



T.C.

AKDENİZ UNIVERSITY

THE INSTITUTE OF EDUCATIONAL SCIENCES

DEPARTMENT OF FOREIGN LANGUAGE EDUCATION

**MA
THESIS**

**TURKISH EFL TEACHERS' VIEWS ON
EMERGENCY REMOTE TEACHING
DURING THE COVID-19 PERIOD**

Ufuk YILDIRIMER

ENGLISH LANGUAGE TEACHING

MASTER'S PROGRAM

Antalya, 2022

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Supervisor

Assoc. Prof. Dr. Fatma Özlem SAKA

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And to my beloved daughter, İlay...

Ufuk YILDIRIMER

ABSTRACT

TURKISH EFL TEACHERS' VIEWS ON EMERGENCY REMOTE TEACHING DURING THE COVID-19 PERIOD

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The purpose of this study is to get the opinions of English teachers in Turkey about emergency remote teaching during the Covid-19 pandemic process. In this context, a total 396 participants from every region of the country were reached and a questionnaire about emergency remote teaching was directed to them. IBM SPSS 25.0 and IBM SPSS AMOS 24.0 programs were used in the analysis of the data obtained from the research. Descriptive statistics methods were used in the data collected from the participants in the study. Exploratory factor analysis was applied to the questionnaire in order to determine the sub-dimensions of the Perception Scale for Distance Education. The Cronbach Alpha coefficient was used to determine the reliability of the questionnaire, in which factor analysis was applied. Confirmatory factor analysis was applied in IBM SPSS AMOS program to determine the validity and goodness of fit of the sub-dimensions obtained as a result of factor analysis. In the analysis of the differences in the perceptions of distance education of individuals according to their socio-demographic characteristics, independent sample t-test was used for the difference between the two groups. When there were more than two groups, the One Way Anova test was used to compare the parameters among groups. After analyzing and examining all the findings, results were obtained regarding the gender, age, term of duty, region of duty, institution they work for and the type of Internet access. In addition, the questionnaire items were handled one by one and the opinions of English teachers about distance education were analyzed. All these findings revealed that the participants had a negative attitude towards distance education and thought that there were points need to be improved. The findings of the study were examined and theoretical and pedagogical implications were offered to the Ministry of National Education, teachers and parents.

Keywords: *Emergency remote teaching, English teaching, Covid-19 pandemic*

ÖZET

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN COVID-19 PANDEMİ SÜRECİNDEKİ ACIL UZAKTAN EĞİTİMLE İLGİLİ GÖRÜŞLERİ

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Bu çalışmanın amacı Türkiye'deki İngilizce öğretmenlerinin Covid-19 pandemi sürecindeki acil uzaktan eğitimle ilgili görüşlerini almaktır. Bu bağlamda ülke genelinde her bölgeden toplam 396 katılımcıya ulaşılmış ve onlara uzaktan eğitimle ilgili görüş anketi yöneltilmiştir. Araştırmadan elde edilen verilerin analizinde IBM SPSS 25.0 ve IBM SPSS AMOS 24.0 programları kullanılmıştır. Araştırmada katılımcılardan toplanan verilerde betimsel istatistik yöntemlere başvurulmuştur. Uzaktan Eğitim Algı Ölçeği'nin alt boyutlarını belirlemek için ankete açıcı faktör analizi uygulanmıştır. Faktör analizinin uygulandığı anketin güvenilirliğini belirlemek için Cronbach Alpha katsayısı kullanılmış, faktör analizi sonucunda elde edilen alt boyutların geçerlilik ve uyum iyiliğini belirlemek için IBM SPSS AMOS programında doğrulayıcı faktör analizi uygulanmıştır. Bireylerin sosyo-demografik özelliklerine göre uzaktan eğitim algılarındaki farklılıkların analizinde iki grup arasındaki fark için bağımsız örneklem t-testi, ikiden fazla grup olduğunda, gruplar arası parametreleri karşılaştırmak için One Way Anova testi kullanılmıştır. Bütün bulgular analiz edildikten ve incelendikten sonra İngilizce öğretmenlerinin cinsiyet, yaş, görev süresi, görev bölgesi, çalıştıkları kurum ve İnternet erişim şekilleriyle ilgili sonuçlara ulaşılmıştır. Ayrıca anket maddeleri tek tek ele alınıp İngilizce öğretmenlerinin uzaktan eğitimle ilgili düşünceleri analiz edilmiştir. Bütün bu bulgular katılımcıların uzaktan eğitime karşı olumsuz bir tutum içinde olduklarını ve geliştirilmesi gereken noktalar olduğunu düşündüklerini ortaya çıkarmıştır. Çalışmanın bulguları incelenmiş ve Milli Eğitim Bakanlığı'na, öğretmenlere ve velilere kuramsal ve eğitimsel öneriler yapılmıştır.

Anahtar Kelimeler: *Acil uzaktan eğitim, İngilizce öğretimi, Covid-19 pandemisi*

TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....	i
ABSTRACT.....	ii
ÖZET.....	iii
LIST OF TABLES.....	vii
LIST OF FIGURES.....	viii
ABBREVIATIONS.....	ix

CHAPTER I

INTRODUCTION

1.1 Introduction.....	1
1.2 Background of the Study.....	1
1.3 Problem Statement.....	4
1.4 Research Questions.....	4
1.5 Scope of the Study.....	6
1.6 Significance of the Study.....	7
1.7 Limitations of the Study.....	7

CHAPTER II

LITERATURE REVIEW

2.1 Introduction.....	9
2.2 History of Distance Education.....	10
2.3 Definition of Emergency Remote Teaching	12
2.4 Emergency Remote Teaching in the World during the Pandemic Process.....	13
2.5 Emergency Remote Teaching in Turkey during the Pandemic Process.....	13
2.6 The Differences between Face to Face Education and Emergency Remote Teaching.....	14
2.7 The Roles of Teachers in Emergency Remote Teaching	16
2.8 Advantages of Distance Education.....	19
2.9 Problems Faced during Emergency Remote Teaching.....	20
2.10 Studies on Emergency Remote Teaching.....	24

CHAPTER III

METHODOLOGY

3.1 Introduction.....	29
3.2 Research Design.....	29
3.3 Participants.....	30
3.4 Instruments	30
3.5 Data Gathering Process	31
3.6 Data Analysis.....	31
3.6.1 Pilot Study.....	32
3.6.2 Exploratory Factor Analysis (EFA).....	33
3.6.3 Confirmatory Factor Analysis (CFA).....	37
3.6.4 Scale Reliability.....	40

CHAPTER IV

FINDINGS

4.1 Descriptive Statistics	42
4.2 Normality Test	44
4.3 Investigation of Differences in Perceptions of Distance Education According to Socio-Demographical Characteristics	46
4.4 Findings on English Teachers' Views about Emergency Remote Teaching	61
4.4.1 Findings on English Teachers' Perception of Language Skills in Distance Education.....	63
4.4.2 Findings on Challenges Encountered in Distance Education.....	64
4.4.3 Findings on Evaluation and Student Motivation in Distance Education.....	64
4.4.4 Findings on Teachers' Technical Competencies in Distance Education.....	64
4.4.5 Findings on Software and Hardware Infrastructure in Distance Education.....	65
4.4.6 Findings on Writing Activity Management in Distance Education.....	65
4.5 Findings on Qualitative Data.....	65

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1 Introduction.....	71
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5.2 Discussion and Conclusion.....	72
5.3 Recommendations for Future Research.....	76
5.4 Theoretical and Practical Implications.....	76
REFERENCES.....	78
APPENDICES.....	85
Appendix 1. Perception Questionnaire for Distance Education.....	85
Appendix 2. Perception Questionnaire for Distance Education.....	102
Appendix 3. Perception Scale for Distance Education.....	106
Appendix 4. Research Application Permission.....	110
Appendix 5. Ethics Committee Decision.....	111
DECLARATION.....	112
PROFILE OF THE RESEARCHER.....	113
PLAGIARISM REPORT.....	114

LIST OF TABLES

Table 3.1. Personal Information of the Pilot Study Sample.....	32
Table 3.2. EFA Common Factor Variance.....	33
Table 3.3. Exploratory Factor Analysis Results.....	34
Table 3.4. Goodness of Fit Values of the 6 Factor, 23 Item Model.....	39
Table 3.5. Reliability Coefficient Values.....	40
Table 3.6. Cronbach's Alpha Reliability Index Values Regarding the Sub-Dimensions of the Perception Scale for Distance Education.....	40
Table 4.1. Information about Participants.....	42
Table 4.2. Statistics on the Distance Education Process.....	43
Table 4.3. Descriptive Statistics on the Sub-Dimensions of the Perception Scale for Distance Education.....	45
Table 4.4. Kolmogorov Smirnova Normality Test.....	45
Table 4.5. Independent Sample T-Test Results for Examining the Differences in Perceptions on Distance Education Process by Gender.....	47
Table 4.6. ANOVA Results for Examining the Differences in Perceptions of the Distance Education Process by Age.....	49
Table 4.7. ANOVA Results for Examining the Differences in Perceptions of the Distance Education Process by Term of Duty.....	52
Table 4.8. ANOVA Results for Examining the Differences in Perceptions of the Distance Education Process by Region of Duty.....	55
Table 4.9. ANOVA Results for Examining the Differences in Perceptions Regarding Distance Education Process According to the Institution They Worked.....	58
Table 4.10. Independent Sample T-Test Results for Examining the Differences in Perceptions Regarding Distance Education Process According to Internet Access Type.....	60

Table 4.11. Percentages on Views of English Teachers about Emergency Remote
Teaching.....62



LIST OF FIGURES

Figure 3.1. Perception Scale of Language Teachers for Distance Education CFA Model.....	38
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ABBREVIATIONS

Abbreviations	Definitions
ERT	Emergency Remote Teaching
SFH	School From Home
WHO	World Health Organization
ICT	Information Communication Technologies
MoNE	Ministry of National Education
CBT	Computer Based Training
CAI	Computer Assisted Instruction
EBA	Education and Information Network
PDA	Personal Digital Assistant

CHAPTER I

INTRODUCTION

1.1 Introduction

In this chapter, the background of the study, problem statement, research questions, scope and significance of the study, limitations and assumptions will be presented.

1.2 Background of the Study

The Covid-19 epidemic has had a significant impact on education sector as well as all areas of life. While the measures taken all around the world caused people to have brand-new experiences in all areas of life, teachers and students, who are the leading actors in the education sector, were the most affected. In order to prevent the spread of the coronavirus epidemic all over the world, new regulations have been made in education policies and practices. Governments started to close the schools to be able to prevent the spread of the virus since the beginning of 2020. In this process, 191 countries around the world took a break from education for students studying in educational institutions. While 187 of these countries took a break from education throughout the country, the remaining 4 countries (United States, Canada, Russia and Australia) did this only regionally (UNESCO, 2020, as cited in Adıgüzel, A., 2020). Since the first day of the pandemic in Turkey, all institutions and organizations throughout the country have taken a series of measures. On March 16, 2020, The Ministry of National Education suspended the educational activities of the lower education levels for three weeks (Milli Eğitim Bakanlığı [MEB], 2020) and on the same date, higher education institutions had to take a three-week break from all their activities, especially education (Yüksek Öğretim Kurumu [YÖK], 2020).

The difficulty of containing the Covid-19 outbreak has led world leaders to adopt very strict rules in order to prevent the virus from spreading further (Aliyyah, Rachmadtullah,

Samsudin, Syaodih, Nurtanto, & Tambunan, 2020). Some World Health Organization (WHO) standards, such as social distancing and physical distancing, were difficult for each country to implement (Aliyyah et al., 2020). The pandemic has prompted governments to review their education plans and make decisions quickly concerning education. Moreover, as Malandrino and Sager (2021) stated, the crisis has brought attention to the value of methodological and technological expertise, and called for a review of the national digital training plan. This led to the use of online distance education because of the lockdowns caused by the pandemic.

Teachers, as practitioners in the field of education, bore the brunt of the pandemic during this trying time. Teachers' professional and ethical obligations were also aroused since they were motivated to develop a relationship with students and continue offering services to them for the benefit of all students and staff at the school (Malandrino & Sager, 2021). A logical change in how teachers instruct and children learn was brought about by this pandemic. Because it was no longer possible to learn and teach in a traditional classroom, everyone turned to distant learning platforms. In addition, providing e-learning tools has become a top concern for all governments in order to ensure that online education continues (Al iimyan, 2020, as cited in Rouadi & Anouti, 2020).

Schools and colleges had to make decisions about how to continue teaching and learning while protecting their professors staff and students from a rapidly growing and poorly understood public health calamity because of the threat of Covid-19 (Carpenter, Witherby & Tauber, 2020). Besides colleges and universities, primary, secondary and high school education were subject to these vital decisions in the perspective of Turkish MoNE. Many schools have decided to cancel all in-person activities, including labs and other learning opportunities, in order to help stop the spread of the virus that causes Covid-19, and have mandated that teachers move their courses online (Carpenter et al., 2020).

In the sphere of education, one of the consequences of the epidemic was that the use of technology became mandatory. The epidemic has accelerated the adoption of technology in education, and as many have predicted, online learning will soon be included in school curricula (Li & Lalani, 2020). Everyone has been forced to consider the use of technology in education and teaching in general as a result of the Covid-19 outbreak, especially those who were directly impacted—teachers, students, and their parents. Various issues arose after the first phase of the emergency (Addimando, Leder, & Zudini, 2021). Schools were closed all throughout the world as a result of this ominous reality. (Li & Lalani, 2020). Because governments were forced to close schools, billions of pupils were denied an education. The

number of students enrolled in pre-primary, primary, middle, and secondary schools who were impacted by national schools shutdown surged substantially from less than 0.3 billion in February 2020 to 1.38 billion in March 2020 (Li & Lalani, 2020).

If we handle the case on a local basis, before the pandemic, education in Turkey was completely face-to-face with certain exceptions. Distance education was foreign to primary, secondary and high school education, which is the subject of the research. In fact, there has never been such a need. Before the Covid-19 epidemic, distance education was carried out only for the students of open education institutions in Turkey, but with the epidemic, it was put on the agenda for all students (İnce, Yentür, & Şahin, 2021). Open education is the name of the education in which, unlike the usual traditional education style, there is no obligation to come to the campus or the school, the lessons are taught in a completely virtual environment through the computer, and the participant can watch them again and again whenever they want. Open education is student-centered, offers equal opportunities, provides education for students with physical disabilities, eliminates geographical and regional barriers, perfect for those who cannot benefit from conventional education and allows working people to continue their education (İstanbul Üniversitesi, 2022). Also, it is enough to be a high school graduate to study open education in Turkey. With the outbreak of the pandemic, as in all other countries, the MoNE has made distance education compulsory within the framework of the measures taken. Of course, this sharp transition brought along many problems. In particular, the teachers were caught unprepared for this situation and the adaptation process was a bit painful. As the researcher himself is an English teacher in a secondary school affiliated to the MoNE, he has witnessed this process and experienced the difficulties closely. In this process, many problems such as teachers' inexperience in distance education, software and hardware deficiencies, unsuitable home environments for conducting education and lack of motivation in students have dealt a serious blow to education. In the light of all these developments, in the beginning of this study, it was seen as a necessity to investigate the distance education process experienced in the Turkish education system as a result of the pandemic affecting the whole world. In this study, it has been tried to deal with the opinions of English teachers in different dimensions about the process.

1.3 Problem Statement

Extraordinary measures have been taken worldwide as a result of the Covid-19 pandemic, and education has ceased to be sustainable with classical methods in this process. As in all areas of life, face-to-face education cannot be continued, so different alternatives have begun to be sought. In this process, as in many countries, distance education methods such as television broadcasts and online live lessons were used in our country and continue to be used during this research. As an alternative to face-to-face education, live lessons over the Internet, which is the method of Emergency Remote Teaching, were preferred as a method that can be applied in the shortest time and can be productive.

In this study, an answer is sought to the question of what the thoughts of English teachers working in primary, secondary and high school education institutions affiliated to the MoNE about Emergency Remote Teaching during the Covid-19 pandemic period are.

1.4 Research Questions

This study focused on the experiences of English teachers about Emergency Remote Teaching process during the Covid-19 period in Turkey. The main question of the study is as follows:

What are the perceptions of English teachers of Emergency Remote Teaching process during the Covid-19 period in Turkey?

In order to learn their perceptions of the process, the following research questions are tried to be answered:

1. Is there a statistically significant difference between the genders of English teachers in terms of
 - a. the perception of language skills in Emergency Remote Teaching period?
 - b. the challenges they encountered in Emergency Remote Teaching period?
 - c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
 - d. their technical competencies in Emergency Remote Teaching period?
 - e. the software and hardware infrastructure in Emergency Remote Teaching period?

- f. the writing activity management in Emergency Remote Teaching period?
- 2. Is there a statistically significant difference among the age groups of English teachers in terms of
 - a. the perception of language skills in Emergency Remote Teaching period?
 - b. the challenges they encountered in Emergency Remote Teaching period?
 - c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
 - d. their technical competencies in Emergency Remote Teaching period?
 - e. the software and hardware infrastructure in Emergency Remote Teaching period?
 - f. the writing activity management in Emergency Remote Teaching period?
- 3. Is there a statistically significant difference among the terms of duty of English teachers in terms of
 - a. the perception of language skills in Emergency Remote Teaching period?
 - b. the challenges they encountered in Emergency Remote Teaching period?
 - c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
 - d. their technical competencies in Emergency Remote Teaching period?
 - e. the software and hardware infrastructure in Emergency Remote Teaching period?
 - f. the writing activity management in Emergency Remote Teaching period?
- 4. Is there a statistically significant difference among the region of duty of English teachers in terms of
 - a. the perception of language skills in Emergency Remote Teaching period?
 - b. the challenges they encountered in Emergency Remote Teaching period?
 - c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
 - d. their technical competencies in Emergency Remote Teaching period?
 - e. the software and hardware infrastructure in Emergency Remote Teaching period?
 - f. the writing activity management in Emergency Remote Teaching period?

5. Is there a statistically significant difference among the institutions of English teachers in terms of
 - a. the perception of language skills in Emergency Remote Teaching period?
 - b. the challenges they encountered in Emergency Remote Teaching period?
 - c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
 - d. their technical competencies in Emergency Remote Teaching period?
 - e. the software and hardware infrastructure in Emergency Remote Teaching period?
 - f. the writing activity management in Emergency Remote Teaching period?
6. Is there a statistically significant difference between the types of Internet access of English teachers in terms of
 - a. the perception of language skills in Emergency Remote Teaching period?
 - b. the challenges they encountered in Emergency Remote Teaching period?
 - c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
 - d. their technical competencies in Emergency Remote Teaching period?
 - e. the software and hardware infrastructure in Emergency Remote Teaching period?
 - f. the writing activity management in Emergency Remote Teaching period?
7. What are the opinions of English teachers on Emergency Remote Teaching?
8. What are the difficulties that English teachers faced through Emergency Remote Teaching period?
9. What are the suggestions of English teachers for Emergency Remote Teaching to be more effective?

1.5 Scope of the Study

The scope of this study constitutes the opinions of English teachers working in Turkey about distance education during the pandemic process. English teachers working in public and private primary, secondary and high schools affiliated to the MoNE are the main elements of the study. Since the questionnaire was published online, it was possible to reach teachers from

all regions of Turkey. 396 English teachers participated in the study. The study deals with English teachers' perception of language skills, challenges they encountered, their views on evaluation and student motivation, their technical competencies, software and hardware infrastructure, writing activity management and their solution proposals for the problems in Emergency Remote Teaching process.

