to the student..." (Supergirl).

Moreover, it was stated that materials in online are more than the materials in face-to-face. One participant stated it as:

"...In other words, we use the applications of our books for the materials we use face-to-face, but in online education, we could use the application of the materials of our books and use the blackboard application, and we could find extra materials on the internet..." (Betty).

It was also pointed out that there is opportunity for digital communication with parents online. One participant stated it as:

“...Not only did I distribute the worksheets to the children, I could not actively use the worksheets online, I could only give them on the screen and I could send them to my parents as a picture on whatsapp or via e-mail...” (Zeynep).

Negative Themes

It was stated that there is difference between face-to-face materials. Online materials lack physical connection with the students. One participant stated as:

“...The physical touch. The physical touch of the models, for example, when I was teaching the science lessons because in primary, we are not only the English teacher, we are teaching mathematics and science with it. So, in this when we are supposed to show a globe how the earth is tilted so we can only show them in the online as a video, as a picture which was not that much interesting for them and they forget very quickly. But when we are doing it in the classroom in the face-to-face education when they see the globe right in front of them tilted, you can explain, OK, this is the axis, this is how it is, the physical touch when they touch it. They learn it better...” (Alien).

On the other hand, it was underlined that teachers in online education should prepare more materials and use more materials. One of the participants stated as:

“...for online lessons, you need to prepare most more things... Yeah, because the only thing you can do is to protect your screen. Yeah, you cannot. I don't know, stand up altogether and play pool. Just asking each other questions. Yes. Or you have to find some, some kind of tools. Yeah, to be able to conduct more or less the same activity to bring an online lesson... ...I would say that I prepared my lessons, my online lessons, more than I used to prepare my face-to-face lessons because, yeah, I need more things...” (Rafaella Carter).

Another aspect in online education was underlined as limiting teachers' ability and skills online. One of the participants stated as:

“...When something comes to mind in the classroom, a teacher can produce it. But we were limited in online education. It was more advantageous to be face to face at this point...” (Gosdebek).

4.4. Participants' preferences about education

In this part, participants choices about online education and face-to-face education were asked and gathered information stated as face-to-face and online.

Face-to-Face Education

Participants' preferences on face-to-face lessons stated as:

“...I have to say face to face. I do see some merit and some money saving from my part, personal perspective but I think much as I like to get outside of the classroom I outside at school I still think the best learning is done in the classroom together collaboratively and with the teacher right there with you than distanced. I think, I would choose face to face...” (Jeff).

“...Mostly face to face education... ...Because I'm a teacher. Yes, I'm a teacher of English. Yes, but I'm a teacher. I want to touch to the student I want to share the emotions with them. I want to have fun with them. I wanna go out to the garden and play with them. I wanna eat my lunch with them. You know, we share a lot during the face-to-face

education. That's why. But when it comes to teaching. There is no difference for me..." (Supergirl).

"...Face to face. Without wasting a second. That's the preference..." (Alien).

"...Seeing children makes me happy more than anything. But I can also say that I have private lessons, I give online. It's very enjoyable, why, because I'm only talking to one student, time flexibility is very good for me because it's out of school. At this point, I can accept online, but if we are going to enter a discipline, it will be under the name of a school, I prefer face-to-face..." (Gosdebek).

"...Face to face of course, definitely face to face... ...because for primary school especially because interaction, sharing and physical environment are very important for primary school children. I can see the mistakes of the children face to face. Together with the children, they can tell me when I have a mistake or I can draw attention to the class very well. I make mistakes on purpose, they correct them. English writing is very important reading is very important I can follow their reading while they practice reading. For example, these were not available online. Absolutely and definitely face to face..." (Zeynep).

"...Actually, it depends on the class. In other words, if there is a management problem in the classroom, if there are children with behavioral problems related to classroom management, I prefer online. But in general, of course, face-to-face..." (Kumsal).

"...Of course, now, frankly, I am an idealistic teacher. Therefore, there is always fatigue, but it is always face-to-face education. If we want to be productive, it's always face-to-face education..." (Catwoman).

"...I would prefer face-to-face education because I think I cannot touch all children in online education. For this reason... ...So I don't know what every child learns. I cannot observe each child more clearly in online education because I can only see them in front of a screen, I do not know what they are doing and I cannot include them in the lesson most of the time, so I would prefer face-to-face education..." (Betty).

"...The lesson is finished at break time. You don't have an opportunity to chat with your colleagues or to chat with the kids. Yeah, there are some for example, meetings with parents or meetings with teachers, online meetings.....But I think real communication worth more than online... ...I would prefer face to face education only because I'm a sociable person and I want to communicate more than staying at home. And yeah, I I think but online education is a good way to for example, to get for the teacher to get extra money, like private lessons, because for either for parents or for teachers. It is saving time, it is saving money, you don't have to spend, you don't have extra expenses on. I mean transport or something like that and it saves time..." (Nutelya).

"...depends on age... ...Well if kids are small like 6-7 maybe 5 it's better to have face to face education. But if they start to know how to use the apps and the gadgets properly it's better to make a small group and take them online..." (Daisy).

Online Education

Participants' preferences on online education stated as:

"...You know, like this situation, the education system situation is hard in Turkey right now and like we are also in a crisis financial crisis as a country. So. I would love to do an extra job so online would be better for me so that I could save some time and I could do something else in my spare time, or maybe I would work for two different schools like language schools..."

"...I would choose online. Personally. Why? Because as I said, you can. plan your lesson than more effectively you can arrange all kinds of sources in one screen and it's more time saving for the teacher..."

"...In terms of teachers, I would prefer online education. But from the student's point of view, I would choose face-to-face education..." (Killahead).

As another type of online education, hybrid education was also stated by the participants as:

“...As I said I would prefer both, I was successful in both, but I prefer face to face...” (Rapunzel).

“...It could be something blended. But you also need to do it very well. Or, it would be difficult to determine which courses will be made online and which courses will be face-to-face. Online for my peace of mind, but face-to-face for efficiency...” (Ela).

“...My choice, combined education. Because there are some advantages of teaching online and there are some advantages of teaching classroom. I think the combination of these two types would be great for the for the kids...” (Katana).

“...I would say that I prepared my lessons, my online lessons, more than I used to prepare my face-to-face lessons because, yeah, I need more things... .. I mean, for schools, I don't think that it's possible. Yeah. Like, to keep to keep, keep to keep kids from schools forever... .. but for if you ask me if schools should be online, like, forever, I would say no. It is impossible. Maybe. Maybe in the future there can be some, I don't know. Couple of days at home online and three days at school. I think that would be a perfect balance, but. I don't know if it could be implemented in Turkey...” (Rafaella Carter).

4.5. Participants' suggestions for English language teachers about online education

Gathered data revealed that more than half of the participants stated positive suggestions to English language teachers. There are also some suggestions that are related to negative side of online education. Participants' suggestions were gathered for English teachers about online presented as positive themes and negative themes. Positive themes are effect of number of students in online lessons, having online lessons fun, importance of emotions online, teachers' improvement, being able to use technology, having control of the students' actions online. Negative themes are problems in providing feedback and necessity to be over-prepared for online lessons.

Positive Themes

It was stated that number of the students may affect the quality of the lessons online.

Various participants stated as:

“...smaller groups are better for the children. You're able to achieve your objectives, your targets with the bigger groups in the primary I doubt that we can assess after every single lesson that how much your child understood and what's the level of the child after finishing that particular topic...” (Alien).

“...So, of course, I don't know if they have the right to choose, but I think online education should be done with as little class size as possible, in terms of efficiency and it will not tire the other side too much both mentally and physically because sitting in one place all the time makes a person very tired... ..Especially if these are small age groups, it is very difficult to keep them in that chair, in front of the computer, just by listening. I assume that the course hours are less in total, so if they have a chance to teach with a course program of 4 or 5 hours a day instead of 9 hours a day, this would be my recommendation...” (Ela).

“...I can advise like this, for example, when I study, it is much more efficient with 3-4 students online, then the number of students should be less...” (Zeynep).

It was suggested that English teachers should have their lessons fun. One participant stated as:

“...Yeah games. Keep it fun. Keep it fun. As long as there's some learning behind it obviously can't just be any old game but if you've got target vocabulary you hide it in the game of I don't know this this many pre-made games but if you hide it well enough children would learn without knowing their learning and have fun doing it, I think that's actually true in the classroom as well the best learning is done without any knowledge if it happened...” (Jeff).

“...definitely think they should improve themselves in online games. There are some sites where students can write on the screen that they can use online, so they should have a lot of resources. They need to develop themselves in terms of resources...” (Kumsal).

It was underlined that the moral part of the education and emotions are vital. One of the participants stated as:

“...My suggestion can be; just don't teach English, teach the culture. And while teaching the culture, add more emotions and feelings and moral and values to that lesson because as I said before, English is everywhere they can learn it in any platform. So, websites. But here the difference is we can add the morals, values, cultures and so on. So, they can be more active about these topics...” (Supergirl).

It was stated that teachers should improve themselves and learn more. One of the participants stated as:

“...I think we as English teachers, we need to attend more webinars to refresh ourselves. This is what I don't do as a teacher to be honest, because I also like attending to seminars physically like. I mean, I need to be there. I need to meet new people. I need to socialize. I need to communicate with them. But I also see that many of my friends there attending online courses as well, and they said they're really fruitful, so they they are really helpful for their personal and like work development. So, yes. I think there should be like all all these seminars should be reachable for all the teachers or or like maybe they should be more productive to seek for new things. We need to catch up with the communication, technology stuff...” (Seth).

“...I suggest to keep learning about the technologies because they are evolving every day to stay current. And I think that's the most important one for online teaching...” (Jess).

“...Teachers are always teachers. They never stop learning and online education is a good way to learn something else and just not to be scared and try...” (Nutelya).

“...Of course, I recommend that they attend as many training courses as possible, online training. Because I am sure that in the future, I think we will encounter online education more often, and before I encounter this, I would like all of my teachers to support themselves and improve themselves before my new graduate teacher takes online training...” (Betty).

It was suggested that teachers may use technology in the lessons. One of the participants stated as:

“...Of course, they should use technology for example Snapchat, classroom screen for writing. Of course, they should know how to use breakout rooms. They should be an expert of using zoom lessons. And of course, we can use skype as well. Usage usage of technology is extremely important in online teaching...” (Katana).

From another perspective, the importance of having the control of participation was underlined. One of the participants stated as:

“...we made a list in front of us and we went back with one tick tick tick tick tick, when we opened our book, we took note of which child answered which question, because this could be a problem in the family at home. For example, the mother said that my child did

not answer the question, whereas when I asked the question, her child was not there. Controlling was better at this point...” (Gosdebek).

Negative Themes

It was stated indicated that the problems in online learning as difficulties in feedback for writing. One participant stated as:

“...Because we cannot see how they're writing we can check their reading skills understanding skills speaking reels but not writing writing is difficult. Even if they're using their iPads there is T9 that help them to write. So, there is no proper writing and no proper spelling... ...so you can make games spelling games but still with writing because these are fine motor skills they don't know how to hold the pen. It is something different...” (Daisy).

It was underlined that being more prepared than required online is necessary. One of the participants stated her perceptions as:

“...Enjoy it. But of course, you know, when you start doing that, yeah. You have to prepare yourselves. Yes, because you really need to be prepared. You need to always have a Plan B in your pocket. Yes, if, for instance, because we cannot always rely on technology. Yeah, you can have, like, I don't know if you could talk about technical stuff. So your computer might breakdown. You might have a power outage here, and you might, I don't know. Your headset, you know, can break anything like any technical, you have to be prepared for any technical issues or always have your phone fully charged so that you can. I don't know if you have the power cord that you can, you know, use the hotspot to connect, not to lose that session with your learner...” (Rafaella Carter).

4.5.1. Participants’ perceptions about English language teachers’ readiness for online education. Gathered data revealed that most of the participants perceptions are negative in terms of English language teachers’ readiness for online education. The gathered themes are stated as positive themes and negative themes. Positive themes are English teachers’ being ready for online education and being ready after two-year-experience. Negative themes are getting used to online education in time, need for technical preparation online, need for training for online teaching and need for private schools to improve themselves about online education.

Positive Themes

It was stated that English teachers are ready for online education. One of the participants stated his perceptions as:

“...I can say. Compared to the other departments I mean class teachers or other, let's say, social science teachers whatsoever or Turkish teachers. I think we are good at catching up renovations in the system. I mean, we are lucky that we have publishers and they're seminars like those kind of things. And there are also lots of universal, international projects like Destination Imagination or MUN, JMUN whatever. So, it's easier for us to catch the new things in the technology. So, as long as we want to acquire new things, we

want to learn new things. Yes, we are ready, but there are still some teachers who need to like be dragged into this like technological things...” (Seth).

It was also stated that English teachers are more ready than other teachers. One participant stated it as:

“...They were ready, compared to other branches, English teachers always had to be more remarkable because they were already teaching those students a different language. Since they always teach a different language, they had to use nicer materials and it was more fun. They just poured it online on a site-by-site basis, so the creators already had it ready...” (Kumsal).

It was stated that teachers have experience now after having almost 2 years of experience out of online learning. One of the participants stated as: “...I think we are experienced in this job, especially in the primary school group in 2 years. We can take it, if it's online again, I think we're ready...” (Gosdebek).

Negative Themes

It was underlined that English teachers got used to online lessons in time. Various participants stated it as:

“...I originally did it, I certainly wasn't ready. I feel more ready if I had to go online again certainly. But I still think, I would experience the same struggles will I have any new strategies to deal with those struggles as long as children have some control over their cameras and their microphones perhaps not, so I don't know. I feel more ready than before but if I had to do it forever be wouldn't be too pleased...” (Jeff).

