

EMERGENCY REMOTE TEACHING: CHALLENGES FACED AND
ACTIONS TAKEN BY ENGLISH LANGUAGE INSTRUCTORS AT THE
TIME OF THE PANDEMIC

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ACTIONS TAKEN BY ENGLISH LANGUAGE INSTRUCTORS AT THE
TIME OF THE PANDEMIC**

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ABSTRACT

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In this study, it was aimed to unveil the perceptions of the English language instructors working in English language Preparatory Schools about Emergency Remote Teaching (ERT) and their readiness for it when face-to-face education was suspended due to the pandemic. Besides, what they did to get ready for ERT before starting teaching online and the challenges they experienced and the actions they took to manage them after they started teaching online were the other aims of this study.

Mixed-method was utilized and both quantitative and qualitative data were gathered with the help of a questionnaire and semi-structured interviews, respectively. 234 instructors working in different English language schools in Ankara participated in the quantitative part of the study, and individual semi-structured interviews were conducted with 11 instructors working in various English language Preparatory schools, as well. Descriptive statistical analysis was used for the quantitative data, and thematic analysis was used for the qualitative data.

The findings of this study showed that instructors had both affirmative and disapproving perceptions about ERT before teaching online. Some instructors and institutions were not ready technically and pedagogically for teaching online. Moreover, the instructors had many external (internet connection and power outage), instructional (pair and group activities), students (motivation and cheating) and individual (being inexperienced and having bad teaching environment) related challenges; however, the instructors took actions to manage them while teaching online, such as by using various tools and feedback techniques. The institutions also tried to support the instructors via in-service trainings and technical and technological support.

Keywords: Emergency Remote Teaching (ERT), Covid-19 pandemic, English language instructors, challenges, actions,

ÖZ

ACİL UZAKTAN EĞİTİM: PANDEMİ ZAMANINDA İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN KARŞILAŞTIKLARI ZORLUKLAR VE ALDIKLARI AKSİYONLAR

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Bu çalışmada, İngilizce Hazırlık Okullarında görev yapan İngilizce Öğretim Görevlilerinin Acil Uzaktan Eğitim (AUE) ile ilgili algılarının ve buna hazır bulunuşluklarının ortaya çıkarılması amaçlanmıştır. Ayrıca, çevrimiçi öğretime başlamadan önce AUE'ye hazırlanmak için yaptıkları ve çevrimiçi öğretime başladıktan sonra yaşadıkları zorluklar ve bunların üstesinden gelmek için aldıkları aksiyonlar bu çalışmanın diğer amaçlarıdır.

Karma yöntem kullanılmış, hem nicel hem de nitel veriler sırasıyla anket ve yarı yapılandırılmış görüşmeler yardımıyla toplanmıştır. Araştırmanın nicel kısmına Ankara'daki farklı İngilizce Hazırlık Okullarında görev yapan 234 öğretim görevlisi katılmış ve 11 öğretim görevlisi ile bireysel yarı yapılandırılmış görüşmeler yapılmıştır. Anketten elde edilen nicel veriler için betimsel istatistiksel analiz, yarı yapılandırılmış görüşmeler yoluyla toplanan nitel veriler için tematik analiz kullanılmıştır.

Bu çalışmanın bulguları, öğretim görevlilerinin çevrimiçi öğretimden önce AUE hakkında hem olumlu hem de olumsuz algılara sahip olduklarını göstermiştir. Bazı öğretim görevlileri ve kurumlar teknik ve pedagojik olarak çevrimiçi öğretime hazır değildi. Ayrıca, öğretim görevlileri dışsal (internet bağlantısı ve elektrik kesintisi), öğretimsel (eşli ve grup etkinlikleri), öğrenciler (motivasyon ve kopya çekme) ve bireysel (deneyimsiz olma ve öğretim ortamının kötü olması) kaynaklı birçok zorluk yaşadılar; ancak öğretim görevlileri, çeşitli araçlar ve geri bildirim teknikleri kullanarak çevrimiçi öğretim yaparken bunları yönetmek için aksiyon aldılar. Ayrıca, kurumlar hizmet içi eğitimler ve teknik ve teknolojik destek yoluyla öğretim görevlilerini desteklemeye çalışmıştır.

Anahtar Kelimeler: Acil Uzaktan Eğitim (AUE), Kovid-19 pandemisi, İngilizce öğretim görevlileri, zorluklar, aksiyonlar,

To the ones who were, who are, and who will be in my life...

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LIST OF ABBREVIATIONS

ERT	: Emergency Remote Teaching
EMI	: English Medium Instruction
WHO	: World Health Organization
HEC	: The Higher Education Council
MoNE	: Ministry of National Education
AOT	: Asynchronous Online Teaching
SOT	: Synchronous Online Teaching
LMS	: Learning Management System
TRT	: Turkish Radio and Television Corporation
EBA	: Educational Informatics Network
PDU	: Professional Development Unit
SPSS	: Statistical Package for the Social Sciences
TCAELI-ERT	: The Challenges and Actions of the English Language Teaching Instructors during Emergency Remote Teaching

CHAPTER 1

INTRODUCTION

1.1. Background of the Study

At the end of 2019, the World Health Organization (WHO) was informed of an unknown case in the city of Wuhan in China, and immediately, the WHO asked more information and tried to understand the situation, and a group of people from WHO visited China to understand the cases and the precautions. However, before it was understood what the disease was and how to protect people being infected from that, WHO director-general declared at the media briefing that the disease was seen in 114 different countries, and more than 118 thousand people were infected; unfortunately, 4.291 people died because of this new virus by 11th of March, 2020. Having been said that thousands more were fighting for their lives in hospitals and it was expected to see more cases and deaths worldwide, it was announced that Covid-19 had been categorized as a pandemic on the 11th of March, 2020 with this sentence “*We have therefore made the assessment that COVID-19 can be characterized as a pandemic.*” (World Health Organization [WHO], 2020). Besides, the 11th of March, 2020 was the date when the first coronavirus case was detected in İstanbul, Türkiye (Ministry of Health, 2020).

WHO warned the governments to take essential actions and to build a comprehensive strategy to prevent infections, save the lives of people and minimize the impact of the pandemic (WHO, 2020a); hence, detecting the first case, the Turkish government announced the new rules and regulations to stop the risk of infecting more people. For the education, the break planned normally on the 6th of April, 2020 was moved earlier and all the schools from kindergartens to high schools were closed on the 16th of March, 2020 for a week, and then it was announced that after the break, online instruction would start

immediately. The same closure announcement was declared by Higher Education Council (HEC) on the same day, and the universities gave their education a break for up to three weeks according to the announcement to stop spreading of the disease more (İnce & Evcil, 2020; HEC, 2020a).

