

**BAŞKENT UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES  
DEPARTMENT OF FOREIGN LANGUAGES  
MASTER PROGRAM OF ENGLISH LANGUAGE TEACHING WITH  
THESIS**

**THE PERCEPTIONS OF EFL INSTRUCTORS AT PREPARATORY  
SCHOOLS AFTER COVID-19 PANDEMIC AND THEIR EMERGING  
INSET NEEDS**

**PREPARED BY**

**GÜLHAN NARİN**

**MASTER THESIS**

**ANKARA – 2022**

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**SUPERVISOR**

**ASSOC. PROF. DR. SENEM ÜSTÜN KAYA**

**ANKARA – 2022**

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**EĞİTİM BİLİMLERİ ENSTİTÜSÜ**  
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Değişen Algıları ve Gelişen Hizmetiçi Eğitim İhtiyaçları

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Doç. Dr. Senem ÜSTÜN KAYA

## **DEDICATION**

This study is wholeheartedly dedicated to my beloved father and my late mother. As known, every step in the life path needs challenging effort and guidance, they have been my source of inspiration to go further.



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Gülhan NARİN

August, 2022

## ÖZET

**Gülhan NARİN**

### **COVID-19 Pandemisi Sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Değişen Algıları ve Gelişen Hizmetiçi Eğitim İhtiyaçları**

**Başkent Üniversitesi  
Eğitim Bilimleri Enstitüsü  
Yabancı Diller Eğitimi Anabilim Dalı  
İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı 2022**

Son zamanlarda eğitim kurumları, öğrencilerin akademik ihtiyaçlarını desteklemek ve COVID-19 kısıtlamalarından kaçınmak için çevrimiçi eğitim kullanıyor ve yeni yönergeler uyguluyor. Dil öğretmenleri ise hızlı salgın nedeniyle neredeyse anında çevrimiçi öğrenmeye geçmek zorunda kaldılar. Birçok İngilizce öğretmeni daha önce uzaktan eğitim tecrübesine sahipti, ancak geri kalanı için durum söz konusu değildi. Bu çalışma, yükseköğretim düzeyindeki İngilizce hazırlık öğretim görevlilerinin yeni eğitim gereksinimlerini tartıştı. 4 puanlık Likert ölçekli sonuçları toplamak için anketin ölçeğinde bazı küçük değişiklikler yapılarak karma yöntem tasarımı gerçekleştirilmiştir. Anket Tekin & Yaman (2008) çalışmasında, Guskey'nin (2000) yaklaşımı ve öğretmen eğitimi için etkili bir ihtiyaç analizi kullanılarak geliştirilmiştir. Ayrıca Koç (2016)' un 'Türkiye'deki İlköğretim Okullarında İngilizce Öğretmenlerinin Hizmet İçi Eğitimlerinin Genel Bir Araştırması' başlıklı makalesinden alındı. Öğretmenlerin eğitim gereksinimleriyle uyumlu olmak ve zengin veriler elde etmek için, bir araç olarak, önceden geliştirilmiş ve açık uçlu bir dizi görüşme sorusu kullanıldı. Bulgular, katılımcı profilleri, birkaç farklı bakış açısıyla nasıl anlaşılabilirliği, kapsayıcı temalar ve alt temalar ile bunların yükseköğretimde yabancı dil öğretimine yönelik çıkarımları ve önerileri açısından gözden geçirilmiştir. İngilizce öğretmenlerinin çevrimiçi öğretim ve öğrenimle uğraşırken buldukları avantajlar ve zorluklar, öncelikle alanın hem öğretimsel hem de teknolojik yönlerinde daha fazla eğitim ihtiyacına bağlandı.

**Anahtar Sözcükler:** İngilizce öğretmenlerinin bakış açıları, COVID-19, dil eğitimi, çevrimiçi öğrenme.

## **ABSTRACT**

**Gülhan NARİN**

### **The Perceptions of EFL Instructors at Preparatory Schools after COVID-19 Pandemic and Their Emerging Inset Needs**

**Başkent University  
Institute of Educational Sciences  
Foreign Language Education Major Science  
English Language Teaching with Thesis Master Program 2022**

Currently, educational institutions use online instruction and implement new guidelines to uphold students' academic needs and avoid COVID-19 restrictions. Language instructors, on the other hand, were obliged to almost immediately shift to online learning due to the rapid outbreak. Many English language instructors have previously had experience with distance education, but it was not the case for the rest of it. The present study discussed the new training requirements of preparatory English language instructors in Ankara. A triangulation method was issued on EFL teachers working at preparatory schools of universities in Ankara. A sequential exploratory approach was carried out by some slight changes in scaling the survey to collect 4 –point Likert-scale results. The questionnaire was developed by Tekin & Yaman (2008) with the contribution of utilizing Guskey's (2000) approach and an effective needs analysis for teacher training. It was also taken from Koç's (2016) paper, 'A General Investigation of the In-Service Training of English Language Teachers at Elementary Schools in Turkey'. To be congruent with the instructors' training requirements and to obtain rich data, a set of interview questions served as a tool. The findings were reviewed in terms of the participant profiles, and how they might be understood with a few distinct perspectives, overlapping themes, and subthemes, as well as their implications and recommendations for teaching foreign languages in higher education. The advantages and difficulties that English language instructors found when engaging in online teaching and learning were primarily attributed to the need for more training in both the instructional and technological aspects of the field.

**Keywords:** English language teachers' perspectives, COVID-19, language education, online learning.

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## LIST OF ABBREVIATIONS

|                 |                                                                                                             |
|-----------------|-------------------------------------------------------------------------------------------------------------|
| <b>BOGEM</b>    | Başkent Üniversitesi Öğrenme ve Öğretme Merkezi                                                             |
| <b>BUZEM</b>    | Başkent Üniversitesi Uzaktan Eğitim ve Araştırma Merkezi/Distance Education Application and Research Center |
| <b>CALL</b>     | Computer Assisted Language Learning                                                                         |
| <b>COVID-19</b> | Coronavirus (SARS-CoV2) and the starting year 2019/ Corona (CO), Virus (VI), Disease (D) and 2019 (19)      |
| <b>EFL</b>      | English as a Foreign Language                                                                               |
| <b>ELT</b>      | English Language Teaching                                                                                   |
| <b>ERT</b>      | Emergency Remote Teaching                                                                                   |
| <b>FL</b>       | Foreign Language                                                                                            |
| <b>ICT</b>      | Information and Communications Technology                                                                   |
| <b>INSET</b>    | In-service Education and Teaching                                                                           |
| <b>OECD</b>     | Organisation for Economic Co-operation and Development                                                      |
| <b>OTL</b>      | Online Teaching and Learning                                                                                |
| <b>OYS</b>      | Teaching Management System                                                                                  |
| <b>TEFL</b>     | Teaching English as a Foreign Language                                                                      |
| <b>TPACK</b>    | Technology Pedagogy and Content Knowledge                                                                   |
| <b>WHO</b>      | World Health Organization                                                                                   |
| <b>L2MSS</b>    | L2 Motivational Self System Scale                                                                           |
| <b>ILS</b>      | Ideal L2 Self                                                                                               |
| <b>OLS</b>      | Ought-to L2 Self                                                                                            |
| <b>LLE</b>      | L2 Learning Experience                                                                                      |

## **CHAPTER I**

### **1. INTRODUCTION**

#### **1.1. Introduction**

This study focused on the emerging needs of English Language Teachers at preparatory schools of some universities for the In-service Teacher Training Program throughout the pandemic. Turkey's faculties were shut down in March 2020 due to the COVID-19 pandemic as it did in many other countries worldwide that have taken their parts in virtual learning. Instructors have been compelled to develop online teaching styles. However, there were certain drawbacks to this abrupt change such as technological disparities, lack of distance teaching experience of instructors, poor internet connection, and unmotivated students. This section explains the study's background, problem statement, purpose, research questions, and significance.

#### **1.2. Background of the Study**

As known by many, education requires some planning and after doing so, instructors should examine students' knowledge on their understanding of the content, course, or learning by applying the pre-prepared systems. That means desired results can be fulfilled with the great help of planning, some academic units and InService Teaching leads the way. In today's educational system, as it is obvious for various reasons, teaching and learning English is crucial all over the world. No matter the student's cultural background or limitations, people do their best in school because learning a language has been challenging for many. As known, good beginnings make education more meaningful. As a result of the

above statements, acquiring a language is a crucial component of the unity of all languages (Robbins, 2007, p. 49).

However; in 2020 there occurred a worldwide disease that affected the people and the ongoing processes of many sectors, including education. This situation also led the good beginnings to vague and uncertain proceedings. There was no existing arrangement to be functional because civil society had become out of balance. Contacting surfaces, and touching people could lead to contamination by an infected individual and can all spread this new virus in a matter of seconds. Babies and toddlers and older people were the most at risk, but once this new infectious disease has entered the body, no one is protected, thus everyone can be adversely impacted by its devastating results (Bender & Koller, 2020; Meng et al., 2020). Countries were on the verge of cutting themselves off from one another. Countless processes, including those related to trade, tourism, health care, and education, started to be questioned at this moment. Education has emerged as one of the most important issues in light of the worldwide closure of schools.

Additionally, the pandemic introduced new perspectives on education, addition, and adaption to the world during COVID-19. It altered how people viewed and felt about education. The COVID-19 pandemic most notably demonstrated how interconnected everyone on the earth is. It showed that none of our past behaviors or actions are distinctive and that everything we do has an impact on the entire world (Smahel et al. 2020). Throughout the time COVID-19 outbreak, distance education institutions should be investigated and evaluated. Information resources, design, interaction, learning, and management are all part of the system's content. The more interconnected and unified these locations are, the greater the efficiency of their institutions can be seen. Institutional approaches to distance education and its adoption have a significant impact on instructors, students, administrators, and policymakers. Education can be planned, sponsored, designed, and produced in this way.

### **1.3. Statement of the Problem**

Known by most people, education is a long-last but not an easy journey. Obviously, in today's education world, educators need to identify and grasp the basic requirements and concepts of the teaching-learning process. A foreign language has become a requirement for those who wish to be more beneficial than others due to the world's continuously changing

need for high credentials. For many learners, learning a foreign language may be a complicated process. There are several factors for learners to focus on and cope with while learning a foreign language. These factors can be identified as one crucial idea: which is English language proficiency requires users to be proficient in the English language. In the current education system, teaching and learning English is crucial all over the world. No matter what their perceptions are, people try to compensate for language acquisition (Bialystok et al., 2006). As considered, not just the education itself but also teaching a language is a complex system on its necessity because it is especially important to keep up to date in countries that learn a foreign language as a second language, such as Turkey.

By giving educators new responsibilities to do while building previously understood ideas, COVID-19 empowers people to reimagine the role of the educator. In 21st-century educational systems, it indicates that the notion that any informed person is a teacher and that teachers are a source of knowledge and understanding is no longer valid. With the help of their smartphones, tablets, and laptops, nearly all ‘Generation Z’ students can now access information and possibly learn or become experts in technical skills. With a few clicks of a mouse, they can now sign up for classes, training, and conferences (Pyalski, 2020). Therefore, to satisfy the needs of these students, the notions of the classroom, school, and instructor should be radically revised. Particularly, language learning requires more skilled and dedicated individuals to contribute different approaches, methods, and strategies. Undoubtedly, it is the most important issue to decide what is beneficial for learners through needs analysis in an educational setting. The guidance of a model gives the students a chance to learn the skills that can help them maintain a successful life and make them think about how to survive in today’s global world.

As is known, education requires some basis, as instructors’ examination of students’ knowledge on their understanding of the content, course, or learning by applying the pre-prepared systems. In addition, the notion of teacher development in today’s society introduces new duties for instructors. Teachers are required to be both researchers and assessors in their other duties in education, particularly in second and foreign language instruction because of the changing status of the world’s perspective on learning. However, the tools available to assist instructors in assuming such responsibilities are insufficient. The concept of teacher development is understudied in the teaching of second and foreign languages, according to Richards & Nunan (1990, p.xi).

More in detail, the perceptions of instructors are one major goal of this study, which can indicate the attitudes and thoughts towards distance teaching, which mostly arose during the pandemic conditions for any level of the educational frame. During COVID-19 instructors were compelled to depend on online instruction, which necessitated adopting several digital tools and resources to keep up with the problems and promoting equality and diversity teaching and learning strategies. To account for the social integration of their learning groups, instructors were additionally required to maintain strong contact with their students away from the tutorial goals. All of the foregoing should be taken into account, hence this study investigates the changing needs of academic professionals throughout the pandemic. Turkish universities closed in March 2020 and converted to distance learning as a consequence of the COVID-19 pandemic closure, which had an impact on many countries all over the globe. There has been a push for online tutoring to advance among instructors. Instructors usually pointed out problems with various training programs since INSET (In-Service Education and Training) programs were crucial for their ongoing professional development. However, because there are not many thorough INSET assessment studies, especially in the field of language education, it was impossible to pinpoint and address specific problems in these courses.

As known by many and mentioned above, learning always plays a crucial role. Mostly, it is even attributed to having a better understanding of foreign language teaching nowadays. Besides, language is relatable for people, therefore, a discussion of one missing part in education immediately includes the other. For this reason, instructors need to balance the profession that enables them to practice the specific characteristics of the language while they are communicating, to provide themselves the freedom to express how they feel through the educational terms, discover new trends, solve problems and take risks. In this sense, it is possible to define In-service teacher training as a continuous and useful activity for instructors to grow their professional knowledge and abilities throughout the educational process. In an effort to alter education, teacher training can take on several shapes and pursue a variety of goals. The study hereafter used the abbreviated form of the In-service teacher training which is INSET.

As a result of the COVID-19 outbreak, unexpected changes have been observed in many parts of the world. In response to the pandemic, novel ideas and changes in various kinds of systems are explored. Millions of kids globally have been harmed by school closures to stop the spread, and online learning has replaced traditional classroom instruction as the

new standard (Abbas et al., 2020; Pather et al., 2020). That is, online teaching and learning have been favored not only because they are convenient and have become a worldwide trend, but also because they are at cheap cost and can enhance the attainment of learning goals. This indicates that the closures have generally been produced with the assistance of rapid transformations in technology breakthroughs and digitalization. In that scenario, instructors are advised to embrace a new paradigm for promoting a positive attitude toward education stated in the study conducted by Mirzajani et al., (2016).

The phrase ‘emergency’ indicates extreme conditions such as outbreaks and wars, but the term ‘remote’ denotes a style of teaching delivered over a long distance (Hazaea et al., 2021). All forms of education need flexibility to changing and evolving conditions, along with good process management and a wide range of abilities. Foreign language courses, on the other hand, are not like other classes (Myers, 2008). They are slightly different from other subjects in education because it requires interaction, group work, and authentic practices. Since teaching a language frequently includes social interaction and social contact in the classroom while utilizing communicative functions, the majority of language instructors have no formal training in language design, development, and online delivery. According to Farmer et al., (2008) distance learning is a platform to accommodate students’ instructional goals, several schools adopt this method. At this very point, one should not only consider the learner side but also look at the instructors’ perspectives because they have their needs, too. Considering the instructors, especially language instructors, face vital challenges in adapting to the new system, meeting the expected requirements, and maintaining an effective learning strategy through online education. All that causes language learning difficulties, required special methods, and classroom needs.

Additionally, most of the instructors have not received any kind of training related to e-learning & teaching (Russel, 2020). It had a major influence on teaching which had a major influence on teaching. Therefore, not solely did the question arise on whether the online process conjointly is remunerated through teachers and students’ utilization of digital means, however, the question of emerging needs of instructors and the demand for teacher education opportunities to find out their mastery of the challenges in the current situation were also involved. This recent issue shows that it is expected that instructors must adjust their teaching skills to the emerging challenges displayed by the pandemic. Even though distance learning offers a significant chance to broaden educational experience in both developed and developing countries, notably in higher education, the implementation of traditional teaching

methods and a shortage of resources in educational institutions' training and technological infrastructure have resulted in a decline in quality, which has had drawbacks (Dhanarajan, 2001). There are challenges and rewards to the process. Instructors displayed a lot of tiredness and pessimism during the first three months of the pandemic, but over time, they excelled in the classroom. Management and a greater sense of accomplishment may be achieved by providing all forms of support and security. Several schools were willing to handle quick action after preparing a good virtual platform because they had a robust network system, whereas others took longer to convert the personnel and facilities to the changing circumstances. It was not simple for all institutions to close the digital infrastructure gap.

This issue has highlighted a number of shortcomings and disparities in educational institutions, such as an absence of favourable condition for focus, an imbalance between resources and requirements a difficulty in obtaining the wifi and computers needed for online education, and more. To guarantee that education proceeds despite the lockdown, higher education institutions have tried to use technologies to provide online classes and learning opportunities in place of in-class time. On the other side, many institutions were unable to adopt novel methods of delivering lectures and assignments due to expertise and time constraints. Exams were also impacted, which hindered the study and development of the students (Nguyen et al., 2020). Earlier in the outbreak, several schools and universities provided online courses, yet very few students believed they could substitute in-person education. Universities were required to update their instructional methods to stay relevant, making sure that technology enhanced rather than replaces student-teacher and student-student relationships. Higher education institutions needed to develop a new value proposition to address these issues. They examined the effectiveness of instruction and distribution channels in the classroom as well as the requirements of an international student demographic who may be less keen to travel across borders for academic purposes.

All of this has led to an increase in anxiety and tension among educators, particularly language instructors, in classrooms. Several of the most competent and flexible educators felt concerned about instructing under such trying circumstances as a pandemic. According to Alice (1981), online instruction necessitates professors acting as a 'guide on the side' rather than a 'sage on the stage' (p.5). To be a newbie tutorial away from the real surroundings, people can find it complicated due to new teacher criteria, the majority of whom had insufficient online teaching qualifications needed from and served by INSET.

Upon beginning the distance teaching in Turkey, EFL instructors at academic institutions faced comparable challenges, even though certain academic institutions put a lot of effort into establishing and improving online learning environments. Despite technical preparedness, teacher preparation was a problem because where and how instructors practiced their duties had to alter in a short period. To make the classes more successful, instructors had to perform well in such trends as educational technology knowledge for online learning which is also known as computer-assisted language learning (CALL), and online teaching knowledge (adaptive learning) (Compton, 2009). EFL instructors are in severe need of professional growth and support in this area because the majority of teacher training programs do not include online language instruction (Abrás & Sunshine, 2008; Jones & Youngs, 2006; Judy & Murphy-Russell, 2020). After some time of adjusting to the new developments and fulfilling the demand to be competent in certain abilities that were anticipated in a short period (even in days), there was a significant burden on the shoulders of language instructors. After a while, teachers' cognitive and emotional attitudes towards change have also become more negative. It was all due to the idea that various learning procedures and results necessitated the utilization of suitable learning activities and environments. (Huang et al., 2020).

#### **1.4. Purpose of the Study and Research Questions**

Given the aforementioned benefits and challenges of switching to distant learning, it should be clear that EFL instructors certainly encountered some of these issues given the suddenness of the switch and their absence of experience with online instruction. However, the unique teaching approach, its potential benefits, and the difficulty it poses are likely to have an impact on EFL instructors' perceptions of how they go about teaching English. Given further information in the literature part, several studies can be found in the area of teachers' roles and changing habits in education, and those studies mostly emphasized traditional ways of methods and approaches in teaching to be revised or demanding post-method techniques and strategies in learning. Some mostly emphasize technology in a blended way when teaching a language to be up-to-date. However, distance teaching was not studied in many studies to be found in terms of setting and impacts regarding only the instructors. The effects of adapting the technological advances was also another issue that has been touched upon in the literature many times but a new notion consisting of the pandemic conditions. The research, conducted so far, mainly focused on how effectively the

technological devices can be integrated into a more powerful, positive atmosphere and the learner side outcomes. Hence, this research contributes to the field by filling this gap.

Within the scope of the above-mentioned general purpose, in this proposed study, the following research questions were answered:

1. How do the EFL instructors' existing pedagogical practices align with the reality of the COVID-19 outbreak teaching and learning system?
  - a) What are their emerging needs and roles in the realm of the pandemic period?
  - b) What physical and symbolic elements draw obstacles their teaching practices? How are they handled?
  - c) Do they need INSET (in-service teacher training) from their institutions?
2. What have been the most important parts that needed training (INSET) in this process according to the EFL instructors at preparatory schools?
3. What are the challenges or opportunities experienced /handled by the language instructors or the teacher trainers that serve INSET (in-service teacher training) studies?

### **1.5. Significance of the Study**

More specifically, this study is to identify the attitudes and beliefs of English instructors at preparatory schools and their need for INSET regarding distance education that arose primarily during pandemic conditions. This study also focuses on a global concept and determines whether there are better solutions available, as erasing its fingerprints on the global stage might probably take too much time. As mentioned above, the main focus of this research is to study and analyze the needs of English as a foreign language instructors' emerging INSET needs to identify them in a proper aspect in the process of a pandemic. Many have departed on their own to get to know each other better before embarking on the distance teaching process, and some have had the opportunity of overtraining, which also serves as an excellent illustration of disparities. The goal of this research was to look into the new training demands of English language instructors in the aftermath of the COVID-19 outbreak. This study also took a detailed look at certain models that are necessary during crises, along with the instructors' perspectives on them.