“...I can only speak from my own experience. I wasn't ready when it started. I had to figure it out all by myself...” (Jess). “...For this “online education”, none of us received any training on this subject. We learned by experience because we were all too introverted at once, and we weren't ready at that time...” (Ela).

It was stated as another point of online teaching and was underlined that technical side of online learning needs preparation. One of the participants stated it as:

“...we are not ready as I'm one of them. Oh, we don't prefer working a lot when when it's online. We know that the electricity can be cut off at any time or so, so online education should be taken seriously and should be well-prepared... ...if I go to classroom without any preparation, I can spend 40 minutes by playing, chatting, doing everything and no one can understand that I am not prepared. But if I don't go to online class without any preparation everybody will understand that the teacher is not ready...” (Supergirl).

It was indicated that teachers need training for online teaching. One of the participants stated it as:

“.... Yeah, some trainings would be also fine. Yeah, necessary. Maybe. Yeah. And. Not only about how to use the equipment, yes, but what? What have you found online that you can use in your lessons, yet just sharing these kinds of ideas for these kinds of materials that you found...” (Rafaella Carter).

It was also stated that teachers in private schools should improve themselves and be ready for online education. One of the participants stated as:

“...I believe that teachers who work in private schools really develop themselves professionally for the profession. They get very good training... ...but I think English teachers and all teachers working in a private school always ready for online education...” (Zeynep).

On the contrary to most of the previous participants, it was indicated that English teachers needed more training about online education to be ready for it. One of the participants stated as:

“...Some teachers do not yet know how to apply the zoom application. They need support on this. They need to use material. They need to upload books, for example, they need to learn more about such things. They need to know which games are played or how they should go down to the level...” (Rapunzel).



CHAPTER V

CONCLUSION, DISCUSSION AND RECOMMENDATIONS

In this chapter, the findings in Chapter 4 will be discussed with the help of related literature review and conclusions will be given based on the current research. The chapter will end with suggestions and recommendations.

5.1 Conclusion and Discussion

5.1.1. Participants' thoughts and experiences about online education.

Findings concerning participants' experience in online education revealed that online education has advantages and disadvantages. Participants' varying perceptions about online education stated as advantages and disadvantages of online education.

As advantages of online education flexible teaching atmosphere, as an extra source of education, learning how to motivate young learners to online lessons, having active lessons with the support of online materials, reaching to more materials with less time, easiness in online classroom management, help of online lessons to writing skills of the students, having opportunity to participate in online lessons, improving yourself as a teacher during online lessons.

As disadvantages of online education tiring for young learners, not suitable for everyone, difficult for primary level students, having problems at the beginning of online education, not knowing what to do during online lessons, figuring out online education alone during the lessons, students' attentions distraction easily during online education, difficulty on getting students attention to online lessons, having communication breakdowns, problems caused by insufficient materials, not providing physical touch need for primary school students, primary school students need in social interaction, online classroom management problems, difficulty in writing skills in online lessons, students physical move needs, having prejudgment about online education.

As a result of some current study, students may be motivated with the use of some technological devices online. However, as Ellis (2014) stated young learners psychological differences effect on their learning behaviors, in this study participants

underlined learning how to motivate young learners to online lessons and students physical move needs related to young learners. Pertiwi et al. (2020) stated multiple sources of materials increase students' motivation to learning, the participants in this study indicated similar aspects about having online materials easy. Moreover, participants indications point out that number of materials that can be used online for English learning are quite a lot.

Various participants indications may lead that young learners need physical and social connections with their peer and teachers during their education life. As Uysal and Yavuz stated in their study young learners seek to get connection with the physical environment around them, some participants stated similar comments about their students need in online lessons. As Vygotsky underlined the social interaction for children (1962), some participants in the study supported the similar aspect of the researcher by they missed their school and friends. It was also noted that there may be lack of social interaction in online lessons which may have led students to become asocial as a result of pandemic precautions. Some of these online lesson tools may have caused lack of social interaction between learners during their online lessons.

As some participants state in the current study that teachers can reach more materials in less time. This supports the literature, as Guan (2018) stated that computers can provide more information within a limited time. Technological devices may help teachers to use their time more efficiently. Moreover, teacher may also find and use materials online with less effort.

Participants stated different thoughts and experiences about classroom management in online education as: support of the families to have classroom management, support from home specifically for young learners, external support for young learners, change in classroom management depending on the students, importance of family members being around the students, finding it challenging at the beginning of online education, needs of physical contact with the students to have classroom management, having problems because of being distanced from the students physically, students feeling relaxed in their own rooms, not having control of the students own devices during the online lessons, getting bored of having lessons online, having problem to attract students to the online lessons, having small numbers of students provide better learning environments, not knowing how to use devices, having pre-knowledge about students characteristics may support online teaching and learning, having similar problems in

online and face-to-face classroom management, having a better classroom management in online lessons, reaching to the material sources easily in online education, having the mute button as a classroom management, using i-tools as a classroom management.

In the literature Izgar and Ilter (2022) stated the obstacles that are faced during this remote period are the absence of parental support, emotional support is also supported by some of the participants in the current study. Participants stated that YLs needed support at the beginning of the online education phase and some of them also needed during the online lessons as well in terms of technological help or emotional help.

Ellis (2014) young learners may refer to kids and learners who are younger than 18. Yet the real young learners are the students who are between 5-13. When the reason is considered about the distinction of the learners, students' physical, social, and psychological differences make differences that affect their learning behavior as well. Moreover, Köksal (2021) in his study with parents and teachers in Konya, Turkey stated that parents and teachers supported English language teaching to young learners in kindergarten with a positive attitude. As participants in this study indicated the importance of support from home and external support for young learners. The external support during online education may provide classroom management online for the teachers. As young learners need physical contact during their lessons, this physical contact with the students may help classroom management. Furthermore, online lessons may cause lack of gestures, body language and mimics for the teacher to provide their classroom management online.

For the participants comments on communication of the students are given as: being completely asocial, not having peer to peer learning, not communicating with each other, lack of peer interaction, not having cooperative learning, limited communication, students' being shy in online lessons, students not being talkative somehow providing easier classroom management, having total control of communication in online lessons, classroom-like communication with unmuted microphones, not having control of the breakout rooms completely, danger in breakout rooms because of lack of observation, desire to have hybrid education, breakout rooms being productive to communicate, having technical problems as teachers, having extra things which cannot be done in face-to-face lessons, having ongoing communication with the students with the help of technology, support of technology to the lesson flow.

As it was stated by the participants of the current study, Shin (2017) also supported Millington by stating that songs and physical activities make young learners' classes fun, and these things engage young learners with real materials and correct form of pronunciation. During online education, teachers used some online materials to teach vocabulary, pronunciation, speaking, and listening. These materials may provide the required input for learners which make them gain better pronunciation. Moreover, physical activities during lessons may also raise in students' interest to the lessons. As there is an extra opportunity for the teachers to use household items during their lessons online, the activities that include these materials may support the physical activities online may support students' interest to lessons online.

On the other hand, communication between students to teacher were commented by participants as: very limited communication, importance of physical contact, having difficulty in communication during online lessons, support on communication of having physical contact with the students, students being shy, family support, using technological devices to support homework, including family to homework, increased participation of the students with the support of the family members, being able to use realia, using chat box as an answer gathering box, possible extra time for the students in need, technological features help to teachers to realize the students who wants to participate, raise in students' self-esteem in online lessons to participate, performance differences of the students in online and face-to-face environments, availability to communicate with the family members, tend to talk about topics that are not related to the lessons in online learning, having a teacher focused lesson in online education.

The comments of the participants on materials that were using during the online lessons are: learning how to use the materials, having difficulty in learning online lesson materials, materials making the online lessons fun, using same materials in face-to-face and online lessons, using different materials in online lessons than face-to-face lessons, doing research on fun materials to use in online lessons, extra time and effort need in finding materials, teachers improving themselves during online lessons, easy to combine online materials and face-to-face materials in online lessons, easy to reach online materials, great number of materials to be used in online lessons for English teachers, inefficient material numbers, easy to adopt online materials to the online lessons, need to be ready for online lessons, problems caused by online materials to

the students' writing skills, publishers' improving themselves during online education period, materials that are used may include danger for young learners as online sources are fast to reach, teachers' having technical problems.

Arıkan and Yolageldili (2011) underlined that while using games with young learners, educators should be thoughtful about the usefulness of the game and revise it for the purpose of the lesson similar to this view, some participants indicated that there may be risk for young learners in some parts of the online learning environment. Teachers should consider observing carefully during their online lessons. Moreover, it is suggested that materials should also be revised before the lessons as online speed is quite fast which may cause problems and put teachers in negative situations.

As Kalmar (1987) stated that children like to repeat musical activities without any rejection, online music or song use during online education also provide a similar effect as participants stated using different materials in online lessons than face-to-face lessons indicated similar support for young learners in online lessons. The technology and its usage in online lessons may also support the literature in this content as online lessons make possible to use these kinds of sources. Moreover, to the songs, there is also videos which includes songs and audio with visual support may support it. Teachers also have opportunities to train themselves online. These trainings may support their teaching online.

Preferred materials of the teachers were stated by the participants as: not having too much change in the preferred materials, having suitable materials according to students' level, easy to motivate students with online materials, supporting student participation by online materials, increase in interactivity of the students with online materials, online materials creating a fun and competitive learning environment, online materials' support on students' language skills, easier classroom management online, to be able to use different materials according to students' level online, creating an interactive learning environment online, inefficiency of the books' materials in online lessons.

As Millington (2011) stated that songs can be used as supportive material to teach and learn like some participants stated similar output materials support on students' language skills. Teachers may also provide some support to their lessons online by

using educational games. These educational games include input which may also provide some help to students' spelling and listening skills.

From another aspect of language skills (Guo,2022) stated that online tools are great help in terms of teaching English skills. The study that was conducted with the learners of English and anxiety of the listening skills indicated that mobile application use helps the learners to reduce the anxiety levels. Participants perceptions also supported the literature in terms of using online tools about improving students' language skills. Using non-educational technological applications may also lower the anxiety of the students and may provide help while speaking. Moreover, online materials may also support to improve students' grammar skills. Even though these materials are digital and online, perspective of the specific one is quite traditional which focuses on teaching grammar. On the other hand, online materials also have some disadvantages. For writing skills, as providing feedback is challenging for teachers, it may cause some problems to teaching writing online.

Park (2016) stated using multimedia use in language classrooms support students' motivation towards target language. Participants of the current study also supported previous research. Usage of games, educational videos, cartoons may increase students' motivation in online lessons. Some flow of the videos may also support the motivation. As videos are prepared to keep students alert during online lessons. Moreover, to usage of these videos for students, teachers also may improve themselves by trying to use them accordingly to their students' level. It may include some technical knowledge which improves teachers. Also, computer games are also another supportive and motivating source for vocabulary growth for young learners (Vasileiadou & Makrina, 2017). The used games in online lessons may also motivate students and help them to improve their vocabulary knowledge as they include interactivity between the students and the game. It provides online support for the teachers. Furthermore, the programs that are used during the online lessons may also support students' vocabulary knowledge. As these programs include some technical yet effective vocabulary. Also, these materials may save significant amount of time for teachers and students.

Usefulness of online education was commented by the participants as: using better materials in online lessons, useful yet insufficient materials, not having benefits out of

online materials in online lessons, limited type of materials that can be used for young learners in online lessons, materials lead teachers to improve themselves, plenty of sources for online materials in online lessons, online material use have positive effect on teaching young learners, online materials being unique and authentic accordingly to the learners' levels, combined online materials are helpful in online lessons, online materials support on students' reading, grammar and vocabulary skills, making online lessons fun with use of online materials, increasing interactivity between students and the lessons with online material use.

Thing (2014) stated that as a blended-learning environment indicated that podcasts are also supportive according to students' own learning speed and level and provide authentic content to learners some participants state in the current study that online materials are easy to find accordingly to the learners' level and need. In the online environment, number of the materials are quite a lot. This also may provide some chance to teachers to choose between these materials according to their need in lessons which may enable teachers to use the materials according to the students' level.

Moreover, teachers should consider age of the students during online lessons may also support while having lessons online with young learners. Yacob and Yunus (2019) stated that using games in English language teaching lessons has positive effect to the learners' interest, and motivation. Game is one of the ways to make students attached to the lessons. If teacher can make the lessons fun without making students aware of learning may provide the best learning.

Also, with having some experience in online teaching, participants also had some changes in their teaching attitudes were stated as: change in classroom management, having more relaxed and stress free lessons in online, having easier classroom management online, difficulty in engaging students to the online lessons, opportunity to use realia during online lessons, students being in their relaxed environments created an environmental support in online lessons, being thoughtful in students participation online, improving yourself as a teacher, being sensitive to the students conditions in online lessons, change in personal teaching, to be able to focus on different skills of the students in online lessons, opportunity to interact with shy students easier in online lessons, desire to keep students always silent, having limited lesson time in online lessons, opportunity for the students to use their body language in online lessons,

importance of physical contact with young learners, difficulty in socializing online. Castañeda and Selwyn (2021) stated that when students have a quiet and distraction-free environment to learn, it supports classroom management online as students are somehow in their own houses and personal places creates distraction-free environment, it also provides a physical and psychological support as young learners feel secure in their own rooms.

In terms of advantages and disadvantages of online education was stated by the participants as: having a flexible teaching and learning environment, having extra personal time as a result of online education, having extra comfort zone, problems caused by flexibility from students' perspective, learning better in virtual environments, deficiency in social connection, change in motivation source in online lessons, disadvantage of online lessons on writing skills of the students, decrease in teacher support in online lessons, improving yourself as a teacher because of online education, easier to reach materials in online lessons, reaching online materials fast, using technology in favor of teaching, students' gaining confidence during online lessons, students' being in their own rooms, online education as an alternative to face-to-face lessons.