On March 18, 2020 the HEC made another announcement stating that if the universities were ready technically and pedagogically, they would start their ‘online teaching’ process as of the 23rd of March, 2020. The others which were not ready could start their ‘online education’ three weeks after as planned (HEC, 2020b). On May 3, 2020, to uncover what the universities were doing after shifting to ‘online education’, HEC conducted a survey and according to the results as it can be seen in Table 1.1 below, out of 187 universities in Türkiye (125 state, 62 private), 121 of them, which is 64 % of all of them, started teaching online on the 23rd of March, 2020. Later, although 41 of them started on the following week, 25 of them started their education online on the 6th April, 2020 (HEC, 2020c).

Table 1.1

The Dates When the Universities Started Online Teaching

Date	Public Universities	Private Universities	In Total
March 23, 2020	76	45	121
March 30, 2020	28	13	41
April 6, 2020	21	4	25
Total	125	62	187

Source: Adapted from HEC (2020c, p. 1)

However, while trying to keep the faculty members, students and staff safe, universities were having difficulties in terms of transition from face-to-face to online teaching owing to the limited time and support staff for online teaching and learning to help the instructors (Hodges et al., 2020). Even naming the process was a problem for the scholars and the academic community, they were

discussing the terminology among the options such as grand experiment, online learning and blended learning although the researchers in educational technology defined the terms such as distance learning, distributed learning, blended learning, online learning, and mobile learning carefully over the years (Hodges et al., 2020). On the contrary, Hodges et al. (2020) called this process as ‘Emergency Remote Teaching’ (ERT) since this was a mandatory and temporary shift because of the unexpected crisis. Instructors were expected to think out of the box and provide solutions to meet the needs of the students under these circumstances.

Hence, the pandemic brought many challenges both for the students and the teachers; low-income students couldn’t reach the internet and the technological tools such as computers whereas the teachers had limited experience about online teaching (Morgan, 2020). Although the teachers accepted the fact that they didn’t have sufficient knowledge and skills for teaching online (Erdem-Aydin, 2021), it was not easy to give education to the instructors to help them get ready for online teaching during the transition period due to limited time (Durak et al, 2020). Moreover, as reported by Van der Spoel et al. (2020) due to limited time and resources to transfer their courses to their new virtual classrooms, they had struggled as they don’t possess required skills for that. Because of online teaching nature, some privacy concerns also aroused among teachers. Naqvi and Zehra (2020) also stated that teachers had difficulty in giving feedback, having peer/group activities, interacting with the students, assessing the students, and motivation. Utilizing learning management systems efficiently was another struggle for teachers and lockdowns and health concerns affected teachers, too, which led to stress and burnout (Alea et al., 2020).

Like Trust and Whalen (2021), Midcalf and Boatwright (2020) also reported that teachers had problems because of students’ lack of technology literacy even if they had access to technology, their parents couldn’t also help them because they were lack of ICT literacy as well. The parents could not figure out what they were supposed to do to connect Zoom meetings and to download or upload the

assignments, so it was understood that students were not ready just like teachers regarding using technology for the learning purposes.

It can be concluded that teachers, instructors, students and other stakeholders tried to do their best to continue education during ERT and to improve the quality of the education; however, because of the natural consequences of unexpected crisis, there were many challenges they had to overcome.

1.2. Purpose of the Study and Research Questions

As mentioned above, the governments and the universities enacted the Emergency Remote Teaching (ERT) process and moved the lessons online to keep the infection of the students and the instructors at a minimum level and to protect the public health; however, the transition duration was very limited within a matter of days as it was unprecedented (Hodges et al., 2020); moreover, neither the instructors nor the institutions were ready to this abrupt transition due to the infrastructural obstacles and lack of knowledge and experience (Almazova et al., 2020). In this regard, the instructors experienced quite a lot of difficulties to transform their courses online and to continue teaching amid pandemic since most of them were inexperienced and the conditions were not very favorable (Scherer et al., 2021).

Hence, the purpose of this study is to identify the perspectives of the instructors about their readiness to teach online because of the preventative measures when the government announced the immediate closure of the universities when the first corona case was detected in Türkiye. In other words, the perceptions of the English language instructors about teaching online was tried to be uncovered when they had to switch online, their readiness upon physical and technological conditions and their readiness to teach effectively and what they did to get ready to teach online.

In addition, getting ready was not the only problem that the instructors had experienced. After starting teaching online somehow, they had many challenges during teaching online such as technical, instructional, motivational and health (Almazova et al., 2020; Korkmaz & Toraman, 2020). In that sense, it is also vital to reveal the challenges of the instructors during that period and how they managed to deal with the challenges they had encountered to provide a guideline to the authorities for their future preparations in terms of online teaching and what the instructors and the stakeholder can do to get ready for the upcoming pandemics and other unexpected natural disasters to teach online. For these purposes mentioned above, the study aims to answer the following research questions;

1. What were the perceptions of the English language instructors in terms of teaching online and their readiness for ‘Emergency Remote Teaching’ when pandemic broke out in Türkiye?
2. What did the English language instructors do to get ready for ‘Emergency Remote Teaching’ during the transformation period upon a break given to face-to-face education on the 11th of March, 2020?
3. What were challenges the English language instructors experience during ‘Emergency Remote Teaching’ and how did they manage the challenges they had encountered?

1.3. Significance of the Study

From now on, online teaching will be a part of instructors’ lives and maybe in the future ‘blended’ teaching will be implemented in various educational institutions; therefore, this study is significant in the sense that it will provide clues to instructors and institutions to get ready for the upcoming necessities of teaching online such as a pandemic, an earthquake and a war.

Minister of Türkiye’s National Education, announced the day after (12th of March, 2020) the first case was detected in Türkiye that the K-12 schools would

be closed for two weeks starting on March 16 and online teaching would begin as of March 23 both via TV and internet-based not to lead a pause to the education. He also added that this internet-based system was used before the pandemic when the earthquake hit Elazığ to enable the students there to catch up with their lessons. Besides, he added that online teaching would not come to an end even when the pandemic was over and in the following years, online teaching and the face-to-face education would be connected to each other and the system would be prepared accordingly to make it more widespread to take the advantages of online teaching (MoNE, 2020). This study will provide the stakeholders in Ministry of Education with data for what they can do to improve the quality of the online teaching for teachers and students based on the challenges they had experienced.