In analyzing these issues above, the main attempt is to demonstrate how instructors' understanding of each issue has evolved throughout COVID-19, among other things what

their present beliefs and practices are concerning each question. This study, like many scholars, in light of the unique challenges posed by the outbreak. The study also opens up the possibility of thoughtful ways. It has to be adjusted accordingly to this new situation and realized that even if limits on social distance are eliminated, the premise for these study questions would need to change in line with it. A huge change for many people is transitioning to the e-learning process is also an option for scholars to do the research. This thesis aimed to examine the effects of the emerging roles of training (INSET) on the EFL instructors, who have/had to teach in a distanced way. This lies in their anticipation of more efficiency. However, there were some adverse effects of this drastic transition. Such effects can hardly be internalized. Thus, many scholars argue that this global event can be a burden or a chance to step up for the developed educational frames for teachers on any level. This thesis tended to show the actual cause of this issue's drawbacks during the pandemic period and the significance of INSET services for EFL lecturers at universities.

## **CHAPTER II**

### **2. LITERATURE REVIEW**

#### **2.1. Introduction**

This section tended to serve the importance of teaching English, some key terms to know, the past and the present status of language learning, unexpected difficulties when shifting the distance teaching and the existing literature review.

#### **2.2. The Importance of Teaching English and Changing Status**

In recent years, there has been an unprecedented growth in the number of learners and users of English around the world. According to Crystal (1997), more people use English nowadays than have used any other language in the history of the world. Many people around the world want to learn English for similar purposes but with different motivations to fulfill their academic, business, and social needs. English is regarded as a favored resource that aids in economic and educational growth, according to Richards (2003). Users must develop certain abilities, such as conflict and logical analysis, to deal with the fast-changing working and social environment. Proficiency in English is necessary for people to be prosperous, particularly in global industries.

Among the numerous fundamental human rights impacted by COVID-19 education is one of them. Several studies can be found regarding the pandemic era in different aspects. As the world has experienced new, modern educational environments, achieving distance

teaching highly depends on the different components. According to Kim et al., (2013) study, teacher perspectives need to be more investigated since they can serve as a springboard for overcoming technological integration challenges. Besides, instructors' roles and changing habits in education especially in times of crises mostly emphasized traditional ways of methods and approaches in teaching to be revised or demanding post-method techniques and strategies in learning. For instance, Tzivinikou et al., (2020) focused on listing the requirements in terms of how distance teaching should be set at the very beginning of the process with the analysis of the necessities of Special Needs Education Teachers in their study. It turned out that many teachers are uncertain about the usefulness of distant teaching due to time constraints and technical glitches. (Anderson & Dron 2011; Hung 2016).

The ELT profession has always been experiencing changes throughout history. Numerous language instructors recognize that many of their students' learning occurs outside of the classroom. It is a well-known truth that learners must find means to gradually guide their learning. Learners who understand how to profit from their surroundings are more likely to succeed academically and socially during the language acquisition process. Especially in today's technological world, educators go through different teaching processes such as online learning, and they mostly allocate their time to find out the most ingenious mechanisms which enhance their learning outside the classroom, and they try to determine appropriate language goals for their levels in the contribution of dealing with learning. Several studies have been carried out in the past to examine the effects of online instruction from a qualitative and quantitative aspect (Gonzalez & Louis, 2018), but the study subjects primarily provided well-designed online courses taught by qualified teachers. Online education has been delivered by academics with little to no industry expertise because the pandemic is a recent occurrence. The severity of the pandemic limited the standard of planning, structure, necessary training, and facilities that are regularly offered and forced the usage of online learning (Moorhouse, 2020). With little experience in teaching strategies, many teachers found it difficult to switch from in-person training to online courses (Cruickshank, 2020).

The COVID-19 outbreak mainly showed that at the beginning of the pandemic, instructors' performance, and attitudes towards education have changed, and perceptions of administrative support were all related to the teachers' resilience and burnout. Therefore; it is stated in their study that there is an urgent necessity to provide instructors with regular training on the online education quality (Meyer & Barefield 2010). Moreover, in their study,

it is investigated regarding the relationship between traditional face-to-face education and online education, as well. It clarified the fact that in distance education for teachers 'Legislation', 'Infrastructure', 'Human Resources', 'Content', and 'Application' are the most outstanding challenges emphasized the most (Burns, 2011; Korucu & Alkan, 2011; Littlefield et al., 2019; Barari et al., 2020; Adnan & Anwar, 2020; Andersson, 2008). Additional studies revealed that this abrupt change in the classroom environment provided a rare opportunity to examine how equipped instructors felt for OTL (Online Teaching and Learning) (Brooks & Grajek, 2020). It is crucial to realize that the perspectives of higher education teachers regarding their preparedness for OTL reflected a complicated issue stated by Wang et al., (2019).

Studies also revealed that successful online EFL instructors must develop abilities in cooperation planning and management, assignment design, the correct setting, and technologies. The International Society for Technology in Education's (2020) principles, which include instructor learning, leadership, engagement, partnership, development, empowerment, and assessment, also corroborate these findings. Additionally, Bhattacharya et al. seminar's project study (Bhattacharya et al., 2020) demonstrated how learner viewpoints directly affect performance on an online platform. Bailey & Lee (2020) carried out another recent study to examine the advantages, difficulties, and approaches associated with taking an online EFL course. Participants included instructors with varied levels of expertise instructing online. It was shown that individuals with limited teaching experience thought there would be more challenges, and that they continued to think this way over the preliminary stage, which ranged from one semester to two years.

This century would be unimaginable without technology. It is known that instructors do not yet have the necessary knowledge and resources in this area. Instructors are expected to acquire a wide range of skills within the context of 21st-century teaching abilities (Lambert & Cuper, 2008; Partnership for 21st Century Skills, 2002; Saavedra & Opfer, 2012). On the contrary, technical difficulties and the complexity of tool use have grown. Instructors have found it challenging to accomplish educational objectives because of the intricate nature of online learning.

Even while this pandemic condition may cease in a short amount of time, it can undoubtedly leave a void in educational settings since there is a wealth of literature on relevant topics that have already been explored and require more research, as seen in the

instances above. This recent study is in the urgent aim of INSET units in academic institutions may be interested in the findings so they are all to improve teaching for further academic years. Since we are language instructors, technology is crucial in advancing the study of foreign languages (Higgins, 1995). First of all, it offers options for both synchronous and asynchronous engagement and participation, which has significant potential for improving communication and interaction in the target language (Gorjian et al., 2011). To account for the social integration of their learning groups, instructors are required to maintain solid relationships with their students in addition to their training aims as stated by Ally et al., (2006). However; the reality of online learning is different from traditional classroom design. Due to the continuing global pandemic, many students are forced to participate in distance learning (Russel, 2020).

The effects of adapting the technological advances is also another issue that has been touched upon in the literature many times but a new notion consisting of the pandemic conditions has not been conducted thoroughly yet. In their study (Scherer et al., 2020), The TPACK model has been used to analyze instructors' self-efficacy to teach online (Koehler et al., 2014). That is another component when estimating distance teaching and the perceptions of instructors, as well. Few studies can also be seen and one of these showed the realities of the changing ways of education alongside the teaching needs according to the teachers. It is stated as teachers' perspectives on switching to distance learning can remain inadequate without coping with the demands (Leontyeva, 2018). The results of this analysis are likely to be noteworthy in the literature. As the pandemic has not yet finished, the implications and ongoing consequences of it are continuously evolving, thus researchers are continuing to undertake pandemic-related studies. Given that the pandemic is a new occurrence, this study seeks to advance our understanding of it as language instructors. The research which is conducted so far mainly has focused on how effectively the technological devices can be integrated into a more powerful and positive atmosphere demonstrating online compatibility with the great help of scales. Hence, this research hopefully aims to contribute a different point of view on the field by filling a gap in describing the EFL instructors' emerging needs and required training when in times of crisis.

Overall, since there ought to be strategies and aspects in INSET and conventional educational programs that may also center on online education, both currently working teachers and pre-service teachers are expected to benefit from the study. The findings may help members of the institution's administration and expert teacher trainers in particular.

Language instructors should both respect the educational system they are in and follow its requirements with the contribution of training as required a must. On the other hand, EFL teachers had better recover from the disadvantages, too. It is not necessary to be a magician to turn things into opposite ways and educators cannot waste their time criticizing and talking about the system. No matter what type of school they are in, instructors should erase the distractions and make the teaching/learning process more effective with guidance and creating improved classes. People in this educational system do not afraid of taking responsibility and try to find both their problems and discover the solutions on their own. By doing so, instructors can create an environment that includes self-esteem through life skills.

### **2.3. Key Terms During the COVID-19 Outbreak in Education**

Following the first official pronouncements about the shutdown, which gave individuals little enough time to adjust, the transition to online learning and teaching took place not only in terms of learning and teaching but also concerning the emotional, intellectual, and topographical levels. Education has seen significant changes as a result of the COVID-19 secession. As opposed to in-person training, distance education now uses digital platforms to give instruction. Digital mediums have been the most significant advancements in technology in education for both students and instructors in many ways for several years (Downing & Dymont, 2013). In the realm of educational communications and technology used widely internationally so far, also involving the pandemic breakout, distance education has become a critical topic among the world's most debated issues. Since there have been so many different definitions of distance education, this study also shed light and take a brief look at the history of distance education further in the literature as there are several differences and similarities between the key terms. This study is also in favor of using 'distance teaching' rather than the other given names since it has been an umbrella term and many scholars have been familiar with it for a long time. To go into detail about the types of distance education, one should particularly know the simple and clarified description of what it is which has been the prior thing to cover in the following part.

### **2.3.1. Distance education**

Since the pandemic is a relatively new event, numerous learners have had to study in front of screens at home and in other environments over the last 2 years as a result of disease, hardship, and financial difficulty caused by the worldwide situation. Instead of physical distance, the theory uses the concept of distance to convey communication and transactional distance between individuals. The gap between discourse and organization in a two-dimensional setting is called (Gunawardena & McIsaac, 2004). Dialog relevant information communicated between students and either the teacher or each other (Moore & Kearsley, 2011). On the contrary, the structure serves as a benchmark for educational programs' ability to fulfill student expectations and the way the content is delivered (Saba, 2016). The structure is essential in how students engage with information because of this trait. One way to educate that gets around the sensations of distance and time is through distance learning. In other words, it enables learners and instructors to continue their education without restriction by removing the time constraint and eliminating the necessity for a certain location, institution, or classroom. Distance education is a means of providing interactive communication using information technology that does not require professors and students to go to another location. With this method, today's technology innovations have acquired a lot of traction in education. Any location, where students or instructors have access to the internet via a smartphone, a tablet, or a computer, is an educational setting for acquisition. As also indicated in the literature, distance education is beneficial as for most concerns, it is a method in which programs are processed on a website, virtual classrooms are developed, and participants may view a live replay of a lecture when they are unable to attend. Distance education courses do not serve as a supplement to other types of education according to the study of Young (1997). On the contrary, it is an education system that has been successfully implemented in wealthy nations for many years.

Distance education has also alluded to a variety of other names that are more commonly used, including 'remote teaching', 'remote learning', 'distance teaching', 'distance learning', 'e-learning', 'online learning', 'digital learning', or 'distance education' is a method of online delivery in the educational sector. To distinguish between what many academics refer to as high-quality and current online versions, it is a word that online education researchers and professionals frequently use as an alternative according to the study by Saykılı (2018). Although some may object to the term 'teaching' being used in the

name instead of terms like ‘learning’ or ‘instruction’, many chose ‘teaching’ because of its straightforward definitions. By becoming an expanding trend over recent years, in the study of Seaman et al., (2018) stated the fact that more students are enrolling in online education than ever before is underlined. On the other hand, one should clearly understand the fact that distance education can involve not just the students, technology, or the location, but also the instructors. This comprehensive explanation shows that distance education includes all elements in the process. When thinking of the term distance teaching, it is not just a working system that recruits high-technology into the educational platforms. It should shelter all parts. Because they had a strong network system, some schools were able to move quickly once they had set up the necessary platforms and capacities to provide students, but other schools took longer to adapt their staff and infrastructure to the new circumstances.

To make it more understandable from the literature, Uşun (2006) stated that “an educational technology that allows freedom in terms of location, time, and individual and autonomous learning to the individual who gets an education and does not require the resource and receiver to be in the same area” (p.16).

One definition is also provided with the clear-cut distinction of the term ‘distance’ which refers to two separate parts made of interaction and structure (Gunawardena & McIsaac, 2004). The process of interaction between learners’ has taken into account with the keyword ‘communication’ with one another or with the teacher is referred to as dialog (Moore & Kearsley, 2011). As per the study by another viewpoint that examines distance learning in a way that spans the past and today, “education or training programs given to remote (off-campus) location(s) using audio, video (live or prerecorded), or computer technologies” (Lewis et al., 1999, p. 2). One other perspective also included the curriculum necessity the following “the capacity of educational programs to suit the requirements of learners and the presentation of material, on the other hand, is measured by structure” (Saba, 2016). By giving such an explanation, many can understand that instructors can send any regarding materials via the internet and students do not have to come to school this way. It is also a known fact that there is no location-bound when one is having this kind of education as stated above. Gunawan et al.(2020) described distance education programs as a feasible strategy for both schools and educational institutions. İşman (2008) pointed out the method as communication technologies have been evolving at an astonishing speed. These advancements are likely to have an impact on schooling as well.

### **2.3.2. Distance learning**

It is widely known that the prolonged, forced closure of schools and colleges had a profound effect on the educational system. The introduction of e-learning, in which instruction takes place online and on digital platforms, occurred at the same time as this compulsory closure. The authors sought a terminology that was easy to understand and did not place a heavy emphasis on technology for use in academic contexts. The most fundamental definition of distance learning, according to the statement, is when a student and an instructor are physically distant from one another rather than in the same room (Connick, 1999, p. 3). Since the pandemic emergency, more than millions of students have attended at least one online course, demonstrating the popularity of these courses indicating that online courses have been popular in higher education (Bennett & Monds, 2008; Green & Wagner, 2011). Another study conducted on the purpose of the learner side stated that distance learning helps a person overcome learning style difficulties. “We currently realize that everyone learns differently and that just because some students do not retain information well when given lectures does not mean they are incompetent... Nonetheless, research will not have much of an influence until its findings are put into practice” (Hull, 1995, p. 7).

To be precise by every step taken into consideration and being widely known while defining distance learning, one should know both similar and different parts between the two aspects. The following four elements are included in the definition of distance education. If one or more are missing, the event is distinct from distance education, even if just marginally. Furthermore, it is important to realize that remote education includes both distance learning and distance teaching. The design, organization, supervision, and examination of education are all included in distance learning (Seels & Richey, 1994). Additionally, Rumble (1989), who provided the four major definitions of distant education, supports these four elements “there needs to be a teacher, one or more students, a class or syllabus that the teacher is qualified to teach and that the student is attempting to learn, as well as either implicit or explicit agreement between the student and the teacher or the organization that employs the teacher that recognizes their different responsibilities in teaching and learning. Utilizing learning experiences is distance learning”.

As can be understood by the intense look over the definitions and distinguishing parts of both, one can acquire that distance learning is not feasible without distance teaching, according to the notion of distance education.

### **2.3.3. Emergency remote teaching (ERT)**

Most instructors nowadays consider distance education to be a novel concept. The ideals that underpin distance education, on the other hand, are over a century old. Although online education has experienced recent expansion and change, it is the field's old traditions that continue to guide it into the future. Through the use of computer-mediated communications, distance education options are rapidly expanding. The Internet connects tens of thousands of networks, and millions of people use it throughout the world (Ackermann, 1995). Computer systems have been employed to deliver both credit-bearing and noncredit courses since the mid-1980s. The course materials, readings, and assignments are usually organized by an instructor. Students study the materials, do tasks, and engage in online discussions with their peers. The introduction of computer conferencing capabilities has changed the traditional approach to distance education course design. The use of computer conferencing allows students to engage and collaborate more effectively. Natural calamities such as wildfires, storms, earthquakes, and snowstorms, for example, have forced school grounds to close in the past years (Baytiyeh, 2018; Mackey et al., 2012; Samson, 2020; Watkins, 2005). The last but not the least 'emergent' situation has been the COVID-19 pandemic since 2019 and sudden changes have occurred in every aspect of the facilities.

Considering the aforementioned disasters, emergency remote teaching (ERT), has already taken part on the world stage globally. The term "emergency remote teaching" has been the subject of discussions among several academics. It is intended to be a brief departure from the customary forms of instruction. When instruction becomes far or remote, it occurs. Emergency remote learning can take the form of online lessons, radio or TV programs, or blended learning activities when a catastrophe requires that schools close. These issues arose as a result of the unpredictability of the COVID-19 epidemic and the sudden, unplanned switchover of all educational systems to distance learning. This portion of the online lesson can be categorized as ERT. Another phrase that can describe the current situation is 'Emergency Remote Learning (ERT)' which is a brief modification of instructional methods intended to create a comprehensive educational response under lockdown circumstances (Hodges et al., 2020) In this respect, emergency remote teaching has been described as an effort "not to re-create a sturdy educational environment, instead, it seeks to offer transitory access to classroom instruction and bring extensive contribution in

a manner that is simple to implement and is reliably available during an emergency or crisis” according to Hodges et al., (2020, p. 13).

Many concerns remain unresolved in the continually changing and diversified context in which remote education is implemented. In this situation, it is challenging to formulate a precise meaning or reach a consensus on a theory for how to implement and carry out research in the area of distance education. Traditional approaches to remote education are being challenged by new technology, globalization, and new notions about student learning. The topic of distance education, including its definition, history, status, and philosophy, is replete with this subject of change. There can be times for there are times when small differences in meaning may be overlooked or not seen intentionally. It is a mindset about how delivery modes, methods, and media are mapped to quickly changing demands and resource constraints, such as faculty assistance and training according to the study of Head, et al.(2002).

#### **2.3.4. Online learning/ teaching**

Despite the clear distinctions among various teaching techniques, many people still refer to both pre-existing online learning programs and remote instruction provided by classroom teachers as ‘online learning’. Owing to rapid technological advancements, distance learning is now widely recognized (McBrien et al., 2009). Nearly all of the phrases (such as online learning, open learning, web-based learning, computer-mediated learning, blended learning, and m-learning) refer to the ability to use a computer connected to a network, giving the possibility of learning from anywhere, anytime, in any rhythm, and through any means (Cojocariu et al., 2014). By employing online learning as a medium, the teaching-learning process may be transformed to be more student-centered, imaginative, and adaptable. Online learning is sometimes described as “formative activities in synchronous or asynchronous contexts using different technologies (e.g., mobile phones, PCs, etc.) with an internet connection. In these settings, students can study and interact with teachers and other students from anywhere (independently)” (Singh & Thurman 2019, p. 291).

At the very beginning of the pandemic breakout period, most higher education institutions were fast to embrace online learning. On the other hand, some education systems were slow to incorporate e-learning then this sector has currently caught up quickly with developing systems. Various technological applications were utilized to support various

online learning approaches. As a result of the development of the internet, it is now much easier to reach students throughout the globe. Modern online learning also makes it possible for students to communicate with one another and with instructors in real-time.

### **2.3.5. Synchronous and asynchronous communication**

The two aspects of synchronous and asynchronous learning and teaching can also be separated. Users can participate at their own pace in one form of online learning paradigm thanks to the usage of asynchronous communication tools like email, threaded comment sections, and forums. It also includes clusters of due dates for the assignments. Its most favorable part is the delayed time which creates flexibility according to Hiltz & Wellman, (1997). Face-to-face teaching methods such as presenting lectures and having meetings with groups of students are approximated using synchronous technologies such as webcasting which is also known as synchronous includes video courses, chat rooms, desktop audio/video technology according to their study stated (Bransford et al., 1999; Riel & Polin, 2004; Schwen & Hara, 2003; Vrasidas & Glass, 2004). Active participation is offered through synchronous learning systems, which can be participatory and incorporate online activities (Salmon, 2013), such as an instructor's speech followed by a Q&A session.

As previously mentioned, distance education courses may be given synchronously or asynchronously. On the day and at the time designated for the curriculum, synchronous training exercises require a place in the virtual classroom. Students can take part in the class and ask questions during this training. Even though time is not employed separately in this training approach, a person may train in a preferred place where there is an online connection. Without a doubt, one of the most fundamental concepts of remote learning is to provide learners independence stated in the study by Altuntaş (2017). There are no time or location restrictions with asynchronous training. Audio conferencing, video conferencing, visual text-based conferencing, and live television and radio broadcasts are all part of this concept. It is also known as 'telelearning' which is another term for the synchronous paradigm, which refers to two-way audio, two-way video audio, and video conferencing applications as stated in the study by Anderson, et al. (2006). Video conferencing is an interactive teleconferencing technique that permits audio and video transmission between two or more locations at the same time. Video conferencing allows individuals in distant

locations to converse as if they were in the same room. Video conferencing may be divided into two sub-categories:

- Point-to-Point Video Conferencing
- Multipoint Video Conferencing

Point-to-Point Video Conferencing is a lecture given by a teacher to a class of pupils via audio and video transmission. A teacher from distance may easily contact his/her students as if they were in the classroom, and students can ask their instructors questions about subjects they do not understand using this technology. Multipoint Video Conferencing is the gathering of numerous individuals from various regions to interact with one another. Teachers who are unable to be in the same location as their students may educate them, and students can inquire as to where they hang out, thanks to this technology accordingly mentioned in their study by Kaplan & Haenlein (2016).