As Prihatin (2021) stated that lack of motivation may cause the problem in learning English. During online lessons students may have personal motivation problems which causes participation issues online. To solve these issues, the teachers may use online tools as prizes and may increase students' participations. As using technology in favor of teaching is stated by the participants of the current study as a supportive idea to the Al-Johali (2019) which stated teaching vocabulary with the help of an online platform provided motivation to young learners.

Even though young learners are accepted as digital natives according to Prensky (2004a) the participants who are teachers in the field state that technology use has also disadvantages in terms of learning or teaching a foreign language. Flexibility for the students and teachers as a supportive idea to Johnson and Aragon (2020) stated that English language teachers who teach young learners online may perceive a range of benefits and challenges associated with this mode of instruction. For example, some teachers may appreciate the flexibility and convenience of online teaching and the

opportunities it provides for reaching a broader student audience. Moreover, positive sides of flexible working as online may help reaching more students.

Effects of online education upon teaching English was commented by participants as: materials can be used more effectively in face-to-face lessons, finding extra materials easily, decrease both in students' performance in online lessons compared to face-to-face and potential learning in online compared to face-to-face lessons, difficulty in managing students with attention deficiency in online lessons, difficulty in gathering students' attention online, importance of physical connection with young learners during lessons, importance of communication, difficulty in teaching online for teachers, finding technical steps as a waste of time, students having problem in participating online lessons as being shy or having fear to talk to microphone, schools can hire universal teachers when considered from institutional aspect, teachers' improving themselves during online lessons.

In the literature, it was stated that the future of teaching writing skills can be done through internet-based approaches (Cahyono, 2016). However, as it was stated in the current research, teaching writing skills online may cause various problems like not being able to mark the assignments, not being able to provide constructive feedback and not being able to assign the homework online in terms of technological devices. Even though the topic which is teaching writing skill and participants of each study are quite similar to each other results are different. In the current study, the teachers experienced the online teaching for a quiet long time and reflected their personal perceptions from their teaching experiences. On the other hand, in the study that was done by Cahyono (2016) teachers did not have such an experience. The participants in that study only answered the questions related to teaching writing skills which may have lead predictions in this aspect. Moreover, teaching writing skills to young learners online may also another problematic area. Productive skills in a foreign language like speaking and writing may be challenging for young learners. To make them write during their online lessons may turn into something more challenging for the teachers as there is no physical connection between the learners and the teachers. In the literature, Marchlik, (2021) stated young learners are a population that is educationally disadvantaged in distance education because of their still-developing talents also supported by the participants in the current study as their needs also differ from other learner groups. Some participants stated that young learners need physical connection

with their teachers, friends, or caregivers. This is also a supportive idea to social interaction theory of Vygotsky (1962). As a result of online education period, when students were distanced from face-to-face classrooms, they might have forgotten how to behave in an actual classroom. Their new experiences after having a long period of online education may also create some new problems in their face-to-face lessons after pandemic.

Effects of learning English online from teachers perspective commented by the participants as: having problems in writing, having a personal barrier to learning, effect of the number of the students in learning in online lessons, using proper materials according to students' likes and dislikes, improving computing skills as young learners as a result of online learning, writing online improved students spellings as well with the help of technology, having behavioral problems after going online in face-to-face lessons, being in comfort zone as their houses solved some behavioral problems, decrease in time being exposed to target language as students can control their learning, unequal participation caused by online lessons, having technical problems may cause insufficient online lessons for the students.

5.1.2. Participants' thoughts and experiences about face-to-face education.

Difficulty in assessment online, difficulty in providing feedback about writing skills online, workload of the teachers, face-to-face education is proper education type for young learners compared to online education, to be able to focus on students' individual problems in face-to-face education, importance of physical environment for young learners, importance of emotional connection for young learners, importance of face-to-face communication for young learners, importance of having rules in face-to-face education, opportunity to have none-stop communication in face-to-face education compared to online education, opportunity to have hybrid education, being face-to-face education materials more interesting than online education materials.

Even though some of the teachers stated workload of the teachers, Cai (2012) stated that technology use decreased the workload of teachers and increased the students' improvement. On the other hand, teachers use some of the online materials not only to have their lessons but also to communicate with the students' parents. This may increase teachers' workload. Apart from communication issues with parents, the

materials that are used in online lessons may also increase teachers' workload as it requires more time, effort, and energy during their lessons.

5.1.3. Participants' perception on the differences between face-to-face classroom management and online classroom management. Having different learning environments for two different education type, opportunity to observe students in face-to-face education, having a real classroom management in face-to-face education, having better and easier classroom management in online education, having the "mute button" in online, being yourself in face-to-face classroom, having difficulties in classroom management online, difficulty in gathering students' attention online, workload of the teachers, opportunity to have flexibility in lesson time, not being able to use students' mother tongue as a difficulty, having mute button as a classroom management tool, not having eye contact with the students, students' easily getting distracted in online lessons.

For the sub-question of the differences between the materials used in face-to-face lessons and online lessons are commented by the participants as: lack of physical connections in online materials, easiness of using materials online, required to be more prepared as an online teacher, ability to use materials according to technical devices that are in use, more remarkable materials should be used in online materials, lack of creativity as limited in online materials, availability to reach more materials online, digital communication with parents, lack of effective observation in online.

5.1.4. Participants' online teaching medium preference. Saha et.al., (2022) stated half of the teachers COVID-19 pandemic has affected English language teachers' preferences related to teaching methods. More than half of the teachers preferred online education type. However, the current study revealed that more than half of the teachers want to have their teaching in face-to-face environment. As Saha et.al., (2022) completed their study with university level English teachers, it may cause the conflict between two different studies.

5.1.5. Participants' suggestions for English language teachers about online education. Having smaller group is better for students' learning, importance of

emotions in learning for young learners, importance of having fun in online lessons for young learners, importance of teachers' improving themselves, importance of using technology in online lessons, ways of taking students' attention to lesson online, difficulty in providing feedback online, importance of being overprepared for online lessons as a teacher, being ready with wide range of materials for online lessons, importance of having control of the participation.

As Pertiwi et al. (2020) underlined the importance of positive feedback makes learners will increase, participants stated that while online materials support students' reading and grammar improvement, students' writing improvement and to provide feedback on their writing online was quite challenging for the teacher. Findings of the current study also support the literature in terms of these difficulties in providing feedback to various skills online may be challenging for the teachers. Apart from the online feedback, findings of the current study point out the importance of the feedback for young learner level. Feedback for young learners may increase their motivation for the lessons and help them to learn better.

Cai (2012) gave an English learning perspective of China in her research. She stated that technological support in language learning and teaching increased the success of teachers and students. The findings of the current study also point out the importance of technology use in the classrooms. Technological materials may make students believe in the things in the lessons like a realia object which support students' learning. As the kids are digital natives according to Prensky, which means kids like to use these technological devices and do not need extra training to use them. While using these technological devices, materials, and applications they may also gain some skills like writing.

Moreover, one of these elements can be considered as videos that are taken from the target language according to the learning aim by embedding some captions, highlighting some of the structures, and underlying the structures with the audio of the video supports the learners' vocabulary learning (Yawloeng, 20200). Findings of the current study also support that video use in online lessons may gather students' attention into online lessons.

As a sub-question to previous one, are English teachers ready for online education is asked and participants' answers are stated below as: getting used to online lessons

while doing it, English teachers' being more ready to online education compared to other subject teachers, importance of the technical side of teaching online, training need of the teachers. (Kearsley & Blomeyer, 2004) stated that teachers need some support and assistance to achieve the goals of online teaching. Findings in the current study support the literature as teachers or their students may need support and assistance during online education as this is something new for them. It may also include technical assistance as both teachers and students are new in this form of education. The devices that are used by the teachers and students during their lessons may differ from each other. It also may create some technical problems for both teachers and students which again points out the need for technical assistance. Internet quality of the teachers and students may also cause some technical issues during their lessons. As online education which is in the center of the current study done synchronous. Moreover, previous technical problem related issues, the external devices like microphones and cameras may also cause problems during online lessons. Usage of the microphones extensively may cause a classroom management problem or technical issues related to microphones may also cause participation problems for students. For teachers, it could be suggested that they should be over prepared during their online lessons in case of electricity outage or internet issues which may cause them not to have their lessons online. When teachers are presents in the classroom in face-to-face education, it can be said most of the things are presents for a lesson. However online education requires more materials to be working which enable teachers and students to have their online lessons.

As a supportive comment to Mohamed and Embi (2013) stated teacher trainees need specific training for computer-assisted learning. At the beginning of the online education process various participants did not have any training or experience related to online education. This may cause some online lesson related problems during their online education. Providing related trainings for teachers of English may also support to eliminate these issues for both teachers and students. These trainings may include both educational supports including how to have their online lessons according to their learners and may include technical information which may help them to solve their technical issues when occurred. Furthermore, as WEB2 materials have been developed intensively for language teaching and learning, the trainings may also include information related to these WEB2 materials.

5.2. Recommendations

The current study aimed to explore the thoughts and experiences of English Language teachers who taught English to young learners during online education phase starting from the COVID-19 pandemic and within the following year. The study results indicate even though YLs are accepted as Digital Natives by Prensky as a theoretical metaphor, which states that YLs are good at using technological devices during their lives, using technological materials are not quite different from face-to-face teaching to online teaching. However, there are also some conflicts between the results of the current study and the literature. While comparing the results of this study and literature, for further studies upon material development online for young learners, it is highly recommended for the researchers that they should take consideration of YLs needs. Not everything can be shaped directly around the learners, yet YLs are in the center of this study. Moreover, even though the researcher tried to reach as many participants as he could, he was not able to reach English language teachers who work in government schools during that time. It is recommended to consider government English teachers' experiences and thoughts about the same topic.

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Türkçe Genişletilmiş Özet

Giriş

İngilizce, dünya çapında yabancı dil olarak yıllardır örgün eğitimin merkezinde yer almaktadır. İnsanlar sonuç olarak daha iyi bir yaşam elde etmek amacıyla İngilizce öğrenmek ve öğretmek isterler. Karakaş'ın (2012) belirttiği gibi, İngilizce tüm dünyada tanındığı için günümüzde önemli bir rolü vardır. Farklı kıtalardan ülkeler örgün eğitim süreçlerinde İngilizceyi yabancı dil olarak öğretir ve öğrenirler. Türkiye açısından bakıldığında, Türkiye giderek yabancı dil odağını zamanla farklı diller içerisinde değişiklik göstermiştir. Özdemir'in (2006) belirttiği gibi Türkiye'de öğretilen ilk yabancı dil Fransızcadır. Robert Kolej'inde İngilizce öğretilmeye başlandı ve Türkiye'de İngilizceyi yabancı dil olarak öğretmeye başlandı. Bunun yanı sıra devam eden süreçte Millî Eğitim Bakanlığının farklı zamanlarda devlet okullarındaki zorunlu yabancı dil eğitimi yaşı ile ilgili kararları dil öğretiminin daha erkene çekilmesine ve ders saat sayısının artırılmasına yönelik olduğu literatürde mevcuttur, zorunlu yabancı dilin ilkökul dördüncü sınıfa indirilmesi (Tebliğler Dergisi, 1997:2481), özel okullara kreşlerde, ana okullarında, birinci, ikinci ve üçüncü sınıflarda isteğe bağlı yabancı dil öğretimi izni verilmesi (Tebliğler Dergisi, 2000; 2511), zorunlu yabancı dil öğretiminin ikinci sınıfa indirgenmesi (Tebliğler Dergisi, 2013; s.2). Süreç içerisinde İngilizcenin yabancı dil olarak öğretimi genel anlamda erken yaşta başlamaya teşvik edecek şekilde gelişmiştir. COVID-19 pandemisi sırasında, erken öğrenenlerin online eğitim ile karşılaşmaları mecburi olarak gerçekleşmiştir. Gerçekleşen bu durumda İngilizce öğretmenleri de aynı şekilde öğrenciler gibi muhtemelen ilk kez erken öğrenenlere online olarak yabancı dil eğitimi vermişlerdir. Tüm bunlar göz önünde bulundurulduğunda, bu tezin amacı yabancı dil öğretmenlerinin COVID-19 pandemisi sırasında online olarak yaptığı öğretmenlik tecrübeleri ve düşüncelerinin keşfidir.

Problemin Durumu

COVID-19 pandemisi ile tüm dünyada olmakla birlikte Türkiye'de de eğitim-öğretim faaliyetleri ani bir şekilde online olarak devam etmeye başlamıştır. Yaşanan bu zorunlu değişiklik sonrasında her kademedede olmasa da ilkökul seviyesinde öğrenciler ilk defa online eğitim ile karşı karşıya geldiler. Bu değişiklik sonrasında öğretmenler de ilk defa zorunlu olarak erken öğrenenlere online olarak yabancı dil eğitimi vermek

zorunda kaldılar. Bu deęişiklik ile öğretmenlerin daha önce karşı karşıya kalmadıkları durumlar ortaya çıktı. Öğretmenlerin bu durumla ilgili tecrübeleri ve düşüncelerinin ortaya çıkarılması ise literatüre katkı sağlayacak durumlar içerebilir. Bundan dolayı araştırmacı, İngilizce öğretmenlerinin COVID-19 pandemisi sırasındaki tecrübe ve düşüncelerinin keşfi konusunu araştırmaya karar vermiştir.

Problem Cümlesi

İngilizce öğretmenleri pandemide çevrimiçi derslerde öğretimlerini nasıl algılıyor?

Alt Problemler

1. İngilizce öğretmenleri yüz yüze eğitimi nasıl algılıyor?
2. İngilizce öğretmenleri yüz yüze ve online eğitim sırasında sınıf yönetimlerini nasıl algılıyor?
3. Katılımcıların çevrimiçi eğitimle ilgili İngilizce öğretmenlerine önerileri nelerdir?