On the other hand, the head of Higher Education Council announced that the ratio of online courses in the universities' curricula could be expanded up to 40% of all courses in all formal programs in higher education in Türkiye. He also added that HEC would support and recommend the universities to offer online teaching at least 10 percent of their courses in their formal education programs. The universities would be able to decide whether they would offer these courses in each semester or they would arrange their curricula according to that; also they would be able to decide if they offer these courses synchronous or asynchronous. These decisions would be valid for both private and public universities in Türkiye; and if the public universities decide to apply these recommendations, they will be provided extra teaching staff and research assistants for the online teaching centers (HEC, 2020d). These new regulations showed the importance of the online teaching option in the future for universities, and there will be more discussions about the quality of these lessons. Hence, the results of this study may shed light on the preventative actions to be taken by the stakeholders and policy makers to increase the effectiveness of 'online education' in universities' English language schools regarding instructors' perceptions, challenges and practices during ERT.

Overall, the results of this study may be significant light to have an idea about what the English language instructors went through amid Emergency Remote Teaching with their perspectives about it before and during it, and with the challenges they experienced and the actions they took to manage them. The findings under these headings will enable the universities to consider necessary actions they might have to be able to increase the quality of online teaching offered their students. It is an undeniable fact that online teaching and learning will be a part of instructors, students and the stakeholders' lives; hence, how to improve the conditions regarding online teaching will be revealed based on the findings of this study. To illustrate, Faculties of Education in Türkiye may consider the findings of this study to rearrange their curricula so that the opportunity of the professional development of pre-service teachers can be increased with the selective courses under these terms; integrating technology in teaching, online teachers' practices, online tools and applications in education. Therefore, pre-service teachers' needs can be met in terms of online teaching before graduation.

Besides, the professional development programs can be reconfigurable to provide life-long learning opportunity for the instructors who have been teaching for their professional development, too. Seminars and workshops can be implemented according to the results of this study to eliminate the lack of knowledge and the challenges experienced during ERT by professional development units at universities. Teacher trainers can go over the results before they work on their programs to help the instructors develop their online teaching skills. The findings of this study can be assumed as the needs analysis of online teaching for English language schools in higher education in Türkiye, so they can detect the problems of the students, parents, teachers and administrators during ERT in order to increase the standards of the schools technically and instructionally. The results may lead to drastic changes in terms of the readiness of the teachers regarding online teaching.

As for students, some objectives can be added in their lesson plans to boost their computer literacy and technology for easing technology challenges. With the projects and assignments can be done online, they may be awoken for the urgency of technology.

In brief, when the problems come to the surface, decision makers can evaluate the situation of the stakeholders in education, and can evaluate the actions' effectiveness taken by instructors and teachers during ERT to decide whether to implement and support them in times to come or eliminate or adapt them to figure out the problems. The recommendations of the instructors ought to be heard by decision-makers since they relied entirely on the experiences gained during ERT.

1.4. Definition of the Terms

Pandemic: means the spread of a disease or infectious agent in countries, continents, or even in a very wide area such as the whole world, and WHO announces it (Ministry of Health, 2020).

Emergency Remote Teaching: is a temporary solution in terms of delivering instruction as an alternative to the face-to-face when the pandemic forced the educators to switch fully remote teaching under the circumstances. It is different from online teaching in a sense that it wasn't designed or planned before the courses started; it is just a temporary solution until the crisis is over (Hodges et al. 2020). It can be concluded that it is an immediate intervention to continue teaching and learning processes during the pandemic.

Online teaching: takes place over the Internet synchronously and asynchronously and there is an interaction between the people for the teaching and learning purposes via texts, videos, and audios (Goodyear et al. 2001).

School of Foreign Languages: refers to schools providing students with intensive English language education to enable them to continue their departmental courses in English or to improve their language skills for their professional development.

Instructors: refers to the English language instructors who are working in school of foreign languages. Implementing the curricula designed by schools, being a part of assessment process, developing materials and helping the improvement of the curricula are some of the duties of them.

Actions: refers to what English language instructors did during Emergency Remote Teaching to manage the challenges they were experiencing regardless of whether they worked or not as an action may not have always been a solution.

CHAPTER 2

LITERATURE REVIEW

2.1. Distance Education

Although many people were thinking it was necessary to be in the same place and time to get education, that idea was changed after the industrialization as societies had been informed more than ever. Those changes brought new models in education like distance education to meet the needs of the changing societies (Girginer, 2002). Simonson and Schlosser have described the distance education as “institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors” (2009, p.1). Correspondence education, which was conducted through the mail, is one of the options in distance education (Caruth & Caruth, 2013).

Simonson and Seepersaud (2009) have talked about the four notable components that the distance education has; institutionally based, separation of teacher and the students, interactive telecommunications and a group of learners. The first component emphasizes that distance education is not a self-study or non-academic learning environment; instead, it is implemented by institutions. However, businesses, companies and other institutions providing distance education have increased nowadays; educators and trainers advocate that accreditation of these institutions is vital for credibility and quality to diminish diploma producers. Second, there must be a difference between the teachers and the students in terms of location and time. Here, intellectual difference should also be underlined since it is significant for learners not to possess the information that the instructors have.

Another component is the interaction between the students and the teacher. Interaction of the students with each other, with their teachers, and the resources of instruction should be available; however, it can be at the same time or at different time known as synchronous and asynchronous teaching methods. As it can be understood from the definition of telecommunication itself, which is '*communicating at a distance*', early examples of interaction were postal and non-electronic systems such as mails and letters as in correspondence education. With the development of communication technologies, utilizing electronic media like TV, telephone and the Internet has been pervasive. Lastly, the system should include a learning community with teachers, students, and instructional resources such as books, sound, video or some graphics and it is essential they need to be heard, watched or completed by the learners and observed by the teachers to promote learning. Only if these components are met, the term 'distance education' can be used (Simonson & Seepersaud, 2009).

Some of the reasons why the teachers and the students cannot meet physically in the classrooms are job commitments, age, gender, chores at home, poverty and other social-economic factors (Siraj et al., 2018). Sevindik et al. (2017) have added that distance education provide education to the students who do not live in the same geographical places with various background, interests, skills, and learning levels. The advantages of distance education are (1) *flexibility* as the students can choose the appropriate time and place for them (2) *self-tailored learning* since the students arrange their pacing within the deadlines (3) *more choices* in terms of courses due to no fear of course conflicts (4) *less costly* for the institutions to operate (O'Lawrence, 2005, p.132).