1.6 Significance of the Study

Numerous studies had been undertaken to obtain teachers' and students' perspectives on remote teaching techniques, online distance education used synchronously and asynchronously, according to the available literature. However, emergency remote teaching is a new term, and although there have been some studies on the subject, few of them have focused on the perspectives of English teachers across the country.

Another aspect that makes this study significant is that the opinions of English teachers who were actively involved in the emergency remote teaching process are worth examining thoroughly. The difficulties experienced by teachers in this period will give important clues about what to do in a possible distance education process in the future. As a result, this research can supply the MoNE's curriculum designers with credible information and enable them to develop a better educational environment against a similar situation that may occur in the future. Even more, this urgent distance education experience may be improved and perhaps integrated into the traditional education method, and become an indispensable part of education in the future.

1.7 Limitations and Assumptions

This study includes English teachers whose opinions have been obtained via an online questionnaire. The opinions of English teachers working in public schools and in the private sector have been taken. The limitations of this research are that not all English teachers in Turkey can be reached, and that they do not all work under the same conditions and with the same technological facilities. Although the questionnaire was sent to schools with an official letter from the MoNE, it was limited with teachers responding to it voluntarily. The

questionnaire was shared on online platforms and for a limited time, so it was also another limitation for the collection of data.



CHAPTER II

LITERATURE REVIEW

2.1 Introduction

As in the whole world, various measures have been taken since the first time the Covid-19 case was seen in our country. The reflection of this on education was the closure of schools in a short time. The first case was seen on March 11, 2020, and face-to-face training activities were suspended on March 14. On March 23, 2020, with the joint decision of the MoNE and the Higher Education Institution, it was decided to continue education activities through distance education (Özdoğan & Berkant, 2020). The Covid-19 pandemic has had a significant impact on all facets of life, including the educational system. While the measures taken all around the world caused people to have brand-new experiences in all areas of life, teachers and students, who are the leading actors in the education sector, were the most affected. Leaders from around the world have created extremely stringent regulations in an effort to break the link of Covid-19's spread because to the difficulty in stopping the epidemic from expanding further (Aliyyah et al., 2020). The World Health Organization (2019) proposed some requirements, including as social and physical distance, which presented challenging implementation decisions for each nation (Aliyyah et al., 2020).

This pandemic crisis has prompted governments to urgently review their education plans and make snap decisions regarding education. Moreover, as Malandrino and Sager (2021) stated, the crisis called for a reassessment of the national digital training plan and underlined the value of technological and methodological abilities. This led governments to use online distance education because of the lockdowns caused by the pandemic. The greatest responsibility in this difficult period fell on the teachers, who are the world of education's practitioners. It also pushed teachers' professional and ethical responsibility because they were urged to stay in touch with and continue providing their services to customers for the benefit of the entire school community (Malandrino & Sager, 2021).

The manner that teachers instruct and pupils learn has changed as a result of this pandemic. Everyone turned to the distant learning platforms because there were no longer any

possibilities for teaching and studying in traditional classroom settings. To assure the continuation of online education, all nations also made the provision of e-learning tools a top priority (Al iimyan, 2020, as cited in Rouadi & Anouti, 2020). Colleges and universities were forced to make decisions on how to continue teaching and learning while safeguarding their teachers, staff, and students from a rapidly developing and poorly understood public health issue as a result of Covid-19 (Carpenter et al., 2020). Besides colleges and universities, primary, secondary and high school education was subject to these vital decisions in the perspective of Turkish MoNE. To stop the spread of the virus that causes Covid-19, many schools have decided to suspend all in-person sessions, including labs and other learning opportunities, and have ordered teachers to transfer their courses online (Carpenter et al., 2020).

The epidemic in the sphere of education had the consequence of making technology use mandatory. This pandemic has expedited the use of technology in education, and as many have been praising its success ever since, online learning will eventually be integrated into the curriculum (Li & Lalani, 2020). Everyone (especially those immediately affected, such as teachers, students, and their parents) has given some thought to the employment of technology in the classroom as a result of the Covid-19 outbreak. After the emergency's initial phase, several things became apparent (Addimando et al., 2021).

Due to this oppressive reality, schools were closed everywhere in the world (Li & Lalani, 2020). The fact that governments had to close schools meant that billions of students were deprived of education. Less than 0.3 billion students in pre-primary, primary, middle, and secondary schools around the world were affected by national schools closing in February 2020 and by March 2020, that figure had climbed to 1.38 billion (Li & Lalani, 2020). The above-mentioned topics will be covered in this chapter and recent studies will be presented to provide a comprehensive grasp of the current study's backdrop.

2.2 History of Distance Education

Distance education programs have grown in popularity as technology has improved, particularly multimedia and Internet technologies. As a result, educators began to see the value of incorporating technology into the classroom. Distance education, on the other hand, cannot be said to be a novel concept. Computer and information technology have a long

history in education. Video has been used in training since Thomas Edison predicted that movies will displace books as the primary source of educational material in 1922 (Shih et al., 2003). During World War II, the United States Army employed video cassettes to instruct personnel, and video technology and television were used for training and demonstrations immediately after WWII (Shih et al., 2003). But can we say that this was a real practice of distance education used nowadays? This is controversial. During this time, all teaching was broadcast in one direction. There is no interaction between the lecturer and the audience (Shih et al., 2003).

Kim and Bonk (2006) emphasise that Television and radio were the main instructional mediums when online learning initially gained traction in the UK in the 1960s. Thanks to considerable technical breakthroughs, online learning has earned a genuine position in education in the present era. Advances in Internet technology (such as significantly higher bandwidth and wireless Internet connections) are projected to increase the use of multimedia and interactive simulations or games in online learning during the next five to ten years. (Kim & Bonk, 2006). Shih et al., (2003) point out that as the second phase of contemporary education, computers follow video technology in which computer-based training (CBT) and computer-assisted instruction (CAI) build interactive software by combining information technology and educational theory. They also state that this permits the learner and the instructor to have minimal contact. CBT was mostly restricted to drill and practice (Shih et al., 2003). CBT and CAI, on the other hand, were the first attempts to employ computers for teaching, and they enriched a new way of delivering education-automation which were great improvements in education but despite this benefit, CBT and CAI software had a drawback in the 1970s and 1980s which was unstable (Shih et al., 2003).

The advancement of technology raises concerns about educational technology's future. What will online teaching facilities look like in the future? Will they switch from isolating students in virtual environments to motivating them through engaging activities? What advantages in terms of technology and education would they offer? The potential for education and technology is now being studied. There is little doubt that online education is entering a brand-new and exciting era. Perhaps the ideal e-storm is getting less menacing and foggy (Kim & Bonk, 2006). Even if some exaggeration is allowed, it is clear that online education is growing quickly (Goodyear et al., 2001). Learning items will be at our fingertips in the next era, allowing us to have a new sort of learning experience. Learning items on various themes will most likely be periodicals and newspapers that you may pick up on your way onto an aircraft, bus, or train. Furthermore, online students' simulation and gaming tasks

will become more realistic and authentic when bandwidth increases as a result of next-generation Internet technologies and capabilities (Kim & Bonk, 2006). According to Goodyear et al. (2001) globalization and borderless education should be taken into account when considering online learning and teaching.

2.3 Definition of Emergency Remote Teaching

Until the unimaginable experience that Covid-19 gave the world, it was not possible to see the term ‘emergency’ among the definitions of distance education. Over time, experts in educational technology have developed precise terminology to distinguish between the numerous various design solutions that have been created and put into use: Online learning, mobile learning, dispersed learning, mixed learning, and others (Carpenter et al., 2020). Aliyyah et al. (2020) describe online learning as Internet-based courses offered synchronously and asynchronously. With the aid of online tools like conferences and chat, synchronous learning involves direct interaction between students and teachers. This distance education method, which was carried out during the pandemic period in Turkey, was called "live lessons". On the other hand, asynchronous learning uses an autonomous learning strategy and is a form of learning that is done indirectly (Aliyyah et al., 2020). In this learning method, students participate by watching pre-recorded video content whenever they want, instead of being in learning activities at the same time with the educators.

Goodyear, Salmon, Spector, Steeples and Tickner (2001) state that online teaching and learning is defined as instruction and learning that occurs over a computer network of some kind (such as the Internet or an intranet) and in which human interaction is a crucial component of learning support. As Wang (2019) suggests, as a result of advancements in information technology, a new sort of remote education called modern distance education has evolved. The words distance education, e-learning and virtual university are all used to describe a modern educational trend. It is a system that combines computer hardware, information technology, and communication technologies to help educational professionals with distance learning (Shih et al., 2003).

Then how did the term ‘emergency’ come out? According to Bozkurt and Sharma (2020), emergency remote teaching is a temporary strategy used in accordance with Covid-19 safety measures to continue instruction and avoid time loss. According to Carpenter et al. (2020), "Emergency remote teaching" has gained popularity as a substitute phrase for what

many people believe to be high-quality online education among scholars and professional practitioners.

2.4 Emergency Remote Teaching in the World during the Pandemic Process

The Covid-19 pandemic emerged in Wuhan, China in December 2019 and deeply affected the whole world in terms of health, economy and sociology. It was accepted as a global pandemic with the declaration of the World Health Organization on March 11, 2020 (Shah & Farrow, 2020). This scenario has also had an impact on the educational sector. As part of the Covid-19 measures, educational institutions all over the world started to be closed one by one and governments began to seek urgent solutions. The Covid-19 pandemic has caused school and university closures worldwide, affecting more over 1.5 billion students of all ages and almost 90% of university students (Bozkurt & Sharma, 2020). According to UNESCO (2020), 80 percent of the world's kids, or over 1 billion students, were not allowed to attend school. As a result of this extraordinary chain of events, a novel method of teaching arose to reduce the influence of the sickness on schooling (Toquero, 2020). Emergency Remote teaching is a sort of unexpected emergent learning that takes place online using multimedia tools like instant messaging, message boards, and conferencing applications (Bozkurt & Sharma, 2020). Similar applications were made in all countries with the urgent need for distance education. The shock of the closure of schools was overcome in a short time and countries started to close the education gap with education via tv channels, video conferencing methods, Internet-based applications and online education platforms.

2.5 Emergency Remote Teaching in Turkey during the Pandemic Process

Like the rest of the world, Turkey's education system was caught off guard by the pandemic process. In this period affecting public health, it was necessary to take decisions in order to continue education in a way that would cause the least damage in a short time. Although it was an ongoing distance education experience, especially for open education students, emergency distance education was a different dimension and it was of great importance to adapt to it. For this reason, the MoNE carried out a compelling emergency

remote teaching management with the participation and self-sacrificing work of all education stakeholders.

Emergency Remote Teaching activities in Turkey were first carried out through state television channels. Turkish Radio and Television (TRT) activated channels called TRT EBA and the distance education process started in this way. In these channels, classes were conducted at different times of the day, according to different grade levels (primary, secondary and high school) with videos taken by the teachers of the MoNE. Through the Education Information Network (EBA), students had the chance to engage in "live lessons" with their instructors in a short amount of time. A lesson schedule was created for live lessons, and teachers had the opportunity to define their lessons and meet with their students through online platforms such as Zoom. Despite not being a replacement for in-person instruction, these emergency remote teaching methods have played a very important role in enabling students to reach educational activities in such a process.

2.6 The Differences between Face to Face Education and Emergency Remote Teaching

It would be haughty to imply that face-to-face and distance education are interchangeable. Despite the fact that they both work in the field of education, their practices are vastly different. Cyr (1997) stresses that anyone who claims that distant education is the same as traditional education is mistaken. He adds that in order to adapt courses to all possible forms of distribution for distance learning, instructors will need more time to develop, more instructional aid, and more training. He insists that institutions contemplating into the distant education field should think about the faculty's talents as well as the technology's capabilities, and provide for both.

In the practice of teaching processes, there are certain similar components. First, it's critical to understand the parallels between traditional face-to-face and online teaching, and to avoid assuming that traditional teaching abilities aren't transferable to online education (Goodyear et al., 2001). Secondly, Goodyear et al. (2001) remarks the ways in which "good teaching" is represented in the two environments of face-to-face and online education may be extremely different because both uses need distinct instructor skills. This means that a thorough competency assessment must go a step further. In real-time video classrooms, encouraging silent learners to join in a group conversation is done differently than in asynchronous e-mail discussions (Goodyear et al., 2001). Zhou and Radio (2021) state that

the conventional face-to-face education instruction procedure is created and implemented by instructors. Learners are the most important part of modern open and remote education. The creation of learning resources, the provision of services to support learners' learning, evaluation, and management are all crucial components of contemporary open and distance learning. (Zhou & Radio, 2021).

Flexibility is another crucial feature of building an online course according to Schlesselman (2020). This can be called not being tied to a particular place and time. In emergency remote teaching, MoNE provided that flexibility for the teachers in Turkey. Teachers could organize their classes for the whole day without having to adhere to any specific regulations, and in some situations, sessions were even given in the evening.

An online course will not be similar to a traditional classroom setting. Students will interact significantly with the teacher, other students, and the topic in a meaningful way in online courses, which are even more engaging and participatory than face-to-face classes (Schlesselman, 2020). In the study conducted by Addimando et al. (2021), some students say just the opposite and when asked how they felt about the experience, the majority of the kids indicated they missed being in class with each other. The researchers also state that a few others mentioned that there had been some positive elements such as less schoolwork and the opportunity to get up later in the morning. The children, on the other hand, became bored of the scenario as time went on. Even though there had been less schoolwork, there had been no field excursions, handicrafts, or other activities that they had previously participated in and liked (Addimando et al., 2021).

In his study, Soydan (2021) notes that the largest distinction between in-person instruction and online learning is the ability to bridge time and location barriers between teacher and student. In his study, Tezcan (1995) states that the mass media used in distance education distance people from reality by making them inactive and passive. Antalyalı (2004) supports this view by stating that mass media may cause negative effects on students' personality development, and there may be deficiencies in school culture and socialization as there will be no relationships to be established in the traditional education environment. The independence of place and time is cited by Tezcan (1995) as the main benefit of distant learning. This is in line with Schlesselman's (2020) thoughts on flexibility. The absence of one-on-one interaction between the teacher and the student in distant learning, according to Antalyalı (2004), gave the perception that there wouldn't be adequate discussion in the social area courses. However, interactive distant learning tools can help to some part overcome this. The debate about whether face-to-face instruction or distance teaching is more effective is

likely to remain for many years, but it is undeniable that since the epidemic, distance learning has inevitably become one of the most important issues in the education industry.

2.7 The Roles of Teachers in Emergency Remote Teaching

The decisions made throughout the pandemic process and this new discipline were difficult for teachers, who are one of the most essential stakeholders in education. The closure of schools, the education carried out by television for a certain period of time, and then the online lessons planned via EBA (Education and Information Network) have also changed the roles of teachers in this process.

Teaching online was, without a doubt, a rude awakening for many instructors who had been accustomed to teaching in a classroom since the beginning of their careers but despite this, many teachers attempted to teach online in the most effective way possible (Rouadi & Anouti, 2020). Aliyyah et al., (2020) state that the key to the adoption of online teaching is for teachers to be able to condition all aspects of the curriculum. They also stress that these aspects—which include teaching methods, learning resources, class time devoted to using applications, and psychological and social factors—have a significant impact on teachers' motivation while imparting knowledge. Teachers had to adjust to this new educational environment because it was a completely new situation. Teachers have a unique set of jobs and obligations that are difficult to transfer. They must switch from the traditional face-to-face classroom teaching system to an online one that includes brand-new online teaching experiences. For online learning to continue to achieve the desired goals, a teacher must address all issues that arise (Aliyyah et al., 2020).

The abilities of online teachers have a significant effect on the quality of online instruction. According to Baran, Correia and Thompson's (2013) research, seven excellent techniques are followed by effective online instructors: understanding and creating the course content, planning and constructing the online course, getting to know the students, cultivating teacher-student connections, directing student learning, and assessing online courses; and sustaining the presence of teachers. Good online teachers also exhibit self-discipline, encourage individual and group learning, and respond to students quickly (Dawley, 2007). For instructors incorporating technology into their curricula, Ertmer (1999) highlighted both external and internal impediments. Ertmer (1999) examined the relationship between the two

types of barriers and provided advice for helping teachers get through their obstacles while implementing technology in the classroom. Teachers' pedagogical principles, according to Ertmer (2005), are crucial to technological integration. Teaching and learning theories held by teachers, as well as their perceptions on how technology assists them to implement these theories in the classroom she says.

Supporting online teachers in the classroom is essential to the development of transformative learning experiences for instructors who are empowered and challenged in a new educational environment (Major, 2010). Teachers may feel anxious, unprepared, and uncertain about the problems of teaching online because they lack the tools and settings that allow them to build their competence and teacher image in the traditional classroom (Major, 2010). According to Baran and Correia (2014), support and development programs are crucial for assisting instructors in engaging in pedagogical inquiry and problem-solving as they consider how content, online technology, and pedagogical practices interact within their specific educational environments. According to Baran and Correia (2014) technology support is important as some professors may be content with using a single online education platform, others may prefer to investigate and embrace a variety of possibilities. As a result, offering faculty members technical support appropriate to their level of technical expertise, as well as coaching them as they experiment with new technologies, are both essential for improving online teaching excellence (Baran & Correia, 2014). Pedagogical support is also significant for the researchers because in a specific online teaching situation, considering technology separately from pedagogy and content may not be enough to educate faculty with the knowledge and skills required for effective online teaching. As a result, pedagogical assistance is an important component of faculty members' success in making the shift to online teaching (Baran & Correia, 2014). Baran and Correia (2014) remark that another feature is design and development support. Workshops or presentations of capabilities of content management systems and other technical tools, as well as tasks like creating a syllabus, producing video, generating online material, and reviewing courses, are popular activities for these units. Online education can be a mentally and socially isolating practice, claim Baran and Correia (2014). Kim and Bonk (2006) note that the effectiveness of online education depends heavily on teachers' capacity to deliver instruction online. The most crucial talents for an online teacher in the next years, according to their research, will be how to manage or assist learning and how to build or organize high-quality online courses. In contrast to established teacher capabilities, the future of online education necessitates new

skills. The results of Kim and Bonk's (2006) study suggest that in online courses, planning and moderating skills may be more crucial than real teaching or speaking abilities.

Many instructors had to alter their teaching practices with minimal preparation during the emergency remote teaching in Covid-19 timeframe. Having a clear syllabus, producing new tasks depending on students' requirements, engaging students for more engagement, and delivering good communication have all been critical aspects in a quick transition to distant education, particularly during the pandemic (Fayazpour, 2021). Cyr (1997) believes that in order to be successful in remote education, instructors must possess specific talents and sensitivities. Cyr (1997) rejects the notion that there is no difference between teaching in a typical classroom setting and teaching online, and that one should simply enter a classroom and conduct lessons in the same manner as always. But the fact is crisscross according to the researcher as this frequently repeated assertion by inept administrators fosters the idea that extra training is not required to go from the classroom to the studio. Some administrators really want to hear this (Cyr, 1997). They think that if there are just slight discrepancies, teachers will not require further training, which will save money (Cyr, 1997).

Goodyear et al. (2001) indicate the main roles of a distance teacher as the process facilitator who is involved with making a variety of online activities that enhance student learning easier to access, the adviser-counselor who offers advice or counseling to students on an individual or private basis in order to assist them to get the best out of their course participation, the assessor who is involved with assigning grades, providing feedback, and validating students' work, the researcher who is concerned with students' participation in the creation of new knowledge that is relevant to the subjects being taught, the content facilitator who is directly involved with assisting students' improving knowledge of course content, the technologist who is involved with making or assisting in the making of technology decisions that improve the learning environment, the designer who is tasked with creating engaging online teaching activities, and the manager-administrator who is responsible for learner registration, security, and record keeping, among other things.