Interactive multimedia, accessing web-based resources over the internet, making communication internet-based, employing technologies that respond automatically to the user, and building virtual campus environments are all part of the flexible distance education concept that has been served throughout the COVID-19 breakout. Given the importance and based on the introduction and literature according to the study of Moore & Kearsley (2011), when one evaluates remote education technologies, he/she can find that new ones are more effective and have fewer learning and resource limitations than the older ones. Individuals have more freedom in terms of time, location, and learning speed thanks to new technology. Reducing the institution's expenditures, as a result, the improved knowledge is delivered to the student in the most interactive way possible. Kozma (1991) conducted a media comparison study to examine and stated that "the entire unique medium while drawing little attention to each medium's traits and characteristics, learner requirements, or psychological learning theories" (p. 179). It would not be wrong to specify this situation with the following definition thanks to the study by Shea (2006) as stating an ideological change from objectivism to constructivism, a theoretical shift from behaviorism to socio-cognitive perspectives on education, and a practical shift from direct teaching to collaborative learning facilitation have happened throughout the pandemic period.

### **2.3.6. Letter Learning**

Charles Toussaint, a French teacher in Berlin, and Gustav Langschedt, a member of the Berlin Society of Modern Languages, had the idea to start a correspondence language school in 1856. This was the beginning of distance learning in Germany. Simenson and Berg claim in "Way-Back Archive" that distance learning first appeared in correspondence education in the 19th century as a result of educational institutions creating educational content for non-traditional learning methods in response to societal demands for learning among groups who are unable to attend the traditional classroom settings.

With the aid of Christian churches, correspondence education was disseminated among Americans in 1873. The College of Chicago in New York began offering degrees via correspondence in 1883. The University of Chicago became the first university in the world to adopt distance learning in 1892 when it established the first independent department of correspondence education. Distance learning gave students a sense of responsibility for their education and provided opportunities for adult learners. Students sent their assignments and homework by mail, which teachers then corrected and returned with grades, and the system of remote examination was developed.

## **2.4. Comparing the importance of learning a language, an overview of the past and present status, with the contribution of 21st century required skills**

In the twenty-first century, overviewing the educational purpose of language learning clearly shows that it is now not only advantageous but also required for personal success. As given as a brief explanation in the introduction of this study, despite very considerable and various definitions, people mostly study and learn a new language to improve their chances of obtaining a suitable profession, performing well in their further career path, getting to know their surroundings better by communication, to read specific sources internationally in the purpose of self-improvement and so on. To put it into examples, Carreira & Armengol (2001) stated the significance of language acquisition as evidenced by stating that the students of foreign languages may have greater professional chances. One should also look into the research done by Hakuta (1986), who placed a strong emphasis on learning a second language. According to his findings, language learners show increased learning capacity, better problem-solving, and higher-order analytical thinking. Bialystok's study (2004)

demonstrated that the advantages of studying a foreign language continue throughout one's lifetime and even aid neural health and clarify its meaning. Additionally, a recent study suggests that speaking two languages may assist prevent the mental deterioration that comes with aging. Moreover, as the global economy continues to expand, a wide variety of cultures and people are engaging.

The previously existing distance barrier has changed as a result of the internet and easy access to international travel. Additional benefits of learning a second language include enhanced cognitive development, better academic results, and improved attitudes toward other languages and cultures, to name a few. The idea that persons who are learning a foreign language are more adaptable to individual differences is backed by one particularly notable study (Carpenter & Torney 1974, p. 14). Additionally, according to Bamford & Mizokawa (1991), studies have shown that people who learn a second language are smarter and better at solving complex problems than people who do not. These causes each have specific linguistic needs. Generally speaking, nations that want to stay up with the rest of the world want a large proportion of their inhabitants to be proficient in English (Richards, 2008).

As many examples were given above, to better define the details of why one should observe and understand the language learning significance, one also needs to check the chains of language learning objectives throughout the COVID-19 breakout. Many believe it has fundamentally changed how educational systems are spread throughout the world, having an impact on about 1,6 billion students in more than 190 nations across all continents. Simply put, schools and other learning facility shutdown have had an impact on 94 percent of the world's student population, with up to 99 percent of those students living in poor and economically disadvantaged countries. This does not even consider the supporting economic factors (UN Policy Brief, August 2020). On the other hand, a language's definitions have shaped how it is taught. "Before the mid-1970s, general education research aimed to explain teaching as a set of distinct behaviors, routines, or scripts taken from empirical analyses of what effective or expert teachers performed in practice" indicated Freeman & Johnson (1998, p. 399). Brown also (1991) noted that "teachers should generate an outpouring of tender, caring concern"(pp. 245-260). Brown (2005) addressed a variety of explanations for the loss of interest in teaching techniques that had been taken for granted for years. As Brown and others noted, there are a variety of difficulties with the idea of all work anywhere and with everyone.

There comes a time that even a masterpiece needs a change to become more applicable throughout improvements. All life circumstances which are man-made or natural disasters ruin the normal conditions of living, care, and education for people of all ages in a small period. Thus disruption, denial, hindering the progress, or delaying the realization of the right to education are defined as ‘emergencies’ affecting education (Report of the Committee on Education in Emergency Situation, 2008). Armed wars, both international and non-international, including military occupation, as well as all forms of natural disasters, can all contribute to such scenarios. The new coronavirus illness (COVID-19) made its initial appearance on the world stage towards the end of 2019. On March 11, 2020, the World Health Organization (WHO) declared COVID-19 as a “pandemic” due to its widespread distribution over the world (Pelmin, 2020).

To assist in reducing the virus called COVID-19, several schools have decided to cancel all formal sessions and other learning opportunities, and thus, teachers and educators had to start online education. The number of colleges and universities, conducting this regulation, was expanding every day including state schools and universities, community colleges, and other institutions. The Higher Education Council and Ministry of Education in Turkey openly debated the issue and suggested remote teaching and assessments for all schools and universities in response to the Ministry of Health and the Coronavirus Scientific Advisory Board’s recommendation for a national lockdown in reaction to the increasing number of infected people. All teachers, including those who teach English as a foreign language, were consequently compelled to start emergency remote teaching, which required them to present synchronous and asynchronous classes. During the COVID-19 pandemic, colleges quickly moved to online instruction. On March 23, 2020, 121 Turkish institutions (about 64%) started providing distance learning; on March 30, 41 (21.6%), and on April 6, 2020, 25 (13.2%) (YÖK Evaluation Report, 2020)

Considering the dramatic shift away from the classroom that occurred in several parts of the world as a result of the pandemic breakout, some are speculating on whether online learning acceptability would extend after the pandemic and how such a trend may affect the global educational frame according to the study of Johnson et al., (2020). Some companies provide courses that emphasize the study of foreign languages in the curriculum,

- Foreign language teachers should participate in efficient professional development programs to stay relevant in the classroom.
- Letting language teachers participate in lobbying campaigns.
- Promoting linguistic programs to persuade management at all levels.
- Urging legislative bodies to set priorities that support this objective.
- Educating parents about the advantages for not just cognitive and academic success but also for professional success.

## **2.5. Historical Trace of Distance Education**

Back in the day, the impact of developing technology and the internet have been tremendous in the world. To take a look at the historical background of distance learning, letter learning could be the first explained. ‘Distance Education’, was a learning method conveyed overseas by using a faculty or approved organization with mail (Buckland & Dye, 1991, p. 70). It had furnished education within nearly every simplicity for newspaper learning, cultural improvement, and individual training. Letter-learning guides were best because of the physically weak yet home-bound, application Businesses, associations, or the armed military institutions had taken vast usage of letter-learning. Radio or TV first grew to be the focal point of interest including the establishment of an academic rank in the USA within 1919 yet has endured and remains valid till now. Individuals of various ages can use texts, related songs, nursery rhymes, videos, stories, and non-fiction educational texts that can be used in theme-based teaching at a young age, by viewing or downloading them on the Internet, or by interacting in online chat rooms when they are teenagers or adults and using foreign languages. People have had a lot of experience over time, by e-mailing teachers and even reaching programs that might contribute to language learning through radio and television channels, which are a common method in most societies. People currently employ means of communication on the internet such as sending e-mails, talking on social platforms, using video call applications, or any other choices owing to pandemics, so basically learning a language with the contribution of the internet or technology is nothing new.

## **2.6. The Impact of Distance Learning on EFL Classes**

Considering English is now widely regarded as the language of worldwide communication, globalization, commerce, and trade, there are several reasons to study English. As is obvious, communication is an essential component of communities, and individuals must interact with one another in diverse circumstances for various purposes. Learning a foreign language is currently possibly the most valuable real-world skill that has ever occurred, surpassing the knowledge of a single example of life skills as the world becomes more globalized and the advantages of doing so multiply. As stated in Reinders's (2010) study, assessing needs, planning, goal-setting, selecting appropriate resources, learning techniques, practice, progress monitoring, reflective feedback, evaluation, and revision are the key elements to acquire. With the appropriate attitude and mentality, a person can blossom into the outstanding world opportunities one always wanted. The functions of a person's brain work harder the more he uses it to master new abilities. It helps him to draw connections between them, and apply them in context. There seems to be an incredible increase in the number of English language users throughout the world in recent years according to Morgan, (1993). According to Crystal (1997), more people today interact with English. As a result, English is no longer considered a language of the English-speaking world, but rather a worldwide language. As stated in the introduction, language learning is a must in today's world and should be equipped with the demands of this century.

While some fear that the hurried and disorganized shift to online learning provided a bad user experience that impeded long-term growth due to inadequate bandwidth and lack of planning, others think that a new hybrid model of education was about to emerge with many benefits. By moving education online, instructors and students could have the flexibility to teach and learn from anywhere, at any time, but the rate at which this transformation was necessary looks remarkable and switched to a remote teaching paradigm because of the flexibility it provided. One of the key reasons for the switch to remote education was that this approach allows the teacher to teach without the requirement for classroom space or time. Furthermore, because distance education teachers were becoming more disciplined, driven, and mature, one of the reasons why distance education was favored more was that it provided an equitable working environment for students and teachers. Distance education also provided technological advantages in terms of student involvement, according to Daugherty & Funke (1998). Alfahad (2012) expressed the advantages of

technology-based applications, for example, include having a system with 24-hour access, not needing students' physical engagement, and no disagreement in the classroom. Below is the list of advantages of distance education:

- The student is at the core of distance education.
- It ensures that all students have equal access to education.
- It gives educational chances to people who are unable to attend school due to health issues, economical insufficiencies, or other human-based matters.
- It is like a training program that caters to a wide range of people.
- It overcomes the limitations of space and time.
- It allows both students and instructors to make cutting-edge technological instruments.
- It is a viable option for those who are unable to profit from traditional schooling.
- It offers training possibilities 24 hours a day, seven days a week.
- It makes it possible for individuals who must work to finish their education.
- They make information more accessible.
- It reduces the extra expenditures associated with traditional schooling.
- It allows students and instructors to communicate dynamically.
- It allows individuals who have been interrupted to re-educate themselves.

## **2.7. Difficulties and Problems in Transitioning to Online Learning & Teaching Regarding the EFL Teachers**

In almost all of the outcomes in remote education, the results that instructors provide their students could be limited in scope and poorly planned in a short period, with a high likelihood of insufficient execution. As apparent during the process, there came a time for a significant communication gap as internet video conversations do not replace the necessity of face-to-face interaction. As far as the literature supports, there were difficulties in this area and the adaptation process as in everything else. According to the study in the literature, Martin et al., (2019 ) stated that was not simple for all institutions to close the digital infrastructure gap. Despite the tremendous efforts of instructors, staff, and school officials that designed online courses, virtual plans, and real measures to address students 'basic requirements', significant obstacles emerged. The reality that not all schools can offer remote learning makes the transition from physical interaction to digital learning more

difficult. Even while teaching and learning may be conducted anywhere, at any time, with online education, the speed at which this transformation is necessary is unexpected and astounding. Furthermore, university techs and personnel are frequently readily available to assist faculty members in understanding and implementing online learning, however frequently only a small number of faculty members who intend to teach online are supported by these teams. These people and teams cannot be expected to provide all teachers with the same level of help in such a short period of time under the existing circumstances. All of these have caused schools and instructors, notably language instructors, to become increasingly anxious and tense. Even the most experienced and open-minded teachers were hesitant to teach during a pandemic.

It is critical to comprehend who is more likely to excel in online courses and the underlying reasons that may justify this discrepancy in light of the rising popularity of online learning and the contradictory evidence around it. It is only now that one can see and comprehend how challenging and rewarding the job of a teacher has been, as it calls for both 21st-century abilities and the ability to adapt to rapid changes like a pandemic. “Learners are no longer restricted to classrooms and are no longer under the continual supervision of a single instructor in this quickly changing environment. This does not, however, imply that the teacher’s function is diminished. On the contrary, this necessitates that instructors take on a greater role as facilitators in fostering self-regulated learning abilities in students” (Little, 1995, p. 178).

As Larsen-Freeman (2017) pointed out, teaching does not always equate to learning, the importance of education instructors cannot be overlooked. Since it has been experienced, in-service teacher training has a lot of benefits owing to the instructors must possess adequate knowledge, skills, and competencies to develop appropriate courses and maintain the aforementioned skills for their students. This entails increasing instructors’ understanding of their teaching strengths and flaws. The scope, which Talbert et al. (1993) defined as “any of the wide and varied and numerous contexts or circumstances that converge with the work of teachers and teaching, such as the school, subject area, department, district, higher education, business alliance, professional networks, state policies, and community demographics” completely changed as a result (p. 46). While certain technology is not only beneficial but also essential for enhancing the education of today’s digital natives those who easily use, learn, comprehend, and apply technology as defined by Weller (1999). Considering all of these benefits, there remains a limit to distance

education. For example, including distance education in courses can significantly improve the system's teaching planning and content preparation time. Instructors may encounter the challenge of diminished student communication, even though these courses use technology to try to avoid it. Since 'just get it online' does not involve the effort and resources necessary to provide a well-designed online course, Daniel (2020) identified one main issue as minimizing the likelihood of limited training in such a situation.

## **2.8. Unpredicted Disadvantages and Insufficiencies**

Branch & Dousay (2015) reviewed a compiled version of different designs in their study, organizing a well-prepared curriculum takes time and should be experienced with several attempts during the educational process. A fully online university course normally takes a long time to develop, arrange, and execute before it is offered, taking between six to nine months in the case of traditional schooling. By the second or third term of their online courses, professors are typically more at ease teaching online because they have made some adjustments to it. In order to provide the reader with research on the efficacy of online learning, as well as an interesting overview of what online learning looks like in higher education, as well as personal interest and profitability, Means et al., (2014) have consolidated a wide range of resources and topics in the field. It was challenging in the existing environment, where timescales ranged from a single day to a few weeks. It was challenging for any teacher to transform into an immediate specialist in online teaching and learning. While there are resources available to help teachers, the amount of change that is now necessary on many campuses put a strain on the systems that supply those services, and they might most certainly exceed their capacity.

One of most noteworthy drawback of online education, in accordance with the literature, is that some students may face difficulties to participate in digital learning if they do not have access to a reliable internet connection or other technology; this wide gap between countries and between socioeconomic classes within countries. Online education has a number of benefits as well as drawbacks. Data from the OECD shows that only 34% of Indonesian students have access to a computer for academic purposes, compared to 95% of students in Switzerland, Norway, and Austria. The shortening of students' attention spans is another illustration of the drawbacks. Although the majority of students nowadays are digital natives and competent in using online technology, the characteristics that online

platforms offer may restrict their participation in assignments and classes. Recently, there have been several kinds of research concerned with the importance of learner development through online education.

The claim that online students score worse and drop out of school more often than those who attend in-person classes is one of the most compelling complaints against online education (Harris & Parrish, 2006). On the other hand, many analyses have found that there are no appreciable differences among the two formats (Bernard et al., 2004; Russell & Russell, 1999; Zhao et al., 2005) and that adverse effects are only perceptible for particular subsets of students. A new study that contradicts itself in the literature by showing no link between preexisting online experience and course success supports this even more (Arbaugh, 2005). It is projected that educators who have a poor view of technology would face more difficulties (Kessler, 2006; Kessler & Plakans, 2008). As an illustration, Abou-Shaabab (2020) conducted research to examine TEFL (Teaching English as a Foreign Language) instructors' e-Learning experiences during the COVID-19 issue. The study used a two-part descriptive research approach the first section had three questions regarding the lecturers. It revealed that lack of e-Learning infrastructure, lack of understanding about designing e-courses, and lack of necessary technologies were cited by 32 academics working at a higher education institution. Language instruction requires synchronous practice, according to all of the participants. These participants also reported that they utilized several tools during the COVID-19 breakout, including Google Classroom, Zoom, Hangout, WhatsApp, Facebook, Moodle, and Skype.

Researchers found in a recent study that teachers found it difficult to choose accessible delivery methods, learn how to use them properly, and interest students in the sessions. The study offered a number of ideas to lessen the teachers' inexperience with using such platforms, including making platforms notably larger and soliciting input from teachers regarding their needs and students regarding their learning procedures. EFL instructors who are new to online education should also set realistic goals, according to Bailey & Lee (2020), in order to more effectively plan and arrange their instructional materials to assist students' academic progress. Therefore, it is necessary to handle reality with care, forethought, and planning if we want it to live up to its promise.

## **2.9. Previous Studies on Online Education**

Some of the major aims aforementioned in the literature could be categorized under the sub-titles of having the educational process well regarding the student's motivational attitudes towards online methods, location-independent situation and its outcomes, and technological nativeness for the tools and platforms of both teachers and learners. To begin with, research shows that learners who receive online education have increased motivation and good sentiments (Lin, 2015; Payne, 2020; Wang et al., 2019; Warschauer et al., 1996). More adaptability is mentioned as one of the benefits of online learning environments since it allows students to learn anywhere and gives them more time to reflect and reply (Xia et al., 2013). Additional advantages of online education include being mobile and not having a daily commute to school (Bailey & Lee, 2020).

Several experts concur that of all social and psychological concepts, the idea of mentality has experienced one of the most significant changes (Fishbein & Ajzen, 1980). Social scientists have used impressions to characterize human behaviors throughout the history of social psychology since attitudes are thought of being behavioral traits. Early writing described instructors' opinions on the development, acceptability, and usage of technology as an emotional or critical assessment of the relevant technology (Bagozzi, et al., 1989; Barki & Hartwick, 1994 ). If people feel that technology is important and relevant to them personally, they are more likely to have a positive attitude about it (Rogers, 2003). One element that affects the success of e-learning systems is carefully considering teachers' perspectives on them (Van Raaij & Schepers, 2008). Teachers' attitudes regarding e-learning have a considerable influence not only on students' attitude development toward e-learning but also on the integration of e-learning in education (Pynoo et al., 2012). Findings also revealed that the time spent on verifying assignments and talking with students, the applicability of activities, and the preparation of interesting activities were all issues for the ones who have struggled much and been in two minds about the accuracy of them. In contrast to the previous research, computer issues and program abilities were areas where instructors were able to fix the initial obstacles they faced. As also indicated in the literature, countless investigations were performed in the past to examine the effectiveness of virtual learning environments on a mixed-method level (Gonzalez & Louis, 2018), but the communities where the study was undertaken primarily offered well-designed online courses taught by experienced educators.

As the examples from the intensive literature review above show, there appears to be little or no study that describes the link between the emerging needs of the EFL instructors during the recent pandemic crisis. As a result, the findings of this suggested study may give empirical evidence highlighting the significance of instructors' changing requirements and raising awareness in establishing responsibility for future studies.



## **CHAPTER III**

### **3. METHODOLOGY**

#### **3.1. Introduction**

This chapter presents the research design, participants, data collection instruments, data collection procedure, data analysis, assumptions, and limitations of the study.

#### **3.2. Research Design**

This present study employed a triangulation method that focused on investigating the emerging needs of EFL instructors and listing their training needs after the pandemic. The researcher used 2 different data triangulation to find answers to the research questions in this study. It is descriptive as the name suggests for revealing the emerging needs and their relation to the INSET studies during the pandemic. Scientific inquiry is a methodical, controlled, empirical, and critical examination of natural phenomena that are informed by theory and hypotheses regarding the presumptive relationships between those phenomena (Kerlinger, 1986). Thus, this paper is descriptive in nature, seeking to comprehend the mentioned phenomena in detail by using both quantitative and qualitative forms. The subject associated with online teaching, in conjunction with the competency of instructors in distance education, also potential solutions to the emerged problems are aimed to provide previously mentioned in the literature part. Brown & Rodgers (2002) indicated that a study using ‘original data’ is what is meant by primary research (p.10). Here, the term ‘original data’ refers to information that the researcher obtained independently, sometimes through the use of interviews or questionnaires. Contrarily, secondary research is research that is

based on secondary sources such as books, journals, and data that is primarily found online for the literature review section. This study consequently fulfills these two key objectives that are original data and secondary resources.

### **3.3. Participants**

“A sample is a less extensive (but ideally representative) group of units taken from a particular population to learn facts about that population” (Field, 2005, p. 3). EFL instructors at preparatory schools are chosen as the participants in the study. A purposive sampling method is used which consisted of solely English Language Teachers who are working at a preparatory school for at least one of the distance teaching semester during the COVID-19 outbreak. According to Merriam & Tisdell (2015), two layers of sampling are typically required for the qualitative part of studies. A topic is chosen first, and then the population should be set. The nonprobability sampling method was the primary focus of selecting the participants in most qualitative investigations (Merriam & Tisdell, 2015, p.96). In a similar manner that is used in this study, intentional (also known as purposive) sampling was used to select individuals. “Purposeful sampling is founded on the concept that the researcher wants to find, comprehend, and provides perspective and hence must pick a sample from which the most can be learned” in the study by Merriam & Tisdell (2015, p.96). It is convenient to say that the target was simply the English Language Instructors at preparatory schools since they have already been managing the hard job through the educational terms by carrying out the 21st-century skills while they teach a foreign language.