In distance education two different delivery formats have been adopted in time; synchronous and asynchronous teaching (Greenland, 2010). As Amity (2020) has stated in a synchronous teaching, teachers and students meet in a specific online platform at the same time for the learning purposes. Students can interact with their teachers and receive feedback immediately no matter where they are unlike traditional classrooms. For the latter, in an asynchronous teaching, students are

provided with materials in different forms such as audio/video lectures, handouts, PPTs and articles. Students can follow the track on their own paces within the limited time frame; therefore, students can access education wherever and whenever they want. Debeş (2021) has pointed out that in higher education, both synchronous and asynchronous options are used together to enhance the effectiveness of learning with quizzes, pair/group assignments, the whole class discussions, interactive video-based activities and webinars in addition to live meetings. Nieuwoudt (2020) has mentioned in her study that; to increase the success of the students, different options can be given to participate in distance education (synchronous and asynchronous) with varied activities. Besides, the synchronous lessons should be recorded and shared with the students so that educators can help to increase the education access of the students from regional and remote places, and from low socio-economic background.

2.1.1. Historical Development of Distance Education

In this section, the historical development of distance education was explained. First of all, the developments in the world and then the developments in Türkiye were presented.

Though the distance education seems new to most of the people, the concept has been used for more than a century. The first trials started with the help of letters between the teachers and the students and then the system was developed in time. In other words, the learning materials were sent to the students and the students sent their work to their teachers (Simonson & Seepersaud, 2009). In 1833, it was announced in a Swedish newspaper ‘Composition through the medium of the Post’; however, in the announcement, there was no information about how the interaction and the evaluation would be done. Moreover, there was no information if those lessons were even completed, if the evaluation was done or if there was an interaction between the teachers and the students or not. For that reason, it is accepted that distance education was firstly introduced in England by Isaac Pitman in 1840; he taught students how to write some parts of

the Bible in shorthand via letters, and he evaluated the students at the end (Özbay, 2015).

In 1856, a language school publishing educational material and providing distance education was established by Charles Toussaint and Gustav Langenscheidt in Germany. In the USA, it is acknowledged distance education goes back to 1873, it was provided by Anna Eliot Ticknor via an association (Schlosser & Simonson, 2009). In 1873, the Society to Encourage Studies at Home, which was the first correspondence school in the USA, was founded by Anna Eliot Ticknor. It can be described as a distance learning option via the mail to provide education especially to women who were neglected for years. More than seven thousand women benefited from this opportunity; they were mailed syllabi and they were the one who were responsible for handing in their assignments through mail to their educators, so self-pacing was a great benefit for women who had limited time owing to domestic chores. 'Memory notes', which were used to assess the learning, were asked from learners and educators gave feedback to those notes taken by them based on the anecdotes from materials sent to them. Like take-home exams today, exams were administrated at home without giving grades to learners to evaluate the effectiveness of the instruction. This first example was crucial in terms of gender equality in education; the lives of the women involved in distance education changed drastically (Caruth & Caruth, 2013).

The Pennsylvania State University was the first university which established the institutionalized distance university in 1886; besides, the Open University in Great Britain was founded in 1971 (Özbay, 2015). Although the printed course materials and home experiment kits were tried to be sent out to the students in addition to the TV and radio programs, for some of the students, there was a delay regarding receiving their course materials since postal workers were on strike in United Kingdom when the Open University started teaching (The Open University, n.d.). Siraj et al. (2018) stated that the remarkable difference between the Formal and Open universities is that for the first one the students are

supposed to go to the university physically to attend the lesson; on the other hand for the latter the students are taught with different mediums without attending the lessons physically. From 1890s to 1920s, different countries such as the USA, the UK, France, Australia, Spain, Netherlands and India tried distance education in different levels from middle school to higher education (Simonson & Seepersaud, 2009).

On the other hand, Başaran et al. (2020) expressed that distance education started in Türkiye almost two centuries later than its first trial. The development of distance education is given as the following;

- i. In 1924, distance education was mentioned in John Dewey's report, whose name was "*Report and Recommendation upon Turkish Education*", on Turkish Education. Dewey's report was vital in Turkish Education system as it was the first scientific and comprehensive study conducted in Türkiye, which was a new Republic at that time. 'Correspondence education' was suggested for teacher education and the idea of travelling libraries both for the students and the public for life-long learning was emphasized (Bozkurt, 2017). Özbay (2015) added that distance education was planned to teach how to read and write for illiterate people in Turkish population yet this plan couldn't be put into practice as 90% of the population were illiterate and without face-to-face interaction with the teacher, it was considered it was unmanageable to accomplish. Until 1956, the implementation of distance education remained as an idea.
- ii. The first example of distance education started with the use of letters in 1950. In 1956; for instance, bank staff were provided in-service training by Ankara University via letters. Moreover, in 1974 Anadolu University, as it is known today, started a distance education opportunity as an associate degree thanks to letters for the students who couldn't get into a higher education program (Başaran et al., 2020).

- iii. In 1960, 'Education Center with Letter' was founded and two years later, in 1962, children and adults who couldn't continue their education due to different reasons and those who wanted to increase their professional knowledge and skills were given distance education through letters as an example of correspondence education (Kırık, 2014).
- iv. 1974 was the year when Turkish radios started educational broadcast. Turkish Radio and Television Corporation (TRT) had three channels; it was planned that TRT 1 would mainly focus on education, TRT 2 would focus on culture, and TRT 3 would focus on music broadcasts. In addition, with the cooperation of Ministry of National Education, 'School Radio' and 'Foreign Language Lessons' programs were prepared to support formal education (Bozkurt, 2017).
- v. In 1982, Anadolu University had a right to offer an open education for higher education without any difference with the students in formal education and this education was turned into a web-based associate degree education in 2001; moreover, ODTÜ and Bilkent University offered web-based distance education in 1996 (Başaran et al., 2020).
- vi. In 1992 and in 1997, open high-school education and primary education were established, respectively under the Ministry of National Education (MoNE) (Kırık, 2014).

Currently, many universities, state agencies and private institutions utilize distance education and the higher education institutions offer associate, bachelors, and master's degrees with printed materials, radio-television programs, computer assisted and face-to-face teaching methods. Students have the opportunity to reach the recorded course videos, e-books and digital course materials online. Moreover, MoNE created the Educational Informatics Network (EBA) and a Distance Education Center (UZEM) using the infrastructure of EBA. The aim was to enable the whole teachers a life-long learning opportunity (Özbay, 2015).

Moore et al. (2011) have stated that the term ‘distance education’ changed in time to the other forms such as online learning, e-Learning, technology mediated learning, virtual learning and web-based learning but the common things within the all terms are that there are two parts (learners and instructors) and the teaching occurs in different times and/or places with the various materials and tools. Therefore, distance education can be used as an ‘umbrella term’ and the others are the off-springs of it (Keegan, 1996; Moore et al., 2011).