Wang (2019) emphasizes the need for instructors to have expertise in the design of learning resources, the provision of learning support services, and evaluation techniques in addition to their professional knowledge in this and related domains. They should have managerial abilities for long-distance teaching in particular. The teacher has a lot of obligations within this framework (Garrison & Anderson, 2003). The first task is to determine the substance of the curriculum, learning activities, and course deadlines. Garrison and Anderson (2003) emphasize that a well-structured and coordinated online lesson is essential.

The second task is to keep track of and manage intentional collaboration and reflection as the teacher's role is to foster interaction and reflection, as well as to keep the conversation going throughout the semester (Garrison & Anderson, 2003). They define the third role of the instructor as to identify student requirements and offer timely guidance in order to attain the desired learning results and to promote a caring and nurturing social presence while also generating a critically difficult cognitive environment, a strong teacher presence is required.

2.8 Advantages of Distance Education

Oliver, Omari and Herrington (1998) describe the instructor, the student, and the computer materials as the three main stakeholders in distant education. The absence of any of these three legs that make up the table interrupts the distance education process. Although there are numerous downsides to distant education, the ease with which these three pillars may be brought together is really a huge comfort in converting this process into a good one. That is why online learning has grown so popular recently.

There are a number of compelling reasons for educational institutions throughout the world to migrate to online learning. Accessibility, adaptability, cost-effectiveness, and learning quality are a few of them (Holt & Thompson, 1998). Shih et al. (2003) also state that one or two of the primary reasons are convenience and flexibility. Web-based distance-learning programs provide lifelong education at any time and from any location, thanks to the expanding number of Internet users. During the Covid-19 period it was obvious that both students and teachers could use the advantage of this borderless education as they were able to participate from their houses, offices, parks and even in a car travelling. Shih et al. (2003) describes another benefit as the scalability of participation. A significant number of students can participate in distance-learning programs if network infrastructures and computer systems are properly supported, thus, the program's participation rate might be higher than traditional classroom instruction (Shih et al., 2003). Moreover, students gain from firsthand information, which is exactly provided through computer software, thanks to regular updates of course topics and online conversation. This helps students to get instant feedback. Berge (1998) argues that technology-based learning approaches offer many potential for constructivist learning by supplying and supporting resource-based, student-centered environments and by enabling learning to be connected to context and practice. The adoption of new technologies is supported by arguments and convincing evidence that they can provide more students with

cost-effective programs in ways that meet those students' needs (Oliver et al., 1998). While achieving these incredibly important objectives, online instruction is also recognized as a tool that can increase student learning, however this is more frequently perceived as an unintended consequence than a deliberate action (Oliver et al., 1998). Another benefit of remote education is that it allows certain reticent students in the classroom to participate more actively in online classes (Oliver et al., 1998).

In the study conducted by Alexander, Truell and Zhao (2012) when students were questioned about distance education, the convenience elements of not having to think about how to get to class (vehicle troubles) or struggling with poor weather were identified as the most important benefits of taking classes online. Flexibility was also highly valued because it would allow you to complete the course at your own pace. Another benefit identified by a high number of students in the same survey, as most classroom professors would expect, was being able to watch or study lectures as needed and avoiding having to sit through lectures. An interesting result in this study was the attitudes of students towards their classmates in this period. It was really surprising to see such a high percentage of students estimate that one of the main advantages of taking lessons online would be avoiding disruptions from other students and dealing with their inquiries (Alexander, Truell, & Zhao, 2012).

2.9 Problems Faced during Emergency Remote Teaching

While distant education has always been a flexible and alternative choice for students, emergency remote teaching appears to be a must, which means we must employ various tactics and prioritize the issue differently (Bozkurt & Sharma, 2020). As Bozkurt and Sharma (2020) point out in their recent study, emergency remote teaching is an 'obligation' as it occurred as a result of an unexpected situation and it was inevitable that this unexpected situation bring some challenges.

Technical hurdles, student conditioning, student involvement, and online teaching experience are four sub-themes that students confront in an online setting during School From Home (Aliyyah et al., 2020). The failure was mostly caused by a poor Internet connection, power disruptions, and the lack of more than one phone or laptop at home (Rouadi & Anouti, 2020). With the use of broadband and real-time communication facilities, quality-of-services should be assured for online discussions via video conferencing. Students and teachers should

be able to access the distance-learning web sites using a variety of devices, such as personal digital assistants or mobile phones, from any place. In a distance-learning system, wireless communication techniques might be used (Shih et al., 2020).

The introduction of technical issues presented teachers with a number of challenges. Internet signals are weak, especially in the suburbs, and not all parents have smartphones or laptops. The kind of educational activities that can be carried out are influenced by the challenges that these obstacles present. Problems could arise if these technology limitations cannot be overcome, suggesting that student participation in learning is not optimal. Some students struggle to comprehend the lessons and have delays in completing a work given to them by their teachers (Aliyyah et al., 2020). The effectiveness of online learning during School From Home (SFH) has been influenced by the emphasis on instructors' roles and obligations in teaching, as well as their capacity to grasp Information Communication Technologies (ICT). Since SFH needs them to be proficient in a variety of apps, it will be difficult for teachers to adopt online learning if they have no prior experience with it or have difficulty using technology and informational resources (Aliyyah et al., 2020). Social media sites including WhatsApp, Google Meet, Google Drive, Zoom, and Microsoft Teams have developed into significant educational resources all across the world during the Covid-19 epidemic. There may be certain instances of inequity due to the difficulty in connecting to the Internet and accessing technology, but for the time being, remaining at home has been deemed the safest option for everyone (Addimando et al., 2021).

Distance teaching is different from traditional education. It can be difficult for teachers and students to "feel" one other because they are spatially apart (Shih et al., 2003). Additionally, a lot of people are against online education because they believe that when students use the technologies provided, they become socially isolated. They argue that there is no connection between students and that those who spend a lot of time learning or teaching online are more likely to be socially isolated. This could result in concern, anxiety, and even negative thoughts, all of which need expert attention (Tamm, Fakhri, Martisiute, & Lee, 2019). Without anybody to motivate them to stay on track, students may be forced to fend for themselves online, unable to manage their time effectively to meet deadlines (Tamm et al., 2019).

According to Aliyyah et al. (2020), teachers face new challenges, such as preparing students for online learning. These obstacles may develop as a result of both internal and external factors. Internal factors are problems that arise from the student's home environment,

like meddling from family members (Aliyyah et al., 2020). As a result, it's impossible to generalize that the family atmosphere was conducive to learning throughout the Covid-19 period. These variables make it difficult for students to concentrate on their academics. One factor is an unsuitable learning environment at home, when family members' activities cause distractions and lessen the concentration needed to understand the material (Aliyyah et al., 2020). When applying lessons in a virtual classroom using an online application, outside problems like disturbances from other students become apparent (Aliyyah et al., 2020). Students talk among themselves on topics unrelated to the material being studied. As a result, Aliyyah et al. (2020) claim that virtual classrooms are becoming increasingly crowded and less conducive to learning.

In their study conducted in a primary school in Italy on 17 fifth grade students, According to Addimando et al. (2021), "Time" became a problem and lessons for remote learning must be brief (just like they were in class), yet there might not be enough time to accomplish a piece of work. The teacher and the students may start the assignment together, but the work must be finished at home before being turned in to the teacher the next day, if it is an object, or by email if it is written work. But the case is not just about the students. Addimando et al. (2021) also state that the parents, who, in the meantime, are working, are not always able to provide the materials on time. When asked how they felt about the experience, the majority of the kids indicated they missed being in class with each other. A few others mentioned that there had been some positive elements as well, less schoolwork had been assigned, and they had been able to sleep late. The youngsters, on the other hand, became bored of the scenario as time went. When asked which week had been the most memorable or fascinating for them, some students struggled to come up with a response. When pressed, the vast majority stated that they missed their peers (Addimando et al., 2021). According to Aliyyah et al. (2020), the involvement and engagement of students in learning activities is another issue that is closely connected to student conditioning. The desire of pupils to learn is hindered by factors including data packages, owning a cell phone or laptop, and other similar problems. The teacher must look for strategies to maintain the kids' enthusiasm (Aliyyah et al., 2020).

When we look at an ordinary classroom environment, we can observe that the situation is a little different. Teachers may offer immediate feedback to their pupils in class and help them address challenges through face-to-face engagement. These individualized comments help kids learn by inspiring them, enriching them, and elevating them in importance (Tamm et al., 2019). When two people make eye contact, they are more aware of each other. When

individuals are conversing over the phone from various cities, their awareness is decreased (Shih et al., 2003). In a regular classroom, anything might happen: pupils laugh, another instructor or colleague enters, the computer malfunctions, or someone requests to use the restroom. All of these may obstruct our lesson plans, but it adds diversity to our classes by allowing us to change the learning rhythm and, if necessary, reduce the cognitive pace required by the exercises (Addimando et al., 2021). Furthermore, a lot of individuals believe that not everyone is a good candidate for online education. According to Tamm et al., (2019), strong self-motivation and effective time management are required for a successful e-learning experience. Students are pushed when necessary, work in teams, enhance their communication skills, receive feedback from teachers and peers in the classroom, and interact with one another according to a specified schedule (Tamm et al., 2019).

Teaching motivation must be maintained during the SFH period due to the dynamic learning environment the Covid-19 Pandemic has produced. In order to reach high standards of performance, teachers must be motivated (Patrick, Hisley, & Kempler, 2000). Teachers, on the other hand, are more enthusiastic about face-to-face learning than they are about SFH. Teachers cannot assess students' understanding when they are learning online since they cannot interact with them directly. The lack of a physical connection has made teaching less exciting (Hennessy et al., 2005; Ruthven et al., 2004; Strunc, 2020, as cited in Aliyyah et al., 2020). While the classroom setting and management techniques cannot be digitally recreated, it is possible, and even important, to utilize some group management techniques remotely in order to complete our teaching duties even when we are not in the classroom (Addimando et al., 2021). The negative aspect is that distant instruction lacks the relationship component, or nearness, that can only be achieved by being physically there: Interacting in person is extremely different from seeing each other just partially (sometimes simply the children's faces...) via way of video (Addimando et al., 2021).

Another crucial and challenging aspect of online education is assessment. Tools for assessing student learning should be smart enough to prevent impartial evaluation (Shih et al., 2003). One of the numerous problems that might obstruct a great online experience is assessing pupils. Many argue that assessing pupils' grasp of information online is difficult; although some agree, others disagree. At a set time, the instructor can examine his students' knowledge personally and also provide them assignments to complete and deliver them on a deadline (Guthrie, Yiu, Butterworth, Guthrie, & Aery, 2020). Exams are the most effective tool to evaluate pupils' comprehension. Unfortunately, students may cheat on online tests far more easily than we realize. Some teachers insist that their students be proctored online

throughout the test using cameras or any other conceivable technology to prevent cheating (Guthrie et al., 2020). More crucially, some teachers refuse to teach online because they are unable to appropriately assess their pupils. These educators feel that online examinations are invalid and unreliable since students may cheat in a variety of ways (Rouadi & Anouti, 2020). A teacher cannot fairly administer tests that cover cognitive, emotional, and psychomotor components in an online setting (Aliyyah et al., 2020). Furthermore, one of the main flaws in the online learning technique is cheating through numerous means. Like they do in class, teachers are unable to proctor their students. Since the teacher must check each student personally during the exam, finding cheating is challenging even with a video camera. Sadly, this information could lead to a poor evaluation and fabricated exam results (Tamm et al., 2019).

2.10 Studies on Emergency Remote Teaching

Since the pandemic has deeply affected the last few years of humanity and exists in all areas of our lives, many studies have been conducted in our country and abroad on the effects of the epidemic on the education sector. In this part of the study, domestic and international studies on emergency remote teaching in the Covid-19 period will be discussed.

In the study conducted in Israel and Belarus by Amram and Davidovitch (2021), 124 teachers participated and it was found that despite using a variety of educational methods, they favor e-learning more. Additionally, teachers said that switching to e-learning has enhanced their quality of life. For instance, e-teaching from home saves time on getting ready to go to school. In another study, Mishra, Gupta and Shree (2020) focused on Online studying and teaching in higher education during the Covid-19 pandemic shutdown. A descriptive survey was conducted with a sample of 236 students and 78 faculty members to determine how they felt about online teaching and learning. The majority of the educators were taught by organizations that included practical training. During the course, the distinctions between online and face-to-face teaching styles could be discussed. According to the results of the survey, utilizing a new instructional technique was a difficult challenge for the teachers. The study revealed that teachers had planned to use whatsapp, email, and telephone conversations to teach from the very beginning of the lockdown. Whatsapp, email, and phone calls eventually proved insufficient as the lockout period continued to be periodically extended.

In their study, Almazova, Krylova, Rubtsova and Odinkaya (2020) posed several sets of questions to 87 university professors and asked them to describe their experiences teaching online after the introduction of online education during the Covid-19 period. The vast majority of responders stressed how different methodological work for teachers in a digital learning environment is from traditional teaching techniques. Their research demonstrated the importance of psychological, technological, methodological, and teacher professional development programs in order to minimize the detrimental impacts of the rapid changes in the educational process and to provide effective online education.

In Huang, Shi and Yang's (2021) study, students' perspectives were held. Students were given an online survey to provide input on the amenities. According to this study, students' extrinsic goal orientation was consistent with their face-to-face instruction. While collaboration among students was restricted, ERT gave pupils greater chances to interact with their teacher and peers. Another study by Jena (2020), conducted in India showed that by offering real-time, synchronous video conferencing, educators can create a more engaged distant teaching experience using the various technologies. According to the researcher, Covid-19 was a challenge and every challenge is an opportunity. Even though Covid-19 has presented numerous difficulties, it has encouraged educational institutions to look at improved learning chances utilizing various technology.

Shaikh (2021) conducted a study on evaluation of the opinions of English teachers conducting the distance education process in Mardin and 228 English teachers participated in the study. According to the study, 14.9% of the teachers stated that they were satisfied with distance education, 53.9% of them stated that it should be improved, and 31.1% of them were not satisfied. There was no statistically significant difference according to the institution where the teachers work, gender, age, professional seniority, whether they received in-service training on distance education, and the time spent on weekly online preparation.

In Kaya & Uylas's (2022) study about teachers' views on distance education, 209 instructors who were active in hybrid or distant education as a result of Covid-19 in various locations and at various levels made up the study group for the research. Teachers reported dissatisfaction with remote teaching and said they only felt themselves to be partially adequate, according to the quantitative findings. According to the qualitative results, the codes with the most opinions in the category of benefits of remote teaching were time saving, increased technological knowledge, and flexibility in place. Opportunity inequity, social-emotional issues, and distraction were included in the list of negative features.

Yılmaz (2021) worked on the perceptions of 131 science teachers working in Antalya Province Kepez District on distance education during the pandemic. It was shown in the study that teachers' attitude levels were higher than the median value. Teachers' degree of attitudes about distant teaching were shown to be influenced by their years of experience in the teaching profession and the sort of institution to which they are attached. It was noted that there were notable changes in the attitude scale's sub-dimensions according to educational attainment. Gender, department of graduation, degree level in distance education, possession of a computer, and availability of home or telephone Internet were shown not to have a statistically significant impact on attitude scores.

In his recent study, Şenocak (2022) focused on opinions of English language teachers and students on the effects of distance education on classroom management in the Covid-19 pandemic. Seven English teachers participated in the study. Teachers claimed that in order to address the issues brought on by technology advancements, they must increase their technological literacy. Since this is a topic outside the scope of the knowledge of teachers and students, they did not provide suggestions for resolving technological infrastructure problems. However, the teachers stressed the opportunity gap brought about by the socioeconomic divide, noting that states and officials should take steps to equalize opportunities and that this issue is so critical that it cannot be ignored.

In Sakarya province, 723 instructors employed by official primary and secondary educational institutions participated in İpekli's (2022) study. In the study, it is understood that the average of positive opinions in the follow-up of the success of the individuals in distance education, which the teachers had never experienced in their lessons with their students before the pandemic, decreased after the pandemic. According to the results of the study, it is clear that the teachers who have a warmer and closer relationship with their students while teaching face-to-face in the classroom compared to distance education think that the process has negative effects in following the success of their students in the distance education process. It is seen that the disadvantages such as the fact that the teachers are not used to following their students on the screen in the virtual classroom environment and that they have difficulty in educating the subjects in the lesson time reduced to half an hour. According to the survey, teachers did not concur with the statement that "the absence of time and place limits in distance education facilitates the continuity of instruction. Similarly, they expressed a negative opinion about the equality of opportunity with distance education. According to the study's findings, teachers did not agree that learning through distance education is more fun than learning through face-to-face instruction. Teachers in the same survey disagreed with the

idea that online learning is more engaging and productive than in-person instruction. Teachers said that, based on the findings, in-person instruction is preferable than online instruction.

According to Demir (2021), all instructional activities were observed to be influenced by the Covid-19 disease, and these activities spread quickly to virtual settings. EFL teachers, on the other hand, were digitally literate and accepted the use of digital technologies in language instruction. Despite still having significant infrastructure gaps and Internet connection issues, the EBA platform proved competent and user-friendly.

In another study conducted by Adıgüzel (2020), results about the evaluation process in the distance education are noteworthy. He remarks that teachers think the multiple-choice tests, which they prefer the most, are not reliable enough to measure student success in distance education facilities because they are easy and objective. Teachers' distrust of multiple-choice tests is not due to this test itself, but to the fact that the Internet and technology are not safe enough during the application of the test.

In Alper's (2020) study, it was noted that teachers adopted technology and the distance teaching method with ease. Similarly, despite all the negative effects of the pandemic, Arı and Kanat (2020) found in their study that online education had advanced but could not in any way take the role of in-person instruction. Unlike Alper's (2020) study, the research of Bakioğlu and Çevik (2020) revealed that teachers had issues with Internet connectivity, communicating with their students, and the students' low participation rates in the lessons, in addition to other issues.

Teachers believe that in-person training is more successful than distance learning, according to Balaman and Hanbay (2021). Researchers claimed that face-to-face instruction and distance teaching can be combined after the issues with distance teaching for the post-pandemic period are resolved and specific conditions are met. On the contrary, Çiçek, Tanhan and Tanrıverdi (2020) discovered in their research that teachers had positive attitudes toward distance education.

In their study, Gören, Gök, Yalçın, Göregen and Çalışkan (2020) found that the majority of the participants think that distance education is not as efficient as face-to-face education. Similar to this study, according to Koca's (2021) survey, teachers believe that face-to-face instruction is more effective than online instruction. In contrast to these studies, Kocayiğit and Uşun's (2020) research revealed that teachers have a favorable opinion of distance teaching.

It is clear that different interpretations can be drawn through all these studies. All these studies on distance education have dealt with the subject from different aspects and have

reached common results in some and different results in others. In this study, the distance education process is evaluated with different dimensions by taking the opinions of the English teachers. Their perception of language skills, challenges they encountered during distance education, their perception of student motivation and evaluation, their technical competencies, software and hardware infrastructure used in distance education and teachers' management of writing activity will be handled in the study.



CHAPTER III

METHODOLOGY

3.1 Introduction

In this section of the study, the design of the research, participants, instruments, data gathering process and data analysis will be presented.