One of the other reasons for the sampling was that being an instructor at a higher-level institution was also a case and the need to study the emerging INSET needs of the EFL instructors especially when it comes to an emergency that is striking the world. The study also looked into the demographics of English instructors at preparatory schools of universities in Ankara in order to more accurately identify the sample. Their age, gender, major, number of years working at the institution, level of education, and terms they were subjected to COVID-19 educational activities were all addressed in the demographic section. The survey was conducted with 196 participants from 5 universities, 3 of which are foundations and 2 of which are state, in Ankara, which contributed to the study. Participants are varied in gender, age, graduate profile, years of teaching experience, and the pandemic teaching experience as terms are collected that can be seen in the demographic part.

Cresswell and Plano Clark (2011) states that the researcher's decision to choose study participants who are knowledgeable and experienced regarding the subject of research interest. Thus, EFL instructors at preparatory schools in Turkey/Ankara are chosen for this study based on the aforementioned criteria; these include varying levels of teaching experience and a commitment to participate in an interview as shown by demographic data. Additionally, 17 volunteers were interviewed to help clarify the emerging demands and improve the study's comprehension.

### **3.4. Data Collection Instruments**

Given a prerequisite and the study's objective, a range of data was gathered in this study utilizing a number of different instruments. In this thesis, the only focus was not on the numerical data, and applying a triangulation method in order to increase the scope of the study and to reveal more detailed research was a requirement because the collected data by various institutions with different demographic information in the study enriched. The EFL instructors' feelings about teaching in virtual platforms, their further views, and their recommendations for the future of the pandemic were taken into account. A review of several methods for measuring attitude suggests that attitude scales are most frequently combined with summarizing Likert scales (Albaum, 1997; Johns, 2010). A Likert scale, uses self-reporting techniques with a sequence of questions meant to gauge sentiments. By selecting the response option that best captures their level of agreement or disagreement, participants would rate the attitudinal object (Likert, 1932).

For collecting the quantitative data part of the study, a questionnaire is used to gather Likert-scale results (originally can be applied in 5 titles including the 'neutral'; however, the present study contained the options under 4 titles which are from strongly disagree/disagree/agree to strongly agree) to be consistent about the training needs of the instructors and to obtain rich data with the contribution of a qualitative part. It was designed using a Likert-scale type with 1 representing total disagreement and 4 indicating strong agreement. In this triangulation method, qualitative part is following the quantitative part to further elaborate on the data. The components of the 'INSET Evaluation Scale' which was developed by Tekin & Yaman (2008) for science teachers were adapted by using effective teacher training needs analysis and Guskey's (2000) methodology and it was also retrieved in the study of Koç (2016) which was titled 'A General Investigation of the In-Service

Training of English Language Teachers at Elementary Schools in Turkey'. According to Guskey's (2000) methodology, evaluating a professional development activity should first enquire about the teacher's agreement or satisfaction with the program's usefulness and efficacy, and then the program's influence on teachers' emotional status. In this study, the chosen 11 items were used as in the same form of Koç's (2016) study.

The interview questions were formed accordingly to enrich the data with the contribution of the recent literature to cover the content. They also included the issues that the language teachers encountered when implementing what they have taken in the course of COVID-19, and what they expect from future in-service education programs for the aim of identifying their needs. The aim was to have in-depth information about the topic and also it provided more potential insight apart from the questionnaire. The interviews were needed to clarify the items in the quantitative part. Although the questionnaire created a fundamental basis for this study, the interview part guaranteed to focus on the teachers' perspectives and gather what should be noted from the first-hand experience. The interview itself enabled to code some specific frequencies which led to do some statistical studies as well. The interview consisted of 12 questions and they were open-ended. The questions led the EFL teachers to give in-depth information about what were their emotions and what could be the future solutions to the problems.

### **3.5. Validity & Reliability**

In exploratory studies, the eligibility guidelines are taken into consideration rather than the positivist standards for quantitative research, which include "internal and external validity, reliability, and objectivity" to establish reliability and validity (Denzin & Lincoln, 2018, p.57). The accompanying techniques were applied to determine the study's reliability. First off, all of the study's required ethical permission and the survey permits were gathered. The participant higher school institutions also gave their approval to the study. Based on the participants' readiness to cooperate, volunteers were chosen to obtain in-depth information by interview. Since the very beginning of the study, the study maintained anonymity in order to guarantee the content authenticity. All tools were thoroughly examined with the great contribution of the supervisor. Furthermore, in the qualitative part, after the completion of the interviews, all participants had the opportunity to openly remark and pose questions, as well as to contribute additional information relevant to the study topics. The participants

were informed of the demand for interview transcriptions. To state it clearly, the member check technique was used to transcribe the subject's written audio recordings and sent them for confirmation. This gave the participants the chance to review and edit the transcriptions and certified that it accurately captured what is meant. Also, the study's inter validity was enhanced and checked by the findings. To conclude, the study itself, the research environment, the subjects, the data collecting and analysis process, and the conclusions with sufficient support were all described in detail. For the purpose of identifying the L2MSS, Taguchi et al. (2009)'s L2 Motivational Self System Scale was used. There are 27 elements, nine of which are related to ILS (Ideal L2 Self) , nine to OLS (Ought-to L2 Self), and nine to LLE (L2 Learning Experience). A 5-point Likert scale with the options 'strongly disagree' and 'strongly agree' makes up the scale. For the entire scale, the Cronbach alpha coefficient is .89. The interdependability coefficients are as follows: 'ILS,.88, OLS,.93, LLE,.87'. Scores of the Cronbach Alpha Coefficient were used to evaluate the reliability of the scale.

### **3.6. Data Collection Procedure**

After taking the ethical committee's permission of the University, the questionnaire applied for the numerical part of the study was decided by a meticulous literature review and with the outstanding assistance of the consultant. As mentioned before, it was desired to have one slight change on the selected questionnaire by eliminating the neutral part of the 5-points Likert-type scale. The major rationale for reducing the number in the questionnaire from 5-points to 4-points Likert here is to prevent possible indecision or confusion among teachers in the current pandemic conditions and in the experiences they are currently gaining. At the same time, since the aforementioned questionnaire is a study that has been used before, this study also aims to ensure that the results obtained from a different orientation can be compared. This questionnaire, which was used, was presented to the participants mostly online via Google Forms, taking into account the pandemic conditions that created ease for the participants to join the study without any contamination or hesitation. When this study started, social distance, distance education processes, and quarantine periods were tried to be taken into account. In the later periods of the pandemic, in order to expand the scope of the study, the experiences of English teachers at different universities were also consulted by creating survey permission letters and obtaining the necessary permissions, and in-service training experiences were tried to be gathered from them. The aim here is to

provide demographic diversity and to investigate the in-service training studies that each school tries to implement in the face of a common global problem. When the collected data reached sufficient saturation, the data set values formed for the survey were processed using SPSS.

The qualitative study is conducted at preparatory schools in Turkey/Ankara with EFL teachers who were also interviewed. In light of the COVID-19 pandemic, interviews were conducted with EFL instructors to discuss new requirements for online instruction. The data supplied were enhanced with significant qualitative evidence collected from the interview responses of the subjects. Participants received information about the study, and they were asked to confirm that they were informed about its conclusion and that they understood it. Their consent was required in order to the study to use their data anonymously. According to Patton (2015), qualitative inductive approach analysis is used to determine the degree to which the qualitative data in a given findings support the general conceptual frameworks, rationalizations, actual outcomes, and/or theories that already emerge. Qualitative inductive analysis was used to “generate new concepts, interpretations, outcomes, and/or philosophies from the specific data of a qualitative study” (Patton, 2015, p.791). To gather information about what must surface during COVID-19, open-ended, semi-structured interviews were the approaches employed for data collecting. In-person and online interviewing methods, such as Zoom sessions and Google Meet, are both acceptable, depending on how convenient it is for the participants. The interviewees were asked to play an active role by voicing their viewpoints and beliefs. Immediately following the process, each interview section would be coded in order to instantly identify variances and similarities.

An empathic approach and an ethical stance in favor of the person or group being researched were used when conducting the interviews (Fontana & Frey, 2005, p. 696) During the empirical data collection via Zoom sessions, which is both practical and reasonable considering the pandemic circumstance, the participants—EFL teachers—were posed with the questions explicitly. The average interview was expected to last 20 to 30 minutes. Interviews were recorded and then manually transcribed. There was an intercoder procedure. The interviewees were questioned about their backgrounds, opinions on how they perceived distance learning in light of the COVID-19 epidemic, as well as the requirements imposed on their training time. As interviews offered information about the framework of the school’s distant learning program, they also offered insights into people’s perspectives and beliefs regarding the emerging shift in educational paradigm. All participants assessed their

attitudes through self-reporting answers to the interview questions. The methods, used for data collection and theme analysis, included reflective listening, monitoring, note-taking, recording, and active listening. It was designed to preserve the participants' privacy and anonymity by asking for their permission before recording their interviews. Online data storage was utilized to lessen hazards in the future and guarantee a higher level of privacy. The form only contained demographic information and no specific identification due to the participants' anonymity.

In order to prevent prejudice during the process, the questions were written with potential assumptions in mind and in a way that the person felt welcome regardless of the response. Open-ended questions were posed to enable teachers to communicate clearly. There were no limitations on how much time may be spent. Open-ended written questions served teachers the ability to reflect on how they felt without any hesitation or instruction, along with a safe flow of ideas. Open-ended questions also allowed teachers to offer a clear explanation of their observations and impressions, which formal questionnaires or surveys with preconceived questions and given responses do not allow. Consequently, teachers came to an understanding that speaking is preferable to writing for this study because it did not cause anxiety and gave participants more time to think and react, lowering the likelihood of erroneous answers. Teachers were therefore asked to discuss their perspectives on the COVID-19 dilemma as well as their experiences while instructing during the global COVID-19 pandemic. An effective strategy for getting information on perspectives from a population sample was to use a descriptive survey design method.

### **3.7. Data Analysis**

A thorough analysis in qualitative research involved the following processes, according to Creswell (2016): data preparation and classification, data analysis, feature extraction by designating codes, and outcomes in presentation and interpretation. The aforementioned data analysis process served as a guide for this study's evaluation and interpretation of each question. Tables and graphs were used to present the information. This type of data visualization aimed to let users easily see the data and understand the results of the study. The statistical analysis used frequencies and percentages. The distinctions and similarities revealed in the research were carefully evaluated using the accessible data after a unifying framework under each table or graph. The gathered literature would undergo a

full, systematic review. An inductive methodology was to be used in the qualitative research part, with a traditional material interpretation of teachers' performances. According to Thomas' definition from 2006, the general inductive approach is a method of analysis that created a connection between the research questions and the raw data. In order to find emerging themes or categories that link the study's objectives, the interview transcripts were reviewed. Traditional content analysis was also a recommended research strategy in this study since it entailed a formal classification procedure of coding and creating themes or patterns, which involved the subjective comprehension of data content.

Furthermore, this method of study greatly led to a better interpretation of human beliefs and interactions. The open-ended questions had a direct impact on the depth of research. The next step after finishing individual data analyses was to work together to create a final data organization. A sequential exploratory approach was used in this study since it was uncertain what the COVID-19 breakout emergency educational needs were, the research started and focused solely on triangulation method. Beginning the interview process and compiling a list of both positive and negative aspects, along with considering recommendations for a better educational atmosphere in times of crisis.

### **3.8. Assumptions**

The consequences of the pandemic are predicted to be significant, as it continues to disrupt the lives of countless and all aspects of life requiring language instruction. Since the pandemic began so recently, there has not been much research on schooling during the period and the long-term effects of the outbreak. In other words, while the epidemic continues to be a part of our life, the demands and perspectives of both students and instructors in EFL classes change daily, as do the consequences of the disease. More research on related issues that could measure the fundamental strengths and weaknesses of the current situation is required. Resulting from that, a completely new research typology is needed. Regardless of its shortcomings, this study offered a minor opportunity to identify emerging needs and the voice of English Language Teachers during the period of the pandemic emotionally, too. Furthermore, the findings could provide insights into the views of the English language teachers in regards to the efficacy of acts.

Along with helping to design future qualitative and quantitative investigations, this research may also act as a catalyst for higher education institutions and the academic community to carry out relevant comparison studies and a prospective base for the development of fresh structured tools. EFL teachers might make changes to their teaching based on the outcomes after hearing varied opinions from peers. Furthermore, required activities can be carried out in the future, since there may be a need to provide emergent online classes in the coming years. As a result, prospective comparative research may encompass a broader geographical field and include teachers from other fields, with the option of including experimental and non-experimental participants.

The results of this study can help INSET units and directors change any upcoming face-to-face classes by giving teachers who employ online teaching techniques some information. Some hybrid or blended classes could be utilized in language teaching in the next years, or they may even be adopted entirely. Another option is to maintain online schooling for prolonged periods of time in case the pandemic's impacts last into the future, a new pandemic emerges, or there is some other unexpected calamity. By enabling the outcomes to be reevaluated, the findings could be crucial in this situation for reducing the detrimental effects on instructional quality. The following part was intended to enhance the thesis by constructing an observation or even a research diary. Longitudinal research would also be proposed to track improvements in teachers' behaviors with and without technology.

## CHAPTER 4

### 4. RESULTS

#### 4.1. Introduction

This chapter presented the results of the study with contribution of some tables to better understand both the quantitative and qualitative data.

#### 4.2. Results

In light of the COVID-19 outbreak and its increasing INSET requirements, the current study set out to investigate how EFL instructors perceived online instruction. The findings that correspond to the study questions are shown below. Below, the research methodology of the study is shown in Table 4.1.

Table 4.1 The Research Methodology

|                               |                                                                                                                                |
|-------------------------------|--------------------------------------------------------------------------------------------------------------------------------|
| The Research Topic            | The Perceptions of EFL Instructors at Preparatory Schools after COVID-19 Pandemic and Their Emerging Inset Needs               |
| Method                        | Triangulation Method (quantitative & qualitative)                                                                              |
| Participants                  | EFL Teachers at Prep Schools of Universities in Ankara                                                                         |
| Selection of the Participants | Purposive Sampling                                                                                                             |
| Setting                       | Prep Schools of Universities in Ankara (state & private)                                                                       |
| Data Collection Instruments   | 4-point Likert Type Survey and Semi-Structured Interview to measure attitudes                                                  |
| Data Collection Procedure     | Delivering the Survey (mostly via Google Forms because of the pandemic Lockdown) and Conducting Interviews with the volunteers |
| Data Analysis Procedure       | Descriptive Statistics / SPSS / Coding                                                                                         |

Table 4.2. shows the demographic characteristics of the participants.

Table 4.2 Demographic characteristics of participants

| <b>Variables</b>                  | <b>Groups</b>                   | <b>N</b> | <b>%</b> |
|-----------------------------------|---------------------------------|----------|----------|
| Gender                            | Female                          | 145      | 74,7     |
|                                   | Male                            | 49       | 25,2     |
| Age                               | 23-30                           | 21       | 10,8     |
|                                   | 31-40                           | 55       | 28,3     |
|                                   | 41-50                           | 83       | 42,7     |
|                                   | 51-60                           | 29       | 14,9     |
|                                   | Above 60                        | 8        | 4,1      |
| Major                             | English Language Teaching       | 103      | 53,1     |
|                                   | American Literature             | 19       | 9,7      |
|                                   | English Language and Literature | 37       | 19,7     |
|                                   | Other                           | 38       | 19,5     |
| Academic qualifications           | BA                              | 116      | 59,7     |
|                                   | MA                              | 58       | 29,8     |
|                                   | PhD                             | 22       | 11,3     |
| Teaching experience               | Less than 5 years               | 11       | 5,6      |
|                                   | 5-10                            | 10       | 5,1      |
|                                   | 10-15                           | 48       | 24,7     |
|                                   | 15-20                           | 77       | 39,6     |
|                                   | Above 20                        | 50       | 25,7     |
| Terms of Teaching during COVID-19 | 2 terms                         | 13       | 6,7      |
|                                   | 3 terms                         | 87       | 44,8     |
|                                   | 4 terms                         | 96       | 49,4     |

In the qualitative part of the study, the demographic information of the participants was asked to get the in-depth details of the current sample. This also aimed to understand if

these variables can lead to a better understanding of the phenomena and whether there can be a change in the results. The study consisted of 196 participants in the survey that was the quantitative part from various higher education schools in Ankara. The total sum of male participants was 49 and the number of female participants was 145 which showed the dominance of the sample. As seen in the Table 4.2. females are more than males. It is not unexpected that there are more women involved. Different instructor attitudes could also be attributed to gender differences. Gender was found to be a role in the utilization of online education by Lateef & Alaba (2013), and female teachers had more positive attitudes toward it. Contrary to a popular belief, many studies have discovered that gender has little bearing on how individuals act online (Graff 2003; Meelissen & Drent 2008;)

Age categories are also provided to put the sample into the proper classification that enabled to focus on the different age groups and their needs. In the group of 23-30 years old, there were 21 participants. The years between 31-40 had 55 participants, the 41-50 section was the highest amount among all of the age groups which included 88 participants, and the last two groups were divided into 51-60 and above 60. The former got the number of 29 and the latter had the lowest number in the age group which consisted of 8 people.

The question of which department the participants graduated from was also asked. The purpose here is to see if it is a variable in the values that occur. While the highest rate of 103 people are English language teaching graduates, 19 of the participants are American culture and literature graduates. The remaining two groups cover departments such as English language literature students and other (translation and interpreting, linguistics, translation, and cultural studies). While 37 people are English language and literature graduates, 38 people are almost the number of participants in the group with the other title.

The study also included the highest educational degrees of the people participating. The aim here is to see whether higher education degrees constitute a factor for the experiences during the pandemic process in language teaching. The BA graduates were 116 while the MA graduates were 58 and the last group of Ph.D graduates were 22 participants.

It was obviously seen with the contribution of the large-scale literature review in this study that the knowledge of how many years the participants had been teaching a foreign language demographically contributed to most studies at variable rates. The participants in this study were also expected to evaluate their prior experiences teaching foreign languages. The foreign language instructors at the preparatory school sought to determine the effect of

their ideas on the pandemic in this way, as well as if the requirement for in-service training outweighed the importance of experience and technology domination. The teaching experience was categorized into 5 options. The first group belonged to the novice ones. This group has the number 11 among the 196 participants. The second group was 5-10 years which had 10 people. The third group was the second highest score in the study included in this section which was 48 participants. The highest number is provided by the teaching experience of 15-20 years. The last title in this category belonged to the above 60 age group which had the lowest number, 8.

The last item asked in the demographic part of the study was the Total spent terms teaching English over the course of COVID- 19. Since this study was conducted nearly during the second year of the pandemic, there was no evidence or experience of terms above 5. Classifying the numbers collected under the 3 categories was another step that showed that 2 terms had 13 participants. 3 terms demonstrated the number of 87 participants while the 4 terms had the highest score. It was 96 EFL teachers.

Because of the presence of an abnormality, the internal consistency of the survey questions as measured by the Cronbach's coefficient alpha was disregarded for the participants of 39 and 40 from the quantitative data set. The calculation presented by Miles & Huberman (1994) was utilized to calculate intercoder agreement that equals the number of agreements or the total number of approved and disputed codes. After the coding, the distinctions and similarities between the respective codes were studied. The intercoder agreement score was .95. The intercoder validity occurred and it can be seen below in the table by the reliability statistics.

Table 4.3. Cronbach Alpha Scores

| <b>Reliability Statistics</b> |                                              |            |
|-------------------------------|----------------------------------------------|------------|
| Cronbach's Alpha              | Cronbach's Alpha Based on Standardized Items | N of Items |
| .952                          | .952                                         | 11         |

As seen from the Table 4.3, the Cronbach alpha of this study for the quantitative part showed a rate of, 952 which meant the research was valid.

### **4.3. Results Regarding The Emerging Needs Of The EFL Teachers and the Adaptation To The COVID-19 Educational Activities**

*Research Question 1- How do the EFL teachers' existing pedagogical practices align with the reality of the COVID-19 outbreak teaching and learning system?*

*a) What are their emerging needs and roles in the realm of the pandemic period?*

*b) What physical and symbolic elements draw obstacles their teaching practices? How are they handled?*

*c) Do they need INSET (in-service teacher training ) from their institutions?*

#### **4.3.1. Quantitative results regarding the research question 1**

This study employed a triangulation method to obtain detailed information from the participants to better understand the perspectives and emerging INSET needs of the EFL teachers amid COVID-19. In consideration of the first research question, the answer for the inquiry was in agreement with the sequential exploratory approach (both quantitative and qualitative parts) by EFL teachers in higher education during the COVID-19 outbreak, data were discovered via their responses from the quantitative instrument. According to the results of the survey, corroborating with answering research question 1, EFL teachers reflected on the educational approaches and their level of satisfaction and engagement while teaching a foreign language have undergone an outstanding change.