2.2. Online Education

Major (2015) explained the most common form of distance education is online education. With the development of communication technologies, instructors were able to provide their courses even when the instructors and the learners did not have to be present in the same environment physically. The earlier examples were radios in 1920s, televisions in the 1950s, and computers in the 1980s and the term known as ‘distance education’ was began to be used as ‘online education’ as the use of Internet has grown and the students have flocked the online courses. In other words, as the Internet became common and popular, the term used for distance education changed to online education since the medium had changed. Instead of real classrooms, computers and online sessions were started to be used.

Murphy et al. (2011) have argued the tools used for asynchronous and synchronous online teaching. In asynchronous online teaching (AOT) depending mainly on texts, e-mails, materials for content, discussion forums, fax machines and learning management systems are used; voice recordings can also be used for teaching students remotely on their own pacing under the supervision of their teachers. On the other hand, in synchronous online teaching (SOT), which allows the teachers and the students communicate spontaneously even though they are not physically in the same place, different video or audio conferencing tools are used since SOT is based on audial and visual communication. Hence, webcams

and microphones are necessary for SOT, and these lessons can be recorded with the help of some tools and they can be shared for asynchronous content.

In addition, because of the Internet, the way we teach and learn has changed dramatically and virtual learning environments have become popular. Some of the Learning Management Systems (LMS) such as Blackboard, Moodle and Sakai are widely used all around world, which enable the students and the other stakeholders in education to create an online campus with which they can share all the necessary academic and administrative information, activities in addition to evaluation and assessment components. Lectures, exercises, materials, academic resources, audiovisuals and exams can be shared and transferred to the students synchronously and asynchronously. Besides, thanks to Learning Management Systems (LMS), the educators are able to track the students' development and give feedback to them, or the students can give feedback each other's works and share their ideas (Ojeda-Castro et al., 2018).

2.3. E- Learning

Where the term came from originally is not clear; however, it is believed that the term was started to be used during 1980s, which is the similar time frame for online teaching as well (Moore et al., 2011). Hamid (2002) noted that e-learning and traditional classroom situations are different from each other in terms of the medium where the instruction is provided. In the past, the emphasis was on the 'e' which means 'electronic' or the technology. However, Arkorful and Abaidoo (2015) emphasized that identifying a common definition for e-learning is challenging since the academics could not reach a consensus about it. Arkorful and Abaidoo (2015) defines the concept of e-learning as the using of information and communication technologies which makes online learning and teaching resources easily reached. Furthermore, Welsh et al. (2003, p. 246) had defined the term as *"the use of computer network technology, primarily over an intranet or through the Internet, to deliver information and instruction to individuals."* Hrastinski (2008) mentions the utmost importance of e-learning as it is a

response to the increasing demand of life-long learning since the workforce is expected to educate themselves well and continue their education with new gains.

Hamid (2002) also warned that the content of the e-learning shouldn't be understood as transferring the printed materials to soft copies; the e-learners can scan the hard-copy materials on their own, so they should be easy to follow and user friendly when they are transferred. Using high-tech applications will not be effective if content is not well-designed. Also, e-learning should be designed to encourage the learners to take their own responsibility.

The types of e-learning can be categorized as computer-based and the Internet-based e-learning. In computer-based e-learning, rather than using traditional teaching methods, computers are employed for providing materials and supporting to the students within or outside the classrooms for self-directed learning. The Internet-based e-learning; on the other hand, is helping the learners by making all the materials online to be used at any time or place (Arkorful & Abaidoo, 2015). Arkorful and Abaidoo (2015) also stated that e-learning method can be conducted in two ways; in 'blended learning', electronic supplementary materials are used to deliver or support the content delivery in addition to traditional teaching methods; the second one called 'wholly online learning' depends totally on the Internet where the students and the instructors do not meet face-to-face. Wholly online learning can also be divided into two categories; (1) individualized or (2) collaborative learning which can be conducted 'synchronously' and 'asynchronously.'

Hrastinski (2008) has mentioned the pros and cons of synchronous and asynchronous e-learning in online classroom discussions. He has stated that in asynchronous e-learning although the e-learners might feel isolated and not being a member of the community in which learning occurs as they hardly ever meet face-to-face, their ability to process information has increased in online discussion communication since they are not in a rush to answer the question or

the message; in other words, they have extra time to understand and to work on the online asynchronous discussion questions on their own, which increases the quality of the answers with facts they can use from the books. On the other hand, in synchronous e-learning, the quality of the communication decreases while the quantity increases because they have to answer in a limited time and they do not have the opportunity to reach the resources to have an idea about the discussion topic; however, the learners are more motivated and psychologically aroused since it is more like talking in real life and they can include the body language and facial expressions. Hrastinski (2008) summarizes that when the learners need to discuss more complex issues for which they need time to get ready, asynchronous e-learning might be preferable with e-mails, discussion boards and blogs; however, synchronous e-learning should also be used with videoconferencing, instant chat messages to support the learners. What he means is that the designers of e-learning atmosphere need to take into consideration when and why they are using both synchronous and asynchronous e-learning owing to pros and cons of both of them.

Welsh et al. (2003) stated the benefits and drawbacks of using e-learning by the organizations to provide training or education for the employees. To begin with, companies can give the training to a lot of employees quickly and continuously whenever the staff is available. The courses can be utilized again for the necessary situations if they are archived. The learners' activities and how much they learn can be followed with the help of the quiz scores, and the most important one is it reduces the money spent on the training since there are no travelling and other expenses. On the contrary, the companies have to invest in the staff who will design and proceed the process, and invest in the hardware and software costs so that the employees can access the training. The interaction between the trainees is limited; the courses shouldn't be just based on information, the learners need to practice, receive feedback and they need guidance for learning, which requires quite effort and planning.

As the technology is growing, the Internet and wireless technologies help people use their laptops, tablets and smartphones to give them a chance to reach information and education no matter where they are. Educators have been trying to define the terms and comprehend how they can use what technology brings them for educational purposes. As mentioned above, under ‘distance education’ term; online education, e-learning and computer assisted learning opportunities and challenges have been tried to reveal to enable the learners and the teachers to have a better learning environment. However, no one was expecting that everyone in this field would be compelled to experience a sudden transition to ‘online teaching’ leaving conventional methods and started talking about all these terms. On 31st of December, 2019 WHO was informed of unknown cases in Wuhan, China and people were being infected by a virus named as Coronavirus. When the spreading of cases and the number of people infected could not be stopped, governments had to implement some measures suggested by WHO.