3.2 Research Design

The purpose of this study was to collect numerical data from a broad group of people, analyze the data by generalizing the findings, and analyze and interpret the participants' perspectives on emergency remote teaching. This research was carried out by applying the general screening model in order to reveal the perceptions of English teachers in Turkey about the emergency distance education experience during the Covid-19 pandemic process. General screening models are screening arrangements made over the whole universe or a group, or sample to be taken from it, in order to make a general judgment about the universe consisting of many elements (Karasar, 2005). According to Cresswell and Clark (2007), single or relational scans can be made with general screening models. In order for this study to be successful, both quantitative and qualitative methods were used. Mixed methods research can be defined as the collection, analysis, and integration of quantitative and qualitative data in a single study or in a program of inquiry (Creswell & Clark, 2007). Mixed methods research is a type of research that combines qualitative and quantitative research approaches for the purpose of comprehensive and deep understanding and support of a researcher. The overall aim of combining the qualitative and quantitative research components of mixed methods research is to expand and strengthen the results of a study and in this way contribute to the literature (Schoonenboom & Johnson, 2017).

Since the main purpose of this study was to explore the attitudes of English teachers towards the emergency distance education process, it was considered appropriate to collect

quantitative data. At the same time, qualitative method was also used in order to learn the difficulties experienced by the participants in the process and their solution suggestions. In addition, the descriptive research design was employed to collect data from the participants in this study. A descriptive study is described as a strategy used to describe already existing data and provide an acceptable picture of a given group or circumstance (Burns & Grove, 1987).

3.3 Participants

The population of the research consists of English teachers working in primary and secondary schools affiliated to the MoNE. The sample size was determined as 500, assuming that there are approximately 50000 English teachers working in primary and secondary education institutions affiliated to the Ministry. The sample was determined by random (easy) sampling method. The questionnaire was shared on online platforms and was sent to state schools with an official letter from MoNE. At the end of the survey, a total of 396 participants were reached from all regions of Turkey, including 303 female and 93 male. 81 of the participants were from the Mediterranean Region, 63 from Eastern Anatolia, 61 from Central Anatolia, 60 from Marmara, 55 from Black Sea, 44 from Aegean and 32 from South-Eastern Anatolia Region. The current research also includes the age, term of duty and the institution of the participants.

3.4 Instruments

In order to collect sufficient data from the participants, a questionnaire consisting of 32 questions with 5 point Likert scale and 2 open-ended questions was prepared by the researcher since it was not available in the literature. While preparing the questionnaire, English teachers' opinions about their perception of language skills, the challenges they encountered, evaluation and student motivation, their technical competencies, software and hardware infrastructure, and writing activity management were taken into consideration. After the preparation of the questionnaire, expert opinion was obtained from two experts in the field and alterations were made. Getting the necessary permissions from the MoNE, the survey was published via Google Forms.

The questionnaire created in line with the purpose of the research consists of three parts. In the first part of the questionnaire, socio-demographic characteristics of the participants, in the second part, the perception questionnaire about emergency remote teaching consisting of 32 items, and in the third part, two open-ended questions about the difficulties experienced in the emergency remote teaching process and suggestions for the distance education system were included. The questionnaire was prepared and applied in Turkish in order for teachers to express themselves more easily and to prevent misunderstandings. Perception questionnaire for distance education is a 5-point Likert-type questionnaire with responses as 1-Strongly Disagree, 2-Disagree, 3- Unsure, 4-Agree, 5-Strongly Agree (see Appendix 1).

3.5 Data Gathering Process

This study was carried out in late 2021 and early 2022, while the pandemic process continues. It was deemed appropriate to conduct the study with the online survey method in order to reach English teachers throughout Turkey and to obtain as much data as possible. It was ensured that it reached the participants through the links sent to the schools through the MoNE and the shares made on various social media accounts.

3.6 Data Analysis

IBM SPSS 25.0 and IBM SPSS AMOS 24.0 programs were used in the analysis of the data obtained from the research. Descriptive statistics methods were used in the data collected from the participants in the study. Exploratory factor analysis was applied to the questionnaire in order to determine the sub-dimensions of the Perception Scale for Distance Education. The Cronbach Alpha coefficient was used to determine the reliability of the questionnaire, in which factor analysis was applied. Confirmatory factor analysis was applied in IBM SPSS AMOS program to determine the validity and goodness of fit of the sub-dimensions obtained as a result of factor analysis. In the analysis of the differences in the perceptions of distance education of individuals according to their socio-demographic characteristics, independent

sample t-test was used for the difference between the two groups. When there were more than two groups, the "One Way Anova" test was used to compare the parameters between groups.

3.6.1 Pilot Study

After the final version of the questionnaire was obtained, a pilot study was conducted to determine whether the questionnaire was clearly perceived by the participants and to conduct validity and reliability studies. The pilot application was applied to a total of 150 people. The distribution of personal information of 150 participants in the pilot application is given in Table 3.1.

Table 3.1. Personal Information of the Pilot Study Sample

		N	%
Gender	Male	34	22.7%
	Female	116	77.3%
	Total	150	100.0%
Age	22-30	33	22.0%
	31-40	72	48.0%
	41-50	29	19.3%
	51 and over	16	10.7%
	Total	150	100.0%
Institution	Primary School	50	33.3%
	High School	100	66.7%
	Total	150	100.0%

When the distribution of the people participating in the pilot application is examined according to their personal information; the distribution of the people participating in the research according to their gender is 22.7% male and 77.3% female. When the distribution of the people participating in the research according to their age is examined; 22% of people are 22-30 years old, 48% are 31-40 years old and 10.7% are 51 and over. When the distribution of the people in the research according to the type of institution they work in is examined, 33.3% of them work in primary school and 66.7% in high school.

3.6.2 Exploratory Factor Analysis (EFA)

In order to determine the validity and reliability of the perception questionnaire for distance education and to determine the sub-dimensions of the questionnaire, exploratory factor analysis was performed on the questionnaire. In the exploratory factor analysis, KMO and Bartlett tests were used to determine the suitability of the data for factor analysis, and the Rotated Component Matrix Varimax method was used to determine the sub-dimensions of the questionnaire. The results of the KMO and Bartlett tests and the questionnaire sub-dimensions resulting from the rotated component matrix are given in Table 3.3.

The common factor variance table according to the results of the applied factor analysis is given in Table 3.2. Common factor variance shows the variance caused by factors on each item. The subtraction column of the common factor variance table shows these values. It is good if the common factor variance subtraction values are close to 1 and above 0.66. Items whose value falls below 0.20 should be excluded from the analysis. There is no item in the scale items whose value falls below 0.20.

Table 3.2. EFA Common Factor Variance

Items	Initial	Extraction
1. The technology and software I use while doing distance education is sufficient.	1.000	.758
2. Internet infrastructure is sufficient for distance education.	1.000	.810
3. My students have difficulties in using smart devices in distance education.	1.000	.442
5. I can effectively use the necessary devices while doing distance education.	1.000	.782
6. I have difficulties in overcoming software and hardware problems that may occur during distance education.		.637
7. I have sufficient technical knowledge and skills for distance education.		.834
8. English lessons in distance education are more fun for students than face-to-face education.	1.000	.576
10. It is difficult to communicate with students one-to-one in distance education English lessons.	1.000	.735
11. More visual and auditory materials can be used in distance education English lessons compared to face-to-face education.	1.000	.518

12. Reading skills improve more in distance education than in face-to-face education.	1.000	.765
13. More students can read in distance education.	1.000	.676
14. Writing skills develop more in distance education than in face-to-face education.	1.000	.569
15. It takes more time to do writing activities in distance education.	1.000	.592
16. It is difficult to give instant feedback when doing writing activities in distance education.	1.000	.709
17. Listening skills develop more in distance education than in face-to-face education.	1.000	.789
18. In distance education, students can focus better on the listening activity.	1.000	.762
19. Speaking skills improve more in distance education than in face-to-face education.	1.000	.771
24. Classroom management in distance education is easier than face-to-face education.	1.000	.661
25. In distance education, a healthy communication can be established with students.	1.000	.694
28. The results obtained in the exams applied in distance education are reliable.	1.000	.776
29. Students' participation in English classes is sufficient during the distance education process.	1.000	.675
30. Distance education is a stressful process.	1.000	.696
31. It is difficult to plan lessons in distance education.	1.000	.716
Extraction Method: Principal Component Analysis.		

Table 3.3. Exploratory Factor Analysis Results

Factors	Factor Score Weights	Total Variance Explained (%)	α
Factor 1: Perception of Language Skills in Distance Education		34.324	.913
12. Reading skills improve more in distance education than in face-to-face education.	.834		
17. Listening skills develop more in distance education than in face-to-face	.827		

education.

18. In distance education, students can focus better on the listening activity. .812

13. More students can read in distance education. .784

19. Speaking skills improve more in distance education than in face-to-face education. .714

11. More visual and auditory materials can be used in distance education English lessons compared to face-to-face education. .643

8. English lessons in distance education are more fun for students than face-to-face education. .637

14. Writing skills develop more in distance education than in face-to-face education. .582

Factor 2: Challenges Encountered in Distance Education	11.442	.819
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31. It is difficult to plan lessons in distance education.	.796
--	------

*25. In distance education, a healthy communication can be established with students.	.690
---	------

30. Distance education is a stressful process.	.683
--	------

*24. Classroom management in distance education is easier than face-to-face education.	.667
--	------

Factor 3: Evaluation and Student Motivation in Distance Education	7.374	.795
--	-------	------

28. The results obtained in the exams applied in distance education are reliable.	.814
---	------

29. Students' participation in English classes is sufficient during the distance education process.	.785
---	------

*10. It is difficult to communicate with students one-to-one in distance education English lessons.	.616
---	------

Factor 4: Technical Competencies in Distance Education	5.812	.792
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7. I have sufficient technical knowledge and skills for distance education.	.886
---	------

5. I can effectively use the necessary devices while doing distance education.	.850
--	------

*6. I have difficulties in overcoming software and hardware problems that may occur during distance education.	.648
--	------

Factor 5: Software and Hardware Infrastructure in Distance Education	5.562	.676
---	-------	------

2. Internet infrastructure is sufficient for distance education.	.875
--	------

1. The technology and software I use while doing distance education is sufficient.	.796
--	------

*3. My students have difficulties in using smart devices in distance education.	.566
---	------

Factor 6: Writing Activity Management in Distance Education	4.799	.609
--	-------	------

16. It is difficult to give instant feedback when doing writing activities in	.761
---	------

distance education.

15. It takes more time to do writing activities in distance education.	.690		
Total	69.312		.898
Kaiser Meyer Olkin Measure of Sampling Adequacy: .826			
Bartlett Test of Sphericity Chi-Square: 1885.479	df: 253	Sig: .000	

* Items are Reverse Coded.

According to the results of the explanatory factor analysis applied to the perception questionnaire for distance education; Kaiser-Meyer-Olkin (KMO) (Sample Adequacy Measure) and Bartlett test were applied to measure the questionnaire's suitability for factor analysis. The KMO test was used to test the suitability of the sample size used in the perception questionnaire for distance education, and the Bartlett test was used to test the equality of the correlation matrix of the data in the perception questionnaire for distance education to the unit matrix. The KMO test is expected to be higher than 0.50 and the Bartlett test to be below 0.05 (Kaya, 2013). The value obtained for the KMO test is 0.826, which means that the sample size used in the pilot study is at a good level. The significance value (p value) obtained for the Bartlett test is less than 5% (0.000), indicating the suitability of the data for factor analysis. The "KMO and Bartlett" test shows that the data are suitable for factor analysis (Aktuna, 2017).

In order to determine the sub-dimensions of the questionnaire within the framework of exploratory factor analysis applied to the perception questionnaire for distance education, the "Principal Components Analysis" was used and the "Varimax Rotation" was applied and the factor structure of the questionnaire was determined. While determining the factor structure of the questionnaire, items with close load values under a few factors should be excluded from the analysis. For this reason, items 4, 9, 20, 21, 22, 23, 26, 27 and 32 in the perception questionnaire for distance education were excluded from the analysis. As a result of the analysis, it was seen that the questionnaire items were collected in 6 sub-dimensions, and the questionnaire explained 69.3% of the variance and it was called as "Perception Scale of Language Teachers for Distance Education". The obtained sub-dimensions were named as "Perception of Language Skills in Distance Education" (8 items, $\alpha = .913$), "Challenges Encountered in Distance Education" (4 items, $\alpha = .819$), "Evaluation and Student Motivation in Distance Education" (3 items, $\alpha = .795$), "Technical Competencies in Distance Education" (3 items, $\alpha = .792$), "Software and Hardware Infrastructure in Distance Education" (3 items, $\alpha = .676$) and "Writing Activity Management in Distance Education" (2 items, $\alpha = .609$).

3.6.3 Confirmatory Factor Analysis (CFA)

Confirmatory factor analysis is defined as "a method for confirming the structures established for the purpose of the research and revealing the hidden variables that explain the relationship between the variables with the help of the observed variables to test the predicted model" (Yemez, 2016). Confirmatory factor analysis tries to reveal whether the variable groups gathered under the factors adequately represent that factor structure (Özdamar, 2013).

In the research, confirmatory factor analysis was applied to the model consisting of 6 sub-dimensions and 23 items obtained as a result of the exploratory factor analysis applied to the perception scale for distance education. While applying the confirmatory factor analysis, the maximum likelihood method was used. The model for the confirmatory factor analysis applied is shown in Figure 3.1, and the goodness-of-fit values of the created model are shown in Table 3.4.

Figure 3.1. Perception Scale of Language Teachers for Distance Education CFA Model

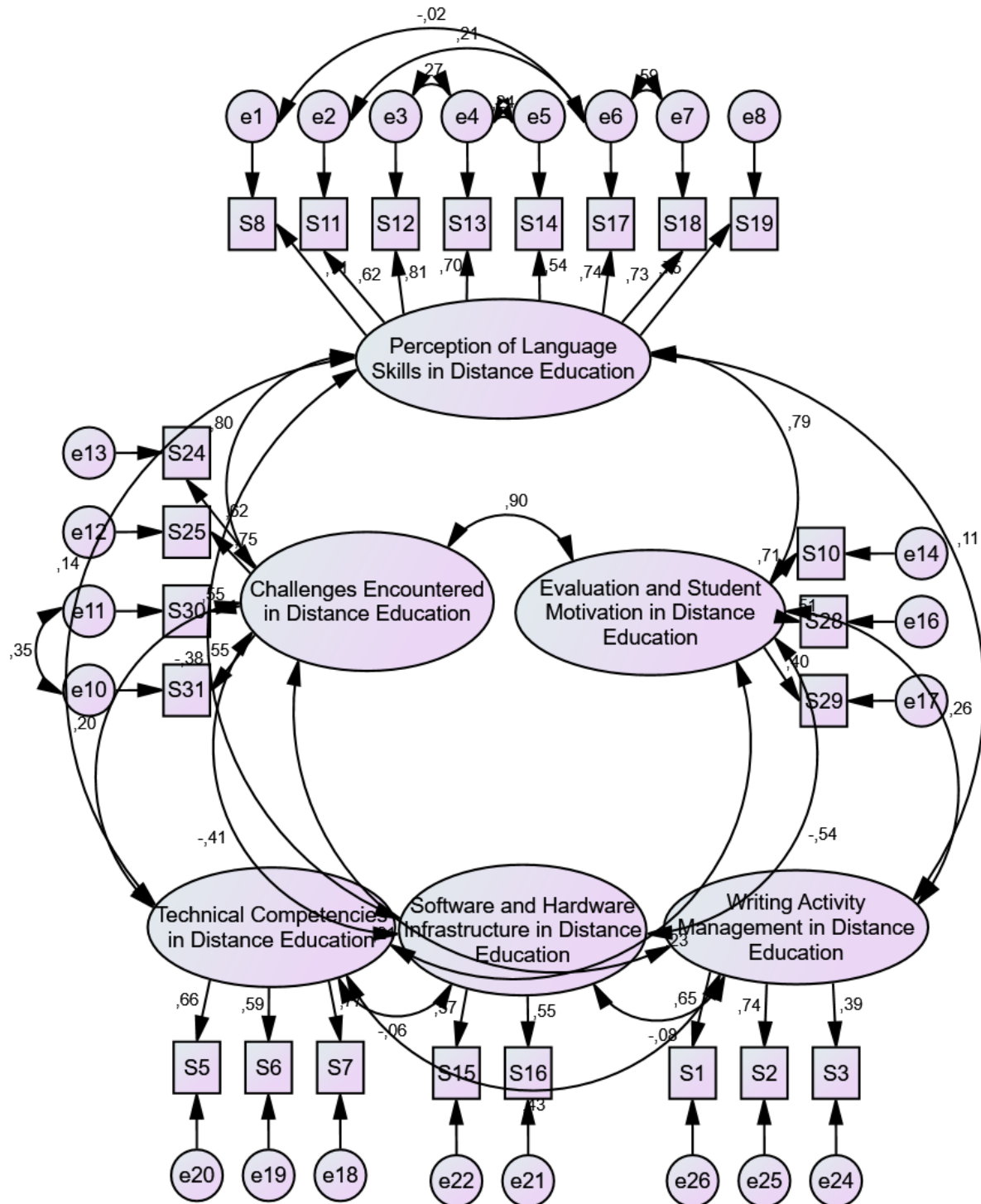


Table 3.4. Goodness of Fit Values of the 6 Factor, 23 Item Model

Compliance Criteria	Acceptable Fit	Perfect Fit	Unrelated Model Fit Values	Multi-Factor Model Fit Values	Compliance Degree
Chi-square/sd	$\leq 4-5$	≤ 3	3.387	2.350	Perfect Fit
RMSEA	$0.05 < \text{RMSEA} \leq 0.08$	$0 \leq \text{RMSEA} \leq 0.05$	0.081	0.061	Acceptable Fit
RMR	$0.05 < \text{RMR} \leq 0.08$	$0 \leq \text{RMR} \leq 0.05$	0.068	0.057	Acceptable Fit
IFI	0.90 and over	0.95 and over	.835	0.910	Acceptable Fit
CFI	0.90 and over	0.95 and over	.833	0.908	Acceptable Fit
GFI	0.85 and over	0.90 and over	.852	0.899	Acceptable Fit
AGFI	0.85 and over	0.90 and over	.810	0.866	Acceptable Fit

Note. Adapted from Gerçek, 2018, p.201, Yaşlıoğlu, 2017, p.77.

When the fit index values obtained from the unrelated model as a result of the confirmatory factor analysis created in Figure X in line with the research model are examined; as the RMSEA, IFI, CFI and AGFI values of Chi-square/sd=3.387, RMSEA=0.081, RMR=0.068, IFI=0.835, CFI= 0.833, GFI=0.852 and AGFI=0.810 fit index values were not at an acceptable level, a modification was applied. When the modification index values are examined, it was decided that it is necessary to take the relationship between error covariance values into account between the 8th item and 17th item, 11th item and 17th item, 12th item and 13th item, 13th item and 14th item, and 17th item and 18th item under the sub-dimension of language skills perception in distance education and also between 30th item and 31st item under the sub-dimension of challenges encountered in distance education. According to this result, it was evaluated that "item pairs are under the same latent variable and are close to each other in meaning". After the errors between the mentioned items were associated with the covariances, the model created was tested with confirmatory factor analysis, and the obtained fit index values are indicated as multi-factor model fit values in Table 3.4. Goodness of fit values obtained in accordance with the multi-factor confirmatory factor analysis were obtained as chi-square/sd=2.350, RMSEA=0.061, RMR=0.057, IFI=0.910, CFI= 0.908, GFI= 0.899, and AGFI=0.866. When the goodness-of-fit values of the perception scale for distance education, which consists of 6 factors and 23 items, were evaluated according to general criteria, it was observed that it showed excellent goodness of fit for one value and acceptable goodness of fit for six values. When the goodness of fit values are examined it has been observed that each factor representing the scale correctly and meaningfully represents the variables that make it up.