Araştırmanın Amacı

Bu çalışmanın amacı, ilkokul seviyesinde online öğretmenlik yapan öğretmenlerin COVID-19 pandemisi sırasındaki öğretmenlik tecrübeleri ve düşüncelerini ortaya çıkarmaktır.

Araştırmanın Önemi

Bu çalışma COVID-19 pandemisi ile ortaya çıkan erken öğrenenlere online yabancı dil eğitimini odak almasıyla alanda önemlidir. Alanda yapılmış olan çalışmaların çoğu online eğitimi üniversite seviyesinde ele almaktadır. Yapılan çalışmaların bazıları ise lise seviyesindeki İngilizce eğitiminin online olması üzerinedir. Bu nedenle çalışmanın erken öğrenenler seviyesinde yapılmış olması ve öğretmenlerin bu süreçteki düşünce ve tecrübelerinin böyle bir nadir durumda elde edilmesi önem arz etmektedir.

Bu çalışma belirtildiği üzere erken öğrenenlere yabancı dil eğitimi ve erken öğrenen öğretmenlerinin tecrübelerine odaklandığı için alandaki diğer çalışmalardan farklılaşmaktadır. Katılımcılar arasında farklı milletlerden öğretmenler de bulunmaktadır. Farklı milletlerdeki öğretmenlerin bu konuyla alakalı düşünce ve tecrübeleri de bu çalışmanın önemini arttırmaktadır.

Yöntem

Araştırmanın Yöntemi: Bu çalışmada COVID-19 döneminde ani olarak ortaya çıkan online eğitim sürecindeki öğretmenlerin tecrübelerini ortaya çıkarmak amacıyla yarı yapılandırılmış bir görüşme yapılmıştır. Araştırmacı, öğretmenlerin bu dönemdeki tecrübelerini ortaya çıkarmak adına görüşlerini ve tecrübelerini tarafsız bir şekilde ortaya çıkarmak adına uyguladığı sorularla görüşmeleri gerçekleştirmiştir. Yapılan görüşmeler öğretmenlerin ve araştırmacının yetkin olduğu 2 dilden birinde Türkçe ya da İngilizce olarak gerçekleştirilmiştir. Araştırmacı burada tercih hakkını katılımcılara bırakmıştır. Yapılan görüşmeler araştırmacı ve katılımcı tarafından ortak bir yer belirlenerek gerçekleştirilmiştir. Görüşme soruları 5 ana 14 alt sorudan oluşmaktadır. Görüşme sonrası yapılan görüşmeler yazıya geçirilmiş ve katılımcılara tekrardan okutularak, onayları alınmıştır. Ekleme istedikleri başka bir şey olup olmadığı sorulmuştur. Sonra alan dışı, fakat nitel araştırma konusunda yetkin bir uzmandan destek alınarak görüşmeler genel konulara ayrılarak değerlendirilmiştir.

Çalışma Grubu: Katılımcılar öncelikle amaçlı örneklem yöntemi ile seçilmiştir. Burada bu yöntemin kullanılmasının sebebi ise katılımcıların araştırmaya katılabilmeleri için bir özelliklerinin olması gerekmektedir. Bu katılımcıların COVID-19 pandemisi sırasında online olarak ilkökul seviyesinde İngilizceyi yabancı dil olarak öğretmektir. Araştırmacı katılımcılara ulaşabilmek adına bazı sosyal medya kanallarından açık link paylaşımı gerçekleştirmiştir. Buradan iletişime geçen öğretmenler ile görüşmeler yapılmıştır. İkinci olarak ise kartopu örneklem yöntemi kullanılmıştır. Ulaşılan katılımcıların bazıları kendi arkadaşlarını bu araştırma için önermişler ve kabul eden yeni katılımcılar ile görüşmeler yapılmıştır. Katılımcılar Akdeniz Bölgesindeki büyükşehirlerden birinin 5 merkez ilçesindeki ilkökul seviyesinde COVID-19 pandemisi sırasında online İngilizce öğretimi yapan öğretmenlerdir.

Veri Toplama Araçları: Çalışmada veri 2019-2020 ve 2020-2021 eğitim öğretim yıllarında online olarak ders vermiş İngilizce öğretmenleriyle 27.08.2022-02.09.2022 tarihleri arasında yapılan görüşmelerle toplanmıştır. Yapılan görüşmeler araştırmacı tarafından yazıya geçirilmiştir. Araştırmacı bu işlemin ardından katılımcılara görüşmelerini tekrar okutmuş ve eklemek istedikleri bir şey olup olmadığını sormuştur. Yapılan görüşmeler 15 ila 30 dakika arasında gerçekleşmiştir.

Bulgular

Sonuç, Tartışma ve Öneriler

Elde edilen sonuçlar, yabancı dil öğretiminde teknolojik alet, araç gereç ve materyal kullanımının erken öğrenenleri derse çekmekte etkili olduğunu ortaya koymaktadır. Örneğin erken öğrenenlerde kelime bilgisini geliştirici olarak bilgisayar oyunları farklı bir destekleyici ve motive edici bir kaynak olarak ortaya çıkar (Vasileiadou & Makrina, 2017). Aynı zamanda, fiziksel aktiviteler (Shin, 2017), şarkılar (Şevik, 2011) erken öğrenenlerin yabancı dil derslerine ilişkilerini ve katılımlarını arttırmaktadır. COVID-19 pandemi süreci erken öğrenenler için bu iki durumu bir araya getiren bir süreç olarak ortaya çıkmaktadır. Hem online eğitim hem de bu online eğitim içerisinde teknolojik olarak bazı şarkı, dijital oyun ve fiziksel aktivite temelli aktivitelerin erken öğrenenler için olumlu olabileceği düşünülebilir.

Fakat bunun aksine, erken öğrenenler online eğitimle birlikte bazı sorunları da beraberinde yaşamışlardır. Erken öğrenenler sosyal ve fiziksel olarak iletişime ihtiyaç duyarlar. Akran öğrenimine ve arkadaşlarıyla birlikte zaman geçirmeye ihtiyaç duyarlar. İhtiyaç duydukları bu ortamlar ise online eğitimin yapısı sebebiyle maalesef tam desteklenememektedir. Dahası erken öğrenenler online eğitim esnasında yüz yüze eğitimden farklı olarak aile desteğine ihtiyaç duymuşlardır. Ders için kullanılan bilgisayar, kamera kulaklık gibi aletlerin tam olarak derse uygun hale getirilmesi, ders için kullanılan program için belli bir teknik alt yapı olması sebebiyle burada ailelerin oldukça fazla desteği katılımcılar tarafından belirtilmiştir.

Bu kapsamda, değişen dünya ve yeni nesil teknolojik aletler dikkate alınarak okul müfredatları, öğrenci ve öğretmen ihtiyaçlarına göre düzenlenebilir. Ayrıca devlet okullarındaki öğretmenlerin bu konudaki tecrübe ve düşünceleri de oldukça önemlidir.



APPENDICES

APPENDIX 1.

SEMI-STRUCTURED INTERVIEW FORM

1- Can you share your thoughts and experiences about online education?

- Have you received any training for online education before?
- Did you have online teaching experience before the pandemic?
- What are your thoughts and experiences on classroom management in online education?
- What are your thoughts and experiences on the communication of students with students in online education?
- What are your thoughts on the communication of students with you in online education?
- What are your thoughts on the materials used in the online education process?
- What are your preferred materials in online education?
- Do you think the materials used in English education online are useful?
- Has online education affected your teaching attitude?
- Does online education have advantages and disadvantages for you, and if so, what are they?
- Does online education have any effects on teaching English, and if so, what are they?
- Do you think learning English online has affected students? How?

2- Could you share your thoughts and experiences about face-to-face education?

3-What do you think are the differences between face-to-face classroom management and online classroom management?

- If yes, what do you think are the differences between the materials used in face-to-face lessons and the materials used in online lessons?

4- If you had the right to choose, which would you prefer, online education or face-to-face education?

5- Do you have any suggestions for English language teachers about online education? What are they?

- Are English language teachers ready for online education? How?

APPENDIX 2.

INDIVIDUAL INFORMATION FORM

1. Yaş/Age:
2. Cinsiyet/Gender: ☐ Kadın /Female ☐ Erkek/Male
3. Uyruğunuz / Nationality:
4. Eğitim Durumunuz/Education Status: ☐ Lisans ☐ Lisansüstü
5. Çalıştığınız Okul/Type of School you work:
6. ☐ Özel/Private ☐ Devlet/Government ☐ Dil Kursu/Language Course
7. ☐ Diğer/Other... Lütfen belirtiniz/Please specify.....
☐ Meslekteki Yılıınız/Your experience year in teaching.....
8. Online eğitim süresince öğretmenlik yaptığınız sınıf seviye ya da seviyelerini yazınız./ Write down the class level or levels you teach during the online education.

APPENDIX 3.

BİLGİLENDİRİLMİŞ GÖNÜLLÜ ONAY FORMU

Sayın Katılımcı,

Bu formdaki imzam Sefa Soner BAYRAKTAR ve Mustafa ŞEVİK tarafından yürütülen **"COVID-19 Pandemisi Sırasında İlkokul İngilizce Öğretmenlerinin Online Öğretmenlik Tecrübelerinin Keşfi"** adlı yüksek lisans tezi olarak yürütülen çalışmaya katılmayı kabul ettiğimi gösterir. Bu araştırmadaki katılımım bir görüşme içerecektir. Bu araştırmaya katılmakla aşağıda belirtilenleri anladığımı da beyan ederim.

1. Ben araştırma için bir gönüllüyüm ve istediğim zaman bu araştırmadan çekilebilirim.
2. Araştırmada fiziksel ve psikolojik bir zarar içeren hiçbir risk yoktur.
3. Araştırmada vereceğim bilgiler gizli olacaktır ve bütün veriler araştırmacı tarafından toplanıp analiz edilecek ve 7 yıl saklandıktan sonra imha edilecektir.
4. Araştırma bittikten sonra istediğim takdirde araştırmanın bir özetini alabileceğim.
5. Kimliğimi ortaya çıkaracak kayıtların gizli tutulacağı, kamuoyuna açıklanmayacağı, araştırma sonuçlarının yayımlanması halinde dahi kimliğimin gizli kalacağını biliyorum.
6. Araştırmada vereceğim bilgilere dayalı sonuçların bilimsel ortamlarda tartışılmasına ve yayınlanmasına izin veriyorum.
7. Görüşmelerde elde edilen verilerin ve ses kayıtlarının
 - A- *"Sadece yukarıda bahsi geçen araştırmada kullanılmasına izin veriyorum"*
 - B- *"İleride yapılması planlanan tüm araştırmalarda kullanılmasına izin veriyorum"*
 - C- *"hiçbir koşulda kullanılmasına izin vermiyorum"*

Ben,.....(isim) *"Bilgilendirilmiş Gönüllü Olur Formundaki tüm açıklamaları okudum. Bana, yukarıda konusu ve amacı belirtilen araştırma ile ilgili yazılı ve sözlü açıklama aşağıda adı belirtilen araştırmacı tarafından yapıldı. Araştırmaya gönüllü olarak katıldığımı, istediğim zaman gerekçeli veya gerekçesiz olarak araştırmadan ayrılabileceğimi biliyorum"* ve *"Söz konusu araştırmaya, hiçbir baskı ve zorlama olmaksızın kendi rızamla katılmayı kabul ediyorum."*

Katılımcının İmzası:

Tarih:

Araştırmacı: Sefa Soner BAYRARAKTAR / Mustafa ŞEVİK

İletişim:

APPENDIX 4.

4.1.

(“...Avantajları, ulaşabildiğiniz kitle daha büyük...”) (Ela).

(“...belki ekstra olarak döneme ekstra okul derslerine ekstra ya da zorunlu durumlarda yapılabilir...”) (Killahead).

(“...Online eğitim ilk başladığında çok zorlayıcıydı çünkü bir anda başladı her şey fakat süreç içerisinde nasıl kurtarabiliriz düşündüğümüzde ve bunlarla ilgili online çalışmalar yaptığınızda alıştık kötü başladık iyi bitirdik diyebiliriz...”) (Gosdebek).

(“...ilk başta tabii ki de çok zorlandılar mikrofon kamera açması, daha sonradan tamamıyla düzene girdi...”) (Catwoman).

(“...olumsuz açıdan da sınıfları odalarıydı ve bu durumda da dikkatlerini dağıtan birçok şey oldu ama sonuç itibariyle öğrencilerden de kaynaklı...”) (Catwoman).

(“...çocukların eğitim olanağı sağlandı. Fakat yetersiz olan durumları çocuklar yeteri kadar katılım sağlayamadılar, bazı iletişim kopukluğu oldu. Bu yönde eksiklikler ve dezavantajları olmuştu...”) (Rapunzel).

(“...elimizde materyalimiz olduğu sürece aktif geçtiğini düşünüyorum) (Materyal desteği ile aktif ders...”) (Betty).

(“...ya da yeterli materyalleri olmadığı için...dezavantajları bunlardı...”) (Rapunzel).

(“...şunu söyleyebilirim ilkokul seviyesindeki çocuklar için online eğitim kesinlikle doğru değildir. Olmaması gereken bir süreçti ama maalesef oldu. Çok zordu çünkü bu çocukların okula gitmesi gerekiyor okul kurallarını öğrenmeleri gerekiyor sınıf ortamında öğretmenle birebir olmaları gerekiyordu fiziksel bir ortama ihtiyaçları vardı...) (çocuklar için online eğitimin olmaması gerektiği...”) (Zeynep).

(“...Yetersiz ve zorunlu olduğunu düşünüyorum. Yapmak zorundayız ama asla tamamen yeterli değil...”) (Killahead).

(“...çocuklara dokunamadığımız için daha doğrusu onu söyleyeyim dezavantajları bunlardı...”) (Rapunzel).