Quantitative information, including SPSS analysis, was employed to address this question. Tables employing descriptive statistics that include means, standard deviations, frequency numbers, and percentages for each item on the Likert Scale are used to demonstrate how EFL instructors view the situation and the increasing need for INSET training. The sub-questions were added to the first research question in order to better understand the content and to collect satisfactory and valid answers from the participants, it was also categorized the survey items 1,7 & 9 that are in line with the 1st research question. The survey items are;

*1. The INSET activities (workshops/seminars, etc.) were relevant to my needs.*

*7. The INSET activities (seminars/workshops, etc.) added new content to my current knowledge base.*

*9. I can apply the knowledge and skills I have gained in the INSET activities in the classroom.*

Table 4.4 is an example of the detailed table for research question 1.

Table 4.4. Statistics for research question 1.

|                |         | 1. The INSET activities (workshops/seminars, etc.) were relevant to my needs. | 7. The INSET activities (seminars/workshops, etc.) added new content to my current knowledge base. | 9. I can apply the knowledge and skills I have gained in the INSET activities in the classroom. |
|----------------|---------|-------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|
| N              | Valid   | 194                                                                           | 194                                                                                                | 194                                                                                             |
|                | Missing | 0                                                                             | 0                                                                                                  | 0                                                                                               |
| Mean           |         | 2,80                                                                          | 2,76                                                                                               | 2,79                                                                                            |
| Median         |         | 3,00                                                                          | 3,00                                                                                               | 3,00                                                                                            |
| Mode           |         | 3                                                                             | 3                                                                                                  | 3                                                                                               |
| Std. Deviation |         | ,871                                                                          | ,843                                                                                               | ,807                                                                                            |
| Minimum        |         | 1                                                                             | 1                                                                                                  | 1                                                                                               |
| Maximum        |         | 4                                                                             | 4                                                                                                  | 4                                                                                               |

When the Table 4.4 is examined, it can be seen that the mean scores of the first, the seventh, and the ninth item of the survey, which aimed to explore perceptions related to INSET activities and their relevance to the teachers' needs as well as the current knowledge base ranged between 2.76 and 2.80. It is seen in the table that item 1, "The INSET activities (workshops/seminars, etc.) were relevant to my needs.", had the highest mean score among the three items reflecting on the first research question. The median score of the same item was 3.00. The second highest mean score was on item 9 "I can apply the knowledge and skills I have gained in the INSET activities in the classroom" which scored 2,79 and item 7 "The INSET activities (seminars/workshops, etc.) added new content to my current knowledge base" was 2,76. However, the lowest mean score belonged to item 7 as stated above which can be articulated as teachers somehow experienced a training activity but it did not serve their current knowledge. Both of the above items had nearly the same mean scores. The standard deviation of the first item on the other hand and the standard deviation

is  $SD = .871$ . This shows that EFL instructors felt the helping hand of the INSET activities and they mostly found the program regarding their emerging needs while they were struggling with the COVID-19 educational frame. The standard deviation of item 7 was ,843 while item 9 had ,807. The regarding items are all in favor of utilizing them in their real world which is the 'classroom'.

Table 4.5. Items 1,7 and 9

| <b>Item 1.</b> The INSET activities (workshops/seminars, etc.) were relevant toN<br>my needs.                     |                  | %         |
|-------------------------------------------------------------------------------------------------------------------|------------------|-----------|
| Valid                                                                                                             | Totally Disagree | 19 9,8    |
|                                                                                                                   | Disagree         | 39 20,1   |
|                                                                                                                   | Agree            | 97 50,0   |
|                                                                                                                   | Totally Agree    | 39 20,1   |
|                                                                                                                   | Total            | 194 100,0 |
| <b>Item 7.</b> The INSET activities (seminars/workshops, etc.) added new content<br>to my current knowledge base. |                  |           |
| Valid                                                                                                             | Totally Disagree | 18 9,3    |
|                                                                                                                   | Disagree         | 43 22,2   |
|                                                                                                                   | Agree            | 100 51,5  |
|                                                                                                                   | Totally Agree    | 33 17,0   |
|                                                                                                                   | Total            | 194 100,0 |
| <b>Item 9.</b> I can apply the knowledge and skills I have gained in the INSET<br>activities in the classroom.    |                  |           |
| Valid                                                                                                             | Totally Disagree | 17 8,8    |
|                                                                                                                   | Disagree         | 36 18,6   |
|                                                                                                                   | Agree            | 111 57,2  |
|                                                                                                                   | Totally Agree    | 30 15,5   |
|                                                                                                                   | Total            | 194 100,0 |

As can be seen from the Table 4.5. the frequency of the first item had also the highest numbers for the options of ‘totally agree’ ‘agree.’ The ‘totally disagree’ had the 9,8 % which was the lowest score in the table. Given the results, it can be assumed that the contributing EFL teachers at preparatory schools of universities in Ankara thought the INSET activities are accordingly to their emerging needs. The results gathered by the descriptive analysis revealed that they were in line with the existing literature. To give an example, Reinders (2010) by creating opportunities for teaching online activities the relevant seminars/workshops made teachers feel content when it was designed accordingly to the needs.

Item 7 had a frequency of 100 participants while the totally disagree had the lowest frequency which was 18. It can be concluded that the majority of the EFL teachers stated that the INSET program served their current knowledge base. It also showed that these INSET activities cannot serve their emerging or future needs which can also be seen as there was nothing new about the activities. The data can be concluded in line with the study of Means, Bakia & Murphy (2014) since it demonstrated the idea that personal interest and productivity were highly regarding the self and the knowledge one has.

Item 9 of the survey for the answer ‘agree’ option is 57,2%. One can conclude from the data regarding the question, that the EFL teachers participating in the current study thought that they had some knowledge about the skills while teaching with the contribution of the INSET program they took and they can facilitate them in their classroom. The occurring results can be seen parallel within the recent literature given earlier in this study. Smahel (2020) reported that most of the online activities, practices, and digital skills according to the children were in much need of change and consideration since they included both positive and negative impacts which can also be named as global implications. This was also the same for the teachers as they worked together.

#### **4.3.2. Qualitative results regarding the research question 1**

The qualitative parts handle the same subject matter when having the patterns with the quantitative parts. The existing study’s qualitative findings were examined in order to supplement the quantitative findings and thoroughly obtain the instructors’ viewpoints. The vast majority of the participants thought and stated in their interviews that there was a correlation between their emerging needs, satisfaction levels with the program, and the

expectations/ recommendations of the institutional help. As a result, it can be concluded that the focus of the empirical investigation of the study appeared to be in correlation with one another. That is also consistent with the information most of the EFL instructors in the interviews provided.

Interview questions 4,5 & 6 are regarding the first research question as well. The following comment based on the data to the first research question can be made since these questions cover the content.

Regarding the 4th question to understand the instructors' perception of their teaching performances during the pandemic, the question was 'Can you adapt your teaching style online without any hesitation, fear, or challenge? 2 of the participants responded feeling uneasy, and almost no example of adaptation during their online process. 4 of the interview participants responded this question as taking themselves to the medium extent. They mentioned the struggle at first then they adapted to the online teaching. Participant 17 remarked that "I get informed with the help of websites, apps, and software, then I adapted".

It was earlier stated similar literature posed the idea of distance teaching is the new norm given in the study of Pather et al., (2020). Both the teachers and the students adjusted their existing skills to the digital ones. This result also supports the literature as stated earlier that stating the idea of technology teaching is making teaching more efficient and effective (Girgurovic 2010; Wells et al. 2008).

On the other hand, the rest of the participants reflected their teaching adaptation as 'high'. Participant 1 said that

*"The teaching skills and the style is the same just some manner changes occurred because there is an invisible block, and the students see the teachers stricter with no humor".*

Participant 5 gave an example of a personal anecdote on peer help to adapt her teaching style to the online means:

*I panicked and did not know what to do at first. We were constantly talking on the phone with a colleague of mine to be effective in distance education and to be able to teach the course adequately, to meet all needs and to be more effective in the preferred platform, to be able to eliminate technical failures caused by the system although using technology was not new to me.*

The above statement was repeated by other participants who were with 15 years of teaching experience and more. Instructors' online skill levels might vary from novice to advanced. Years of teaching expertise have an influence on the implementation and organization of online courses. Since the novice ones were the digital natives of this era and were already familiarized with the digital devices and know-how, teachers with more than fifteen years' experience remained persistent on their ability in traditional teaching skills harmonized in digital ones with little or moderate challenges. It is not shocking that teachers who are new to online instruction have lower expectations for their capacity to instruct online. This outcome by signaling the demographic information of the teaching experience of the EFL teachers in this study underlined the significance of the INSET training with the contribution of digital design was an emerging need during the COVID-19 process. The results of this investigation are consistent with Todorova & Bjorn-Andersen, (2011) study that posed the notion of "The key lesson for others may be to embrace e-learning technology before disaster strikes"!

Unlike the others, Participant 14 stated that

*"Most of the new learning on digital teaching was completed with webinars, and similar educational videos since sufficient and necessary training could not be provided due to the rapid progress and unpreparedness in the process".*

The 5th question was asked to grasp instructors' emotional perceptions and observe their satisfaction levels as much as possible in the process. The 5th interview question was 'What were your feelings (happy/comfortable/frustrated/inadequate) when teaching on an online platform?' As seen, the question itself served some ready adjectives to make the teachers at ease because it can be hard to define what you feel sometimes or one can go beyond the experiences and provide more than expected. Some of the interview participants chose frustrated since they felt 'lost' and still found the online teaching as 'annoying' because the process was not over yet and they felt unsure and pessimistic because they had trouble predicting what would happen next.

To better understand the language instructors' perspectives regarding that was also difficult to teach a foreign language before the pandemic, the 6th question was skill-based. The question was not solely aimed at the INSET needs to be a sufficient teacher but also had the goal of understanding the other needs of the language instructors apart from the digital ones. The question also served a better understanding of the distinguishing parts of online

teaching and the face-to-face one on the perceptions of the teachers and their emerging needs if there were any. *‘Do you think all types of skills are achieved in activities as in the face-to-face class compared with the online one?’* The sixth question had 5 options which were in order; reading, writing, listening, speaking, and grammar (language skills).

Surprisingly, none of the participants chose ‘reading’ and ‘listening’. A few of the participants chose grammar. 3 of the participants thought that it was ‘writing’ and one added that

*“Online teaching was not a replacement for the face-to-face one. Particularly for language teaching which was already struggling for many. Like the others, writing also required more instructions when teaching, and also immediate effective feedback is needed”.*

The statement of this participant in this study revealed that there was suspense in the efficiency and the effectiveness of the distance teaching and learning activities in accordance with the study of Anderson & Dron (2011); Hung (2016).

3 participants thought that speaking was the missing part even in online education. Participant 1 said that

*During the classes, I observed that the students lost focus. It was tough to keep them concentrating because they may or may not reply when you ask them questions. Eliciting answers and doing drills in break-out rooms were one way, but it was my nightmare. It was not that they weren't watching you or weren't present. They did not understand the point of using the break-out rooms. They should be talking; instead, they just did not say a word.*

This one statement can be regarded as the same outcome of Harris & Parrish, (2006) study which revealed that students sometimes lose focus and they do worse at school or even drop out of school when they do not compete or meet the requirements of the online education. However, the current literature also has the opposite view on distance teaching. In line with Lin, (2015); Payne, (2020); Wang et al., (2019), and Warschauer et al., (1996) studies, the outcomes of distance teaching or operating digital skills while learning makes students' motivation go up.

#### 4.4. Results Regarding the Significance of the Emerged INSET Matters and The Offered Opportunities

*Research Question 2- What have been the most important parts that needed training (INSET) in this process according to the EFL teachers at preparatory schools?*

##### 4.4.1. Quantitative results regarding the research question 2

To answer the second research question also having the link between Survey items 5,6 & 8 was necessary.

*5. The INSET content was well organized.*

*6. The INSET content was clear and comprehensive.*

*8. The INSET activities (seminars/workshops, etc.) provided me with new skills to add to my current language teaching skills.*

Table 4.6. Statistics for research question 2.

|                | 5. The INSET<br>content was well<br>organized. | 6. The INSET<br>content was clear and<br>comprehensive. | 8. The INSET activities<br>(seminars/workshops, etc.)<br>provided me with new skills to<br>add to my current language<br>teaching skills. |
|----------------|------------------------------------------------|---------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|
| Valid          | 194                                            | 194                                                     | 194                                                                                                                                       |
| Missing        | 0                                              | 0                                                       | 0                                                                                                                                         |
| Mean           | 2,86                                           | 2,86                                                    | 2,78                                                                                                                                      |
| Median         | 3,00                                           | 3,00                                                    | 3,00                                                                                                                                      |
| Mode           | 3                                              | 3                                                       | 3                                                                                                                                         |
| Std. Deviation | ,814                                           | ,786                                                    | ,813                                                                                                                                      |
| Minimum        | 1                                              | 1                                                       | 1                                                                                                                                         |
| Maximum        | 4                                              | 4                                                       | 4                                                                                                                                         |

Research question 2 basically tied to the idea of finding what were the immediate emerging things to need help with the contribution of INSET activities and their satisfactory levels according to the EFL teachers. As can be seen from Table 4.6. among 194 participants,

in line with research question 2, Survey items 5 ‘The INSET content was well organized and item 6 ‘The INSET content was clear and comprehensive’ had the same mean score which was 2,86. Item 8 was also near the rate and that was 2,78. It can be stated that it was highly found useful by the participant EFL teachers in the INSET activities they joined. The statistics of all these items are shown below.

Table 4.7. Items 5,6 and 8

| <b>Item 5.</b> The INSET content was well organized                                                                                       |                  | N   | %     |
|-------------------------------------------------------------------------------------------------------------------------------------------|------------------|-----|-------|
| Valid                                                                                                                                     | Totally Disagree | 14  | 7,2   |
|                                                                                                                                           | Disagree         | 38  | 19,6  |
|                                                                                                                                           | Agree            | 104 | 53,6  |
|                                                                                                                                           | Totally Agree    | 38  | 19,6  |
|                                                                                                                                           | Total            | 194 | 100,0 |
| <b>Item 6.</b> The INSET content was clear and comprehensive.                                                                             |                  |     |       |
| Valid                                                                                                                                     | Totally Disagree | 13  | 6,7   |
|                                                                                                                                           | Disagree         | 36  | 18,6  |
|                                                                                                                                           | Agree            | 110 | 56,7  |
|                                                                                                                                           | Totally Agree    | 35  | 18,0  |
|                                                                                                                                           | Total            | 194 | 100,0 |
| <b>Item 8.</b> The INSET activities (seminars/workshops, etc.) provided me with new skills to add to my current language teaching skills. |                  |     |       |
| Valid                                                                                                                                     | Totally Disagree | 13  | 6,7   |
|                                                                                                                                           | Disagree         | 51  | 26,3  |
|                                                                                                                                           | Agree            | 96  | 49,5  |
|                                                                                                                                           | Totally Agree    | 34  | 17,5  |
|                                                                                                                                           | Total            | 194 | 100,0 |

For item 5 of the survey, while handling the second research question, the Table 4.7. respectively showed the ‘agree’ rate of 53,6 % as the highest percentage among the options.

That can be concluded as the EFL teachers of this study mostly had a satisfaction level with the INSET content they took part in. The findings here can also be gathered under the concerns of the studies mentioned in the literature that the harmony of the traditional and digital teaching-learning activities would be the best fit for the next terms. In this sense, this study is coherent with Garrison & Kanuka (2004, p. 96), “online teaching and learning that has been intelligently planned can sustain and improve on the “traditional values” of higher education. 15 years later, we could still maintain the same argument about online teaching

and learning: that it serves not only as a last resort but also as a means of expanding and enhancing the educational options available to all universities’.

Aiming to examine the satisfaction levels of the EFL teachers at higher-level institutions during the COVID-19 pandemic, the second research question situated a basis for the survey item 6. The table above moderately demonstrated that 110 participants thought that the INSET program was precise and comprehensive. The responses in the quantitative part of this study, the lowest level of the answers belonged to the ‘totally disagree’ option which was 6,7 %.

As seen in table item 8 ‘The INSET activities (seminars/workshops, etc.) provided me with new skills to add to my current language teaching skills’ was totally in the aim of searching whether there was a new set of skills with the contribution of INSET activities or not. It can be clearly seen that the highest frequency rate was 96 out of 194 participants which can be thought of as nearly half of the sample. Also, 87 out of 96 ‘agree’ participants were female to this question which set the base for the idea that women prefer utilizing technology and new skills in education more than men do also in line with the literature (Peluchette & Rust, 2005). The sample also showed that women are the largest proportion of those who teach online. In addition, the EFL teachers found the INSET program innovative and something creative to make use of in their classes, as well. As observed in the table there were also 6,7 % of the participants thought that the INSET seminars or workshops they attended included the things they have already known.

#### **4.4.2. Qualitative results regarding the research question 2**

In line with Research Question 2, which aimed to explore whether there was a smooth transition or not in our country (Turkey), participants in the interviews were asked the following question: ‘*Do you believe it was a smooth transition for language teachers with the help of technological knowledge and devices when distance teaching became a must in our country?*’. They were evaluated by the 3 options which were agreed/ unsure / disagree. Depending on the answers gathered from the participants in the interviews, 10 out of 17 disagreed, indicating that it was challenging for them to adapt and they continued to define the process as ‘rapid’, ‘tough’, ‘annoying’ and one even supported the idea there was no presence of transition. The participants found the teaching online process hard but adaptable in time; however, establishing a well-prepared atmosphere in their online classes was the

most difficult to have because they felt left alone and needed training before it happened. 2 of the participants reflected their ideas as labeled the transition ‘unsure’ and gave a further explanation to the questions like the following:

*“One should keep up-to-date and know the advancing technology in this digital era and I think it’s either good or bad. Some struggled a lot and found it difficult to manage. For me, I could adapt to it easily”.*

Having a more neutral tone compared to other participants, P12, who was also unsure about the transition part, elaborated on her answer by emphasizing the age factor

*“It has been a different hard experience for me because I am not good at technology. I have to cope with the challenge and sort out it in a very short time, which was a big challenge for me because of the age factor”.*

The rest of the interviewees found it smooth. One of the participants stated that it was ‘successful’ and added that *“Turkey is even late for online teaching, we should adopt earlier”*.

#### **4.5. Results Regarding the Challenges and the Facilitation of the INSET Program, the Competency of the Trainer, and the Satisfaction Level of the Program**

**Research Question 3-** *What are the challenges or opportunities experienced /handled by the language teachers or the teacher trainers that serve INSET (in service teacher training) studies?*

##### **4.5.1. Quantitative results regarding the research question 3**

Survey items 2,3,4,10 &11 were regarding the research question 3.

- 2. The lecturer was well prepared and an expert in the field.*
- 3. The INSET activities were engaging and interactive.*
- 4. The INSET activities allowed for active participation.*
- 10. The overall evaluation of the INSET program was satisfactory.*
- 11. The organization of the INSET program was satisfactory.*

All the statistics of these items are shown below in Table 4.8.

Table 4.8. Statistics for research question 3.

| <b>Table 8.</b> Statistics for research question 3. |         |                                                                          |                                                                   |                                                                         |                                                                                  |                                                                         |
|-----------------------------------------------------|---------|--------------------------------------------------------------------------|-------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------------------------------|-------------------------------------------------------------------------|
|                                                     |         | 2.The<br>lecturer was<br>well-prepared<br>and an expert<br>in the field. | 3.The<br>INSET<br>activities were<br>engaging and<br>interactive. | 4.The<br>INSET<br>activities<br>allowed for<br>active<br>participation. | 10.Th<br>e overall<br>evaluation of<br>the INSET<br>program was<br>satisfactory. | 11.Th<br>e organization<br>of the INSET<br>program was<br>satisfactory. |
| N                                                   | Valid   | 194                                                                      | 194                                                               | 194                                                                     | 194                                                                              | 194                                                                     |
|                                                     | Missing | 0                                                                        | 0                                                                 | 0                                                                       | 0                                                                                | 0                                                                       |
| Mean                                                |         | 2,85                                                                     | 2,72                                                              | 2,70                                                                    | 2,81                                                                             | 2,81                                                                    |
| Median                                              |         | 3,00                                                                     | 3,00                                                              | 3,00                                                                    | 3,00                                                                             | 3,00                                                                    |
| Mode                                                |         | 3                                                                        | 3                                                                 | 3                                                                       | 3                                                                                | 3                                                                       |
| Std. Deviation                                      |         | ,766                                                                     | ,830                                                              | ,810                                                                    | ,808                                                                             | ,808                                                                    |
| Minimum                                             |         | 1                                                                        | 1                                                                 | 1                                                                       | 1                                                                                | 1                                                                       |
| Maximum                                             |         | 4                                                                        | 4                                                                 | 4                                                                       | 4                                                                                | 4                                                                       |

The Table 4.8. had one main aim on showing the challenges and the facilitation of the COVID-19 process handled by the INSET program. The mean scores of the 5 items regarding research question 3 were moderately and respectively the same. They all ranged between 2,70 and 2,85. The highest one was item 2. The lecturer was well-prepared and an expert in the field'. It can be said that EFL teachers that took part in this study thought the INSET program was in good hands and they professionally handled the COVID-19 process. Following these, the standard deviation of the last three items in the survey was rated nearly the same again. They ranged from ,808 to ,830. Items 10 and 11 shared the same rate which was ,808. That can be assumed as the EFL teachers found both the program and the organization satisfactory. That was to say, the EFL teachers who took the INSET program were content with the planning and the content of the program. The statistics of all these items are shown below in Table 4.9.