3.6.4 Scale Reliability

The Cronbach's Alpha reliability test results regarding the perception scale for distance education collected in six sub-dimensions used in the study are given in Table 3.6. The levels of Cronbach's Alpha reliability index values are shown in Table 3.5.

Table 3.5. Reliability Coefficient Values

Reliability Coefficient (Cronbach alpha)	Interpretation
$\alpha \geq 0.9$	Perfect
$0.7 \leq \alpha < 0.9$	Good
$0.6 \leq \alpha < 0.7$	Acceptable
$0.5 \leq \alpha < 0.6$	Weak
$\alpha < 0.5$	Unacceptable

Note. Retrieved from Kılıç, 2016, p.48.

Table 3.6. Cronbach's Alpha Reliability Index Values Regarding the Sub-Dimensions of the Perception Scale for Distance Education

Scale	Sub-dimensions	Cronbach's Alpha
Perception towards Distance Education $\alpha=0.898$	1. Perception of Language Skills in Distance Education	0.913
	2. Challenges Encountered in Distance Education	0.819
	3. Evaluation and Student Motivation in Distance Education	0.795
	4. Technical Competencies in Distance Education	0.792
	5. Software and Hardware Infrastructure in Distance Education	0.676
	6. Writing Activity Management in Distance Education	0.609

The Cronbach's Alpha reliability index obtained for the perception scale for distance education was obtained as $\alpha=0.898$ for the whole scale. This value shows that the reliability of the whole scale is at a good level. When the Cronbach's Alpha reliability index values for the sub-dimensions of the scale are examined, the values were obtained as $\alpha=0.913$ for Perception of Language Skills in Distance Education, $\alpha=0.819$ for Challenges Encountered in Distance Education, $\alpha=0.795$ for Evaluation and Student Motivation in Distance Education, $\alpha=0.792$ for Technical Competencies in Distance Education, $\alpha=0.676$ for Software and Hardware Infrastructure in Distance Education and $\alpha=0.609$ for Writing Activity Management in

Distance Education. These values show that the reliability of the 1st sub-dimension of the scale is excellent, the reliability of the 2nd, 3rd, 4th sub-dimensions is at a good level, and the reliability of the 5th and 6th sub-dimensions is at an acceptable level.



CHAPTER IV

FINDINGS

4.1 Descriptive Statistics

The frequency and percentage values showing the distribution of the total 396 participants in the study according to their socio-demographic characteristics are shown in Table 4.1.

Table 4.1. Information About Participants

		N	%
Gender	Male	93	23.5
	Female	303	76.5
	Total	396	100.0
Age	22-30 Years	135	34.0
	31-40 Years	155	39.1
	41-50 Years	66	16.7
	51 Years and over	40	10.1
	Total	396	100.0
Term of Duty	0-5 Years	125	31.6
	6-10 Years	80	20.3
	11-20 Years	122	30.7
	21 Years and over	69	17.3
	Total	396	100.0
Region of Duty	Mediterranean Region	81	20.5
	Eastern Anatolia Region	63	15.9
	Aegean Region	44	11.1
	Southeastern Anatolia Region	32	8.1
	Central Anatolia Region	61	15.4
	Black Sea Region	55	13.9
	Marmara Region	60	15.2
	Total	396	100.0
Institution	Primary School	80	20.2
	Secondary School	168	42.4
	High School	148	37.4
	Total	396	100.0

When the distribution of the participants in the study according to their socio-demographic characteristics is examined, following results can be obtained.

When the distribution of the participants in the study by gender is examined, it is observed that 23.5% of the participants are male and 76.5% are female. When the distribution of the participants in the study according to their age is examined, 34% of the participants are 22-30 years old, 39.1% are 31-40 years old, 16.7% are 41-50 years old and 10.1% are 51 and over. When the distribution of the participants according to their term of duty is examined, 31.6% of the participants have been working for 0-5 years, 20.3% for 6-10 years, 30.7% for 11-20 years and 17.3% for 21 years or more. When the distribution of the participants according to the region they work in is examined, 20.5% of the participants work in the Mediterranean Region, 15.9% in the Eastern Anatolia Region, 11.1% in the Aegean Region, 8.1% in the Southeastern Anatolia Region, 15.4% in the Central Anatolia Region, 13.9% in the Black Sea Region and 15.2% in the Marmara Region.

The distribution of the participants in the study regarding access to online courses in the distance education process and their general participation rates are given in Table 4.2.

Table 4.2. Statistics on the Distance Education Process

		N	%
Which platform do you use in your distance education applications?	Teams, EBA etc.	17	4.3
	Zoom	379	95.7
	Total	396	100.0
How do you access the Internet? (You can mark more than one option.)	Home Internet	196	49.5
	Mobile Internet	200	50.5
	Total	396	100.0
Which device do you use for distance education? (You can mark more than one option.)	Smartphone	20	5.1
	Smartphone, Tablet	2	0.5
	Laptop	206	52.0
	Laptop, Smartphone	105	26.5
	Laptop, Smartphone, Tablet	33	8.3
	Laptop, Desktop, Smartphone	2	0.5
	Laptop, Desktop, Smartphone, Tablet	4	1.0
	Desktop	20	5.1
	Desktop, Smartphone	2	0.5
	Tablet	2	0.5
	Total	396	100.0
In distance education, what is the average percentage of students' participation in English classes on a class basis?	0-20	124	38.4
	21-40	95	29.4
	41-60	72	22.3
	61-80	21	6.5

81-100	11	3.4
Total	323	100.0

When the distribution of the participants in the research according to their access to online courses and student participation rates in the distance education process is examined, following results can be obtained.

When the distribution of the participants in the research according to the distance education platforms they use is examined, 4.3% of the participants use applications like Teams, Eba, etc., while 95.7% of them use the zoom application. When the distribution of the participants in the research according to the way they access the Internet is examined, 49.5% of the participants use the home Internet for distance education courses, while 50.5% use the mobile Internet. When the distribution of the participants in the research according to the tools they use to access distance education is analyzed, 5.1% of the participants access only via smart phones, 52% only via laptop computers, 5.1% only via desktop computers, 0.5% only via tablets, 0.5% via smartphones and tablets, 26.5% via laptops and smartphones, 8.3% via laptops, smartphones and tablets, 0.5% via laptops, desktops and smartphones, 1% via laptops, desktop computers, smartphones and tablets, and 0.5% via desktop computers and smartphones. When the distribution of the students of the participants in the research according to the participation rates is examined, the average participation rate of the students of 38.4% of the participants is in the range of 0-20%, the participation rate of the students of 29.4% is in the range of 21-40%, the participation rate of the students of 22.3% is in the range of 41-60% , the participation rate of the students of 6.5% is between 61-80% and the participation rate of the students of 3.4% is between 81-100%.

4.2 Normality Test

The normality test was conducted to determine whether the sub-dimensions of the perception scale for distance education were normally distributed. According to the results of the normality test, which of the parametric or nonparametric tests will be used to make intergroup comparisons of the variables of perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education will be determined. Descriptive statistics regarding the sub-dimensions of the perception scale for

distance education are shown in Table 4.3, and Kolmogorov-Smirnova normality test results are shown in Table 4.4.

Table 4.3. Descriptive Statistics on the Sub-Dimensions of the Perception Scale for Distance Education

	Perception of Language Skills in Distance Education	Challenges Encountered in Distance Education	Evaluation and Student Motivation in Distance Education	Technical Competencies in Distance Education	Software and Hardware Infrastructure in Distance Education	Writing Activity Management in Distance Education
Avg.	2.5230	3.5404	1.8814	3.6524	2.9529	4.0278
Median	2.3750	3.7500	1.6667	3.6667	3.0000	4.0000
Mode	2.00	3.50	1.33	4.00	2.67	4.00
SD.	.90815	.94129	.71227	.76054	.90507	.79983
Min.	1.00	1.00	1.00	1.33	1.00	1.00
Max.	5.00	5.00	5.00	5.00	5.00	5.00
Skewness	.337	-.418	1.082	-.636	-.070	-.979
Kurtosis	-.625	-.689	1.378	.495	-.643	1.084

Table 4.4. Kolmogorov Smirnova Normality Test

Variables	Kolmogorov-Smirnova		
	Statistics	sd	p
Perception of Language Skills in Distance Education	.078	396	.000
Challenges Encountered in Distance Education	.112	396	.000
Evaluation and Student Motivation in Distance Education	.169	396	.000
Technical Competencies in Distance Education	.159	396	.000
Software and Hardware Infrastructure in Distance Education	.100	396	.000
Writing Activity Management in Distance Education	.226	396	.000

While according to the Kolmogorov-Smirnov test results applied to the sub-dimensions of the perception scale for distance education, the probability (p) values calculated for the perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education variables are below 0.05, indicating that the data do not have a normal distribution; Kolmogorov-Smirnov test alone is not sufficient to determine whether the data have a normal distribution. According to Tabachnick and Fidell (2013), the fact that the Skewness and Kurtosis values are between +1.5 and -1.5 and that the arithmetic mean, mode and median values are close to each other indicates that the data have a normal distribution. Accordingly, when the descriptive statistics for the perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education variables are examined, it is seen that the skewness and kurtosis values of these variables are between +1.5 and -1.5, and the arithmetic mean, mode and median values are close to each other. For this reason, it was determined that the perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education variables had a normal distribution. Thus, in this study, parametric analyzes will be applied in comparisons regarding the examination of the perceptions of distance education between groups.

4.3 Investigation of Differences in Perceptions of Distance Education According to Socio-Demographical Characteristics

The independent sample t-test was used to examine the differences in the perceptions of English teachers towards the distance education process according to socio-demographic characteristics, and the "One Way Anova" test was used to compare the parameters among groups when there were more than two groups. The differences of each group compared to the other groups were determined by using the Post-Hoc LSD test for the variables in which there was a significant difference as a result of the Anova test.

In order to determine whether English teachers' perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education differ according to the "Gender" variable, independent sample t-test was applied. Data on independent sample t-test results are given in Table 4.5. The research question to be answered for the t-test is set up as follows:

RQ₁: Is there a statistically significant difference between the genders of English teachers in terms of

- a. the perception of language skills in Emergency Remote Teaching period?
- b. the challenges they encountered in Emergency Remote Teaching period?
- c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
- d. their technical competencies in Emergency Remote Teaching period?
- e. the software and hardware infrastructure in Emergency Remote Teaching period?
- f. the writing activity management in Emergency Remote Teaching period?

Table 4.5: Independent Sample T-Test Results for Examining the Differences in Perceptions on Distance Education Process by Gender

The Dependent Variable	Gender	N	Avg.	SD	t	p
Perception of Language Skills in Distance Education	Male	93	2.6304	.95676	1.304	.193
	Female	303	2.4901	.89175		
Challenges Encountered in Distance Education	Male	93	3.3844	.97284	-1.833	.068
	Female	303	3.5883	.92777		
Evaluation and Student Motivation in Distance Education	Male	93	1.9786	.86938	1.300	.196
	Female	303	1.8515	.65537		
Technical Competencies in Distance Education	Male	93	3.8961	.76767	3.585	.000
	Female	303	3.5776	.74371		
Software and Hardware Infrastructure in Distance Education	Male	93	3.2258	.93659	3.368	.001
	Female	303	2.8691	.87988		
Writing Activity Management in Distance Education	Male	93	3.9301	.88647	-1.348	.179
	Female	303	4.0578	.77039		

* $p < 0.05$

According to the results of the independent sample t-test conducted to examine the gender differences in the perceptions of English teachers towards the distance education

process, the probability (p) values calculated for the variables "Perception of Language Skills in Distance Education ($p=.193$), Challenges Encountered in Distance Education ($p=.068$), Evaluation and Student Motivation in Distance Education ($p=.196$), Writing Activity Management in Distance Education ($p=.179$)" are above the 0.05 significance level. This means that English teachers' perceptions of language skills in distance education, the challenges they encounter in distance education, their perceptions of evaluation and student motivation in distance education, and their management of writing activity in distance education do not differ according to gender, and there is no statistically significant difference between the groups. Since the probability (p) values calculated for the variables "Technical Competencies in Distance Education ($p=.000$), Software and Hardware Infrastructure in Distance Education ($p=.001$)" are below the 0.05 significance level, there is a statistically significant difference between genders. This means that the technical competencies of English teachers in distance education and software and hardware infrastructures in distance education differ according to gender, and there is a significant difference between the groups. When the average differences of English teachers' "technical competence in distance education" and "software and hardware infrastructures" are examined by gender, male English teachers' technical qualifications and software and hardware infrastructures in distance education are higher than female English teachers.

In order to determine whether English teachers' perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education differ according to the "Age" variable, One Way ANOVA" test was applied. In Table 4.6, the F test statistics and probability (p) values of the ANOVA test, and the Post-Hoc LSD test results for the variables in which there is a significant difference as a result of the ANOVA test are given. The research question to be answered for the ANOVA test is set up as follows:

RQ₂: Is there a statistically significant difference among the age groups of English teachers in terms of

- a. the perception of language skills in Emergency Remote Teaching period?
- b. the challenges they encountered in Emergency Remote Teaching period?
- c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
- d. their technical competencies in Emergency Remote Teaching period?

- e. the software and hardware infrastructure in Emergency Remote Teaching period?
- f. the writing activity management in Emergency Remote Teaching period?

Table 4.6. ANOVA Results for Examining the Differences in Perceptions of the Distance Education Process by Age

The Dependent Variable	Age	N	Avg.	SD.	F	p	Post-Hoc LSD
Perception of Language Skills in Distance Education	22-30 Years	135	2.6118	.81084	.836	.475	
	31-40 Years	155	2.4447	.92458			
	41-50 Years	66	2.5759	.99849			
	51 Years and over	40	2.6140	.92951			
	Total	396	2.5407	.90044			
Challenges Encountered in Distance Education	22-30 Years	135	3.6689	.84305	2.809	.040	a>c, d
	31-40 Years	155	3.5744	.97699			
	41-50 Years	66	3.2991	1.01737			
	51 Years and over	40	3.2868	.97533			
	Total	396	3.5313	.94801			
Evaluation and Student Motivation in Distance Education	22-30 Years	135	1.9211	.67597	.896	.444	
	31-40 Years	155	1.8652	.73483			
	41-50 Years	66	2.0538	.83840			
	51 Years and over	40	1.9510	.66733			
	Total	396	1.9244	.72717			
Technical Competencies in Distance Education	22-30 Years	135	3.6404	.71663	.762	.516	
	31-40 Years	155	3.6539	.74237			
	41-50 Years	66	3.7143	.88175			

	51 Years and over	40	3.4706	.72529			
	Total	396	3.6408	.75643			
Software and Hardware Infrastructure in Distance Education	22-30 Years	135	2.6754	.87964			
	31-40 Years	155	2.9593	.90111			b>a
	41-50 Years	66	3.2381	.89829	7.270	.000	c>b, a
	51 Years and over	40	3.2843	.80039			d>a
	Total	396	2.9423	.90830			
Writing Activity Management in Distance Education	22-30 Years	135	3.8377	.88622			
	31-40 Years	155	4.0992	.76314			
	41-50 Years	66	4.0000	.79772	2.169	.091	
	51 Years	40	3.9853	.64532			
	Total	396	3.9821	.80677			

* $p<0.05$

According to the results of the ANOVA test conducted to examine the differences in the perceptions of English teachers about the distance education process according to age, the probability (p) values calculated for the variables "Perception of Language Skills in Distance Education ($p=.475$), Evaluation and Student Motivation in Distance Education ($p=.444$), Technical Competencies in Distance Education ($p=.516$) and Writing Activity Management in Distance Education ($p=.091$)" are above the 0.05 significance level. This means that English teachers' perceptions of language skills in distance education, their perceptions of evaluation and student motivation in distance education, their technical competencies in distance education and their management of writing activities in distance education do not differ according to age and there is no statistically significant difference among the groups. Since the probability (p) values calculated for the variables "Challenges in Distance Education ($p=.040$), Software and Hardware Infrastructure in Distance Education ($p=.000$)" are below the 0.05 significance level, there is a statistically significant difference among the participants according to their ages. This means that the challenges encountered by English teachers in distance education and the software and hardware infrastructures in distance education vary

according to age, and there is a significant difference among the groups. Post-Hoc LSD test was conducted in order to examine the average differences about the challenges encountered by English teachers in distance education and software and hardware infrastructures in distance education according to age.

According to the results of Post-Hoc Analysis, when the average differences in the challenges encountered by English teachers in distance education are examined according to age, English teachers aged 22-30 experienced more difficulties in the distance education process than English teachers aged 41-50 and 51 and over.

When the average differences of the software and hardware infrastructures of English teachers in distance education are examined according to age, the software and hardware infrastructures of English teachers aged 31-40, 41-50 and 51 and over are higher than English teachers aged 22-30. English teachers aged 41-50 have higher software and hardware infrastructures in distance education than English teachers aged 31-40.

In order to determine whether English teachers' perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education differ according to the "Term of Duty" variable, One Way ANOVA test was applied. In Table 4.7, the F test statistics and probability (p) values for the ANOVA test, and the Post-Hoc LSD test results for the variables in which there is a significant difference as a result of the ANOVA test are given. The research question to be answered for the ANOVA test is set up as follows:

RQ₃: Is there a statistically significant difference among the terms of duty of English teachers in terms of

- a. the perception of language skills in Emergency Remote Teaching period?
- b. the challenges they encountered in Emergency Remote Teaching period?
- c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
- d. their technical competencies in Emergency Remote Teaching period?
- e. the software and hardware infrastructure in Emergency Remote Teaching period?
- f. the writing activity management in Emergency Remote Teaching period?

Table 4.7. ANOVA Results for Examining the Differences in Perceptions of the Distance Education Process by Term of Duty

The Dependent Variable	Term of Duty	N	Avg.	SD.	F	p	Post-Hoc LSD
Perception of Language Skills in Distance Education	0-5 Years	125	2.5248	.79795	.221	.881	
	6-10 Years	80	2.6195	.96883			
	11-20 Years	122	2.5121	.92363			
	21 Years and over	69	2.5280	.96882			
	Total	396	2.5407	.90044			
Challenges Encountered in Distance Education	0-5 Years	125	3.7005	.81315	2.700	.046	a>b, d
	6-10 Years	80	3.3897	1.08017			
	11-20 Years	122	3.5704	.93372			
	21 Years and over	69	3.3190	.99538			
	Total	396	3.5313	.94801			
Evaluation and Student Motivation in Distance Education	0-5 Years	125	1.8900	.66313	.464	.708	
	6-10 Years	80	1.9951	.78023			
	11-20 Years	122	1.8868	.74494			
	21 Years and over	69	1.9714	.75287			
	Total	396	1.9244	.72717			
Technical Competencies in Distance Education	0-5 Years	125	3.6195	.74669	1.815	.144	
	6-10 Years	80	3.7304	.63939			
	11-20 Years	122	3.7087	.81740			
	21 Years and over	69	3.4540	.77157			
	Total	396	3.6408	.75643			
Software and	0-5 Years	125	2.6352	.86743	7.733	.000	b>a

Hardware Infrastructure in Distance Education	6-10 Years	80	2.9706	.95284	c>a	
	11-20 Years	122	3.0453	.89058	d>a, b	
	21 Years and over	69	3.2874	.80313		
	Total	396	2.9423	.90830		
Writing Activity Management in Distance Education	0-5 Years	125	3.8491	.87877		
	6-10 Years	80	3.9485	.86014		
	11-20 Years	122	4.1408	.71885	2.357	.072
	21 Years and over	69	3.9828	.71919		
	Total	396	3.9821	.80677		

* $p<0.05$

According to the results of the ANOVA test conducted to examine the differences in the perceptions of English teachers about the distance education process according to their term of duty, the probability (p) values calculated for the "Perception of Language Skills in Distance Education ($p=.881$), Evaluation and Student Motivation in Distance Education ($p=.708$), Technical Competencies in Distance Education ($p=.144$) and Writing Activity Management in Distance Education ($p=.072$)" variables are above the 0.05 significance level. This means that English teachers' perceptions of language skills in distance education, their perceptions of evaluation and student motivation in distance education, their technical competencies in distance education and writing activity management in distance education do not differ according to their term of duty, and there is no statistically significant difference between the groups. Since the probability (p) values calculated for the variables "Challenges Encountered in Distance Education ($p=.046$), Software and Hardware Infrastructure in Distance Education ($p=.000$)" are below the 0.05 significance level, this means that the challenges encountered by English teachers in distance education and software and hardware infrastructures in distance education vary according to their term of duty, and there is a statistically significant difference among the groups. Post-Hoc LSD test was conducted to examine the average differences about the challenges encountered by English teachers in distance education and the average differences of software and hardware infrastructures in distance education according to their term of duty.