(“...Bilgisayar üzerinden online bir ekranla çocukları yönetmek çocukları yönlendirmek gerçekten çok zordu...”) (Zeynep).

(...Bunun dışında zor ve kalabalık sınıflarda sınıf yönetiminin zor olduğu sınıflarda hani otur sus yapma, etme uyarılarının en aza indiği bir eğitim ortamı oluyor. Yani o kullandığınız platformda bütün kullanıcılarının mikrofonunu kapatması demek zor sınıflarda çok büyük rahatlık demek...) (Ela).

(“...Diğer taraftan da çocukların okula gelip o enerjilerini atmaları gerektiğine inanıyorum ya bir teneffüslerde olacak arkadaşlarıyla bir arada olacaklar konuşacaklar o yüzden fiziksel ortam daha iyi...”) (Zeynep).

(“...Online eğitim çok keyif aldığım bir süreç oldu benim için farklı bir deneyim oldu beni geliştirdiğini düşünüyorum...”) (Kumsal).

(... Eğer yaşamadan bunu bana bir fikir olarak sunsalardı bu kadar iyi işleyeceğini düşünemezdim...) (Kumsal).

4.1.1.

(“...Hayır katılmadım...”) (Gosdebek)

(“Hayır almadım...”) (Catwoman)

(“...Daha öncesinde herhangi bir online eğitim almadım. Evet eğitici videolar izledim ama online eğitim almadım hayır...”) (Kumsal)

(“...Hayır almadım...”) (Rapunzel)

(“...Daha önce online eğitim? ...” “...Almadım, aldım yanlış olmasın ama birebir anlatılan bir şey yoktu hani canlı dersler yoktu hali hazırda çekilmiş videolarının olduğu dersler vardı kısa kısa...”) (Ela)

(“...Online eğitimim sırasında ee eğitimler aldım online eğitimler aldım young learnerlara nasıl daha iyi online eğitim verilebilir, ya da şarkıyla yapılan eğitimler olsun müzikle yapılan eğitimler olsun bunlar üzerinden birkaç online eğitimim olmuştur evet. Aldım...”) (Betty)

(“...Tabii ki kurumumuz bize bir eğitim verdi...” “...Tabii eğitimi online süreç olarak verdi çünkü bir anda ilk vaka ortaya çıkınca Milli Eğitim Bakanlığı okulları tatil yaptı. İlk başta bir 15 gün süre tatil yaptı. Onun bir haftası zaten tatildi. Nisan tatilini öne çekmişti kurumumuz. Diğer ikinci haftada hemen biz online eğitimlere başladık. Ama ondan öncesinde bizlere bir eğitim verildi. İstanbuldaki genel merkezimiz tarafından online üzerinden zoom üzerinden bir eğitim verildi...”) (Zeynep).

“...Online eğitim için programlara yani bu platformların kullanımıyla ilgili bir eğitim aldım. Team viewer, Team viewer pardon Microsoft Teams sonra zoom gibi bunlar bunlar için eğitimler aldım bunun dışında eğitim almadım...” (Killahead)

4.1.2.

(“...Hayır yoktu...”) (Gosdebek)

(“...Hayır yoktu...”) (Catwoman)

(“...Ee yok pandemi döneminde başladım...”) (Betty)

(“...Yoktu. Ben pandemi ile öğrendim online eğitimi...”) (Zeynep)

(“...Yoktu...”) (Kumsal)

(“...Hayır olmadı...”) (Rapunzel)

(“...Olmadı...”) (Ela)

(“...Yani öğretmenlik değil ama bir eğitim tecrübem oldu. Kendim bir eğitim almıştım discord üzerinden müzik yapımıyla ilgili, beat yapımıyla ilgili ama çok yararlı bir eğitim değildi çünkü dediğim gibi yetersiz...”) (Killahead)

4.1.3.

(“...burada ailelerin desteği ile sınıf yönetimini bir nebze olsun kurtardık çünkü aileler çocuklara nasıl yapması gerektiğini evde gösterdiler... ...ilk önce aile tarafından onlara yaptığımız yönlendirmeler sonucunda sınıf düzenini sağladığımı düşünüyorum kendi adıma...”) (Gosdebek).

(“...Sınıf yönetimi öncelikle tabii ki evde küçük yaş gruplarında ilkokul yaş grubunda özellikle dördüncü sınıfa kadar evden birinin desteği olması gerektiğini düşünüyorum kesinlikle. Veli ya da bakım veren çünkü zaten bu yaş çocuklarının kendi başlarına kitaplarını bile bulamadıkları oldu. Online dönemde bunları gördük. Yani bakım verenle ya da ebeveynle birebir iletişimde olarak sağlanacağını düşünüyorum onlar bizim elimiz kolumuz oluyor o süreçte...”) (Kumsal).

(“...Sınıf yönetimi açıkçası sınıfta bulunan öğrencilerden kaynaklı olarak değişebiliyor ...hani deftere kitaba yazdıkları şeyi kontrol amaçlı sıkıntı yaşadığımızı söyleyebilirim...”) (Catwoman).

(“...Tabii ki de sınıf içerisindeki real sınıf içerisinde olan bir sınıf yönetimine hâkim olamıyoruz çünkü çocuklara ulaşamıyoruz ve dolayısıyla sadece sesimizin gittiği bir ortam var sınıf yönetimine gerçek sınıf ortamında sağlamak biraz daha güç olabiliyor...”) (Betty).

("Sınıf yönetimi çok zor. Neden çok zor çünkü çocuklar kendi evlerinde kendi odalarında mutfakta salonda ister istemez rahat bir ortamda çocuk kalkıyor pijamasıyla işte gayet üzerine hani rahat kıyafetlerde derse giriyor ve ben çocuk istediği zaman ekranı kapatabiliyor sesini kısa biliyor işte bir anda kalkıyor benim tuvaletim geldi diyor gidip banyoya gidiyor annesi oradan sesleniyor canı sıkılıyor bir yandan meyve falan yemeye başlıyor. İster istemez bunları kontrol etmek çok zor oluyor") (Zeynep).
 ("...Yetersiz ve zorunlu olduğunu düşünüyorum. Yapmak zorundayız ama asla tamamen yeterli değil, belki ekstra olarak döneme ekstra okul derslerine ekstra ya da zorunlu durumlarda yapılabilir...") (Killahead).

("...Ben bir öğrenciyi x öğrencisini uyarırken işte lütfen kamerayı açar mısın derken diğer bir çocukla ilgilen ilgilenemiyorum ister istemez çünkü bir masanın başındayım bir ekran var çocuklar bana yakın bir ekran kadar yakın, ama bir o kadar da çok çok uzaklar...") (Zeynep).

("...Çocukların kameraları kapatması. Tabii bu çok zor bir yönetim sürecinde hani sınıf ortamında onları da kontrol edebiliyoruz. Fakat kendi evlerinde olduğu için daha özgür ortamlarında oluyorlar. Dolayısıyla otorite konusunda çok yetersiz kaldığını düşünüyorum ben... ...Dedim ya az önce kameralarını kapatıyorlar, aç dememe rağmen mesela çocuk açmamak konusunda tercihte bulunuyor. Arka planda oyunlar oynayabiliyorlar buna engel olamıyorsunuz mesela. Bu konuda dezavantajları var...") (Rapunzel).

("...problemleri en aza indiremiyorsunuz ve çocukları derse de çekemiyorsunuz. İlkokul çocuklarına derse çekebilmek için ne bileyim işte oyunlar oynanıyor şarkılar söyleniyor etkinlikler yapılabilir ama sadece çocuklara bir ekran yansıtılabiliyorsunuz ekranı yansıtarak derse çekmek çok zor...") (Zeynep).

("...Valla açıkçası aslında, keşke hep mi online olsaydı demediğim zamanlar da olmadı değil. Çünkü yani online zamanda çalıştığım sınıflar gerçekten zor sınıftı, o yüzden çok büyük rahatlıktı aslında. Bu arada süre de daha azdı ders süreleri, normalde 40 dakika yüz yüze yaptığımız dersler, online 30 dakikaydı. Çoğunlukla şimdiye kadar yaptığım dersler öyleydi. Ee sınıf yönetimi aslında online'da sanki çok çok daha tercih edilebilir bir durum bence...") (Ela).

4.1.4.

("...Tamamen asosyaldiler...Yani şöyle birbirleriyle konuşamıyorlar bir teneffüsleri yoktu bunun için ne yapıyordum teneffüslerde baştan 10 dakikalık süreçte herkes

kendi kamerasını açıp arkadaşlarıyla sohbet etme imkânı ya da dans etme imkânı buluyordu bu şekilde sos asosyalliklerini sosyallığe çevirmeye çalıştık çünkü herkes evdeydi ne yazık ki bunların sosyalleşme açısından geride kaldığını düşünüyorum bu dönemin.”) (Gosdebek).

(“...Online eğitimde öğrenciler öğrencilerle iletişim kurmuyor. Yani İngilizce için konuşursak “peer to peer learning” diye bir şey yok. Hiçbir şekilde sağlanmıyor tamamen öğretmen merkezli, öğretmen odaklı bir eğitim oluyor. Siz uğraşsanız da birbirlerini anlamaları, yetersiz ekipman, yetersiz internetten dolayı çok zor...”)

(Killahead).

(“...Çocukların çocuklarla olan iletişimleri de sadece internetle, bilgisayarla sınırlı kalıyor... İletişimleri de sınırlı kaldı. Doğal olarak ister istemez daha bir bencil mi oldular diyeyim paylaşmayı mı bilmiyorlar diyeyim, bunun olumsuz etkileri var...”)

(Zeynep).

(“...Öğrencilerimin birçoğu online eğitime başlarda çekingen yanaşsalar da daha sonrasında çok aktif olarak katıldılar çünkü aslında sınıf ortamı değil de eğitimin her yerde olabileceğini gördüler aldıkları eğitimi kullanan öğrencilerimiz oldu ama tabii ki online eğitimi bizimle birlikte karşı karşıya iletişime geçmeden sürdürebilmekte zorluk çeken öğrencilerimiz de oldu diye düşünüyorum...”)

(Betty).

(“...Çocukların çocuklarla olan iletişimleri de sadece internetle, bilgisayarla sınırlı kalıyor. Çünkü şöyle bir şey var bunu birçok öğretmeni arkadaşım da aynısını yaptı ben de aynısını yaptım online ders sürecinde çocuklardan birine söz verdiğim zaman diğer taraftan da diğer çocuklar da konuşmaya başlıyorlardı ve ister istemez bu bir o anda bir kargaşa oluyordu bir öğrenmeme durumu söz konusuydu ben vermek istediğimi veremiyordum. Böyle durumlarda ne yapıyordum bütün sınıfın sesini kısıp sadece söz hakkı tanıdığım öğrencinin sesini açıyordum. Ve ister istemez ingilizce için geçerli bu ve ben ingilizce ingilizce anlattığım için çocuk konuşurken çocuğa yardımcı oluyorum ama arkadaşları çocuğa yardımcı olamıyordu ya da şöyle açıklayayım mesela sınıf ortamında bir öğrenci söz hakkı tanıyorum o söz hakkı tanıdığınız zaman çocuk yapamıyor bir yerde zorlanıyor ama arkadaşları ona ipuçları veriyorlar yardımcı oluyorlardı...”)

(Zeynep).

(“...Mikrofonları açık olduğu zaman muhabbete girebiliyorlar aynı şeyde olduğu gibi sınıfta olduğu gibi, mikrofonları da kapalı olduğunda bu sefer chat bölümünden

konuşmaya başlıyorlar ama onu da kapatırsanız onu da sıfıra indirmiş oluyorsunuz o iletişimi...” (Ela).

(“...ilerliyor biz çocuklarımızla sürekli bir iletişim halindeydik ne zaman isterlerse ulaşım ulaşabildiler ve artı gruplar halinde biz görüntülü arayarak speaking konularımızı yaptık onlarla sohbet ettik onar dakika beşer dakika...”) (Catwoman).

...” (“...Eğer öğrencileri serbest bırakırsak chat kısmından yazıyorlar yani onlar bir şekilde zaten derste yaptıkları iletişim kurma diyelim, kaynatmayı izin verildiği sürece online ortama taşıyabilir...”) (Kumsal).

4.1.5.

(“...Her şey çok sınırlıydı biz ilkokul öğretmenleri olarak çocuklara dokunmayı onların gözünün içine baktığında ne hissettiğini anlamayı yetenek olarak bildiğimiz için zaman zaman çocukların neler hissettiklerini anlayamadık. Kameralar karardı, sesler gelmedi. Zorlandık bu noktada...”) (Gosdebek).

(“...Online sürece şöyle benim girdiğim 2 tane sınıfım vardı. Bir sınıfımla 2 buçuk sene onlinedan önce birlikte olmuştum fiziksel ortamda. Onlarla iyiydi bir sıkıntım yoktu. Onlarla sadece birbirimiz arasına bir özlem girdi. Tabii fiziksel anlamda paylaşabildiklerimizi paylaşamamaya başladık...”) (Zeynep).

(“...Ama diğer sınıfıma yeni gelmiştim, ikinci sınıftı ve onların onlarla hiçbir şekilde fiziksel bir tanışma olmadan direkt online üzerinden tanışmam bu bende biraz benim açımdan biraz negatif bir etki elektrik negatif oldu. Neden çünkü bir sınıf bir andan sınıf otoritesini kuracağım sınıf yönetimi sınıf disiplinini sağlayacağım onları derse çekeceğim. Ama diğer taraftan da onları ders anlatacağım derse çekmem gerekiyordu. Bir de ister istemez her 2 sınıfımın da sınıf fark ahengi dediğimiz olay çok farklıydı...”) (Zeynep).