As a response to the outbreak of Covid-19, which was defined as pandemic by WHO on 11th of March, 2020, even though severe consequences were not detected in children, school closures were started since the children had an undeniable role of transmission of the virus (Mısırlı & Ergulec, 2021). To keep the staff, faculty members and the students safe and healthy, universities and colleges had to make a decision to cancel all the face-to-face classes and other activities and to transfer their courses online since the virus was spreading fast and it was not well understood. This rapid change brought another discussion among the researchers in education, which was the terminology. ‘Online Teaching’ was not a good option since everybody were forced to do it and online teaching could be sealed as weak. ‘Grand Experiment’ was also offered in an article in the ‘*Chronicle of Higher Education*’ by Jonathan Zimmerman, which was also problematic. Hence, ‘Emergency Remote Teaching’ was proposed to be used for these pressing circumstances (Hodges et al., 2020). As Hazaea et al. (2021) stated;

These definitions involve two attributes of teaching as “emergency” and “remote”. The term “emergency” reflects unusual situations such as wars, catastrophes, and pandemics. “Remote” represents an on-distance mode of teaching. Therefore, this term generally represents the status of on-distance teaching during the outbreak of Covid-19 (p.203).

2.4. Emergency Remote Teaching

Hodges et al. (2020) explained the reason why they chose ‘teaching’ instead of ‘learning’ or ‘instruction’. The reason was the simple definition of teaching; *‘the act, practice or profession of a teacher’* or *‘the concerted sharing of knowledge and experience’* (p.3). The first thing done during the emergency transformation was in delivery mode according to Hodges et al. (2020).

Bozkurt and Sharma (2020) also supported Hodges et al. (2020) in a sense that online education and emergency remote teaching are not the same; although the distance education is an alternative option for the learners, emergency remote teaching is an obligation during the global educational crisis. Hence, thinking distance education and emergency remote teaching are the same thing would be unfair because firstly we would make more mistakes when we are designing the lessons under the wrong definitions and assumptions, and secondly people would remember what they have been through during the crisis badly, so it would damage the notion of ‘distance education’ and all the work showing how effective it can be (Bozkurt & Sharma, 2020).

After COVID-19 was declared as pandemic by WHO, a lot of countries, to protect their citizens, adopted strict rules like complete lockdowns, curfews, and new rules and regulations to organize the social life according to social distancing (physical distancing). Furthermore, not to allow citizens to infect each other, a great number of people were asked to work from home, or provided flexible working hours; a lot of places were closed (Bozkurt & Sharma, 2020; Özer, 2020). For that reason, mandated by governments, school closures also took place all around the world to halt the spread of the virus among citizens, which was unprecedented challenge for the education systems. Numerous

technologies were utilized to be able to continue providing curriculum-based education remotely by governments with the help of international organizations, civil and private sector partners as a response to schools' closures (UNESCO, 2020).

Ferri et al. (2020) have revealed what some countries have done during emergency remote teaching; in New Zealand, two TV channels, the Internet as well as a hard-copy option were used to provide the students the educational content. In Queensland (Australia), on the other hand, TV has been used, too. However, the involvement of the parent was also supported so that they could help their kids learning. In Portugal, with the help of post office service, the hard-copy teaching materials were sent to students' homes.

In addition, in Türkiye face-to-face education was suspended and alternative platforms were utilized during ERT. Türkiye's Ministry of National Education (MoNE) has declared that online platform EBA (Educational Informatics Network) and TRT (Turkish Radio and Television Corporation) national TV channel would be used. EBA was developed by MoNE in 2011-2012 academic year with many learning materials such as videos, e-books, tests and activities for K-12. All the stakeholders can access the materials, and the portal can analyze the academic needs of the students and can provide extra materials; while teachers can assign tasks and prepare videos and upload them to the system. For that reason, the usage of EBA inevitably became crucial during pandemic; it also became one of the most frequently visited website in the world. Furthermore, for the students who cannot access the portal, the videos are shown on TV via TRT channels and MoNE provided up to 8 GB internet to the students for free to help them reach synchronous courses. Lastly, online professional development programs were prepared and presented to the teachers to increase their professional skills thanks to UNESCO (Özer, 2020).

For the Higher Education, the Higher Education Council (HEC) allowed the universities to transform all their courses online and announced that all the

digital courses especially from Anadolu, Atatürk and İstanbul Universities would be shared with the other universities. ‘Learning and Teaching in Higher Education in the Digital Age’ course would be provided to all the academic staff as a professional development opportunity when they required. Also, on the national TV channel, common courses would be presented to the students. For the practice part, the universities would be free to arrange their courses with synchronous and asynchronous distance teaching methods (HEC, 2020b). Besides, universities could take institutional measures to advance the quality of opportunities offered its students and academics.

As of 23rd of March, 2020, as a consequence of another announcement by HEC, universities could switch to virtual classrooms when their infrastructure was ready (HEC, 2020b). To make this transition process smoother, Computer Centers and Distance Education Application and Research Centers at universities studied very hard (Durak et al, 2020). However, the transformation period was a real challenge for the institutions and the curricula were transferred online and materials were digitalized by the educators thanks to software tools and educational websites (Mohammed et al., 2020). The instructors were not ready for distance education, and giving education to them about online teaching was the hardest job for the institutions during this transition process (Durak et al, 2020). However, it would be nonsense to expect every faculty member to abruptly become an expert in designing an online course and teach it in this crisis in a few days or weeks. Thus, realizing everybody will be doing the best they could within this emergent transition is utmost important. The difference between normal online teaching and emergency remote teaching should be clearly stated since for the latter there were minimum resources and time (Hodges et al., 2020). On the other hand, despite the difficulties of ERT, Vlachopoulos (2020) have mentioned a number of advantages of switching to online education during the pandemic; it enabled teachers and students to go on teaching and learning regardless of where they were even though approximately 400 million students were away from their schools owing to school closures. On the contrary, Karakose (2021) stated that online teaching was implemented to continue

teaching and learning during the pandemic; however, higher education institutions were forced to transfer to emergency remote teaching all of a sudden with high expectations. Hence, these practices couldn't answer the needs and expectations of the students and the other stakeholders; education was one of the sectors affected tremendously amid lockdowns and comprehensive quarantines imposed by the government regarding pandemic measures.

2.4.1. English Language Teaching During Emergency Remote Teaching

English is taught all around the world in every level of education from kindergarten to higher education and a life-long learning issue as other languages. (Erarslan, 2021; Zok 2010). English is vital for international business and for the first time in higher education history in Türkiye, a public university; Middle East Technical University (Orta Doğu Teknik Üniversitesi), which adopted English-medium instruction, was founded in 1956 in Ankara. The English-medium instruction trend continued with the establishment of Boğaziçi University known as Robert College formerly in 1971 in İstanbul and with the establishment of Bilkent University, the first foundation university adopted English Medium Instruction (EMI), in 1984 (Selvi, 2014). The number of students who prefer studying in English medium instruction universities rather than Turkish is increasing (Kırkgöz, 2009). However, the English proficiency level of the students are not sufficient enough because of several reasons to survive in universities adopted EMI. For that reason, since 1984, the universities adopted EMI have started offering one-year intensive English language education programs for the incoming students who cannot prove that they are proficient enough in English language based on the preliminary English-proficiency exam results to start their education in their faculties (Selvi, 2014).