According to the results of Post-Hoc Analysis, when the average differences in the challenges encountered by English teachers in distance education according to their term of duty are examined, those who have been teaching English for 0-5 years have experienced more challenges in the distance education process than those who have been teaching English for 6-10 years and for more than 21 years.

When the average differences of English teachers' software and hardware infrastructures in distance education according to their term of duty are examined, the software and hardware infrastructures of those who have been teaching English for 6-10, 11-20 and more than 21 years in distance education are higher than those who have been teaching English for 0-5 years.

In order to determine whether English teachers' perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education differ according to the "Region of Duty" variable, One Way ANOVA test was applied. In Table 4.8, the F test statistics and probability (p) values for the ANOVA test, and the Post-Hoc LSD test results for the variables in which there is a significant difference as a result of the ANOVA test are given. The research question to be answered for the ANOVA test is set up as follows:

RQ4: Is there a statistically significant difference among the region of duty of English teachers in terms of

- a. the perception of language skills in Emergency Remote Teaching period?
- b. the challenges they encountered in Emergency Remote Teaching period?
- c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
- d. their technical competencies in Emergency Remote Teaching period?
- e. the software and hardware infrastructure in Emergency Remote Teaching period?
- f. the writing activity management in Emergency Remote Teaching period?

Table 4.8. ANOVA Results for Examining the Differences in Perceptions of the Distance Education Process by Region of Duty

The Dependent Variable	Region of Duty	N	Avg.	SD.	F	p	Post-Hoc LSD
Perception of Language Skills in Distance Education	Mediterranean	81	2.4815	.88103	.741	.617	
	Eastern Anatolia	63	2.3810	.81858			
	Aegean	44	2.6676	.94351			
	Southeastern Anatolia	32	2.5430	.96125			
	Central Anatolia	61	2.5000	.88594			
	Black Sea	55	2.4886	.80482			
	Marmara	60	2.6667	1.08502			
	Total	396	2.5230	.90815			
Challenges Encountered in Distance Education	Mediterranean	81	3.5772	.96634	.674	.670	
	Eastern Anatolia	63	3.6825	.87206			
	Aegean	44	3.5170	.88659			
	Southeastern Anatolia	32	3.4063	.99343			
	Central Anatolia	61	3.5410	1.01158			
	Black Sea	55	3.5909	.82406			
	Marmara	60	3.3833	1.02559			
	Total	396	3.5404	.94129			
Evaluation and Student Motivation in Distance Education	Mediterranean	81	1.9012	.61338	1.523	.169	
	Eastern Anatolia	63	1.6772	.60750			
	Aegean	44	2.0305	.72929			
	Southeastern Anatolia	32	1.8854	.68055			
	Central Anatolia	61	1.9892	.86092			

	Black Sea	55	1.8182	.67852		
	Marmara	60	1.9056	.78389		
	Total	396	1.8814	.71227		
Technical Competencies in Distance Education	Mediterranean	81	3.7078	.68187		
	Eastern Anatolia	63	3.6772	.73071		
	Aegean	44	3.5227	.67206		
	Southeastern Anatolia	32	3.7604	.75365		
	Central Anatolia	61	3.6393	.75840		
	Black Sea	55	3.6303	.84540		
	Marmara	60	3.6222	.88823		
	Total	396	3.6524	.76054		
Software and Hardware Infrastructure in Distance Education	Mediterranean	81	3.0000	.85310		
	Eastern Anatolia	63	2.8360	.83789		
	Aegean	44	3.0152	.92609		
	Southeastern Anatolia	32	2.8021	.88742		
	Central Anatolia	61	2.8306	.95766		
	Black Sea	55	2.9939	.82525		
	Marmara	60	3.1333	1.04006		
	Total	396	2.9529	.90507		
Writing Activity Management in Distance Education	Mediterranean	81	4.0926	.71638		
	Eastern Anatolia	63	3.9286	.84652		
	Aegean	44	4.0682	.58658		
	Southeastern Anatolia	32	3.9063	.87471		
	Central Anatolia	61	3.9754	.97650		

Black Sea	55	4.1909	.67007
Marmara	60	3.9833	.86341
Total	396	4.0278	.79983

* $p < 0.05$

According to the results of the ANOVA test conducted to examine the differences in the perceptions of English teachers about the distance education process according to the region of duty, the probability (p) values calculated for the English teachers' perception of language skills in distance education ($p=.617$), challenges encountered in distance education ($p=.670$), evaluation and student motivation in distance education ($p=.169$), technical competencies in distance education ($p=.861$), software and hardware infrastructure in distance education ($p=.427$) and writing activity management in distance education ($p=.535$) variables are above the 0.05 significance level. This indicates that English teachers' perceptions of language skills in distance education, the challenges they encounter in distance education, their perceptions of evaluation and student motivation in distance education, their technical competencies in distance education, software and hardware infrastructures in distance education, and writing activity management in distance education do not differ according to the region of duty and there is no statistically significant difference among the groups.

In order to determine whether English teachers' perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education differ according to the "Institution" variable, One Way ANOVA test was applied. In Table 4.9, the F test statistics and probability (p) values for the ANOVA test, and the Post-Hoc LSD test results for the variables in which there is a significant difference as a result of the ANOVA test are given. The research question to be answered for the ANOVA test is set up as follows:

RQ₅: Is there a statistically significant difference among the institutions of English teachers in terms of

- the perception of language skills in Emergency Remote Teaching period?
- the challenges they encountered in Emergency Remote Teaching period?
- their perception about evaluation and student motivation in Emergency Remote Teaching period?

- d. their technical competencies in Emergency Remote Teaching period?
- e. the software and hardware infrastructure in Emergency Remote Teaching period?
- f. the writing activity management in Emergency Remote Teaching period?

Table 4.9. ANOVA Results for Examining the Differences in Perceptions Regarding Distance Education Process According to the Institution They Worked

The Dependent Variable	Institution	N	Avg.	SD.	F	p	Post-Hoc LSD
Perception of Language Skills in Distance Education	Primary School	80	2.8203	.98983	5.525	.004	a>b, c
	Secondary School	168	2.4360	.87323			
	High School	148	2.4611	.87334			
	Total	396	2.5230	.90815			
Challenges Encountered in Distance Education	Primary School	80	3.3375	.98091	2.385	.093	
	Secondary School	168	3.6057	.80720			
	High School	148	3.5760	1.04640			
	Total	396	3.5404	.94129			
Evaluation and Student Motivation in Distance Education	Primary School	80	2.1709	.71959	9.607	.000	a>b, c
	Secondary School	168	1.8591	.66422			
	High School	148	1.7501	.72124			
	Total	396	1.8814	.71227			
Technical Competencies in Distance Education	Primary School	80	3.6958	.90660	.257	.774	
	Secondary School	168	3.6587	.61685			
	High School	148	3.6216	.82355			
	Total	396	3.6524	.76054			

Software and Hardware Infrastructure in Distance Education	Primary School	80	3.0292	1.01215		
	Secondary	168	2.9544	.81071		
	School				.450	.638
	High School	148	2.9099	.94808		
	Total	396	2.9529	.90507		
Writing Activity Management in Distance Education	Primary School	80	4.0000	.74630		
	Secondary	168	4.0327	.85846		
	School				.061	.940
	High School	148	4.0372	.76285		
	Total	396	4.0278	.79983		

* $p < 0.05$

According to the results of the ANOVA test conducted to examine the differences in the perceptions of English teachers about the distance education process according to the school they are assigned to, the probability (p) values calculated for the “Challenges Encountered in Distance Education ($p=.093$), Technical Competencies in Distance Education ($p=.774$), Software and Hardware Infrastructure in Distance Education ($p=.638$) and Writing Activity Management in Distance Education ($p=.940$)” variables are above the 0.05 significance level. This means that the challenges encountered by English teachers in distance education, their technical competence in distance education, software and hardware infrastructures in distance education, and writing activity management in distance education do not differ according to the school they are assigned, and there is no statistically significant difference among the groups. Since the probability (p) values calculated for the variables "Perception of Language Skills in Distance Education ($p=.004$) and Evaluation in Distance Education and Student Motivation ($p=.000$)" are below the 0.05 significance level, this means that English teachers' perceptions of language skills in distance education and their perceptions of evaluation and student motivation in distance education vary according to the school they work in, and there is a statistically significant difference among the groups. The Post-Hoc LSD test was conducted to examine the mean differences of English teachers' perceptions of language skills in distance education and their perceptions of evaluation and student motivation in distance education, according to the school they are assigned to.

According to the results of Post-Hoc Analysis, when the average differences in the perceptions of English teachers' language skills in distance education according to the school they work in are examined, the language skills perceptions of the English teachers working in primary school are higher than the English teachers working in secondary and high schools.

When the average differences between the perceptions of English teachers about evaluation and student motivation in distance education are examined, it is found that the perceptions of English teachers working in primary school towards assessment and student motivation are higher than those of English teachers working in secondary and high schools.

In order to determine whether English teachers' perception of language skills in distance education, challenges encountered in distance education, evaluation and student motivation in distance education, technical competencies in distance education, software and hardware infrastructure in distance education, and writing activity management in distance education differ according to the "Access to the Internet" variable, independent sample t-test was applied. Data on independent sample t-test results are given in Table 4.10. The research question to be answered for the t-test is set up as follows:

RQ₆: Is there a statistically significant difference between the types of Internet access of English teachers in terms of

- a. the perception of language skills in Emergency Remote Teaching period?
- b. the challenges they encountered in Emergency Remote Teaching period?
- c. their perception about evaluation and student motivation in Emergency Remote Teaching period?
- d. their technical competencies in Emergency Remote Teaching period?
- e. the software and hardware infrastructure in Emergency Remote Teaching period?
- f. the writing activity management in Emergency Remote Teaching period?

Table 4.10. Independent Sample T-Test Results for Examining the Differences in Perceptions Regarding Distance Education Process According to Internet Access Type

The Dependent Variable	Internet Access Type	N	Avg.	SD	t	p
Perception of Language Skills in Distance Education	Home Internet	196	2.4930	.87286	-.652	.515
	Mobile Internet	200	2.5525	.94272		
Challenges Encountered in Distance Education	Home Internet	196	3.5855	.89444	.943	.346
	Mobile Internet	200	3.4963	.98528		
Evaluation and Student Motivation in Distance Education	Home Internet	196	1.9474	.72112	1.831	.068
	Mobile Internet	200	1.8167	.69925		

Technical Competencies in Distance Education	Home Internet	196	3.5833	.75362	-1.793	.074
	Mobile Internet	200	3.7200	.76308		
Software and Hardware Infrastructure in Distance Education	Home Internet	196	2.9609	.87390	.174	.862
	Mobile Internet	200	2.9450	.93674		
Writing Activity Management in Distance Education	Home Internet	196	3.9949	.76793	-.809	.419
	Mobile Internet	200	4.0600	.83057		

* $p < 0.05$

According to the results of the independent sample t-test conducted to examine the differences in the perceptions of English teachers about the distance education process according to the type of Internet access, the probability (p) values calculated for the “Perception of Language Skills in Distance Education (p=.515), Challenges Encountered in Distance Education (p=.346), Evaluation and Student Motivation in Distance Education (p=.068), Technical Competencies in Distance Education (p=.074), Software and Hardware Infrastructure in Distance Education (p=.862), Writing Activity Management in Distance Education (p=.419)” variables are above the 0.05 significance level. This revealed that English teachers' perceptions of language skills in distance education, the difficulties they encountered in distance education, their perceptions of evaluation and student motivation in distance education, their technical competencies in distance education, software and hardware infrastructures in distance education, and writing activity management in distance education do not differ according to the type of Internet access and there is no statistically significant difference between the groups.

4.4 Findings on English Teachers’ Views about Emergency Remote Teaching

In this part of the study, the answers given by the teachers to each question in the scale were analyzed one by one in percentage in order to find answers to research question:

RQ7: What are the opinions of English teachers on Emergency Remote Teaching?

In order to have a clear understanding, the scale, which was normally prepared and applied as a 5-point likert, was converted into a 3-point likert in Table 4.11.

Table 4.11. Percentages on Views of English Teachers about Emergency Remote Teaching

Factors	Disagree %	Unsure %	Agree %
Factor 1: Perception of Language Skills in Distance Education			
1. Reading skills improve more in distance education than in face-to-face education.	60.3	17.5	22.2
2. Listening skills develop more in distance education than in face-to-face education.	41.1	15.2	43.7
3. In distance education, students can focus better on the listening activity.	44.0	12.5	43.5
4. More students can read in distance education.	69.1	13.2	17.7
5. Speaking skills improve more in distance education than in face-to-face education.	65.2	16.1	18.7
6. More visual and auditory materials can be used in distance education English lessons compared to face-to-face education.	38.7	8.5	52.8
7. English lessons in distance education are more fun for students than face-to-face education.	74.4	12.4	13.2
8. Writing skills develop more in distance education than in face-to-face education.	82.9	11.3	5.8
Factor 2: Challenges Encountered in Distance Education			
9. It is difficult to plan lessons in distance education.	39.7	8.1	52.2
10. In distance education, a healthy communication can be established with students.	65.0	20.5	14.5
11. Distance education is a stressful process.	14.0	6.6	79.4
12. Classroom management in distance education is easier than face-to-face education.	50.2	7.5	42.3
Factor 3: Evaluation and Student Motivation in Distance Education			
13. The results obtained in the exams applied in distance education are reliable.	82.7	10.9	6.4
14. Students' participation in English classes is sufficient during the distance education process.	83.8	7.8	8.4
15. It is difficult to communicate with students one-to-one in distance education English lessons.	12.4	8.6	79.0
Factor 4: Technical Competencies in Distance Education			
16. I have sufficient technical knowledge and skills for distance education.	9.9	19.2	70.9
17. I can effectively use the necessary devices while doing distance education.	4.8	8.9	86.3

18. I have difficulties in overcoming software and hardware problems that may occur during distance education.	42.4	19.5	38.1
Factor 5: Software and Hardware Infrastructure in Distance Education			
19. Internet infrastructure is sufficient for distance education.	51.0	15.9	33.1
20. The technology and software I use while doing distance education is sufficient.	27.0	14.9	58.1
21. My students have difficulties in using smart devices in distance education.	38.9	12.1	49.0
Factor 6: Writing Activity Management in Distance Education			
22. It is difficult to give instant feedback when doing writing activities in distance education.	9.1	5.0	85.9
23. It takes more time to do writing activities in distance education.	12.1	8.1	79.8

4.4.1 Findings on English Teachers' Perception of Language Skills in Distance Education

60.3% of the participants do not agree with the idea that reading skills improve more in distance education than in face-to-face education.

Their views about listening skills are close to each other. 43.7% agree but 41.1% disagree with the idea that listening skills develop more in distance education than in face-to-face education. In the same way, 43.5% state that they agree, 44% state that they disagree with the item "In distance education, students can focus better on the listening activity" .

69.1% oppose the idea that more students can read in distance education.

65.2% of the English teachers believe that speaking skills do not improve more in distance education than in face-to-face education.

52.8% of them believe that more visual and auditory materials can be used in distance education English lessons compared to face-to-face education.

74.4% of the English teachers responding to the questionnaire do not agree that English lessons in distance education are more fun for students than face-to-face education.

The participants' opinion about writing skills is noteworthy. 82.9% of them disagree that writing skills improve more in distance education than face-to-face education.

4.4.2 Findings on Challenges Encountered in Distance Education

52.2% remark that it is difficult to plan lessons in distance education. 65% state that it is hard to establish a healthy communication with students in distance education. A vast majority (79.4%) of the participants agree that distance education is a stressful process.

More than half (50.2%) of the participants do not think that classroom management in distance education is easier than face-to-face education. However 42.3% believe that it is easier.

4.4.3 Findings on Evaluation and Student Motivation in Distance Education

The rate of the participants who disagree with the idea that the results obtained in the exams applied in distance education are reliable is 82.7%.

A dramatic percentage (83.8%) shows that teachers do not believe students' participation in English classes is sufficient during the distance education process.

79% of the English teachers find it difficult to communicate with students one-to-one in distance education English lessons.

4.4.4 Findings on Teachers' Technical Competencies in Distance Education

Most of the English teachers (70.9%) believe that they have sufficient technical knowledge and skills for distance education.

86.3% of the teachers believe that they can effectively use the necessary devices while doing distance education. However, they are separating when asked if they have difficulties in overcoming software and hardware problems that may occur during distance education. While 38.1% claim that they have difficulties in overcoming software and hardware problems, 42.4% claim just the opposite.

4.4.5 Findings on Software and Hardware Infrastructure in Distance Education

More than half (51%) of the participants believe that Internet infrastructure is insufficient for distance education. According to 58.1% of the participants, the technology and software they use while doing distance education is sufficient.

While nearly half (49%) of the English teachers agree that their students have difficulties in using smart devices in distance education, 38.9% do not agree with the idea.

4.4.6 Findings on Writing Activity Management in Distance Education

85.9% of the participants note that it is difficult to give instant feedback when doing writing activities in distance education. A vast majority (79.8%) of the participants state that it takes more time to do writing activities in distance education.

4.6 Findings on Qualitative Data

In this section of the study, findings on qualitative data collected from teachers will be presented. In the research two qualitative questions were asked to the participants:

RQ₈: What are the difficulties you experience in the distance education process?

RQ₉: What are your suggestions for distance education to be more effective?

In their answers to the question about the difficulties they experienced in the distance education process, vast majority of the teachers agreed on certain topics. Topics such as the level of participation in the course, lack of infrastructure and technical problems, hardware difficulties, connection problems, malfunctions in the eba system, lack of communication, lack of Internet in the villages, giving feedback to students, classroom management and parents' intervention in the lessons came to the fore.

Some of the participants' (P29, P115, P116, P150) views in terms of the level of participation in courses are exemplified as follows:

P29: An average of 7-8 people attended the classes. Even those who attended the class seemed to be present in the class and watched movies and

played games during that time. I always answered the effects myself. There was no participation from the upper classes. It was a difficult process due to extremely inefficient, unmotivated and technical inadequacies. In addition to academic problems, students' being away from friends and being locked in their rooms brought along behavioral problems.