Table 4.9. Items 2, 3, 4, 10 and 11

| <b>Item 2.</b> The lecturer was well-prepared and an expert in the field.     |                  | N   | %     |
|-------------------------------------------------------------------------------|------------------|-----|-------|
| Valid                                                                         | Totally Disagree | 11  | 5,7   |
|                                                                               | Disagree         | 41  | 21,1  |
|                                                                               | Agree            | 109 | 56,2  |
|                                                                               | Totally Agree    | 33  | 17,0  |
|                                                                               | Total            | 194 | 100,0 |
| <b>Item 3.</b> The INSET activities were engaging and interactive.            |                  |     |       |
| Valid                                                                         | Totally Disagree | 17  | 8,8   |
|                                                                               | Disagree         | 50  | 25,8  |
|                                                                               | Agree            | 97  | 50,0  |
|                                                                               | Totally Agree    | 30  | 15,5  |
|                                                                               | Total            | 194 | 100,0 |
| <b>Item 4.</b> The INSET activities allowed for active participation.         |                  |     |       |
| Valid                                                                         | Totally Disagree | 14  | 7,2   |
|                                                                               | Disagree         | 59  | 30,4  |
|                                                                               | Agree            | 92  | 47,4  |
|                                                                               | Totally Agree    | 29  | 14,9  |
|                                                                               | Total            | 194 | 100,0 |
| <b>Item 10.</b> The overall evaluation of the INSET program was satisfactory. |                  |     |       |
| Valid                                                                         | Totally Disagree | 17  | 8,8   |
|                                                                               | Disagree         | 34  | 17,5  |
|                                                                               | Agree            | 112 | 57,7  |
|                                                                               | Totally Agree    | 31  | 16,0  |
|                                                                               | Total            | 194 | 100,0 |

| <b>Item 11.</b> The organization of the INSET program was satisfactory |                  |     |       |
|------------------------------------------------------------------------|------------------|-----|-------|
| Valid                                                                  | Totally Disagree | 11  | 5,4   |
|                                                                        | Disagree         | 17  | 8,9   |
|                                                                        | Agree            | 130 | 67,3  |
|                                                                        | Totally Agree    | 36  | 18,4  |
|                                                                        | Total            | 194 | 100,0 |

Among the total sum of participants, 109 thought that the lecturer provided the INSET program was an expert in the field in line with the item 2. That felt safe for the EFL teachers to get help from the right hands and also they appreciated the content knowledge of the lecturer since they also add up new skills for this reason. The lowest score in Table 4.9. was the ‘totally disagree’ item which was 5,7 %.

As observed in the table, the ‘agree’ option in the item 3 had 97 frequency that meant and formulated the idea of the INSET activities were interesting and motivated the EFL teacher to attend the program. 8,8 % of the participants thought the program was not engaging and not fun. The results can be commented in line with the existing literature that teachers ranked developing an online course introduction and establishing learning activities as two required talents that are extremely important. It also advised that online instruction should concentrate on engaging both the teachers and the students with activities that speed up the process (Ally, 2004).

Examining the data reveals for item 4, a statistically significant association between the instructor teaching program and level of engagement that is relatively positive. This leads to the conclusion that, according to the EFL instructors’ scores for the engagement level, the choice ‘agree’ was selected 92 times on average. That meant 47,4% of participants of this study concluded their perspectives as they attributed to the program since it requires so. It is seen that the numbers above in the table clearly showed relevance to the study of Van Raaij & Schepers, (2008) that majorly composed the idea of effective influence by teachers can be seen on digital teaching and learning activities if it is relevant to their personal needs and align with their understanding.

It was also found that there was a moderately positive and statistically significant link between items 10 and 11 as stated above in their means and standard deviations. While for

item 10 the ‘agree’ validation is 57,7, and for item 11 it is 67,3. Accordingly, it can be interpreted that the scores of the EFL instructors in the study that content with the program and the organization.

#### **4.5.2. Qualitative results regarding the research question 3**

Interview questions 8, 11 & 12 were the best fit to check the in-depth understanding of research question 3.

Given much of the ideas and feedback regarding the INSET programs, the 8th question served as a groundbreaking one that led the instructors to evaluate what they experienced during the COVID-19 pandemic taking into consideration their institutions, too. The question was ‘*Did your institution/school make you aware of the expectancy of the required teaching model beforehand/during the COVID-19 with the help of some training (online meetings/know-how videos on different aspects of teaching with technology)?*’ The answers were coded into 3 categories which were none/ some / a lot to better understand to what extent the language instructors got the required help when they taught. P2, 7, 12, 14, and 17 gave a solid ‘No’. 6 of the interview participants went for the ‘some’ part of the institutional help and P1 added an understanding way of reflection:

*...because of the rapid change in decisions to continue online, administrators and units (curriculum, testing, and teacher training and development) worked well to make the teachers aware of the required changes, they provide guidance and help by announcing the distinguishing parts by serving some predictions on what is about to come but nothing further could be given and no one should expect more because it is the first time and expectations are unattainable.*

P9 reminded the ‘10 minute videos to learn from’ were the only help taken from the Teacher Training Unit and P10 and P11 also mentioned that some links were shared and also the university organized some online meetings to show how interactively use the required/ expected platforms. 5 of the participants answered the question by giving the highest critique of the situation. One of the samples from the participants was “*There was nothing much seen on the units at first, BUZEM, and BOGEM helped. Moreover, videos and PDFs were provided by the university. Then meetings were arranged in time by the institution*”.

P11 and P16 stated that “*...from the Teacher Training Unit, related videos and some useful apps/websites are sent to examine and make use of in classes. They also offered international*

*seminars and workshops served on a global scale". P3 remarked "presentations with the Technology Department get the instructors to lose their question marks and some testing tutorials are held". P8 also said that "The Teacher Training Unit helps not before the online teaching began but during the classes are taught. They held some meetings as well to offer some useful tips and websites to occupy".*

Since the participants critically responded to each of the interview questions including their emotional reflections and experiences, interview question 9 seemed repetitive and they all skipped it.

According to the English Language Instructors, question 11 was the one taking the most reaction and variety of answers. The question was *'What are the alternative solutions (if any) implemented by your school to continue the education during COVID-19? (Online classes, home tuitions, books distribution, etc.)'* 7 out of 17 participants remarked that 'online lessons' were the alternative solution given to them during the process. P1 also added that

*"...regarding the students, they all looked shocked and did not know what to do. So not the institution or the units offered something but I managed to arrange some extra online classes to speak and get to know each other sessions because the program is loaded and we need to keep the track of the pacing".*

2 of the participants continued with the option of 'how to' or '101 lessons' were held online meetings by the Teacher Training Unit that served some 10-minute videos on how to log in the Moodle, How to use Zoom, and How to use the platform efficiently (for example breakout rooms). 5 of the participants recalled the experience of sharing as one way to cope with the struggles of online teaching. The colleagues made some phone calls or made video calls to teach each other how to use the selected platform efficiently. Some of the interview participants mentioned that there were announcements on digital tips and some videos and useful websites/blogs were offered via school Whatsapp Groups or e-mails. Only one of the participants revealed that there were training sessions held in groups with the contribution and leadership of the Teacher Training Unit.

*'What solutions do you think should be implemented by schools/policymakers/stakeholders to address the problems faced by many other teachers like you?'* set the basis for the whole study which provided a lot of information on the teachers' side. Although this question is as important as other questions, it is a kind of

question that lays the groundwork for the study and the answers given to reveal the true feelings and thoughts of language teachers. The ideas put forward by the teachers here are their real expectations and the changes they want to be made in their experiences in this process. In addition, the answers here contain methods that can be overcome more easily if they are already found in pandemics and similar possible crises. These answers can be seen as a kind of brainstorming. Taking notes of these various answers, coding them, and gathering them under 10 headings in total was another step. The first and most prominent of these was the need for distance in-service training. The first participant touched upon various strategies that should be taken into consideration and added that

*“some training is needed not just on digital literacy but also on to be effective and efficient in class regarding the teaching strategies, also units should realize the workload and prepare programs more user-friendly, furthermore, administrators should check on the learning objectives to make a standardization”.*

P2 wanted more of the appraisal meeting on classroom management skills and strategies for online courses from the Teacher Training Unit. P5 and P7 said that they needed every piece of advice that would work for them under the in-service practices given by the institution. P12, on the other hand, referred to another issue that the schools should be more understanding on the pacing and the time allocation

P15 stated another point of view by claiming that

*“...especially older teachers have to be the first group to train because they had so much trouble during this pandemic period. They need actual tutorials since maybe it will take so much more time than expected for them to grasp the technological advances and be the required 21st century skilled teacher at once”.*

P17 explained his experience in the following as

*Educators, administrators, and policymakers should stop to behave the pandemic will end soon and do some real changes and adjustments because it is not a temporary situation. Even if this pandemic would end, there will be another crisis shaking the world, so we should be prepared if we do not want to stop the educational facilities.*

P2 and P7 also added that

*“...the attendance should be compulsory because most of the time students just did not attend the classes at all or close their mics and cameras so there could not be any interaction or participation in classes which was a big struggle for the instructors”.*

4 of the interview participants highlighted the need for training on how to use technology effectively and efficiently and to have some more of the TPACK, Web 2.0 online platforms information would work for them. 2 out of 17 interview participants extended their idea on having a strong internet connection in the institution should be the first thing to be handled.

Regarding the office use during the pandemic, 2 participants thought that it should not be compulsory to be at school to teach in the empty classes or the offices because the pandemic restrictions were still valid. After a while, the recommended ‘Hybrid Classes’ that teachers and the limited number of students attended the classes and took turns, made the pandemic process a bit overwhelming. Both the instructor and the students felt vulnerable to the disease and also being in the small proportion, also it would not give the same feeling as face-to-face teaching. 6 participants were in the need of proper pieces of equipment and they thought that institutions should spend more money to be prepared for this kind of scenario.

P13 stated a different perspective on student motivation and he stated that

*“Not the attendance but the participation should be obligatory. I do not think of how we manage that. Maybe it can be solved if the participation in the assessment has a more weighted grade than other exams”.*

Only one of the participants talked about the need to return to face-to-face education even though the pandemic circumstances are still valid. He added the difficulties that the hybrid teaching model created in the classroom. For example, when a group of students followed the lesson from the classroom and the other group followed the lesson from home, it felt odd for both sides because they were in the need of protecting themselves from the disease and also have to follow the courses. The teacher’s ability to address both sides audibly and understandably was hard. The technical problems of the process, the insufficiencies in equipment, also the loss of students’ motivation who came to the class or connected remotely negatively affected the teaching style of the aforementioned participant.

Even in these circumstances, he is convinced that a return to face-to-face education is a better solution. P11 explained that *“unless teachers are vaccinated, they should not be at school to lecture in class or online”*. P6 and P7, on the other hand, stated that the instructors should be exceptionally understanding and not have an expectation at all, which would be the best solution. People working on both institutional and unit basis also experienced the pandemic conditions with everyone and it would not be appropriate to expect preparedness at this stage.

#### **4.6. The Rest of the Qualitative Analysis**

Taking the first research question into consideration, *‘How has the teaching experience been so far? What kind of challenges were you faced during the COVID-19 outbreak being provided by distance teaching?’* all but 2 of the 17 participants showed an attitude to the first question through student-centered problems. They mostly stated the usual following problems;

- lack of involvement /attending
- low motivation/peer interaction
- turning off their mics/cams
- unwilling to participate
- uninterested
- nearly no eye-contact

On the other hand, 2 of the interviewees also mentioned an opposite theme. While the 7th participant talked about the difficulty of understanding the wishes and needs of the students online, the 9th participant mentioned that despite this difficulty, the problems were understood fast and solved better than expected. Some of the responses given to the first question were evaluated in terms of the teaching aspect and the participants mentioned reduced teaching performance, especially when adapting themselves to the online forms of teaching. One of the participants felt a lack of reflection on the students’ needs. In addition, the time limit is a big deal for nearly half of the interview participants.

Mostly, the instructors needed preparation and design a lesson that was mostly described as ‘overwhelming’ and ‘exhausting’. One of the participants even referred to attaining classroom management as not seen. It can also be taken from one of the participant’s reflections on the workload which meant a lot or much more than expected. This participant also needed some extra classes with the students since tasks could not be

completed in the allocated time on the online platform. One appealing fact given in the interview revealed that the 24/7 communication requirement with the students was not a usual aspect before the pandemic. Also, one of the participants thought that transforming materials into online forms was challenging. For the first question, one participant gave a thorough explanation nearly touching upon every aspect of the problems, faced with the pandemic and elaborated the following words:

*First of all, I had to transform every material I used to have into materials that can be used in online teaching. I have lost classroom management for some time, but then I adapted to this new way of teaching for me. However, there are still some problems with distance teaching for me. Students sometimes skip classes deliberately and they blame platforms or their connections all the time. As I cannot control their Internet connection status, I may lose those students even without touching them. (Participant 10)*

Giving further details on the contrary terms, P1 believes that it was not that bad to convert to online teaching. P1 supported a positive reflection as the following:

*It has been better than I expected. The adaptation has been very fast but student participation is something I have to focus more on. So far, it has been good. At first, it wasn't easy. I had to learn lots of things about online and distance education. In time, it has gotten better. Now, I am much more confident in distance teaching. One thing for sure is it is nice due to technology is being so widespread among young people; however, I have faced an unmotivated student profile, which especially Turkish students are not getting used to it. That's the reason why their learning process takes much more time.*

Only from this question of the interview, it can be understood that the aim of the study, the problems of the teachers during the pandemic process, and the in-service training needs of the teachers first hand have been revealed. 7 out of 17 participants in the interview talked about the expected theme: digital problems. While one mentioning about the internet substructure problems, the other found it hard to use the technology platforms to teach effectively. They also experienced technical problems on their computers and struggled with uploading the required materials as well.

Regarding the 3rd interview question which was 'Is it possible to define yourself as a technology-literate teacher? Why?' some participants stated that they were unable to

identify themselves as digitally literate, which was implied to be a reason for the difficulty in the online classes. The answers were coded in 3 options evaluating to what extent their situation fit. The options were none/ average / expert.

P6 said that she was technology ‘blind’ due to the lack of expected experiences, it is difficult to describe herself that thing exists. One of the participants remarked

*“To some extent yes, so I think I am average. I was struggling at the beginning than having ethical issues knowledge, making students aware of what plagiarism is and managing tools are the characteristics of my technological characteristics”.*

Participants 7 and 9 also mentioned that they were average on technological terms but as: *Having no helping hand and doing things myself by searching for things from the world and observing others felt left behind because there was no assistance during the 3 weeks of closing the school before starting the online process. ‘I did not major in technology but had experience in the process; however, things escalated quickly for the older ones who did not cope well because of their illiteracy and the immediate need for training.*

10 of the participants, on the other hand, stated that it was a ‘lucky’ thing for them to have what they already know so they called themselves experts because it was nothing new for them to use technology in their classes.

Participant 17 added that *“I got used to doing it in my classes and just need some articles to make my classes more effective”*. Participant 9 also continued with the plus sides of the technology in class and stated that *“Giving assignments and following them was never as easy as in this”*. Participant 10 remarked himself as a ‘lifelong learner’ and called himself an expert but added little criticism on not knowing how to use the recommended platforms actively in classes.

Besides, 7 of the participants responded to that question as ‘inadequate’ and added *fear and hesitation* as well. Participant 6 reflected his ideas as the following:

*“Being an experienced teacher meant nothing when it comes to the new era and its requirements. It was not even like the first years of teaching feeling too much excitement along with not knowing what to do and when. It was something different but I felt inadequate”.*

As for 9 participants, they found both options suitable for their feeling because they experienced more than one emotion together, and they chose situations in which they were in two minds of being comfortable and uncomfortable. The rest remarked that they were happy during the process because it was good to find solutions to the problems they faced in the process and having new experiences and adding them up to their teaching skills were the plus sides.

Taking into consideration the 7th question, *'In what ways do you think technology can help you teach a language?'* the aim was to understand the technological advances and their effects on teaching language for the participants. They took the question in the means two sections resulting from their responses. They both evaluated their teaching style and the time allocation when they used technology in their classes. P4, P5, P11, and P 13 stated that their understanding of using technology helped them access sources, videos, and platforms faster, and time allocation in classes are paced for them.

Participant 1 explained her experiences in the following:

*"OYS, Zoom, Moodle, Flipgrid, Padlet... The technological platforms and digital tools helped me a lot in developing language skills and motivating the students with colorful themes. I am so grateful that it also helped me to advance my teaching style instead of going with the years' habits".*

In addition to this positive reflection, P3 stated that *"It meant fruitful lessons for me, I gave better feedback and followed the students' progress, technology also helped me to find authentic materials and I caught the students' attention"*. Also for the same question, Participants 11 and 17 remarked that *"Technology is good. Furthermore, it provides comfort at home. It gives both the quality and quantity, in addition, it serves variety"*.

Talking about the ways of technology in the language classes, participants also added that

*"...the technological touch provides the lesson be more interactive even comparing the two modes of teaching (online and face-to-face teaching) one is more useful than the other because it reaches rich sources and grabs the students' attention better because they like learning the language with websites, games regarding videos"*.

Interview question 10 aimed to figure out whether the teachers' own decisions with or without any help/ restriction are taken into consideration when they chose the appropriate

platform/ channel to teach. This question also showed if the instructors were left alone to decide or if the institution or the units were ready to help. The question was ‘Were you as language teachers in your institution free regarding the web tools you feel confident when teaching? Please name it.’ The answers were categorized in 3 aspects with free/ recommended/ must label. 11 out of 17 interview participants told that they were free when the online teaching process started. P1 stated that:

“I am free to choose from the options out there but no one told us this one is better or more effective than that one so I used Zoom because it is easy to use and free. But the time allocation limit is something that bothered me a lot”.

P3 used a variety of online teaching platforms to help himself with the ready knowledge ledge. He gave some examples: Flipgrid, Padlet, Google Meeting, Toontastic, Vocaroo, and Cueprompter.

From the overall evaluation of the responses, it can be said that many of the participants used Zoom, Padlet, Microsoft Teams, and Moodle. P5 further explained that they were free until the pacing was OK. That also showed that they had the freedom to choose what works for them without any limitations; however, there is pressure on teachers’ shoulders as the pacing should be taken into consideration. 3 of the interview participants responded that they were recommended to use Zoom, Moodle, and Google Meetings because they do not require much information to start up and they can be handled easily with the options. 3 of the participants remarked that it was a must to use Zoom and Mergen.

Table 4.10. was for the overlapping themes and sub-themes from the interviews with the contribution of three of the most information-providing participants was prepared. The table was also used to check the validity of the interviews.

Table 4.10. Overlapping Themes and Sub-themes from the Interviews

| <b>Overlapping Themes of the Interviews</b> | <b>Coded Subthemes</b> | <b>Selected Quotes</b>                                                   |
|---------------------------------------------|------------------------|--------------------------------------------------------------------------|
| Individual Limits                           | Lack of Qualification  | My teaching performance is reduced because of the unknown and unexpected |

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experiences during  
distance teaching. (P4)

Internet problems,  
technical problems, and  
trying to keep students  
motivated all the time  
have been so  
overwhelming. (P15)



More work-load and  
more tiring than ever  
before. We need more  
time to prepare for the  
lesson and unexpected  
technological problems  
make teachers annoyed.  
(P17)

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|                               |                                                                                      |
|-------------------------------|--------------------------------------------------------------------------------------|
| Lack of Training &<br>Support | Attendance should be<br>obligatory. No training is<br>needed. People adjust.<br>(P4) |
|-------------------------------|--------------------------------------------------------------------------------------|

I think most of the older  
instructors had trouble in  
adaptation, so maybe  
there could have been  
more detailed tutorials  
about how to use

---

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technological tools.  
(P15)

Schools must not hesitate  
to spend money on  
improving their  
equipment and training  
programs or providing a  
better education  
atmosphere for both  
teachers and students.  
(P17)

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Demanding Preparation

Lessons are rather a  
lecture style because of  
the demanding workload  
of preparation. (P4)

The fall term was better  
but this term was  
exhausting because we  
need to prepare the  
digital course materials  
that take ages! (P15)

We need more time to  
prepare for the lesson.  
(P17)

---

|                  |                        |                                                                                                                                                                                                                                                                                                            |
|------------------|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                  | Classroom Management   | <p>Attendance and participation are great problems that I face. (P4)</p> <p>The students are so unmotivated I cannot handle this for a long time if the pandemic keeps long. (P15)</p> <p>Unexpected technological problems make teachers annoyed especially on virtual platforms, not in class. (P17)</p> |
| Technical Limits | Insufficient Expertise | <p>On my account, my teaching performance is reduced because... (P4)</p> <p>Not knowing what to do when... (P15)</p> <p>More work-load and more tiring than ever before. (P17)</p>                                                                                                                         |

|                             |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------|--------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                             | <p>Unexpected Technical Problems</p> | <p>Unknown and unexpected experiences during distance teaching because I do not know how to deal with technical glitches. (P4)</p> <p>There are internet problems, technical problems, and trying to keep students motivated all the time has been so overwhelming. (P15)</p> <p>More work-load and more tiring than ever before. We need more time to prepare for the lesson and unexpected technological problems make teachers annoyed. (P17)</p> |
| <p>Student-based Limits</p> | <p>Attendance</p>                    | <p>Attendance and participation are great problems that I face. Additionally, they switch off their cameras and ... (P4)</p>                                                                                                                                                                                                                                                                                                                         |

|               |                                                                                                                                                                                                                                                                                        |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|               | <p>At first, students had trouble with adaptation. (P15)</p> <p>Students are not eager to cooperate. (P17)</p>                                                                                                                                                                         |
| Participation | <p>They (the students) do not want to answer the questions. (P4)</p> <p>I think the students mostly are equipped with other things around them rather than teaching-learning activities. (P15)</p> <p>They do not want to answer things over a microphone or via the screen. (P17)</p> |
| Motivation    | <p>I lost the connection with the eager ones since their friends are already not listening to them. (P4)</p>                                                                                                                                                                           |

|                      |                                        |                                                                                                                                                                                                                                                                          |
|----------------------|----------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                      |                                        | <p>The students are so unmotivated. (P15)</p> <p>Mostly they are late for the 9 am classes. (P17)</p>                                                                                                                                                                    |
| Institutional Limits | Not much or Nearly no Help             | <p>Online classes as in the nature of the pandemic teaching style should be the norm. (P4)</p> <p>Online classes would be the most appropriate ones we all need desperately. (P15)</p> <p>Teachers need vaccines. We are in this trouble for more than a year. (P17)</p> |
| Financial Limits     | Required New Equipment/<br>Maintenance | <p>Maybe some tips and tricks can be provided for any circumstance. (P4)</p> <p>There could have been more detailed tutorials about how to use</p>                                                                                                                       |

|                                      |                                                 |                                                                                                                                                                                                                                                                |
|--------------------------------------|-------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                      |                                                 | <p>technological tools for the elder teachers. (P15)</p> <p>Schools must not hesitate to spend money on improving their equipment or providing a better education atmosphere for both teachers and students. (P17)</p>                                         |
| Applying the Online Education Limits | Dissatisfaction with Distance Teaching Modality | <p>When I see one of my colleagues suffer from not knowing the required things it looks unacceptable. (P4)</p> <p>I did not know what to do. But now, it's going all right. (P15)</p> <p>If we are talking about online education, there is no help. (P17)</p> |
|                                      | Inadequate to Meet the Learning Objectives of   | <p>The institute asked us to use ...They did not let us use...(P4)</p>                                                                                                                                                                                         |



## **CHAPTER 5**

### **5. DISCUSSION**

#### **5.1. Introduction**

This chapter discusses the findings of the research questions, in the light of literature. Moreover, further implications are discussed in this chapter.