Having an opportunity to find an international job, a more high-paying job and the social prestige are some of the advantages of graduates of universities providing EMI. If next generations know English in Türkiye, they can keep up with the developments in science, technology, and economy. What's more,

complete immersion is the most effective way to learn the language (Zok, 2010). In addition, Başıbek et al. (2014) have found that lecturers stated finding materials in English is easier than it is in Turkish and they hold positive attitudes regarding EMI as they believe they are proficient enough to give instruction in English; and it brings a better business life after the university to their students.

However, since teaching English as a Foreign Language (EFL) with four different skills at the same time and teaching those to the students who have different reasons to learn the language are a very challenging process and it became a harder during the Covid-19 pandemic owing to technical and interaction problems (Nayman & Bavlı, 2022). Erarşlan (2021) also emphasized pandemic also affected the teaching and the learning of English; however, language learners and English language instructors were familiar with the idea of online teaching because of the practices before the pandemic; for instance, Computer Assisted Language Learning (CALL) was in practice for more than 40 years. The developments in technology have changed the language education drastically, distance and online courses have been used a lot by many teachers and students before the pandemic; however, the emergency remote teaching have brought some challenges for them. Erkan and Balbay (2021) mentioned how hard to get accustomed to online teaching for experienced instructors who were called digital immigrants compared to novice instructors as they were supposed to learn numerous educational technologies for their students; they became ‘learner’ as well. Therefore, teaching English at English language schools became a burden for some of the instructors due to their lack of online teaching experience. However, although all the challenges, teaching English could not be ignored during the pandemic.

2.4.2. Research Studies Conducted about Emergency Remote Teaching

In this section, studies on ERT were selected considering the research questions and presented by considering the order of the research questions from the perceptions of the English language instructors, their actions to get ready and the

challenges they experienced and action to manage them. First of all, different studies from the world were mentioned, then the studies carried out in the Turkish context were included.

In their study, Van der Spoel et al. (2020) have compared what the 200 Dutch teachers expected before the emergency remote teaching started and experienced after they started teaching remotely with pre and post surveys from 75 different organizations in different grades. The pre-test survey was administered two days after the Dutch government's announcement about schools' closures, and it lasted till 25th of March, 2020. A month later, post-test survey was sent to the participants who attended the first part. Both quantitative and qualitative data were collected to get more information about underlying reasons. They have used short and the same set of questions by only changing the verb tenses. Descriptive data and thematic coding results were used to analyze the data based on the variables of the subjects' gender, their usage of ICT tools before and the level they teach. The teachers expected and experienced professionalization with online teaching. Besides, the results show that they experienced positive aspects of online teaching like more flexibility in teaching and more opportunities in differentiation than they expected. Students were also more responsible for their own learning according to the subjects. On the other hand, they expected several negative things; for instance, they expected less interaction between them and their students (38%) and more problems to observe their students' development and well-being (7%) before they started online teaching; the post survey showed that they experienced much more than they expected. 46% of them experienced the first problem and 24% of them experienced the second problem that they had already expected. Moreover, they had more privacy concerns during the process, also they had time pressure, limited resources and they didn't have sufficient skills. Lastly, the post survey results indicated the teachers will integrate technology more into their lessons for giving instructions, formative testing and feedback since they think it will be more efficient, personalized, motivating and variation in learning activities.

Another study published on June, 2020 was carried out in Philippines to evaluate the teachers' awareness of pandemic, their readiness to the online teaching and the challenges they perceived with the help of an online survey through Google forms including 2300 teachers. The teachers were aware the pandemic and its possible effects on education but only 58 percent of them were ready to use online learning materials and learning management systems and only 50 percent of them stated they were well-equipped and ready for online teaching. It was also found out the schools didn't provide supplementary materials for online teaching. For the challenges part, it was explored teachers had problems about having stable internet access, shifting to online courses suddenly, meeting the deadlines, dealing with stress due to lockdowns, evaluating students' works via e-mails and learning management system (Alea et al., 2020).

To figure out how ready the instructors were and what kind of challenges they were experiencing during emergency remote teaching in pandemic, Almazova et al. (2020) have worked with 87 instructors in a university in Russia via a survey and interviews between March and May in 2020. The study showed that the instructors were ICT literate; however, they needed a lot of time to prepare content for online teaching, and they expressed they needed to be taught how to teach online. The implementation of productive pair and group communicative tasks and interactive teaching were hard because of the lack of student motivation to study online and their failure to meet the deadlines. When it comes to the advantages given by the instructors, the role of the teacher is changing; they are becoming facilitator thanks to the opportunity to use variety online platforms and activities and being able to communicate them round-the-clock.

Midcalf and Boatwright (2020) conducted a study in the USA to reveal what teachers and parents have been experiencing because of the closure of schools via two open-ended electronic surveys; for K12 teachers and parents including seven and five questions, respectively. 40 teachers from preschool to Grade 12 and 35 parents who at least have a child participating online classes took part in the study. After the analysis of the answers based on the key words and concepts,

it was found out that for teachers the most challenging things were communicating with parents and students, students' inability to access to the Internet and their engagement. Teachers also stated that the disconnection created some problems such as having difficulty to understand and follow the lessons. Besides, students couldn't adapt the online environment because of distractions at home like instant technology and siblings and lack of motivation; lastly the students didn't have resources at home such as technology and tools. Parents also stated that they didn't have enough time to help their kids as they were working at the same time from home and they had difficulty in figuring out how the technological things work. Although eight percent of parents believed that they had adequate support from the teachers during ERT, sixty percent of them stated the learning didn't occur in online environment as much in face-to-face education.