P115: Few students attended the class, and those who entered the class in ghost mode were more. The Internet has always come and gone. When I asked a question, I did not get answers, participation decreased gradually towards the summer. It was very challenging as everything was uncertain, schools were opened and closed at that time, and we were informed at the last moment.

P116: Students do not attend the class on time, the screen is blacked out, they do not want to attend. They don't want to do the homework pretending that they don't understand.

P150: Low participation rate and reluctance to speak.

Some of the participants' (P93, P94, P191) views in terms of lack of infrastructure and technical problems are exemplified as follows:

P93: The most common problem is the disconnection experienced during the lesson due to the Internet infrastructure. Another important problem is that when the student does not want to speak, he turns off his microphone and never speaks. There is no way to prevent this. The student's microphone is never turned on, so no response can be received.

P94: I had serious difficulties in integrating students with poor Internet connection into the lesson. I had to skip that students even when they wanted to participate. It may also be related to the fact that I am a teacher in the village, but most of them did not have Internet at home, and naturally, there was a maximum of 6-7 people in the 30-person class. Unfortunately, the students who could not attend the class during the exam were getting very low grades.

P191: State tools such as Eba sometimes cause connection errors and throw them out of the course due to insufficient Internet infrastructure, students do

not understand from time to time due to lack of recording, listening activities and videos cannot be used efficiently because they are paused.

Some of the participants' (P79, P125, P188) views in terms of hardware difficulties, connection problems, malfunctions in the eba system are exemplified as follows:

P79: Internet connection problems were experienced by myself and students. The lesson time could not be used efficiently due to the sound and visual problems of the students. Since the stimuli were too many, the students had problems focusing while taking the achievements.

P125: Hardware difficulties, Internet speed, low participation of students, motivation, development of 4 basic skills (because it is not face-to-face) measurement and evaluation. Having to take care of my children in my own home and the lessons that coincide with them. In short, I had difficulties in every sense.

P188: Insufficient eba infrastructure, technical difficulties experienced by students.

Some of the participants' (P67, P81, P91, P103, P131, P385) views in terms of lack of communication, lack of Internet in the villages, giving feedback to students, classroom management and parents' intervention in the lessons are exemplified as follows:

P67: Classroom management, student reluctance and comfort arising from being at home.

P81: We could not see the student at all because their screens were turned off. We did not know whether he was sleeping, playing games, turning on the screen and doing other things during the lesson. Most of the time, when we asked a question, we did not get an answer or a voice. They did not turn on the screen and pretend to be in the lesson and did not follow the lesson. Student control was very difficult. We were able to reach a third of the classes, the remaining two-thirds never attended class. We had constant connection problems. Student participation was higher because the lessons could be checked from EBA, but when we did lessons from Zoom, the attendance did not exceed 3-5 students in each class, since the school administration could not see it.

P91: *The physical discomforts of being in front of the screen for long hours, the students turning off the camera and their microphones and being busy with other things, sleeping in their pyjamas in home mode and listening to lectures and other distractions at home.*

P103: *Opportunity 'INEQUALITY' is the biggest problem. Because our opportunities were not equal in the distance education process. In my geography/in a remote village, children's access to the Internet is very limited. They don't have tech tools. Moreover, even if it was, the students used the tablets distributed by the ministry as a game-playing tool. Even in face-to-face education, it was difficult to motivate the student to learn a language, but this was not possible in distance education. I hope schools never close again.*

P131: *As a teacher working in a disadvantaged school, one of the difficulties I had was to ensure the participation of timid students in the lesson, although I had difficulty in reaching the students due to the lack of Internet infrastructure in the relatively crowded villages.*

P385: *The constant interference of parents with students and the lack of a suitable environment for teaching. Internet problems. Not being able to follow what the students who do not open the camera are doing.*

When asked their suggestions for distance education to be more effective, compulsory participation, development of Internet infrastructure, computer and tablet support, training of teachers on distance education and face-to-face exams emerged.

Some of the participants' (P66, P125, P175, P228) suggestions in terms of compulsory participation are exemplified as follows:

P66: *I would like to have a community of houses, parents and students with an Internet infrastructure that we can make attendance compulsory. As a matter of fact, in a private school where I worked in the Aegean Region before Diyarbakir, I thought that I could get enough efficiency when attendance was compulsory.*

P125: *Obligation is required for greater participation. All students need their own device and Internet, and many other things. In my opinion, nothing can replace face-to-face training.*

P175: *Supervising students' active participation in the lesson. Enrichment of the tools used.*

P228: *Development of technological infrastructure and obligation to attend the course.*

Some of the participants' (P131, P133, P187, P202) suggestions in terms of development of Internet infrastructure, computer and tablet support are exemplified as follows:

P131: *Providing Internet infrastructure in all villages, providing telephone and Internet support to students, and providing unlimited free membership to teachers on educational game platforms in order to enable shy students to participate in the lesson through games.*

P133: *Strengthening the Internet infrastructure and free Internet support and device support may be beneficial for a healthier distance education process.*

P187: *First of all, the technological infrastructure should be made sufficient and all students should be provided with equipment such as Internet and tablets, so that attendance is compulsory and of course we do not experience problems such as disconnections, hearing loss, etc. during the lessons.*

P202: *I think that technical support, tools and Internet should be provided to students. At the same time, I believe that distance education can be done with students who can provide their own self-organization. The duration of the lesson can be increased or decreased according to the age level. Distance education classes should be less crowded in order to be able to deal with students individually. Teachers and students should be given seminars on how to use technological programs.*

Some of the participants' (P17, P28, P94, P301) suggestions in terms of training of teachers on distance education are exemplified as follows:

P17: *All teachers should be given training on teaching methods and techniques in distance education and Web 2.0 tools. The participation of teachers in eTwinning projects organized at national/international level should be encouraged. Awareness-raising activities should be carried out for parents about distance education. In order for distance education to be beneficial, it should be emphasized that it is important for students to attend classes, and attendance must be made compulsory.*

P28: *Training can be provided so that teachers and students can use technology better.*

P94: *First of all, teachers should be taught how to use distance education, applications etc. If the teacher is of sufficient consistency, the Internet connection problem should be solved.*

P301: *Teachers need to be trained in distance education.*

Some of the participants' (P73, P180, P197) suggestions in terms of evaluation and face to face exams are exemplified as follows:

P73: *A better infrastructure and homework-exam system.*

P180: *Conducting exams face-to-face and in small groups.*

P197: *Exams should be face-to-face.*

CHAPTER V

DISCUSSION, CONCLUSION AND SUGGESTIONS

5.1 Introduction

The Covid-19 pandemic affected the education sector in a negative way, and since education is an indispensable element, new solutions began to be sought in this regard by the governments. This remedy was emergency remote teaching, which almost all countries agreed on and immediately put into practice. Turkey was one of the countries that took these measures in education and this experience, which is new for everyone, was tried to be managed in the most efficient way. In this process, all stakeholders of education, students, education administrators and parents faced many problems. But here, perhaps the greatest responsibility lay with teachers, who are practitioners of the education sector.

The main purpose of this study was to get the opinions of English teachers in Turkey about the emergency remote teaching during the pandemic process. In addition, one of the aims was to contribute to the literature about the perceptions of English teachers about language skills in this period, the difficulties they encountered in distance education, their perceptions of assessment and student motivation, their technical competencies in distance education, software and hardware infrastructure in distance education, and their views on writing activity management. At the same time, the suggestions of the teachers who play the leading role in distance education for a more productive education environment were of great importance and this was also included in the research. In this context, the current study was carried out by a descriptive research design with quantitative and qualitative approaches, and thus Perception Scale of Language Teachers for Distance Education was employed to obtain relevant data. The data were analyzed by the researcher as stated above.

In this section of the study, the results of the study are summarized, the results are compared with the relevant literature and suggestions for future studies are presented.

5.2 Discussion and Conclusion

The results obtained about the perception of language teachers for distance education were investigated under six variables, gender, age, term of duty, region of duty, institution and type of Internet access. Moreover, the items in the scale were closely evaluated to obtain a clear understanding of teachers' views on emergency remote teaching. The results of this study about the “gender” variable showed that male English teachers' technical qualifications and perceptions of software and hardware infrastructures in distance education are higher than female English teachers. This result may be due to the fact that male teachers are more interested in technology and feel themselves more competent than female teachers. Unlike the current study, Kurnaz, Kaynar, Barışık, and Doğrukök (2020) could not find significant differences in the gender variable. On the other hand, English teachers' perceptions of language skills in distance education, the challenges they encounter in distance education, their perceptions of evaluation and student motivation in distance education, and their management of writing activity in distance education do not differ according to gender, and there is no statistically significant difference between the groups.

The results of this study about the “age” variable revealed that English teachers aged 22-30 experienced more difficulties in the distance education process than English teachers aged 41-50 and 51 and over. This result may be due to the better adaptation of teachers over a certain age to changes in the field of education. This finding coincides with the findings of Metin, Emlik, Gürlek, and Demirbaş (2021) as they noted that teachers between ages 41-45 experienced less problems than the ones in other age groups. On the other hand, Kaya and Uylas (2022) oppose these findings as they remark that as teachers get older, opinions on applications for distance teaching turn negative. One of the results of the study was that the software and hardware infrastructures of English teachers aged 31-40, 41-50 and 51 and over are higher than English teachers aged 22-30. English teachers aged 41-50 have higher software and hardware infrastructures in distance education than English teachers aged 31-40. This result may be due to the positive effect of in-service training received by teachers in the older age group.

According to the results of this study about the “term of duty” variable, it can be interpreted that those who have been teaching English for 0-5 years have experienced more challenges in the distance education process than those who have been teaching English for 6-10 years and for more than 21 years. The software and hardware infrastructures of those who have been teaching English for 6-10, 11-20 and more than 21 years in distance education are

higher than those who have been teaching English for 0-5 years. These results may be due to the fact that experience in the profession plays an important role in coping with difficulties.

The results of this study about the “region of duty” variable showed that English teachers’ perceptions of distance education do not differ according to the region of duty and there is no statistically significant difference among the groups. From this result, we can deduce that there is a similar distance education process in every region of the country. The regions where the teachers work did not have a significant effect on the distance education process.

The results of this study about the “institution” variable showed that the language skills perceptions of the English teachers working in primary school are higher than the English teachers working in secondary and high school. This result may be due to the fact that primary school students participate more actively in the distance education process, and thus the teachers spend the process more productively. It is also found in the current study that the perceptions of English teachers working in primary school towards assessment and student motivation are higher than those of English teachers working in secondary and high schools. This result may be due to the fact that primary school students start to learn English in the 2nd grade and there is no written exam until the 4th grade. Therefore, primary school English teachers may have higher perceptions of evaluation and student motivation.

The results of this study about the “type of Internet access” variable showed that English teachers’ perceptions of distance education do not differ according to the type of Internet access and there is no statistically significant difference among the groups.

When focused on the items in the scale one by one, it can be concluded that English teachers do not think that English lessons in distance education are more fun for students than face-to-face education. This result may be due to the fact that students are not actively participating in distance education and are only in the position of viewers. The teachers also believe that more visual and auditory materials can be used in distance education English lessons compared to face-to-face education. This result may have arisen from the fact that it is easier to access visual and auditory items in the Internet environment than in the school environment.

We can conclude according to the results that English teachers think that reading skills do not improve more in distance education than in face-to-face education and students can’t read more in distance education. This might be because of time limitation of live lessons as it is hard for all the students to participate in the lesson. It can be interpreted that emergency remote teaching is a bit more teacher-centered. Another result of the study is that writing

skills do not improve more in distance education than face-to-face education. Teachers may not have been able to devote much time to the writing activity in the distance education process as there is no mutual interaction. Most of the English teachers believe that speaking skills do not improve more in distance education than in face-to-face education. This may also be resulted from lack of time and face-to-face interaction.

The results showed that classroom management in distance education is harder than face-to-face education and it is hard to establish a healthy communication with students in distance education. This result may have arisen from not being able to see what the students are doing during the lesson and thus not being able to maintain a classroom control. Another result indicates that distance education is a stressful process and it is difficult to plan lessons in distance education. The reason why teachers think like this may be due to the uncertainties in the distance education process, the fact that the curriculum is not fully suitable for distance education and they do not receive the necessary training on lesson planning in distance education.

According to the results of this study, it is difficult to communicate with students one-to-one in distance education English lessons. This result may be due to the fact that distance education is completely in a virtual environment. The studies of Demir (2021) and İpekli (2022) support this finding as they state that it was hard to communicate with students because of lack of eye contact. İpekli (2022) emphasizes that teachers had a warmer and closer relationship with students during face-to-face education.

The current study showed that a vast majority of English teachers find the exams in distance education unreliable. The reason why the exams are found unreliable in distance education may be factors such as the fact that the students are out of sight at the time of the exam, it is not known whether they are getting help from others or over the Internet, and the Internet and connection problems negatively affect the exam environment. This finding is in line with the findings of Demir (2021), Adıgüzel (2020) and İpekli (2022). Demir (2021) states that providing a reliable and valid evaluation of learning outcomes was one of the main concerns of English teachers. Adıgüzel (2020) supports this finding stating that the teachers think that the multiple-choice tests they prefer because they are easy and objective are not reliable enough in distance education and the issue of measuring success in distance education remained on the table as a problem that occupied teachers and other authorities. İpekli (2022) also states that one of the negative effects of the process is to follow the success of the students.

Another result showed that participation in English classes is much less than expected. The reason for the low participation in the classes may be the absence of obligation to attend, the inability of working parents to control the children, the lack of connection or device, and the low motivation of the students. Bayburtlu's (2020) study supports this finding as it was pointed out that the participation in the classes was not at the desired level. Demir and Kale (2020) also found that students' motivation and attention to the lessons are less in distance education. Bakioğlu and Çevik (2020) support this finding focusing on the low participation rate of the students in the lessons.

According to results, it can be interpreted that teachers can effectively use the necessary devices while doing distance education and most of the English teachers have sufficient technical knowledge and skills for distance education. This finding is in line with the findings of Kaya and Uylas (2022), Demir (2021) and Alper (2020) as they noted that the teachers felt competent in using digital tools and adopted technology easily.

The results of the current study also showed that the technology and software used in distance education is sufficient. This means that the MoNE has made the EBA system suitable for distance education and could make it available without causing major problems. However, it is found that Internet infrastructure is insufficient for distance education. These findings are in line with Demir's (2021) findings as it was stated that despite certain infrastructure shortcomings and Internet connection issues, the EBA platform proved reliable and easy to use. On the other hand, these findings are in conflict with the findings of Demir and Özdaş (2020) as they noted that teachers had problems using the EBA platform. Another result of the study is that it takes more time to do writing activities in distance education and it is difficult to give instant feedback when doing writing activities in distance education. As stated above, the writing activity might have been inefficient because of the time problem.

It can be interpreted from the results of the current study that English teachers in Turkey have a negative attitude towards distance education and they think that although it has some positive sides, it seems difficult to take the place of face-to-face education. Moreover, according to the results of the study, a vast majority of English teachers oppose the continuation of distance education when it is switched to face-to-face education. Arı and Kanat (2020) support this idea stating that online education cannot replace face-to-face education in any way. According to Gören et al. (2020) and Balaman and Hanbay (2021), most of the teachers think that distance education is not as effective as face-to-face education. Kaya and Uylas (2022) also note that majority of the teachers have negative opinions on

distance education. In their study, Kuset, Özgem, Şaşmacıoğlu, and Güldal (2021) point out that distance education is not as efficient as face-to-face education.

Unlike these researches, in the study conducted by Koca (2021), teachers have a positive attitude towards distance education than face-to-face education and they find it more effective. The study of Kocayığıt and Uşun (2020) supports Koca's (2021) study as they state that teachers have a positive attitude on distance education. Çiçek, Tanhan, and Tanrıverdi (2020) support this finding as they found that teachers' attitude was positive towards distance education.

5.3 Recommendations for Future Research

This research was carried out by taking the opinions of English teachers in Turkey about the emergency remote teaching during the pandemic period and 396 participants were reached. In future studies, more efficient results can be obtained by expanding the sample further. In this study, only the opinions of English teachers were included. In future research, the views of other branch teachers, students and parents on distance education can be consulted. Subjects such as distance education curriculum, methods and techniques, examination and evaluation can be handled.

5.4 Theoretical and Practical Implications

There are a number of theoretical and practical conclusions that can be made in the light of the findings of the present investigation:

Policymakers can strengthen the Internet infrastructure and provide device support for students and teachers in distance education. MoNE can ensure further development of the EBA platform and enrich its content, and develop examination methods suitable for distance education. The MoNE can also hold informative and educational meetings for parents. At the same time, psychological support can be provided to students and teachers who are constantly locked at home and spend hours in front of the computer. Since this is a process that has to be spent at home, parents can also be more sensitive about following students. Teachers, who are the leading actors of this process, can also participate in trainings that will improve

themselves in the field of technology use, and they can improve themselves in online education, such as classroom control and lesson planning.



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APPENDIX 1. PERCEPTION QUESTIONNAIRE FOR DISTANCE EDUCATION

4.07.2022 14:45

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN COVID 19 PANDEMİ SÜRECİNDEKİ ACİL UZAKTAN EĞİTİMLE İLGİLİ G...

TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN COVID 19 PANDEMİ SÜRECİNDEKİ ACİL UZAKTAN EĞİTİMLE İLGİLİ GÖRÜŞLERİ ANKETİ

Bu anket Akdeniz Üniversitesi Eğitim Fakültesi İngiliz Dili ve Eğitimi Anabilim Dalı Tezli Yüksek Lisans Programı öğrencisi Ufuk YILDIRIMER tarafından Doç. Dr. Fatma Özlem SAKA danışmanlığında gerçekleştirilmektedir. Anketin amacı Türkiye'deki İngilizce öğretmenlerinin Covid 19 pandemi sürecindeki acil uzaktan eğitimle ilgili görüşlerini almaktır. Ankette demografik bilgiler dışında 32 önerme ve 2 açık uçlu soru bulunmaktadır. Cevaplama yaklaşık 7 dakika sürmektedir.

Ankete katılımınız gönüllü olmalıdır. Bu ankette kişisel bilgileriniz kimseyle paylaşılmayacak, ankete verdiğiniz cevaplar gizli tutulacak ve yalnızca bu araştırma için kullanılacaktır. Uygun görmemeniz halinde ankete katılmayabilir ya da istediğiniz anda cevaplamayı sonlandırabilirsiniz.

Samimi ve içten cevaplarınızla bu araştırmaya katkıda bulunduğunuz ve değerli zamanınızı ayırdığınız için teşekkür ederiz.

1. Cinsiyetiniz

Yalnızca bir şıkkı işaretleyin.

- ☐ Kadın
☐ Erkek

2. Yaşınız

Yalnızca bir şıkkı işaretleyin.

- ☐ 22-30
☐ 31-40
☐ 41-50
☐ 50+

3. Görev Süreniz

Yalnızca bir şıkkı işaretleyin.

☐ 0-5 yıl

☐ 6-10 yıl

☐ 11-20 yıl

☐ 20+ yıl

4. Görev Yaptığınız İl

Yalnızca bir şıkkı işaretleyin.