(“...ailenin katılımları yüksek olduğu için ödev konusunda çalışmalar konusunda bize çok destek oldular ve öğrencilerim yapılan ödevler indirmeleri yapılan verilen proje ödevlerini bizzat telefonda bana sürekli özelden gönderirlerdi hani biz yapıyoruz katılıyoruz bizim bilgimiz var ya da yazdıkları yazı yazdırıyorsak eğer onları bize geri dönüt olarak whatsapp'tan bilgilendirme yaptılar resimler gönderildi. Ve karşılıklı güzel bir şekilde iletişim geçirdik online derslerde. Çünkü parmak kaldırmayı ve sınıf

içerisinde söz hakkı almayı online derslerde de oturturdular diye düşünüyorum...”)
(Betty).

(“...Öncelikle daha çok gözlemleyebildikleri için ve destekle ilerlediğimiz için yani ben onlara destek olduğum için korkutmadan ikinci sınıflarda özellikle okumayı tam oturtmamış olan çocuklara ufak destekler vererek sufleler yaparak böyle ya da ne bileyim onlar için eğlenceli olmaya çalıştığım için beni çok sevmişlerdi...”)
(Kumsal).

(“...Bizler iletişim iletişimde herhangi bir sıkıntı yaşamadık hani yine biz çünkü okul olarak şöyle bir şey yaptık ee speaking ağırlıklı bir okuluz. Derslerimiz o yönde ilerliyor biz çocuklarımızla sürekli bir iletişim halindeydik, ne zaman isterlerse ulaşım ulaşabildiler ve artı gruplar halinde biz görüntülü arayarak speaking konularımızı yaptık onlarla sohbet ettik onar dakika beşer dakika duruma göre daha öncesinden randevu usulü çalışıp çocukları katılımını sağladık...”)
(Catwoman).

(“...çocuklar derslere çok zevkli ve eğlenceli bir şekilde katılabiliyorlar, vardı, tabii sınıf ortamındaki gibi değildi...”)
(Rapunzel).

(“...dersle ilgili iletişim kursalar tabii ki de yapılması gereken bir etkinlik olacağını düşünüyorum çünkü çocuklar sonuçta kendi aralarında fikir alışverişi de yapabiliyorlar veyahut da o sırada işlenen konu neyse kendi aralarında bu konu hakkında tartışabilirler ama o bu yani çalıştığım yaş grubunda bunu yapmak biraz daha zor. Konuyu dağıtma ee potansiyelleri çok fazla olduğu için iletişimlerinin olabildiğince az olması gerektiğini düşünüyorum...”)
(Ela).

(“...öğretmenin öğretme odaklı öğretmen focuslu bir ders olduğu için öğretmen ne veriyorsa onu alıyorlar ve dinlemek zorunda kalıyorlar haliyle. Öğretmene odaklanmak zorunda kalıyorlar...”)
(Killahead).

4.1.6. What are your thoughts and experiences on the materials used in the online education process?

(...Mesela bizim kullandığımız kitapların içeriğinde bazı oyunlarımız var. Dijital oyunlar onlardan oynuyorduk. Bazen mesela ben riddles, bilmece oyunları oynuyordum çocuklara bir hayvanlar mesela konumuz tasvir ediyordum hayvanı. Hadi bunu bulmaya çalış gibi oyunlar oynuyorduk. Gayet güzel ve eğlenceli oyunlardı...) (Rapunzel).

(...Materyaller olarak zaten sınıf içinde kullandığımız materyaller de software programlarımız olsun onlar zaten akıllı tahta programlarımız vardı yine aynılarını kullanmaya devam ettik...) (Catwoman).

(“...Şöyle ki bazı yayınevleri gerçekten güzel materyaller hazırladılar kitapların zaten pdfleri olsun tahta şey programları olsun yeterliydi bence tabii ki bu Türkiye için de ve dünya için de hemen hemen neredeyse bir online eğitim bir ilklerden de daha da geliştirilmesi gerekebilir. İlerleyen zamanlarda daha da bi hiçbir şekilde daha fazla kişiye hitap edilecek materyaller olabilirdi tabii...”) (Betty).

(“...Online sadece internet ortamındaydı. Yani sadece internette worksheetleri hazırladım işte onları ekrana yansıttım. Kullanmış okulumuzun kullanmış olduğu kitapların ekrana yansıttım sadece. Daha çok powerpoint üzerinden anlattım olabildiğince görsellik kullanmaya çalıştım ama bu tabii sınırlıydı beden dilimi kullanamadım mesela. Çünkü çocuklar sadece yüzümü görüyorlardı işte ne bileyim ellerimi kullanamadım çocuklarla fiziksel anlamda bir etkinliğe bir şey kelimeyi anlatırken çocuklara kullanıyorum mesela onlardan yardım istiyorum onu yapamadım oyun oynatamadım. Oyunlar sadece online olarak bilgisayar oyunu dediğimiz o bilgisayar oyunu olarak kaldı. Materyallerde dediğim gibi sınırlıydı özellikle biz ingilizce öğretmenleri için...”) (Zeynep).

(“...Online eğitim sürecinde kullanılan materyaller de dediğim gibi sadece görsel ve işitsel düzeyde kaldığı için aslında öğrencilerinin öğrencilerin öğrenciler için yetersiz. Yani 5 duyu organını uyarma dediğimiz şeylerden yoksun oluyor...”) (Killahead).

(“...Şöyle söyleyeyim bir öğretmenin online eğitimi hazırlanmadan girmesi imkânsız. Kaç yıllık öğretmen olursa olsun bence, ben böyle düşünüyorum. Çünkü her sınıf nasıl yüz yüze de farklıysa online eğitimde de sınıf bazında dinamiği farklı oluyor. Ve bu sebepten dolayı da onlar için ek alıştırmalar bulmak gerekiyor. Bunun için dersi öğretmenin güzel özümseyip sadece elindeki programla yetinmemesi gerekiyor bence ekstra kaynak gerekli. ...”) (Kumsal).

(“...Her şey online oyunlar üzerineydi, powerpointler sunular üzerineydi, ee bu konuşma aşamasında çocukları zenginleştirdik dil açısından çünkü eşit bir söz hakkı vererek ilerledik...”) (Gosdebek).

(...ama yazma becerileri çok geride kaldı en online'ın ingilizce dersine dair en büyük zararı yazma oldu çünkü çocukların yazdıklarını göremedik kontrol edemedik...) (Gosdebek).

(“... Aslında çok da fazla değişiklik olmadı çünkü okulda da online'da da sürekli teknolojiyle harmanlanmış dersler işlediğimiz için, belki çok daha fazla online oyun oynadık veyahut ta çok daha fazla slaytlar hazırlandı ama yine kitaplarımız hep böyle dijital ortamda olduğu için hep zaten teknoloji bazlı anlatıldı dersler. Materyal çok ekstrem ya farklı bir şey kullanmadım açıkçası...”) (Ela).

4.1.7. What are your preferred materials in online education?

(“...Aslında çok da fazla değişiklik olmadı çünkü okulda da online'da da sürekli teknolojiyle harmanlanmış dersler işlediğimiz için, belki çok daha fazla online oyun oynadık veyahut ta çok daha fazla slaytlar hazırlandı ama yine kitaplarımız hep böyle dijital ortamda olduğu için hep zaten teknoloji bazlı anlatıldı dersler. Materyal çok ekstrem ya farklı bir şey kullanmadım açıkçası...”) (Ela).

(“...Hani çocuklara uygun videolar bu bunlara ve bazı şarkılar tabii ki çocukların seviyesine uygun şarkılar...”) (Rapunzel).

(“...Örneğin oyunları çok kullandım ben. Çünkü çocukların zaman zaman isteksiz olduğu ve düştüğü dönemlerde oyunla motive ettim. Atıyorum haftanın bir günü oyuna ayırdım tabii ki eğitici oyunlar. Bunun haricinde just dance kullandım her zaman onları neşelendirmek için ders açılışlarını bu şekilde yaptım. Ve programda gelen hiç yani bizim kendi çalıştığım kurumun programında hazır olarak gelen videoları zaman zaman sınıf dinamiğine uygun bulmadığımda daha eğlenceli ya da değiştirerek daha farklı videolardan yararlandım...”) (Kumsal).

(“...o eğlenceli videoları izlerken video bir anda duruyordu ve oradaki structure tamamlamaları gerekiyordu videoyla alakalı. bu noktada çocuklarımın çok fazla derse katılım isteği oluyordu onların merakını güdülediğimiz için...”) (Gosdebek).

(“...Online eğitimde tercih ettiğim materyaller genelde powerpoint sunumları ekstra olarak söylüyorum tabii ki, kitapların yazılımları dışında, powerpoint sunumları, çeşitli videolar çeşitli interaktif oyunlar karşılıklı zoom üzerinde karşısında karşımızdaki kişiye fare kullanımı hakkı vererek yaptığımız oyunlar vesaire etkili oluyor. Ama yeni bir süreç olduğu için özellikle dil eğitiminde yetersiz...”) (Killahead).

(“...Materyal olarak daha çok kendim powerpoint hazırlamayı tercih ettim. Çünkü kitaplar üzerinde ister istemez kitaplar sınırlı kalıyor bütün İngilizce kitapları sınırlı kalıyor öğretmenin kendisinin bir şeyler yapması gerekiyordu bunu sınıfta yapamayacağım için online eğitim olarak ders ortamında yapamayacağım için kendim powerpoint resimleri yüklediğim cümlelerimi yazdım örnek cümleler ve daha sonra worksheet kullandım bol bol...” (Zeynep).

4.1.8. Do you think the materials used in English education online are useful?

(“... Daha önce dediğim gibi yani genişletilebilir ama bu hani tabii bir tüm toplum için bir ilk olduğu için o yeterliydi ama daha da iyi olabilirdi diye düşünüyorum... ..Ne gibi daha fazla görsel içeren materyaller daha fazla kelime çalışması içeren materyaller olabilirdi. O kelimelerin pronunciationlarını dinleyebileceğiniz materyaller olabilirdi. Oyun üzerine genişletilmiş daha fazla ne denilebilir application olabilirdi belki bunlar olabilirdi ...”) (Betty).

(“...Dediğim gibi, faydalı ama yetersiz. Yani burada oyun olarak sunabileceğiniz 500 oyun varken, online eğitimde aynı konuyla ilgili üç oyun var. İkisi yaşa uygun değil, birini zorunlu seçmek zorunda kalıyorsunuz...” (Killahead).

(“...İngilizce öğretmenleri için gerçi bütün öğretmenler için aynı geçerlidir bu. Kullandıkları materyaller bence iyiydi, faydalıydı fakat online eğitim olduğu için bunun bir faydasını göremedik...” (Zeynep).

(“...Tabii ki de, yani materyal, bir kere çocuklar zaten görsellerle şarkılarla bunlarla öğrenen yaşlar oldukları için, materyal ve görsel objeler kullanmak zorundayız zaten ...”) (Rapunzel).

(...Zaten çoğunlukla teknolojik bütün materyaller veyahut da kaynakların İngilizce olduğu için çocuklarda daha fazla hani dile maruz kaldıklarını düşünüyorum. kahoot üzerinden gidersek oradan sürekli hani kullanım dili İngilizce veyahut ta zoom mesela aslında o da bir materyal bence, bizim kullandığımız zamanlarda zoom’un hep Türkçesi yoktu İngilizceydi. Çocuklar birçok hani aslında terimi de oradan öğrendiler. İşte, mute’dur ne bileyim join’dir tarzı belki okulda hiç duymadıkları kelimeleri oradan öğrendiler diye düşünüyorum...) (Ela).

(...Tabii ki vardı. Yani mümkün olduğunca destekledik derse ilave ettiğimiz arts and craftları kaldırdık bol bol sunular ve oyunlar. Hatta bölüyorum bir keresinde şöyle bir şey yaptık scavenger game di değil mi onu yaptık. Mutfak eşyalarıyla ilgili çocuğa

mesela ben ne diyordum spoon diyordum çocuk koşarak mutfaktan gelen spoon buluyordu red spots reddot socks diyordum onu bulmaya çalışıyordu falan filan evi bu noktada bayağı karıştırdığımız ve derse dahil ettiğimiz oldu. Heyecan katabilmek için...” (Gosdebek).

4.1.9. Has online education affected your teaching attitude?

(“...Yani online eğitim sürecindeki sınıf yönetimini aynı şekilde bekliyorsunuz. Bu da öğretmende bir şok dalgasına sebep oluyor. Bunu atlatması biraz uzun sürüyor, ne kadar uzun sürüyor ilk 10 saatiniz tamamen sınır yönetimi nasıldı, bunu hatırlamakla geçiyor. Yöntem kullandığımız yöntemler neydi bunları hatırlamakla geçiyor. Onun dışında bir eksisi olduğunu düşünmüyorum...” (Killahead).

(“...özle görülür bir şey yok sadece hani daha az stresli oldum yiyeyim. Sınıf ortamı her zaman öyle güllük gülistanlık ortamlar olmuyor o yüzden daha sakın ve daha az stresli olduğumu kabul edebilirim...” (Ela).

(“...elbette ki eksiklerimiz var çünkü ilk defa yapmıştım online eğitimi ama bence elimde olan evimde de olan materyalleri de dersin konusuna göre iyi değerlendirdiğini düşünüyorum daha iyisi olabilirdi...” (Betty).

(“...Yo etkilemedi aslında yani normal bir sınıfa girermiş gibi giriyorduk ama tabii daha rahat ortamlarda olduğu için çocuklar özellikle yani ben çocuklar açısından değerlendireceğim. Daha rahat oluyorlar mesela yemek yiyorlardı yani bence kötüydü yani bu otorite açısından değerlendirecek olursak...” (Rapunzel).