#### **5.2. An Overview of the Study**

It was shown that EFL instructors had the most difficulty in determining if the web-based communication they employed in their online sessions was suitable for social interaction or not. According to the current study, EFL instructors were also unsatisfied with the students' commitment, excitement, and interest in the course. It was earlier expressed the similar literature that highly based on the unexpected outcomes of the pandemic by giving the examples of class cancellation because of the unmotivated students or insufficiency of the digital resources and a little experience on digital skills that the teachers had as stated in the study of Moorhouse (2020). The inability of students to express important facts about their personal lives, which was stated to be quite the contrary and atypical in physical classrooms prior to the pandemic breakout, was another issue addressed by EFL instructors. This is also in line with the literature provided in this study that there was no training for online teaching but the teachers had to cope with their face-to-face methods in the study by Cruickshank (2020).

Online learning is made simpler by a number of tools and platforms, especially during pandemics like the one caused by the coronavirus (Onyema et al., 2020). Issues pertaining to the control of working from home were also brought up (Biernat et al., 2020). The effectiveness of online learning, learning engagement, teacher motivation and attitude toward technology, and the introduction of ICT into cognitive strategies are all impacted by all of these factors, according to a prior study (Huang et al. 2020). Organizational uncertainty is one of the most important problems, according to the instructors surveyed. By taking this perspective into consideration, they show that distant learning was deployed without definite fixes or teacher oversight (Biernat et al., 2020). The participants' favored online tools for fostering contact and unity were largely ZOOM since it was widely promoted throughout the world during the pandemic and among coworkers. Because they are physically separated from their classes and students, nearly all EFL instructors use Zoom to share their course materials with the rest of the school. The majority of group interview participants mentioned utilizing WhatsApp in combination with Zoom to communicate with their students in groups or one-on-one. The lecturers highlight Moodle, the institution's official platform, as a means of interaction amid online instruction. Nonetheless, the teachers claim that being physically separated from one another, as well as students' feelings of shyness and disengagement, are the elements producing unfavorable experiences.

Education requires interaction since learning is a socially mediated process (Dewey, 1923; Vygotsky, 1980). The main objective of instruction is engagement (Berge & Cho, 2002). Interaction is essential to the remote process of education in this setting, as it is in all educational situations (Alhih et al., 2017; Garrison, 1991; Garrison, 2000; Holmberg & Ortner, 1991; Moore & Kearsley, 2011; Olpak & Cakmak, 2014). According to EFL instructors, an absence of physical interaction is a major factor in unpleasant experiences. Students who are hesitant or who do not express interest in the class or who do not participate in online lessons. In addition to what they can do on their own, they need outside help, such as interactive technology tools in an online environment. A number of web platforms are said to help EFL instructors maintain digital classrooms.

The instructors claimed that being physically separated had detrimental impacts. All of the qualitative responses demonstrate the importance of touching one another, sitting close together in a real classroom, and seeing one another face to face as helpful classroom elements. The absence of essential details, in this case, is thought to have a negative impact on teachers. As a result of the COVID-19 epidemic and the subsequent nationwide

lockdown, the school had to transition to emergency remote instruction, and the instructors talked about how challenging it was to create ideal instruction in that situation.

Designing fresh teaching materials, staying on schedule, communicating with students 24 hours a day, and keeping pupils interested in learning. Although there are certain advantages of staying at home, it is also difficult; it is one-sided. Many students were often uninterested, attended classes without actively participating in classroom activities, and dealt with the challenges of distance education.

Since there were several communication issues with the students, it was the most difficult experience most instructors had ever experienced. They were hesitant to participate in the learning process. Motivating students, dealing with internet connections, having extra online lessons, spending a lot of time uploading materials to moodle, and low Internet access problems were all frustrating, but the biggest challenge for most instructors was not having real eye contact with the students and thus not understanding their actual needs. Social disadvantages, limited engagement, technical issues, and being desk/screen-bound were all factors that made teaching tedious. The students were uninterested. It has improved with time. Many people believe that after losing their grip on classroom management for a while, they eventually learned to adjust.

Many people claim that they struggled with classroom management for a while but eventually adapted to this new manner of teaching. However, there are certain issues with distance education. Students had intentionally skipped lessons on occasion, and they frequently blamed platforms or their internet connection. Attendance and participation were significant issues. They also turned off their cameras and refused to respond to the queries. The workload was higher and more exhausting than ever before. Teachers required more time to prepare for lessons and faced unanticipated technology issues that irritated them. Knowing the English language is a stronger asset for language teachers to deal with this new situation. As a result, it had greatly aided us in keeping up with current technological advances and devices in terms of being able to follow the necessary information about distance teaching on the Internet. As a result, language teachers were able to make a smooth transition. The time limit, on the other hand, made things a little weird and difficult to grasp. There was a three-week break, and teachers expected to resume face-to-face instruction after those three weeks. However, they were instructed to begin distance teaching without any

tutorials or training, particularly on how to use technical equipment and how to deal with problems, or provided appropriate solutions.

The most significant distinction between distance education and regular education is the use of technology. The reactions of students in distance education courses are difficult to comprehend. In this situation, the instructor is the system's single executive and the only one-on-one contact with the learner. As technologists and course designers, the teacher does not interact with the students. It has a strong presence. It is a relational process with learners in all forms of distance education. The success of the instruction depends heavily on both the teachers and the administration. This outcome of the study can be also relatable to the literature that posed the idea teachers and the stakeholders should meet an agreement for their process to work with 21-century skills (Lambert & Cuper, 2008; Partnership for 21st Century Skills, 2002; Saavedra & Opfer, 2012).

Adults make up the majority of distance education students. In this setting, every person involved in the process must comprehend the motivation of the students. Adult learners' personal qualities should be considered by the teacher since adults (Knowles, 1978)

- Desire to decide for themselves what they want to learn.
- How, where, and when they will learn.
- Knowledge acquisitions are tied to the now, not the future.
- They are intrinsically motivated.

When evaluating adult learners in the context of distance education, the teacher should be aware of their concerns and make every effort to alleviate them. Additionally, the institution's program expectations of the student should be mentioned explicitly. The current research findings of the above mentioned idea also advocated that setting the environment appropriate to the needs when there is still time and this study also revealed the same outcome of keeping the standards realistic can also bring success according to Bailey & Lee (2020).

Distance education has become a significant feature of many educational programs due to the utilization of modern educational technology. It has evolved into a valuable mass learning tool. New technologies, such as personal computers, the internet, and the web, have rendered education traditional, restrictive, and geographical. It has so liberated it from its constraining framework and helped the global expansion of online education. and helped spread it.

Following the pandemic, the vast majority of EFL instructors expressed satisfaction with their ability to teach online. They added that they feel more comfortable now than they did at the start of the pandemic and that set up an online classroom is simpler. Finally, all instructors want to create a stimulating classroom atmosphere and provide profitable learning outcomes. Beutner & Echterling (2019) claim that technological challenges harm students' pedagogy and do not frequently result in positive consequences. Technology, according to Pia (2018), is not a fix-all for all problems relating to independent learning. It can be effective in distance education situations since it fosters consciousness, he says. Teachers' methods have changed as a result of the increased usage of technology in the classroom. They now use a more flexible strategy where they function as mediators, supervisors, and measures to help students to participate and learn instead of the old approach where they operate as knowledge suppliers (Barr & Miller, 2013; Onyema et al., 2019; Kumar, 2020).

The significance of steadily growing e-learning technologies and knowledge in this area were emphasized in the study. Despite several shortcomings highlighted by participants, favorable sentiments toward the online program can be assumed in general. The findings of this study, however, suggest a variety of recommendations for improving the programs. Preparing for greater distance learning and developing a viable framework is critical. In the future years, we must be properly prepared. Universities should take advantage of this unpredicted chance to identify gaps and precipitate the change in online education through enhanced training materials, cutting-edge technologies, and efficient management, despite the fact that COVID-19 has had a significant impact on traditional educational development. According to Sun et al. (2020), educators need to seize this crisis as an opportunity to advance global collaboration and share knowledge, skills, and resources in order to build a global online education network. The researchers suggest adding fresh courses emphasizing the lessons learned from the pandemic to all undergraduate programs, including the English Language Department. In other words, because English teaching departments do not typically offer courses on global issues, digital literacy, or coping skills, these courses must be included in the syllabus at the very least. It is advised that academic research and online/distance learning techniques be used.

## **CHAPTER 6**

### **6. CONCLUSION**

#### **6.1. Introduction**

A short overview of the existing study's findings, its limitations, and suggestions for further research are offered in this chapter.

#### **6.2. Conclusion**

The whole schooling institution, from primary to university level, has disintegrated during the COVID-19 lockdown period not solely in one area or nation but globally. This research examined the perspectives of EFL instructors and the emerging INSET needs of the language teachers regarding the abrupt changes because of the pandemic. It foresaw an opportunity for future academic decision-making in the face of difficulty to be intellectually stimulating.

This research paper explained the fundamentals of online language learning and instruction in the context of education in the face of the COVID-19 pandemic, as well as how ongoing resources from academic institutions can successfully transform traditional education into online education using online programs and other essential online tools in this vibrant educational environment with a challenging need for INSET programs. In order to examine instructors' opinions about online teaching-learning modalities and the implementation process, the paper used both a quantitative and qualitative approach. This research sought to provide a comprehensive picture of current online teaching-learning activities during the lockdown in order to decrease the ongoing academic disturbance and ensure that learning opportunities and discussions can proceed as usual in the educational system. This entailed establishing a link between the change in strategic planning and the operations for online teaching and learning.

The introduction of the brand-new coronavirus to the global arena has had an impact on every field of study, from global economics to social rituals (Schulten, 2020). During the Corona pandemic, the general populace contested the present phrase 'lockdown'. Actually, a lockdown is a state-of-emergency measure used by trained authorities to prevent people from leaving their houses during a crisis. Following the COVID-19 problem, online education developed into a pedagogical trend away from traditional methods and toward more contemporary ones. It moved from the classroom to online platforms like Teams, Google Meet, and Zoom, from in-person to online, and from meetings to webcasts. Prior to now, non-formal education was thought to include competency training, distance learning, and online learning. However, as long as the current conditions hold, it appears that the traditional educational system will eventually be superseded. According to Lederman (2020), the COVID-19 issue compels both instructors and students to embrace the online learning environment as the larger prong of the teaching-learning process. The online teaching style also gives the teaching and learning group a feeling of psychological safety during the COVID-19 phase. The method needs to be altered in the second stage by adopting a new online format that is already in use in other institutions.

Since there was a lack of readiness, alignment, and benefits among relevant parties in using the online mode of teaching, various academic staff assisted the perspective of online teaching-learning styles with a broad range of viewpoints. This is because they were curious to try out new advanced technologies and a new model of lesson planning in the school curriculum. The action plan was developed in light of the resources available to carry out online education, the suitability or incapability of teachers for online teaching, and the requirement for the shift in this area. To support the action plan, teachers primarily prepared separately and educate themselves over a short period of time to become acquainted with the technologies required to use online teaching modalities.

On the bright side, the study found that teachers believed learning management systems and online teaching platforms to be beneficial and simple to use as an option for continuing education during disasters, such as COVID-19 (Rahayu & Wirza, 2020; Rifiyanti, 2020). The academics took on new responsibilities as faculty members and trainers throughout the pandemic, which was one of the elements they liked. The findings show that, despite its drawbacks and restrictions, online English teaching and learning has a number of advantages. An alternative online English communicative was produced by the shift to online English language learners can now practice their language skills through

supplemental media thanks to the shift in online English language instruction. Being a part of this online world allows learners to keep learning the language, which is supposed to be specific to the time of the pandemic (Hadianti & Arisandi, 2020). Simultaneously, online English instruction during the epidemic provided an opportunity, particularly for impaired pupils who required special attention. Students with impairments benefit from an online program when it is developed inclusively, according to the findings (Svalina & Ivić, 2020)

Experts coordinated the adaptation at the university level for information and communication technology (ICT) partners and gave them the necessary assistance. However, despite the fact that numerous research on the efficiency of online teaching and learning have been conducted, none of them were finished during the COVID-19 shutdown. The current pandemic scenario has wreaked havoc on people from all walks of life, but it has turned out to be a positive thing. Many universities have been able to manage it successfully in the current situation thanks to the authorities' support and inspiration. Long-term management is difficult since only few institutions possess the appropriate online educational resources and teacher training programs. Outstanding subject-matter knowledge, cutting-edge computer expertise, effective communication skills, the capacity to empathize with students, other skills necessary to meet the requirements of online platforms, and the ability to manage technical difficulties during and after online classes are reported to rank among the online instructional methods demanded to teach in this pandemic crisis.

Experience in online education, a commitment to, and concern for, students, excellent communication skills with a sharpened focus on a particular subject, suitable management of teaching-learning tools with user-friendly attributes, and other skill sets were also found to be essential to managing the online teaching process as identified. The sudden change to emergency online education, as indicated by almost all data, was the most direct consequence of the COVID-19 outbreak on English language instruction (Moser et al., 2020; Novikov, 2020; Turchi et al., 2020). From numerous perspectives, the change to online or emergency remote teaching has an impact on English teaching. The findings revealed that institutions, teachers, students, and other stakeholders were taken off guard by the unforeseen event.

The findings show that teaching English online in an emergency situation comes with its own challenges. English language teachers, students, and their families were all put in a difficult situation as a result of the unanticipated changeover to emergency remote

instruction (Hadianti & Arisandi, 2020). Online platforms or learning management systems, as well as availability to smartphones, computers, and desks, were all necessary for online teaching but all of these were noted to be insufficient (Almekhlafy et al., 2020; Atmojo & Nugroho, 2020; Huang et al., 2021; Nartiningrum & Nugroho, 2020; Novikov, 2020; Rahman, 2020; Shahzad et al., 2020; Turchi et al., 2020). The findings demonstrated that, although initially a strategy for coping with the pandemic's consequences, online training has now cemented its position as the primary method for teaching English (Andriivna et al., 2020; Canli et al., 2020; Scully et al., 2021).

The creative ideas of online education and associated technological complexity provide a number of difficulties in conducting the process of altering the educational system that has come about as a result of the COVID-19 issue. The pandemic's evident effects on English language teaching programs, methodologies, and evaluation characteristics made it difficult to sustain the quality of language instruction, which was one of the major issues with this strategy (Atmojo & Nugroho, 2020). The data demonstrate the strengths, challenges, and possibilities the COVID-19 outbreak offers to language teachers and students (Hadianti & Arisandi, 2020; Canli et al., 2020; Moser et al., 2020; Situmorang et al., 2020; Svalina & Ivi, 2020).

Because it was difficult to get immediate feedback during this era of online teaching and learning, both teachers and students complained of an absence of excitement. Considering the thoughts and attitudes of teachers toward the success and use of emergency online English teaching, some contradictory data have been found. Some English teachers had faith that moving to emergency online instruction would preserve the standard of language instruction and aid pupils in honing their language skills, but others had their doubts. According to a number of researchers, good teacher in-service training is necessary to integrate ICT into teaching and learning activities (INSET). They would struggle to use ICT in a creative and curriculum-focused way if they were not given the time to develop, plan, and coordinate educational activities and projects when applicable technology was available (Coll et al., 2009; Bravo & Fernández, 2009).

It is essential to keep in consideration that both instructors and learners need to acquire new skills and knowledge as a result of the advent of continually expanding technologies (Mouza et al., 2005). Studies show that not all instructors are fully knowledgeable about the many advantages of ICT and how to apply them in the classroom

(Hew & Brush, 2007; Alkhawaldeh, 2010; Bingimlas, 2009). Despite the fact that some instructors may have a sincere desire to use ICT in the classroom, they could lack the confidence to do so. The employment of technology in the process of education could make them feel incompetent. Teachers' views could be changed by supporting innovation and technology, according to the participants in this study. Adequate equipment and competent coordinator supervision may also assist in overcoming the challenges of incorporating technology in classrooms. Göktaş et al. (2009), Dogra et al., (2013), and Arouri (2013) all came to similar conclusions. Exploring new ways of dealing with the difficulties of this new strategy was a significant component of their coping strategies (Gao & Zhang, 2020).

Results also showed that when confronted with rising stress and negative emotions, some teachers chose to employ active coping mechanisms rather than avoidance ones, when avoidant coping mechanisms were needed (MacIntyre et al., 2020). Emergency online English learning for instructors increased demoralizing thoughts and heightened certain stressors (Hartshorn & Mcmurry, 2020; Maican & Cocoradă, 2021). The majority of teachers were scared and concerned throughout the outbreak as a result of this novel and unusual method of instruction (Gao & Zhang, 2020). During the COVID-19 outbreak, the heavy workload, erratic hours, and online education itself all contributed to stress (MacIntyre et al., 2020).

Therefore, esteeming teachers' ideas, negotiating the subject matter, recognizing teachers as specialists in the procedures, and empowering them to mirror their actual thoughts and strategies are all essential factors in causing long-term changes in teacher practices (Fullan, 1982, 1995, 2001; Wilson & Hayes, 2000), as these help teachers develop a sense of ownership of the new ideas (Bax, 1997; Wolter, 2000). Such activities promote teachers' understanding of their own teaching, professional competence, instructional quality, and student learning ( Wilson & Hayes, 2000).

Teachers would be encouraged if schools provided adequate INSET programs to help them out with those matters mentioned above and also to provide them with technology and appropriate educational seminars as stated by all participants. Teachers also needed constant guidance and opportunity to try new technology to acquire confidence, according to this study. Teachers' enthusiasm to integrate required skills in their classes was also influenced by long-term ongoing development, the exchange of information among educators, collaboration and alliances amongst academics, and backing from supervisors and managers.

As a result, if educational authorities wanted to urge instructors to fully utilize their skills to improve the teaching-learning process, these considerations should be taken into account. Few faculty members have expertise in online teaching and learning, which made it difficult for both sides to adapt to their new roles and environments (Moser et al., 2020). Due to their ignorance of the distinctions between in-person and online training, several teachers lacked the knowledge and abilities necessary to teach English online. The results of the study indicate that the bulk of the teachers had little to no prior experience teaching English online. There were many different assumptions regarding the usefulness of emergency online education. The results indicate that unless several elements are carefully managed, such as creating a solid framework for online instruction, and helping instructors and students acquire access to the required resources, taking the essential safety steps in global approaches to teaching English online may achieve significant deficiencies in terms of teaching and learning, as shown in this study, which includes inspiring students and lowering teacher anxiety.

Although educators recognize the importance of in-service interventions for teacher development, many INSETS have flaws, according to educators. Conducting systematic after-course assessments is often emphasized as a critical first step in improving present INSETS and designing more effective future INSET events (Tarrou, 1999). These evaluations are priceless because they reveal not only the INSET courses' lacking parts, strengths, and outcomes, but also what teachers need for future educational opportunities. As a result, policymakers and teacher training programs (INSET) must make changes to provide teachers with the essential pedagogical understanding of these several designs of teaching for quality online English instruction in schools.

### **6.3. Pedagogical Implications**

These findings highlight the significance of instructors continuously updating their skills in order to rethink their approaches and adjust to the rapid changes that define the 21st century. This is certainly salient now; when the COVID-19 health crisis has forced educators to act quickly, especially in countries where educators lack the pedagogical and technological abilities required for incorporating digital materials into the classroom. Teachers who attended in-person seminars or courses or who participated in peer and/or self-

observation and coaching as part of a formal school setting noted a significant need for training in the use of ICT for teaching even before the crisis.