- ☐ Adana
☐ Adıyaman
☐ Afyonkarahisar
☐ Ağrı
☐ Aksaray
☐ Amasya
☐ Ankara
☐ Antalya
☐ Ardahan
☐ Artvin
☐ Aydın
☐ Balıkesir
☐ Bartın
☐ Batman
☐ Bayburt
☐ Bilecik
☐ Bingöl
☐ Bitlis
☐ Bolu
☐ Burdur
☐ Bursa
☐ Çanakkale
☐ Çankırı
☐ Çorum
☐ Denizli
☐ Diyarbakır
☐ Düzce
☐ Edirne
☐ Elazığ
☐ Erzincan
☐ Erzurum
☐ Eskişehir

- ☐ Gaziantep
- ☐ Giresun
- ☐ Gümüşhane
- ☐ Hakkari
- ☐ Hatay
- ☐ Iğdır
- ☐ Isparta
- ☐ İstanbul
- ☐ İzmir
- ☐ Kahramanmaraş
- ☐ Karabük
- ☐ Karaman
- ☐ Kars
- ☐ Kastamonu
- ☐ Kayseri
- ☐ Kırıkkale
- ☐ Kırklareli
- ☐ Kırşehir
- ☐ Kilis
- ☐ Kocaeli
- ☐ Konya
- ☐ Kütahya
- ☐ Malatya
- ☐ Manisa
- ☐ Mardin
- ☐ Mersin
- ☐ Muğla
- ☐ Muş
- ☐ Nevşehir
- ☐ Niğde
- ☐ Ordu
- ☐ Osmaniye
- ☐ Rize
- ☐ Sakarya
- ☐ Samsun

- ☐ Siirt
- ☐ Sinop
- ☐ Sivas
- ☐ Şanlıurfa
- ☐ Şırnak
- ☐ Tekirdağ
- ☐ Tokat
- ☐ Trabzon
- ☐ Tunceli
- ☐ Uşak
- ☐ Van
- ☐ Yalova
- ☐ Yozgat
- ☐ Zonguldak

5. Çalıştığınız Kurum Türü

Yalnızca bir şıkkı işaretleyin.

- ☐ İlkokul
- ☐ Ortaokul
- ☐ Lise

6. Uzaktan eğitim uygulamalarınızda hangi platformu kullanıyorsunuz?

Yalnızca bir şıkkı işaretleyin.

- ☐ Zoom
- ☐ Google meet
- ☐ Skype
- ☐ Diğer: _____

7. İnternete nasıl erişiyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

Uygun olanların tümünü işaretleyin.

- ☐ Mobil internet (Akıllı telefon)
☐ Ev interneti (ADSL, Fiber, vb.)
☐ İnternet erişimim yok.

8. Uzaktan eğitim için hangi cihazı kullanıyorsunuz? (Birden fazla seçenek işaretleyebilirsiniz.)

Uygun olanların tümünü işaretleyin.

- ☐ Dizüstü bilgisayar
☐ Masaüstü bilgisayar
☐ Akıllı telefon
☐ Tablet

9. Uzaktan eğitimde öğrencilerin sınıf bazında İngilizce derslerine katılımı ortalama yüzde kaç olmuştur?

Yalnızca bir şıkkı işaretleyin.

- ☐ 0-20
☐ 21-40
☐ 41-60
☐ 61-80
☐ 81-100

Acil Uzaktan Eğitim
Anketi

Bu bölümde verilen önermeye göre size en yakın seçeneği işaretleyiniz.

10. 1. Uzaktan eğitim yaparken kullandığım teknoloji ve yazılım yeterlidir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

11. 2. İnternet altyapısı uzaktan eğitim için yeterlidir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

12. 3. Öğrencilerim uzaktan eğitimde akıllı cihazları kullanmakta zorlanıyorlar.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

13. 4. Öğrencilerim uzaktan eğitime katılırken teknik sorunlar yaşayabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

14. 5. Uzaktan eğitim yaparken gereken cihazları etkin bir şekilde kullanabiliyorum.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

15. 6. Uzaktan eğitim sırasında oluşabilecek yazılımsal ve donanımsal sorunları aşmada zorlanıyorum.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

16. 7. Uzaktan eğitim için yeterli teknik bilgi ve beceriye sahibim.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

17. 8. Uzaktan eğitimle yapılan İngilizce dersleri öğrenciler için yüz yüze eğitime göre daha eğlencelidir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

18. 9. Uzaktan eğitimle yapılan İngilizce derslerinde zaman daha verimli kullanılabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

19. 10. Uzaktan eğitimle yapılan İngilizce derslerinde öğrencilerle birebir iletişim kurmak zordur.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

20. 11. Uzaktan eğitimle yapılan İngilizce derslerinde yüz yüze eğitime göre daha fazla görsel ve işitsel materyal kullanılabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

21. 12. Uzaktan eğitimde reading (okuma) becerileri yüz yüze eğitime göre daha çok gelişiyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

22. 13. Uzaktan eğitimde daha fazla öğrenci okuma yapabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

23. 14. Uzaktan eğitimde writing (yazma) becerileri yüz yüze eğitime göre daha çok gelişiyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

24. 15. Uzaktan eğitimde yazma etkinliği yapmak daha çok vakit alıyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

25. 16. Uzaktan eğitimde yazma etkinliği yaparken anlık dönüt vermek zordur.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

26. 17. Uzaktan eğitimde listening (dinleme) becerileri yüz yüze eğitime göre daha çok geliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

27. 18. Uzaktan eğitimde öğrenciler dinleme etkinliğine daha iyi odaklanabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

28. 19. Uzaktan eğitimde speaking (konuşma) becerileri yüz yüze eğitime göre daha çok gelişiyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

29. 20. Uzaktan eğitimde öğrencilerim konuşma etkinliklerinde sınıf ortamına göre daha isteklidir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

30. 21. Uzaktan eğitimle yapılan İngilizce derslerinde öğrencilere yüz yüze eğitime göre daha fazla dönüt verilebiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

31. 22. Uzaktan eğitimle yapılan İngilizce derslerinde yüz yüze eğitime göre ödev kontrolü daha rahat sağlanabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

32. 23. Uzaktan eğitimde öğrencilerim kendilerini daha sık ve rahat ifade edebiliyorlar.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

33. 24. Uzaktan eğitimde sınıf yönetimi yüz yüze eğitime göre daha kolaydır.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

34. 25. Uzaktan eğitimde öğrencilerle sağlıklı bir iletişim kurulabiliyor.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

35. 26. Uzaktan eğitimde ölçme değerlendirme yapmak zorlayıcıdır.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

36. 27. Uzaktan eğitimde elde edilen kazanımları ölçmek için öğrencilere ulaşmak zordur.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

37. 28. Uzaktan eğitimde uygulanan sınavlarda alınan sonuçlar güvenilirdir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

38. 29. Uzaktan eğitim sürecinde öğrencilerin İngilizce derslerine katılımı yeterlidir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

39. 30. Uzaktan eğitim stresli bir süreçtir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

40. 31. Uzaktan eğitimde derslerin planlanması zordur.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

41. 32. Yüz yüze eğitime geçildiğinde de uzaktan eğitimin devam etmesi gerekir.

Yalnızca bir şıkkı işaretleyin.

- ☐ Kesinlikle katılmıyorum
☐ Katılmıyorum
☐ Kararsızım
☐ Katılıyorum
☐ Kesinlikle katılıyorum

42. Uzaktan eğitim sürecinde yaşadığınız zorluklar nelerdir?

43. Uzaktan eğitimin daha etkili olabilmesi için önerileriniz nelerdir?

APPENDIX 2. PERCEPTION QUESTIONNAIRE FOR DISTANCE EDUCATION

SURVEY OF ENGLISH TEACHERS IN TURKEY ON EMERGENCY REMOTE TEACHING DURING THE COVID 19 PANDEMIC PROCESS

This survey is carried out by Ufuk YILDIRIMER, a student of Akdeniz University Faculty of Education, Department of English Language Teaching Master's Program with Thesis, under the consultancy of Assoc. Prof. Fatma Özlem SAKA.

The aim of the survey is to get the opinions of English teachers in Turkey about emergency remote teaching during the Covid 19 pandemic process. In addition to demographic information, there are 32 propositions and 2 open-ended questions in the survey. Answering takes approximately 7 minutes.

Your participation in the survey must be voluntary. Your personal information will not be shared with anyone in this survey, your answers to the survey will be kept confidential and will only be used for this research. If you do not find it appropriate, you may not participate in the survey or you can stop answering at any time.

Thank you for giving your valuable time and contributing to this research with your sincere and heartfelt answers.

DEMOGRAPHY

- Gender

- a) Female
- b) Male

- Age

- a) 22-30
- b) 31-40
- c) 41-50
- d) 51+

- **Your Term of Duty**

- a) 0-5 years
- b) 6-10 years
- c) 11-20 years
- d) 21+ years

- **Your Institution**

- a) Primary School
- b) Secondary School
- c) High School

- **Which platform do you use in your distance education applications?**

- a) Zoom
- b) Google Meet
- c) Skype
- d) Other (Specify)

- **How do you access the Internet?**

- a) Mobile Internet (Smart phone)
- b) Home Internet (ADSL, Fiber, etc.)
- c) I don't have access to the Internet.

- **Which device do you use for distance education? (You can mark more than one)**

- a) Laptop
- b) Desktop computer
- c) Smart phone
- d) Tablet

- **What is the average percentage of students' participation in English classes on a class basis in distance education?**

- a) 0-20
- b) 21-40
- c) 41-60
- d) 61-80
- e) 81-100

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1. The technology and software I use while doing distance education is sufficient.					
2. Internet infrastructure is sufficient for distance education.					
3. My students have difficulties in using smart devices in distance education.					
4. My students may experience technical problems while participating in distance education.					
5. I can effectively use the necessary devices while doing distance education.					
6. I have difficulties in overcoming software and hardware problems that may occur during distance education.					
7. I have sufficient technical knowledge and skills for distance education.					
8. English lessons in distance education are more fun for students than face-to-face education.					
9. Time can be used more efficiently in English lessons with distance education.					
10. It is difficult to communicate with students one-to-one in distance education English lessons.					
11. More visual and auditory materials can be used in distance education English lessons compared to face-to-face education.					
12. Reading skills improve more in distance education than in face-to-face education.					
13. More students can read in distance education.					
14. Writing skills develop more in distance education than in face-to-face education.					
15. It takes more time to do writing activities in distance education.					
16. It is difficult to give instant feedback when doing writing activities in distance education.					
17. Listening skills develop more in distance education than in face-to-face education.					
18. In distance education, students can focus better on the listening activity.					
19. Speaking skills improve more in distance education than in face-to-face education.					

20. In distance education, my students are more willing in speaking activities than in the classroom environment.					
21. In English lessons with distance education, more feedback can be given to students compared to face-to-face education.					
22. Assignment control can be provided more easily in distance education English lessons compared to face-to-face education.					
23. In distance education, my students can express themselves more frequently and comfortably.					
24. Classroom management in distance education is easier than face-to-face education.					
25. In distance education, a healthy communication can be established with students.					
26. It is challenging to make assessment and evaluation in distance education.					
27. It is difficult to reach students to measure the gains achieved in distance education.					
28. The results obtained in the exams applied in distance education are reliable.					
29. Students' participation in English classes is sufficient during the distance education process.					
30. Distance education is a stressful process.					
31. It is difficult to plan lessons in distance education.					
32. Distance education should continue when face-to-face education is introduced.					

- What are the difficulties you experience in the distance education process?

- What are your suggestions for distance education to be more effective?

APPENDIX 3. PERCEPTION SCALE FOR DISTANCE EDUCATION

SURVEY OF ENGLISH TEACHERS IN TURKEY ON EMERGENCY REMOTE TEACHING DURING THE COVID 19 PANDEMIC PROCESS

This survey is carried out by Ufuk YILDIRIMER, a student of Akdeniz University Faculty of Education, Department of English Language Teaching Master's Program with Thesis, under the consultancy of Assoc. Prof. Fatma Özlem SAKA.

The aim of the survey is to get the opinions of English teachers in Turkey about emergency remote teaching during the Covid 19 pandemic process. In addition to demographic information, there are 32 propositions and 2 open-ended questions in the survey. Answering takes approximately 7 minutes.

Your participation in the survey must be voluntary. Your personal information will not be shared with anyone in this survey, your answers to the survey will be kept confidential and will only be used for this research. If you do not find it appropriate, you may not participate in the survey or you can stop answering at any time.

Thank you for giving your valuable time and contributing to this research with your sincere and heartfelt answers.

DEMOGRAPHY

- Gender

c) Female

d) Male

- Age

e) 22-30

f) 31-40

g) 41-50

h) 51+

- **Your Term of Duty**

- e) 0-5 years
- f) 6-10 years
- g) 11-20 years
- h) 21+ years

- **Your Institution**

- d) Primary School
- e) Secondary School
- f) High School

- **Which platform do you use in your distance education applications?**

- e) Zoom
- f) Google Meet
- g) Skype
- h) Other (Specify)

- **How do you access the Internet?**

- d) Mobile Internet (Smart phone)
- e) Home Internet (ADSL, Fiber, etc.)
- f) I don't have access to the Internet.

- **Which device do you use for distance education? (You can mark more than one)**

- e) Laptop
- f) Desktop computer
- g) Smart phone
- h) Tablet

- **What is the average percentage of students' participation in English classes on a class basis in distance education?**

- f) 0-20
- g) 21-40
- h) 41-60
- i) 61-80
- j) 81-100

	Strongly agree	Agree	Unsure	Disagree	Strongly disagree
1. Reading skills improve more in distance education than in face-to-face education.					
2. Listening skills develop more in distance education than in face-to-face education.					
3. In distance education, students can focus better on the listening activity.					
4. More students can read in distance education.					
5. Speaking skills improve more in distance education than in face-to-face education.					
6. More visual and auditory materials can be used in distance education English lessons compared to face-to-face education.					
7. English lessons in distance education are more fun for students than face-to-face education.					
8. Writing skills develop more in distance education than in face-to-face education.					
9. It is difficult to plan lessons in distance education.					
10. In distance education, a healthy communication can be established with students.					
11. Distance education is a stressful process.					
12. Classroom management in distance education is easier than					

face-to-face education.					
13. The results obtained in the exams applied in distance education are reliable.					
14. Students' participation in English classes is sufficient during the distance education process.					
15. It is difficult to communicate with students one-to-one in distance education English lessons.					
16. I have sufficient technical knowledge and skills for distance education.					
17. I can effectively use the necessary devices while doing distance education.					
18. I have difficulties in overcoming software and hardware problems that may occur during distance education.					
19. Internet infrastructure is sufficient for distance education.					
20. The technology and software I use while doing distance education is sufficient.					
21. My students have difficulties in using smart devices in distance education.					
22. It is difficult to give instant feedback when doing writing activities in distance education.					
23. It takes more time to do writing activities in distance education.					

APPENDIX 4. RESEARCH APPLICATION PERMISSION



T.C.
MİLLÎ EĞİTİM BAKANLIĞI
Strateji Geliştirme Başkanlığı

Sayı : E-49614598-605.01-42473006
Konu : Araştırma Uygulama İzin Talebi

01.02.2022

DAĞITIM YERLERİNE

- İlgi: a) Akdeniz Üniversitesi Rektörlüğü'nün 17/12/2021 tarihli ve E-50913635-302.08.01-244703 sayılı yazısı.
b) Millî Eğitim Bakanlığı'nın 21/01/2020 tarihli ve 2020/2 Nolu Araştırma Uygulama İzinleri Genelgesi.

İlgi (a) yazı ile Akdeniz Üniversitesi, Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı Tezli Yüksek Lisans Programı öğrencisi Ufuk YILDIRIMER'in "Türkiye'deki İngilizce Öğretmenlerinin Covid-19 Pandemi Sürecindeki Acil Uzaktan Eğitimle İlgili Görüşleri" konulu çalışmasına veri sağlamak amacıyla anket çalışması yapma izin talebine ilişkin ilgi yazı ve ekleri Bakanlığımız tarafından incelenmiştir.

Bakanlığımıza bağlı resmi/özel okul ve kurumlarda öğrenci, öğretmen ve okul yöneticilerinin katılımıyla yapılması planlanan uygulamanın covid-19 tedbirlerine uyulması ve denetimi il/ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, kurum faaliyetlerini aksatmadan, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten çoğaltılan, veri toplama araçlarının https://docs.google.com/forms/d/e/1FAIpQLSdGPmnLdVwdIDQZRTeXzZtlCK-am_WJkTB7Cf7cW3b2t6idA/viewform?usp=sf_link adresinden online olarak uygulanmasına ilgi (b) Genelge doğrultusunda izin verilmiştir.

Gereğini bilgilerinize rica ederim.

Mehmet Fatih LEBLEBİCİ
Bakan a.
Başkan

Ek:
1-Onaylı Veri Toplama Araçları (4 Sayfa)
2-Ayşe Başvurusu (2 Sayfa)

Dağıtım:
Gereği:
B Planı

Bilgi:
Akdeniz Üniversitesi Rektörlüğüne

Bu belge güvenli elektronik imza ile imzalanmıştır.

APPENDIX 5. ETHICS COMMITTEE DECISION

Evrak Tarih ve Sayısı: 09.11.2021-216462



T.C
AKDENİZ ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Bilimsel Araştırma ve Yayın Etiği Kurulu
KURUL KARARI



TOPLANTI TARİHİ : 04.11.2021
TOPLANTI SAYISI : 14
KARAR SAYISI : 383

Üniversitemiz Eğitim Fakültesi Yabancı Diller Eğitimi Bölümü öğretim üyesi **Doç. Dr. Fatma Özlem SAKA**'nın danışmanlığını, **Ufuk YILDIRIMER**'in araştırmacılığını üstlendiği, *"Türkiye'deki İngilizce Öğretmenlerinin Covid-19 Pandemi Sürecindeki Acil Uzaktan Eğitimle İlgili Görüşleri"* konulu çalışmanın, fikri hukuki ve telif hakları bakımından metot ve ölçeğine ilişkin sorumluluğun başvuruca ait olmak üzere, proje süresince uygulanmasının etik olarak uygun olduğuna oy birliği ile karar verilmiştir.

Prof. Dr. Hilmi DEMİRKAYA
Kurul Başkanı

Başkan
Prof. Dr.
Hilmi DEMİRKAYA

Başkan Yrd.
Prof. Dr.
Sibel MEHTER AYKIN

Üye
Prof. Dr.
Ebru İÇİGEN

Üye
Prof. Dr.
Nurşen ADAK

Üye
Prof. Dr.
Sibel PAŞAOĞLU YÖNDEM

Üye
Prof. Dr.
Taner KORKUT
(katılamadı)

Üye
Prof. Dr.
Gökhan AKYÜZ

BİLDİRİM

Hazırladığım tezin/raporun tamamen kendi çalışmam olduğunu ve her alıntıya kaynak gösterdiğimi taahhüt eder, tezimin/raporumun kâğıt ve elektronik kopyalarının Akdeniz Üniversitesi Eğitim Bilimleri Enstitüsü arşivlerinde aşağıda belirttiğim koşullarda saklanmasına izin verdiğimi onaylarım:

☐ Tezimin/Raporumun tamamı her yerden erişime açılabilir.

X Tezimin/Raporum sadece Akdeniz Üniversitesi yerleşkelerinden erişime açılabilir.
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Ufuk YILDIRIMER

.../08/2022

ÖZGEÇMİŞ

Kişisel Bilgiler:

Adı Soyadı: Ufuk YILDIRIMER

Doğum Yeri ve Tarihi:

Eğitim Durumu:

Lisans Öğrenimi:

Yüksek Lisans Öğrenimi:

Bildiği Yabancı Diller:

İş Deneyimi:

Çalıştığı Kurumlar:

İletişim:

E-Posta Adresi:

Tarih: .../08/2022

PLAGIARISM REPORT

Turkish EFL Teachers' Views On Emergency Remote Teaching During The Covid-19 Period

ORJİNALLIK RAPORU

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