(“...Değiştirdi, şöyle değiştirdi, önceden sınıfa girdiğimizde daha sessiz sakın çocuklara karşı daha tedirgin yaklaşıyordum. Mesela söz alma konusunda bir soru sorduğumda cevaplamak isteyen öğrencilere ağırlık veriyordum. Online eğitimler kendime şöyle bir yöntem buldum her çocuk bir derste sırayla konuşacak. Bunu online eğitimde ekran hareketli olduğu için zoom üzerinden yaptığım için sınıf listesini önüme alarak her çocuk konuştuğundan sonra ardından tick koyarak bu eşitliği sağladım ve çocuklar da şunu öğrendim ki böyle bir kural olduğunu bilip bunu kabul ettikten sonra ben bilmiyorum ben yapmıyorum yani en seviyesi düşük olan çocuk bile derse katıldı ve katılacağını bildiği için de çabaladı. Yani bu bana çok büyük şey kattı aynı sistemi şu anda yüz yüze de uyguluyorum ve çok faydasını görüyorum...” (Kumsal).

(“...Online daha agresifim daha agresif demeyeyim çok çirkin bir kelime oldu kendimi yanlış tanıtmış olacağım da online’da daha disiplinliydim, daha katıydım

çünkü o sınıf online da bir ders saati süremiz vardı bu 30 dakikaydı 35 dakika bazen 20 dakika oluyordu, o 20 dakikada hiçbir şey veremiyordum ama şu an normalde 1 ders saati 40 dakika ve ben o 40 dakikanın sadece 10 dakikası sırf 10 dakikası ders yapsam çok çok daha verimli oluyor o. Şu an daha ılımlıyım daha hoşgörülüymüm daha eğlenceli olduğumu düşünüyorum çünkü daha da çok rahatladım şunu anladım şu an online eğitim öncesi o 40 dakikanın bana yetmediğini sınıf mevcudu mesela 22. 22 kişinin çok fazla olduğunu düşünüyordum İngilizce eğitimi için ama online'dan sonra artık bu evet ideal bir sayı 40 dakika çok uygun bir zaman ben 40 dakikada çok verimli olabiliyorum diyorum...” (“...çocukların derste konuşması parmak kaldırması beden dillerini kullanması bunlar hoşuma gitmeye başladı...”) (Zeynep).

(...İster istemez etkiledi çünkü sadece ekran başında çocuğa hani bir göz teması kurmak çok önemli o sırada çocuk size bakıyor mu? size bakmıyor mu? bu çok önemli. Çocuğun bir suratını aferin demek bir dokunma bile çok önemli çocuk için. Bu açıdan evet etkiledi...) (Catwoman).

(“...şöyle değiştirdi çocukları daha çok özlediğimiz için onlara karşı daha fazla empati kurabildik okula geri döndüğümüzde çünkü bu çocuklar bir noktada sosyalleşememişti okula başladıklarında sosyalleşme zorlandılar. Onları bu noktada desteklemeye çalıştık...”) (Gosdebek).

4.1.10. Does online education have advantages and disadvantages for you, and if so, what are they?

(“...Bir öğretmen için evde olması bir avantajdı zaman zaman çünkü teneffüs aralarında günlük işlerimize yapabiliyorduk aile düzenimizi kurabiliyorduk...”) (Gosdebek).

(“...Online eğitimin avantajları; bir kere evde olmanız öğretmen olarak. Bu da size ekstra bir konfor alanı sağlıyor konfor alanınıza daha rahat ve daha yüksek performansta oluyorsunuz ...”) (Killahead).

(“...avantaj, belki zaman açısından bir avantajımız oldu en azından zamanımızı daha verimli kullanabildik. Hani okula gidip, okula gelme açısından bu öğretmen...”) (Catwoman).

(“...Tabii ki de avantajları vardı evimizin ortamında konfor alanınızdan çıkmadan ee ders bizler ders verebiliyorduk öğretmenler olarak...”) (Betty).

(“...Dezavantajları da tabii ki var öğrenciye dokunmuyoruz. Öğrencinin ne yaptığını göremiyoruz. Çünkü artık bizden çıkıyor öğrenci, ve tamamen karşımıza bir ekran var çoğu zaman çocukların kamerası kapalı oluyordu tabii bunu biz açamıyoruz onların açması gerekiyordu. Çocuğu göremiyoruz belki orada değil belki dinlemiyor bu gibi avantaj, dezavantajları çok fazla vardı...” (Betty).

(“...dezavantaj dersek, sadece İngilizce adına şunu söyleyebilirim çocuklarla yan yana değildik ve yazma becerileri çok geride kaldı...” (Gosdebek).

(“...dezavantajlarından başlayayım dezavantajları şöyle mesela bir öğrenci olumsuzluk yaşadı. Atıyorum örneğin ne olabilir anne COVID-19’a yakalandı ya da işte anne doğum yaptı kardeşi oldu. Şimdi okula geldiği zaman öğrenciye dokunan bildiğiniz için bir şekilde gönlünü yapabiliyoruz. Ama bu online süreçte velinin desteği de azalıyor böyle tarz durumlarda. Çocuğu kaybedebiliyoruz. Dezavantajları benim için kendi geçmiş online eğitim yaşantıma bakarak bu olmuştu...” (Kumsal).

(“...okula gerçekten rahatsız olduğu için gelemeyecek olan çocuklar oluyor işte bir hafta iki hafta rapor alıyorlar en azından hani bu süreçte o çocuklara bir online derse çok verimli olmasa da okuldan uzaklaşmaması adına öğretmenlerden uzaklaşmaması adına 1 online eğitim süreci başlamış oldu. Mesela benim okulum bunu yaptı. Bir online sistemimiz hala devam ediyor eğer öğrenci convitse ya da bir hafta iki hafta rapor alıyorsa ve okuldan uzaklaşmaması sınıf ortamından uzaklaşmaması adına adı bir online eğitim veriliyor...” (Zeynep).

4.1.11. Does online education have any effects on teaching English, and if so, what are they?

(...tabii ki yine sınıfta nasıl kullandığımız materyalleri online eğitimde de kullanılabiliyorduk fakat sınıf ortamında daha verimli olabileceğini düşünüyorum ben...) (Rapunzel).

(“...Şöyle ki eğer yani aslında avantajı var ama çok küçük yaştaki çocuklar biraz bunun şeyine varamadılar yani bu online eğitimin ee güzelliklerine alamadılar çünkü bir hastalıktan dolayı online eğitim vardı ve çocuklarımızın çoğu tabii ki de kendi arkadaşları yanında olmadığı için öğrenme de çok fazla 90% gerçekleşmedi 95% gerçekleşmedi. Çünkü sınıf içerisindeki öğrenmeyle ev ortamındaki öğrenme ya da iş yerlerinde ailelerinin iş yerlerinde eğitime katıldılar. Bunlar çocuklar için dezavantajdır bir avantaj değildir bence...” (Betty).

(“...Ama odaklanmasında sorun yaşayan ondan sonra dikkat dağınıklığı olan öğrenciler içinse tam bir facia. Çünkü sınıf ortamında onları kontrol edebiliyorsunuz, onların odaklarını tekrar kazanabiliyorsunuz...” (Killahead).

(“...Yani ben veliden destek göremezsem veli eğer takip edemezse çocuğun yazıp yazmadığını doğru yazıp yazmadığımı ben bilemezsem o zaman fayda sağlayamıyorum. Tabii ki kontrol anlamında dezavantajı olabiliyor, onu da dediğim gibi whatsapp gruplarından veliyle doğrusunu paylaşıp kontrol için destek almak gerekiyor...” (Kumsal).

(“...dezavantajı oldu, yani bilgisayar üzerinden ders anlatıyorsunuz İngilizce bence özellikle ilkokul için söylüyorum, lise kıs lise öğrencileri için evet bilgi aktarıyorsunuz belki sınava hazırlıyorsunuz. Öğretmenle öğrenci sohbet edip lise öğrencileri olgundur, konuşurlar ama ama o ilkokul öğrencilerinin aktif olması gerekiyor oyun oynaması gerekiyor hareket halinde olması gerekiyor hepsinin kaynaşması gerekiyor o yüzden ilkokul öğrencileri için bence online eğitimin hiçbir olumlu etkisi olmadığı tam tersi olumsuz bir etki olduedeceksiniz ama ilkokul öğrencileri somut işlemler döneminde oldukları için onları somut bir şeyler vermek gerekiyor. Bedenlerini kullanmaları gerekiyor oyun oynamaları gerekiyor mu bir şeyleri kesmeler gerekiyor, evalarla kartonlarla çizimleri gerekiyor ve öğretmenin bunu aktif olarak kullanması gerekiyor...” (Zeynep).

(“...Evet var çünkü mikrofonlar sürekli kapalı olması gerekiyordu kaos yaratmaması açısından sınıf içinde mikrofon durumumuz olmadığı için çocuklar birbirleriyle bile o anda iletişim kurabiliyorlar bir soru cevap şeklinde fakat iletişim online süreçte mikrofonların açması gerekiyordu bu da ister istemez bir zaman kaybına yol açıyor...” (Catwoman).

4.1.12. Do you think learning English online has affected students? How?

(“...dediğim gibi olumsuz yönde etkiledi onları. Online eğitim sürecinde zaten hiç yapamıyordum başladılar bu sefer kendilerine bir limit koydular kendilerine block koydular dil öğrenimine karşı...”).

(“...çocuklar, zaten, ilkokul çağındaki çocuklar yazı yazmaktan çok hoşlanmazlar. Dolayısıyla onlar sadece görsel olarak görmeyi ve dinlemeyi severler. E tabii biz online da bunu bol bol kullandık bol bol kullandığımız için de çocuk daha öğrendiğin daha iyi hissetti ve daha iyi dönüt verdi. Dolayısıyla onlar üzerinde iyi bir etkisi olduğunu düşünüyorum...” (Betty).

(“...bazı davranış problemi olan çocuklar evde kendi konfor alanlarındayken daha rahat oldular. Çünkü sınıfta belki çocuk hiperaktif ayaktayken dinleyebiliyor ama bu yaptığı hareketler sınıfta arkadaşlarını etkiliyor ve öğretmenlerin tepkisini almasına sebep oluyor. Ama aynı çocuk evde kendi masasında ayakta dans ederek yazdı, bir şekilde ama yaptı bunu. Bu tarz bazı çocukları olumlu etkiledi...” (Kumsal).

(“...Tabii ki etkiledi bir noktada çünkü canlı bir iletişimimiz yoktu sabah başlayıp 9 saat süren bir serüvenimiz var sınıfta. Çocuk bizimle İngilizceye maruz kalıyordu ama bu da bir noktada yarıya indi...” (Gosdebek).

(“...bu ders saati açısından etkilemiş olabilir. Çünkü bizim burada vermiş olduğumuz ders saati online’a göre çok daha fazla yüz yüze eğitimde. Ama dediğim gibi ders saatlerinin bitiminden sonra da biz çocuklarla iletişim kurduğumuz için onu bir nebze de olsa kapatmaya çalıştık...” (Catwoman).

(“...çocuk kendini ifade etmek istiyor ama kısıtlı sürelerde kendilerini ifade edebiliyorlar. Ve her öğrenciye her eşit imkânı sunamıyoruz maalesef. Çünkü kendi dersimizi anlatmak zorunda kalıyoruz. Ama çocuk her çocuğa eşit maalesef imkanlarda bulunamadığınız için verimsiz olduğunu düşünüyorum ben...” (Rapunzel).

(“...Etkilemiş olabilir, şöyle ki illaki yaşanan teknik arızalar oluyordu, online eğitim süresince benim sesim her zaman karşı tarafa gitmiyordu. Onların belki bağlantısı sıkıntıları vardı ya da hoparlör ya da mikrofon sıkıntıları oldu. Belki benim şey bu benim telaffuzumu yüz yüzeyleken daha iyi duyabilecekken aracı bir mikrofonla hani hoparlörden çıkan sesle ne kadar iyi anlayabilirler ya da duyabildiler ya da doğru telaffuzunu öğrenebildiler. Bence orası biraz belirsiz...” (Ela).

4.2. Could you share your thoughts and experiences about face-to-face education?

(“...Daha eşit imkanlar sunabiliyoruz mesela çocuklara bu bireysel sorunları varsa onlarla ilgilene biliyoruz...” (Rapunzel).

(“...İyi ki şimdi çocuklarla, sınıftayız. Sınıfta olmak ve onlara dokunmak heyecan verici. Çünkü onların gözlerinin içine bakarak üzüntülerini sevinçlerini mutluluklarını anlayabiliyoruz. Şımarıklıklarına katlanabiliyoruz, zaman zaman ee davranışlarını çerçeveleyebiliyoruz istediğimiz forma getirmeye çalışıyoruz. Eksikliklerini daha çok görebiliyoruz...” (Gosdebek).

(“...Tabii ki de çocuğa bir dokunmak hani bir koluna dokunarak onu uyarmak veyahut ta karşı karşıya göz göze, göz teması kurarak bir şey anlatmaya çalışmanın yerini tutamaz. O yüzden yüz yüze eğitim tabii ki de daha çok daha duygusal...”) (Ela).

(“...her zaman yüz yüze eğitimi tercih ediyorum. Evet online eğitim gayet güzel aktif geçirdiğimi düşünüyorum ama yüz yüze eğitim her zaman çok daha avantajlıdır. Çocuğa dokunabiliyor göz olarak temasa gelebiliyorum çocuğumun sınıf içerisinde ne yaptığını biliyorum. Benim ne verdiğimi, onun ne aldığını o anda kontrol edebiliyorum. Çünkü sadece 30 dakikalık bir online eğitim sürecimiz yok okulda bütün gün onlarlayız. Gerekirse teneffüste bile çocukla iletişim kurabiliyorum...”) (Betty).