Online education helped save the educational system during the pandemic, but digital technology offers potential that goes far beyond a crisis response. Digitalization opens up new insights on what individuals learn, how they learn it, and where and when they learn it. Technology makes it possible for teachers and students to acquire specific expertise that is accessible through a wide range of media, overcomes time and space, and extends far beyond what is found in textbooks. Integrated virtual learning systems can instruct children in science while simultaneously keeping track of their academic performances, the subjects and tasks that engage them, and the challenges that they find hard or unpleasant. The learning experience can then be tailored with incredible specificity and accuracy to the student's learning preferences using the tools. Parallel to this, virtual laboratories can let students create, carry out, and learn from activities rather than just studying them. In addition, technology can enhance teachers' roles beyond merely imparting previously learned material to those knowledge creators, coaches, mentors, and evaluators, as well as altering approaches for both teaching and learning.

It is crucial to take into account how educational systems contribute to the development of resilient societies as the COVID-19 healing process gets underway. Professionals that were previously underappreciated have come to the forefront as a result of the global health crisis and the accompanying lockdown, reviving our understanding of their significance to society. This has contributed to the regaining of respect for the employees who have toiled assiduously to maintain economies at this time. Due to changes occurring all across the planet, the future occasionally appears to be uncertain. The epidemic, on the other side, has shown how vulnerable and intertwined the economy we have created may be and how vulnerable we are to disasters. Great disruptions like the one that occurred are not often caused by pandemics. Institutions' vision, preparedness, and competence could define their capacity to act effectively and efficiently in the future.

Taking into account to establish a program focused on practical techniques (such as know how the use of technology, applying the current issues in the classroom, appreciating the available tools and make the most of them, etc.). Acknowledging and facilitating the unique teaching approaches used by instructors to realize their capabilities based on their teaching experience, age, gender or graduate level. The instructors are already familiar with

their particular student profiles, subject matter, and teaching methodology. Therefore, when designing a new curriculum for teachers, flexibility and adaptation are crucial. Supporting the continuous teacher training activities to make sure educators obtain competent skills and required expectations. Workshops that teach 21st century skills can be provided for effective curriculum design. During COVID-19 teachers get accustomed with distance learning is beneficial despite the difficulties. Future professionals are anticipated to benefit from using a remote learning system, for instance, to implement individual learning or for students who do not attend classes.

Since education systems play a crucial role in developing the capabilities and abilities needed for tomorrow's society, they must be at the core of this planning. This entails rethinking how the economy should respond to adversity and identifying the abilities, training, and education necessitated to sustain it. This also means working together with other industries and the private sector to enhance the marketability and employment prospects of specific professions, especially those considered vital to the general welfare. As a result, appropriate technology selection, planning, and execution are critical for online education. When creating distance education environments, educators should pay attention to the structural components. They really do need to make the setting as adaptive as they can and select solutions that are suitable for their target audience. Policymakers should supply the technology capabilities that designers need to define distance learning.

#### **6.4. Limitations**

There are challenges, though. Several limitations of the present study should be noted as follows. The first challenge was gathering information directly. Secondly, as it has been the trend now, the outbreak closures are not distractions for researchers to go find the necessary sources from the library, and to complete the studies many can find it useful to extend their studies with the contribution of online libraries. When studying after the pandemic, attention to temporality is necessarily emphasized, requiring close analysis of longitudinal approaches. None of these changes have been easy. The scope for methodological change, though, is evident, as it is right now in many fields, as we all respond not only to constraints but also to the possibilities of a 'new normal'. Technology is a major challenge in researchers' countries from time to time so using internet access is not the core solution to find out for research. Teachers want to do their online courses, but as most have

migrated to rural areas to cut down their living expenses to a minimum, it was difficult to reach the teachers on time when needed to assess the study process. As assumed, this pandemic surely has a positive effect on education and the economy, but continues reshaping the educational environments at the same time.

This study focuses only on higher education, so the results taken from this specific situation, while reflecting the experience of many, cannot be extended to the general public. As a result, the findings are not generalizable since it stayed unknown if the event is representative of a larger body of 'related' instances or not (Creswell, 2014). Given that the study of qualitative data, there is often the risk of prejudice or subjectivity intruding on the estimation of what the data meant (Creswell, 2009). Due to the lack of male participants in this sample, nearly all interviewees were females. In future studies, it will be beneficial to use stratified chance sampling to monitor the proportion of male and female participants.

Furthermore, the sample of faculty members was not a stratified, randomly chosen sample; rather, it was a convenience sample. Also, it measured the teachers' needs, inclusive of their personal and contextual characteristics along with their emotions, on a single assessment tool by using a triangulation method. Although this design offers expected information, longitudinal follow-up measurements could shed additional light deeply to further studies. It can even be formed by adding a diary to measure teachers' feelings and readiness for online education or comparing their changing attitudes over semesters.

Another limitation is including just the teachers' age, gender, teaching experience, and online teaching experience during the COVID-19 pandemic, their primary discipline was among the context variables. It should be taken into account that several researchers can think the possibility of having stratified and diverse participants will probably change the way the study's direction since it measures the perceptions and personal beliefs regarding the other demographic factors aforementioned. Mostly having the dominance of female participants for this study, further studies can be conducted with the opposite cluster of participants or at least in the balance of both genders. It can be varied in further studies by taking into account some other features to see the validity and generalizability of the study. Finally, regardless of the participant's first language, all things, even the interviews in the study were conducted in English. Provided that several teachers likely have spoken English as a second language, certain words or things may have been misunderstood by the

participants or they cannot express themselves accordingly to their feelings about the certain culture or the mother tongue.

The final issue about the study's limitation can be the 4-point Likert scale preference. It is essentially known by many as a forced Likert scale. It is so termed because the subject must compell to have an opinion. There is no secure "neutral" alternative. Although scholars think that the 4-point scale can be an ideal scale for researchers to utilize to gather precise replies many can think the opposite. The 4-point scale is best suitable in circumstances where a particular participant's opinion is required. It presents a deviation from the norm.

### **6.5. Suggestions for Further Studies**

There is always room for improvement in paradigms. In this case, the shift is an interruption in the flow rather than an incidence. Researchers need a fresh perspective and a time-adapted strategy (Bridges, 1991) for online teaching modality at a personal and organizational level to facilitate the period of adjustment of any natural consequence transformation. The 21st-century learning frameworks and innovation skills have the ability to serve as a general road map for educators to follow in order to prepare all participants in education for success and overcoming crises. Further studies should seek the exact and experienced methods to cope with disasters, and also add them into the curriculum before anything happens.

Digital learning and classroom instruction have become a significant challenge to manage during the COVID-19 time. Partners are not technically capable of handling the current scenario and are not likely ready to adapt to the unexpected educational transformation. The poor internet connection has been the most difficult aspect of teaching online. Although the connection is more stable if the students' sight and audios are disabled, that style of instruction seems to be directed at an empty room. Due to the fact that some instructors lacked knowledge regarding the students' presence, whether they were engaged when the computer was turned on, or whether they were sat somewhere and lost their interest to the course when they were in a tough situation. The digital divide was also seen to be widened by the fact that some students lacked the tools necessary to participate in online activities. Internet education consequently faced both technical and ideological difficulties. The majority of the issues were caused by how students reacted to the demands of online

learning, which included worries about unbroken power and patchy signal. Only a few examples include intellectual capacity, a lack of interaction opportunities, the potential for innovative teaching, and an automated classroom environment. The upcoming studies should be in search of finding the sufficient demands and the power of meeting them with the contribution of schools and governments.

Since the present situation is just the beginning, everyone must learn to adapt to it; No one can really choose to ignore the tech revolution in higher education in the medium haul. Creating multifunctional strategies to complete course content goals for better learning consequences may be a better solution to handle the complexity of online education. Governments must ensure the availability of trustworthy communication technology and top-notch digital academic activities in order to correct the deficiencies in the educational institutions that existed before and after the COVID-19 crisis and to ensure that learning proceeds continually. A strategy should be developed in the wake of the epidemic by taking a few specific actions.

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## APPENDICES

### APPENDIX A: INTRODUCTORY TO THE STUDY AND DEMOGRAPHIC INFORMATION

Dear Participant,

Thank you for sparing your time to contribute to this questionnaire. Please answer each question to the best of your knowledge. Your thoughtfulness and sincere responses will be greatly appreciated. Your individual information will not be associated with your responses at any time. Your responses will be kept confidential and will only be used in a study by the researcher to better understand the INSET ( In-Service Training Program) facilities for university language instructors during COVID-19. Below you will find 11 questions to be responded to from 1 (strongly disagree) to 4 (strongly agree). The purpose of this survey study is to evaluate the in-service training unit studies in order to meet the needs of English teachers in higher education during the pandemic period. It is essential to be able to answer questions based on any in-service training provided in this process, either face-to-face or remotely.

[https://docs.google.com/forms/d/e/1FAIpQLSczhL\\_cpBXJcTsX7VQG-yEVyYXR4LOIdY8dpL8a20Y44lCnTQ/viewform?vc=0&c=0&w=1&flr=0](https://docs.google.com/forms/d/e/1FAIpQLSczhL_cpBXJcTsX7VQG-yEVyYXR4LOIdY8dpL8a20Y44lCnTQ/viewform?vc=0&c=0&w=1&flr=0)

**Demographic Information** (Check ✓ the one that best describes you!)

**1. Gender**

- ☐ Male ☐ Female

**2. Age**

- ☐ 23-30 ☐ 31-40 ☐ 41-50 ☐ 51-60 ☐ Above 60

**3. Major:**

- ☐ English Language Teaching ☐ English Literature  
☐ American Literature ☐ Other: \_\_\_\_\_

**4. What is your highest level of education?** ☐ BA ☐ MA ☐ Ph. D

**5. How long have you been teaching English?** \_\_\_\_\_ years.

- ☐ less than 5 years ☐ 5-10 years ☐ 10-15 years  
☐ 15-20 years ☐ Above 20

**6. How many terms/months have you been teaching English in the COVID-19 pandemic?**

## APPENDIX B: INSET (In-Service Training Program) Questionnaire

|     |                                                                                                                            | 1                    | 2        | 3     | 4                 |
|-----|----------------------------------------------------------------------------------------------------------------------------|----------------------|----------|-------|-------------------|
|     |                                                                                                                            | Strongly<br>Disagree | Disagree | Agree | Strongly<br>Agree |
| No  | Statement                                                                                                                  |                      |          |       |                   |
| 1.  | The INSET activities (workshops/seminars, etc.) were relevant to my needs.                                                 |                      |          |       |                   |
| 2.  | The lecturer was well prepared and an expert in the field.                                                                 |                      |          |       |                   |
| 3.  | The INSET activities were engaging and interactive.                                                                        |                      |          |       |                   |
| 4.  | The INSET activities allowed for active participation.                                                                     |                      |          |       |                   |
| 5.  | The INSET content was well organized.                                                                                      |                      |          |       |                   |
| 6.  | The INSET content was clear and comprehensive.                                                                             |                      |          |       |                   |
| 7.  | The INSET activities (seminars/workshops, etc.) added new content to my current knowledge base.                            |                      |          |       |                   |
| 8.  | The INSET activities (seminars/workshops, etc.) provided me with new skills to add to my current language teaching skills. |                      |          |       |                   |
| 9.  | I can apply the knowledge and skills I have gained in the INSET activities in the classroom.                               |                      |          |       |                   |
| 10. | The overall evaluation of the INSET program was satisfactory.                                                              |                      |          |       |                   |
| 11. | The organization of the INSET program was satisfactory.                                                                    |                      |          |       |                   |

## **APPENDIX C: INTERVIEW QUESTIONS**

- 1.** How has the teaching experience been so far? What kind of challenges were you faced during the COVID-19 outbreak being provided by distance teaching?
- 2.** Do you believe it was a smooth transition for language teachers with the help of technological knowledge and devices when distance teaching became a must in our country?
- 3.** Is it possible to define yourself as a technology-literate teacher? Why?
- 4.** Can you adapt your teaching style online without any hesitation, fear, or challenge?
- 5.** What were your feelings (happy/comfortable/frustrated/inadequate) when teaching on an online platform?
- 6.** Do you think all types of skills are achieved in activities as in the face-to-face class compared with the online one?
- 7.** In what ways do you think technology can help you teach the language?
- 8.** Did your institution/school make you aware of the expectancy of the required teaching model beforehand/during the COVID-19 with the help of some training (online meetings/know-how videos on different aspects of teaching with technology)?
- 9.** If no is the answer to the above question, what kind of feeling have you experienced regarding the distance teaching process?
- 10.** Were you as language teachers in your institution free regarding the web tools you feel confident when teaching? Please name it.
- 11.** What are the alternative solutions (if any) implemented by your school to continue the education during COVID 19? (Online classes, home tuitions, book distribution, etc.)
- 12.** What solutions do you think should be implemented by schools/policymakers/stakeholders to address the problems faced by many other teachers like you?

## APPENDIX D: ETHICS COMMITTEE APPROVAL OF BASKENT UNIVERSITY

Evrak Tarih ve Sayısı: 12.01.2022-93591



1993

**BAŞKENT ÜNİVERSİTESİ**  
Akademik Değerlendirme Koordinatörlüğü

Sayı : E-62310886-600-93591  
Konu : Tez Önerisi (Gülhan Narin)

12.01.2022

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : 04.01.2022 tarih ve 91320 sayılı yazınız.

Enstitünüz İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Gülhan Narin'in, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı "Kovid-19 Pandemisi Sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmet İçi Eğitim İhtiyaçları" başlıklı tez önerisi değerlendirilmiş ve bilgilerinize ekte sunulmuştur.

Prof. Dr. M. Abdülkadir VAROĞLU  
Kurul Başkanı

Ek: Değerlendirme Formu

Sayı : 17162298.600-6  
Konu : Tez Önerisi

6 OCAK 2022

İlgili Makama

Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Gülhan Narin'in, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Kovid-19 Pandemisi Sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmet İçi Eğitim İhtiyaçları" başlıklı tez önerisi değerlendirilmiş ve yapılmasında bir sakınca olmadığı tespit edilmiştir.

Bilgilerinize saygılarımızla sunarız.

Başkent Üniversitesi Sosyal ve Beşeri Bilimler ve Sanat Araştırma Kurulu

| Ad, Soyad                       | Değerlendirme              | İmza |
|---------------------------------|----------------------------|------|
| Prof. Dr. M. Abdülkadir Varoğlu | Olumlu/ <del>Olumsuz</del> |      |
| Prof. Dr. Kudret Güven          | Olumlu/Olumsuz             |      |
| Prof. Ali Sevgi                 | Olumlu/Olumsuz             |      |
| Prof. Dr. Işıl Bulut            | Olumlu/Olumsuz             |      |
| Prof. Dr. Sadegül Akbaba Altun  | Olumlu/ <del>Olumsuz</del> |      |
| Prof. Dr. Can Mehmet Hersek     | Olumlu/ <del>Olumsuz</del> |      |
| Prof. Dr. Özcan Yağcı           | Olumlu/ <del>Olumsuz</del> |      |

Prof. Dr. Sadegül Akbaba Altun, Üniversitemiz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans Programı öğrencisi Gülhan Narin'in, Dr. Öğretim Üyesi Senem Üstün Kaya danışmanlığında yürütmeyi planladığı, "Kovid-19 Pandemisi Sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmet İçi Eğitim İhtiyaçları" başlıklı tezin yapılabileceği görüşündeler.

## APPENDIX E- SURVEY PERMIT OF HACI BAYRAM VELİ UNIVERSITY



T.C.  
ANKARA HACI BAYRAM VELİ ÜNİVERSİTESİ  
Yabancı Diller Yüksekokulu Müdürlüğü

Sayı :E-24124816-044-102845  
Konu :Araştırma İzni (Gülhan NARİN)

---

**REKTÖRLÜK MAKAMINA**  
**(Personel Daire Başkanlığı)**

---

İlgi : Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 07.06.2022 tarih ve 133646 sayılı yazısı.

Başkent Üniversitesi Eğitim Bilimleri Enstitüsü, İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi Gülhan NARİN, "Kovid19 Pandemisi Sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmetiçi Eğitim İhtiyaçları" adlı teziyle ilgili olarak Yüksekokulumuzda görev yapan öğretim görevlileri ile anket yapma talebi Yüksekokulumuzca uygun görülmüş olup, konuya ait ilgi yazı ekte gönderilmiştir.  
Bilgilerini ve gereğini arz ederim.

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**Doç. Dr. Gürkan DAĞBAŞI**  
**Yüksekokul Müdürü V.**

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Ek:İlgi Yazı

---

## APPENDIX F- SURVEY PERMIT OF YILDIRIM BEYAZIT UNIVERSITY

Evrak Tarih ve Sayısı: 14.06.2022-136333



T.C.  
ANKARA YILDIRIM BEYAZIT ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Genel Sekreterlik

Sayı : E-75265783-044-121979  
Konu : Araştırma İzni (Gülhan NARİN )

14.06.2022

BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE  
(Eğitim Bilimleri Enstitüsü Müdürlüğü)

İlgi : a) Başkent Üniversitesi Eğitim Bilimleri Enstitüsü Müdürlüğünün 07.06.2022 tarihli ve 67284360-605.01.03.01-E.133638 sayılı yazısı.  
b) Üniversitemiz Yabancı Diller Yüksekokulu Müdürlüğünün 09.06.2022 tarihli ve E-45622158-044-121078 sayılı yazısı.

İlgi (a) sayılı yazınıza istinaden, Üniversiteniz Eğitim Bilimleri Enstitüsü İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi Gülhan NARİN' in "*Kovid19 Pandemisi Sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmetiçi Eğitim İhtiyaçları*" adlı teziyle ilgili anket çalışmasını Yabancı Diller Yüksekokulu Müdürlüğümüzde görev yapan öğretim görevlileri ile yapması Rektörlüğümüzce uygun görülmüştür.

Bilgilerini ve gereğini arz ederim.

Bünyamin ÖZTÜRK  
Rektör a.  
Genel Sekreter

## APPENDIX G- SURVEY PERMIT OF ATILIM UNIVERSITY

Evrak Tarih ve Sayısı: 30.06.2022-39423



T.C.  
ATILIM ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Yabancı Diller Yüksekokulu

Sayı : E-74208790-044-39423  
Konu : Gülhan Narin Tez Çalışması

30.06.2022

Sayın Gülhan Narin

İlgi yazıdaki dilekçeniz Yabancı Diller Yüksekokulu Müdürlüğü tarafından incelenmiş ve tez çalışmanız için Temel İngilizce ve Modern Diller bölümlerinde görev yapan öğretim görevlilerine uygulanacak olan veri toplama talebiniz uygun görülmüştür.  
Gereğini ve bilgilerinize rica ederim.

Dr. Öğr. Üyesi Abdullah ERTAŞ  
Yüksekokul Müdürü

## APPENDIX H- SURVEY PERMIT OF OSTİM TEKNİK UNIVERSITY



T.C.  
OSTİM TEKNİK ÜNİVERSİTESİ  
Rektörlük

Sayı : E-33791099-100-9701  
Konu : Araştırma İzni ( Gülhan NARİN)

16.06.2022

### BAŞKENT ÜNİVERSİTESİ REKTÖRLÜĞÜNE Eğitim Bilimleri Enstitüsü Müdürlüğü

Üniversitenizin Eğitim Bilimleri Enstitüsü Müdürlüğünün, İngiliz Dili Öğretim Tezli Yüksek Lisans programı öğrencisi Gülhan Narin' in, "Kovid 19 Pandemisi sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmet içi Eğitim İhtiyaçları" adlı tez çalışmasını Üniversitemizin Yabancı Diller Bölüm Başkanlığında görev yapan öğretim görevlileriyle çalışmasının uygun görüldüğü Rektörlük Makamından alınan Olur yazısı ekte yer almaktadır.

Gereğini bilgilerinize arz ederim.

Prof. Dr. Murat Ali YÜLEK  
Rektör

Ek: Araştırma İzni (Gülhan NARİN) Olur Yazısı



T.C.  
OSTİM TEKNİK ÜNİVERSİTESİ  
Yabancı Diller Bölüm Başkanlığı

Sayı : E-99650833-100-9574  
Konu : Araştırma İzni (Gülhan NARİN)

**Rektörlük Makamına**

İlgi : Başkent Üniversitesinin E-67284360-605.01-133641 sayılı yazısı.

Başkent Üniversitesinin Eğitim Bilimleri Enstitüsü Müdürlüğünün, İngiliz Dili Öğretimi Tezli Yüksek Lisans programı öğrencisi Gülhan Narin, "Kovid 19 Pandemisi sonrası Hazırlık Okulundaki İngilizce Öğretmenlerinin Algıları ve Gelişen Hizmetiçi Eğitim İhtiyaçları" adlı teziyle ilgili olarak bir örneği ilişikte sunulan anket çalışmasını Üniversitemizin, Yabancı Diller Bölüm Başkanlığında görev yapan öğretim görevlileri ile yapmak istemektedir. Bilgilerinizi ve söz konusu çalışma için gerekli izinlerin verilmesi hususunda olurlarınıza arz ederim.

Hüsameddin DEMİR  
Bölüm Başkanı

Uygun görüşle arz ederim.  
Prof. Dr. Ünsal SİĞRİ  
Rektör Yardımcısı

OLUR  
Prof. Dr. Murat Ali YÜLEK  
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Ek: Araştırma İzni (Gülhan NARİN)