(“...Yüz yüze eğitimle ilgili düşüncelerim ya elbette ki bizim gibi küçük yaş grubuyla çalışan kişilerde öğretmen önce bir kendini yüz yüze tanıtmayı o teması öğrenciyle kurması tarzında bir şekilde yüz yüzedeyken oturtması daha önemli...”) (Kumsal).

(“...Yani kurallar bazında da eğittiğimiz için çocukları ben bu sene birinci sınıflarda çalışıyorum özellikle bu seneden bahsedeyim online olsaydık bu kadar başarılı olamazdık. Ama şimdi mesela online geçerse kuralları oturtuktan sonra yapabileceğimizi düşünüyorum. Yani yüz yüzenin kurallar açısından önemli olduğunu düşünüyorum...”) (Kumsal).

...” (“...Yüz yüze eğitim her zaman için tercih edilen bir şey. Tabii ki şartlar gereği hiç olmaması da kötü, online sistemi olarak düşünürsek en azından yüz yüze eğitimde dediğim gibi çocuklar kontak kuruyorsunuz sürekli bir iletişim halindesiniz sabahtan akşama kadar aileden çok bizlere görüyor çocuklar haliyle daha. Ee daha böyle bir güven veriyor...) (Catwoman).

(“...Kullanılabilecek materyalleri ilgi çekecek şeyleri arttırmamız gerekiyor...”) (Killahead).

4.3. What do you think are the differences between face-to-face classroom management and online classroom management?

(“...Ama online eğitiminde maalesef hani uzakta olduğumuz için çocuklardan onların eksikliklerini nerede eksik olduklarını fark etmemizde birazcık dezavantajı, dezavantajı oluyor...”) (Rapunzel).

(“...Online sınıf yönetiminde zaten dediğim gibi bir sınıf yönetimi yok. Sadece seslenme var. Sesinize tepki veren ve vermeyen öğrenci var. Ama yüz yüze sınıf

yönetiminde ise gerçek bir sınıf yönetimi var, gerçek bir otorite kurmanız gerekiyor...” (Killahead).

(“...Var tabii, tek bir tuşla bütün çocukları susturabilirsiniz. Ama bana benim açımdan susturabilirsiniz, onlar karşı tarafta onlar susuyor mu susmuyor mu bilemem...” (Ela).

(“...tabii yüz yüze de çocukların sesini kapatamıyoruz. Farklı hareketlerini mesela kalemle sıraya vurmak belki dersin akışını bozacak düzeyde ya da arkadaşlarının dikkatini dağıtacak düzeyde oluyor, o çocuğun konsantrasyonunu etkilemiyor. Uyarmak zorunda kalıyoruz ama böyle yani online da daha kolay olduğunu düşünüyorum...” (Kumsal).

(“...Yüz yüze sınıf yönetiminde tabii ki de daha rahat olabiliyoruz çünkü online eğitimde biliyoruz ki çocukların yanında aileler de var. Yaklaşımlarımız biraz daha, ee bizim kendi içimizden geldiğimiz yaklaşımlar olmayabiliyor. Ama sınıf içerisinde daha rahatız çünkü onların aileleri de yok. onlar kendileri ve ne yaptıklarını çok iyi görebiliyoruz dolayısıyla sınıf içerisindeki yönetime daha iyi hâkim olduğumu düşünüyorum...” (Betty).

(“...Bence herkesin hem fikir olduğu nokta mute tuşuydu. Sınıfta tabii ki çok daha zorlanıyoruz çünkü evde onlar çok özgürdü istediklerini yapabiliyorlardı. Sandalyede amuda kalkarak oturabiliyorken sınıfta bir form içerisinde kalmaları gerekiyor bu onları da zorladı bizim de bu kurallara onları bu kurallarla onlara çerçevelememiz bizi zorladı...” (Gosdebek).

(“...Çünkü, sınıf içinde çocuklarla her zaman söylüyorum, göz kontağı çok önemlidir. Sınıf içinde çocuğa sesinizi hani yapma etme derken demenize bile gerek kalmadan bunu çocuğa anlatabiliyorsunuz. ama online da sadece kameradan görüyor, ve kime baktığı belli olmuyor. ona bakmana rağmen çocuk size baktığını fark etmediğiniz zaman bile masa altından, masa üstünde kameranın görmediği yerlerde dikkatini dağıtabilecek şeylerle uğraşabiliyor...” (Catwoman).

4.3.1 If yes, what do you think are the differences between the materials used in face-to-face lessons and the materials used in online lessons?

(“...Mesela online eğitimde daha akıcı daha dikkat çekici daha renkli materyaller kullanmamız gerekir. Öğrencinin dikkatini çekip onun odak süresinin daha uzun tutulması için...” (Kumsal).

(“...Sınıfta bir anda aklına bir şey geldiğinde bir öğretmen onu üretebiliyor. Ama online eğitimde sınırlanıyorduk. Yüz yüze olmak daha avantajlıydı bu noktada...”) (Gosdebek).

(“...Yani yüz yüze kullandığımız materyallere tabii ki de kitaplarımızın uygulamalarını kullanıyoruz ama online da online eğitimde hem kitaplarımızın materyallerini uygulamasını tahta uygulamasını kullanıp hem de ekstradan kendimizde internetten bulabiliyorduk ekstra materyaller...”) (Betty).

(“...Sadece worksheetleri dağıtmadım çocuklara online da worksheetleri aktif olarak kullanamadım sadece ekran üzerinden verebildim ve velilerime whatsapp'tan resim olarak ya da emaili yoluyla atabildim...”) (Zeynep).

(“...Fark yok aslında yani orada da kullandığımız materyaller sınıfta da kullandığımız materyaller aynı. Fakat sadece dediğim gibi bazı göremediğimiz unsurlar olabiliyor online eğitimde onları yüz yüze daha etkin bir şekilde görebiliyoruz...”) (Rapunzel).

4.4. If you had the right to choose, which would you prefer, online education or face-to-face education?

(“...Aslında bu sınıfa göre değişir. Yani sınıfta eğer yönet yönetme problemi varsa sınıf yönetimi ile ilgili davranış problemi olan çocuklar varsa, online tercih ederim. Ama genel anlamda tabii ki yüz yüze...”) (Kumsal).

(“...Çocukları görmek bana mutluluk veriyor her şeyden öte. Ama şunu da söyleyebilirim özel dersim var online veriyorum. çok da keyifli oluyor neden çünkü sadece bir öğrenciyle karşılıklı konuşuyorum zaman esnekliği bana çok iyi geliyor bir okul dışı olduğu için. Bu noktada online'ı kabul edebilirim ama bir disipline gireceksek bu bir okul adı altında olacaksa yüz yüzeyi tercih ediyorum...”) (Gosdebek).

(“...Tabii ki de yüz yüze, kesinlikle yüz yüze... ...çünkü ilkokul için özellikle çünkü etkileşim, paylaşma, fiziksel ortam ilkokul çocukları için çok çok önemli. Çocukların yüz yüzeyken hatalarını görebiliyorum çocuklarla beraber benim bir hatam olduğu zaman bunu bana söyleyebiliyorlar ya da sınıfa çok güzel çeke dikkat çekebiliyorum. Kendim bilerek yanlışlar yapıyorum onları düzeltiyorlar. İngilizce yazma çok önemli okuma çok önemli okumalarını onlara okuma alıştırmaları yaptırırken onları takip edebiliyorum. Online bunlar yoktu mesela. Kesinlikle ve kesinlikle yüz yüze...”) (Zeynep).

(“...Tabii ki de şimdi, idealist bir öğretmenim açıkçası ben. Bu yüzden her zaman evet yorgunluk oluyor mutlaka oluyor ama her zaman için yüz yüze eğitim. Eğer verimli olmak istiyorsak, her zaman için yüz yüze eğitim...”)(Catwoman).

(...Yüz yüze eğitimi tercih ederdim çünkü online eğitimde bütün çocuklara dokunamadığımı düşünüyorum. Bu yüzden... ..Şöyle ki her çocuğun ne öğrendiğini bilemiyorum. Her çocuğu daha net gözlemleyemiyorum online eğitimde çünkü bir ekran karşısında sadece karşıda onları görebiliyorum ne yaptıklarını bilemiyorum ve onları çoğu zaman derse katamıyorum bu bakımdan yüz yüze eğitimi tercih ederdim...) (Betty).

(“...İkisini de tercih ederdim dediğim gibi ikisinde de başarılıydım ama yüz yüze daha çok tercih ederim”)(Rapunzel).

(“...Harmanlanmış bir şey olabilir mesela. Ama ya onu da ayarlamasını çok iyi yapmak lazım. Veyahut da neye göre yapılacak hangi dersler online hangi dersler yüz yüze olacak onu belirlemek de zor olur. İç huzurum açısından online, ama verimlilik açısından yüz yüze...”)(Ela).

(“...Öğretmen açısından online eğitimi tercih ederdim. Ama öğrenci açısından yüz yüze eğitimi seçerdim...”)(Killahead).

4.5. Do you have any suggestions for English language teachers about online education? What are they?

(“yani tabii seçme hakları var mıdır bilemem ama bence online eğitim ee olabildiğince az sınıf mevcuduyla yapılmalı, verimlilik açısından ve karşı tarafı çok fazla yormayacak hem mental hem fiziksel olarak çünkü sürekli bir yerde oturmak da bir insanı çok yoruyor...”)(Ela).

(“...hele ki bunlar küçük yaş gruplarıysa onları o sandalyede yani bilgisayarın önünde sadece dinleyerek tutmak çok zor. Ders saatlerinin toplamda daha az olduğu atıyorum yani günde 9 saat yerine günde 4 ya da 5 saatlik bir ders programıyla ee ders verebilme şansları varsa tavsiyem bu olur...”)(Ela).

(“...öyle tavsiyede bulunabilirim mesela ben etüt yaptığım zaman online üzerinden 3-4 öğrenciyle o zaman çok daha verimli oluyor öğrenci sayısının az olması gerekiyor...”)(Zeynep).

(“...Kesinlikle kendilerini online oyunlar konusunda geliştirmeleri gerektiğini düşünüyorum. Online kullanabilecekleri öğrencilerin ekrana yazı yazabildiği birtakım siteler var onları yani çok fazla kaynakları olması lazım. Kendilerinin kaynak bakımından geliştirmeleri lazım...”) (Kumsal).

(“...Tabii ki de mümkün olabildiğince çok fazla eğitime katılmalarını öneririm, online eğitime. Çünkü hani bu eminim ki ileride de online eğitimle daha sık karşılaşacağız bence ve buna karşılaşmadan önce de mutlaka her öğretmenimin yeni mezun öğretmenimin mutlaka online eğitimler almasını kendilerini desteklemesini, kendilerini geliştirmelerini isterim...”) (Betty).

(“...Daha çok materyal kullanmaları gerekiyor. Dikkat çekici unsurlar kullanmaları gerekiyor...”) (Rapunzel).

(“...Online eğitimde İngilizce öğretmenleri bi kere materyal çeşitliliğini arttırsınlar. İnteraktif eğitime, interaktif materyallere daha çok önem versinleröğrenciyi daha aktif tutacak onun derse odaklanmasını, onun dersi ilerlemesini sağlayacak şekilde dersi işlesinler...”) (Killahead).

(“...önümüzde bir liste oluşturduk ve tek tik tik tik tik tikleyerek gittik geri geldik kitabımızı açtığımızda hangi soruya hangi çocuğun cevap verdiğini not aldık çünkü bu evde aile içerisinde problem olabiliyordu. Anne mesela diyordu ki benim çocuğum soruya cevap vermedi halbuki ben soruyu sorduğumda onun çocuğu orada değildi. Kontrollü gitmek bu noktada daha iyiydi...) (Gosdebek).

4.5.1. Are English language teachers ready for online education? How?

(“...Bunun için (online eğitim) hiçbirimiz ayriyeten bu konuyla ilgili bir eğitim almadık. Hepimiz çok fazla içine bir anda açıldığımız için yaşayarak öğrendik o zamanlar hazır değildik...”) (Ela).

...” (“...Bu işte tecrübelendiğimizi düşünüyorum 2 senede özellikle ilkokul grubunda. Götürebiliriz yine online olursa bence hazırız...) (Gosdebek).

(“...Özel okulda çalışan öğretmenlerin, gerçekten, meslek için, mesleki anlamda kendilerini geliştirdiklerine inanıyorum. Onlar çok güzel eğitimler alıyorlar... ..ama İngilizce öğretmenleri ve özel okulda çalışan bütün öğretmenler bence her an online eğitime hazırlar...”) (Zeynep).

(“...Hazırlardı diğer branşlara göre İngilizce öğretmenleri zaten daha o öğrencileri farklı bir dil öğrettikleri için her zaman daha dikkat çekici olmak zorundalardı. Her zaman daha farklı bir dil öğrettiklerinden dolayı daha güzel materyaller kullanmak zorundalar daha eğlencelilerdi. Bunu sadece site bazında online döktüler yani yaratıcılar zaten hazırlardı...”) (Kumsal).

(“...bazı öğretmenler zoom uygulamasının nasıl uygulanması gerektiğini daha bilmiyorlar. Bu konuda destek almaları gerekiyor. Materyal kullanmaları gerekiyor. Kitapları yüklemeleri mesela bu tarz şeyleri daha çok öğrenmeleri gerekiyor. Hangi oyunlar oynanır ya da seviyede nasıl yani seviyeye nasıl inmeleri gerekir bunları bilmeleri gerekiyor...”) (Rapunzel).

(“...Aslında son 5 yılda son 4 yılda diyeyim yapılan gelişmeler sayesinde şu an tekrar bir online eğitim süreci başlasa İngilizce öğretmenleri hazırlar. Çünkü interaktif materyaller, WEB2 araçları yoğun bir şekilde geliştirildi ama bunun eğitimi de lazım tabii ki. Bunların yüzde ellisi hiç haberleri dahi yok online eğitimdeki materyalden...”)

(Killahead).

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