Another qualitative study by Trust and Whalen (2021) was conducted with 334 K-12 teachers in the USA to observe what kinds of tools or applications they used during ERT and what kinds of challenges they faced with technology by using an online survey platform, which includes multiple answer prompts and open-ended questions. Data was collected between April 3 and June 28, 2020. The study showed that teachers used videos from Brainpop and YouTube and screen recordings to deliver content, used video conferencing tools such as Zoom and Google Meet to have synchronous communication, used LMS to organize information and activities, used quiz tools and interactive video tools like Ted-Ed and EdPuzzle to assess the students. Flipgrid, Class Dojo, Remind, Padlet, Nearpod, and Seesaw were the other popular technological software tools used more by the educators during ERT. For the second part of the study, 57% of the participants stated six main technology based problems; (1) learning the tools and starting using them as teachers, (2) accessing the Internet because of its unreliability and limitations and students' lack of having technological devices such as tablets or computers, (3) having teaching concerns with technology, (4) having technology concerns like increased screen time, (5) having problems in teaching online because of students' lack of technology competencies, and (6)

because of parents' lack of technology competencies to help students' technology use for educational purposes. In other words, for teachers it was hard to learn how to use these tools on their own, and for them and their students, the Internet connection was unstable and some of the students didn't have technology for online teaching at home. To teach online, teachers had some concerns about how to communicate with the students and their parents, the new pass/fail assessment system and the negative effects of it on students' engagement and how to manage the classroom online. It was concluded that teachers were trying to replicate what they were doing in conventional in-person teaching to the virtual classrooms. What's more, they have found out teachers were unhappy about screen time, students' and their parents' proficiency in using technology contrary to what was claimed.

Hazaea et al. (2021) tried to find out what kind of challenges the English language instructors went thorough during ERT in Arab league countries such as Saudi Arabia, Oman, Algeria, Jordan, Libya and Yemen where people are still suffering from political, economic and social crises in addition to wars and conflicts. By purposive sampling, they have reached 19 English language instructors working in universities from some of the Arabic countries, and they have conducted a qualitative study to reveal the challenges of the teachers they have been through and their suggestions to solve the problems. Findings showed the inequality of the Arabic countries; instructors in low-tech countries like Yemen and Libya have mostly talked about their problems to reach technology to conduct virtual classrooms. They didn't talk about pedagogical challenges since it was impossible for them to experience ERT. However, although other instructors from high-tech Arabic countries have mentioned some technological challenges, they also talked about pedagogical problems such as students' digital illiteracy, material development for ERT, student engagement, low level of learner autonomy, and assessment.

2.4.3. Research Studies Conducted about ERT in Türkiye

Hebebcı et al. (2020) aimed to determine the ideas and views of both the students and teachers about mandatory online teaching during pandemic in Türkiye right after the outbreak of pandemic. A qualitative research design was chosen with 20 students and 16 teachers from middle and high schools and structured interviews were sent to the participants to collect data. After the content analysis, codes and sub-themes codes emerged and results indicated that both the students and the teachers stated that online teaching was the best option that they could do during pandemic and they were happy to be able to continue the education; however, some of them stated that it is not equal to the face-to-face teaching and they longed for school and school environment due to some problems such as technical, sociological and psychological problems. Some students were not happy with the duration of the lessons, which took nearly 20 minutes, as they claimed it was not enough to understand and to practice the content of the lesson. Being able to access the lessons both on EBA TV and on EBA, its comfort and flexibility were the advantageous stated by the students. Teachers were happy to see the development of their teaching skills in online teaching and they were more positive about the future of online teaching.

A qualitative case study aiming to find answers to the questions of what difficulties experienced and what kind of strategies developed and what should be done for future experiences according to 176 teachers working in a K-12 private school in İstanbul was conducted. A survey was designed by the researchers with 9 questions consisting of 3 demographic questions and 3 closed-ended and 3 open-ended questions related to ERT, and it was administered between 24th June and 1st July in 2020 via online Microsoft forms. Collected quantitative and qualitative data was analyzed by using descriptive analysis for the first 3 closed-ended questions, and by using content analysis for the 3 open-ended questions. The findings showed that for both quantitative and qualitative part, technology related problems and solutions were mentioned the most. Although the teachers were not happy with their technical equipment provided

by the school, they were happy with the technical support when they had problems. During ERT, teachers experienced many challenges and the most prominent ones are (1) technical problems, (2) students related problems such as active participation and motivation, (3) long working hours due to lesson preparations and many lesson hours, (4) being inexperienced regarding online tools and teaching online, and (5) parents related problems like their inability to help their kids. As the solutions, technology related actions were mentioned a lot such as using a better/ personal computer or going to school to teach. Having conversations with parents and the kids and using different tools to improve students' engagement, getting help from IT department or trying to solve them by trial and error were the other solutions mentioned frequently. Improving the technical conditions of the school like new computers and supplying licensed applications, having more in-service trainings, and planning for online teaching were the suggestions of the teachers (Yıldırım & Elverici, 2021).

In Turkish context, another comprehensive qualitative research has been conducted to understand the overall perspectives of the instructors in higher education about ERT, synchronous and asynchronous online teaching and the problems they have faced thanks to an online survey including semi-structured open-ended questions by Erdem-Aydin (2021). The data was collected during May-June 2020. When the 225 anonymous academicians' answers were analyzed during November-December 2020, she have found that they were happy with the schools' help and ERT was a good alternative during pandemic; on the contrary, they had some concerns about online exams regarding reliability and validity, changes in students' learning habit and their interest, their shortage of experience in online teaching and their students' privacy and safety. For the synchronous sessions, students were silent and inactive since they wanted to watch the recordings later, some of them had problems with internet access and some of them had no personal devices; however, the instructors expected an obligatory attendance with cameras and microphones on. The instructors were quiet happy with LMS but they were using it just for uploading the content rather than using it as a learning management system. Instructors perceived ERT as a

temporary solution, and they thought they would go back to face-to-face; therefore, they tried to use what they knew such as exams rather than other assessment tools, and they offer a lot less asynchronous sessions. They accepted their deficiency in online teaching and required education to become a better instructor regarding online teaching.

Karataş et al. (2021) tried to figure out what the faculty members in higher education have experienced during ERT via an online survey with 351 subjects according to convenience and snowball sampling method. The results show that around 63 percent of the subjects had no distance teaching experience; therefore, around 81 percent of them attended at least one professional development activity stating that they wanted to learn tools to use during online teaching and to prepare exams. Subjects stated distance education was not as effective as face-to-face owing to some technical problems; thus, they didn't want to offer synchronous courses for the first term although they were supported both technically and pedagogically. The concerns and anxiety decreased for the fall term; however, they believe neither the assessment and the evaluation is valid nor the interaction between the learners and their instructors is enough. 81% of the subjects stated that online teaching ought to be used to support the learners but the main teaching system should be face-to-face; and around 50% denied teaching online some or all of their courses after pandemic. On the contrary, some faculty members shared their ideas that online teaching can be used for the graduate students and for some theoretical courses as it could solve many problems.

Karakose (2021) emphasized the negative impacts of emergency remote teaching on socioeconomically disadvantaged pupils by stating 'The rapid and unprepared transition to emergency remote teaching further increased existing educational inequalities in both urban and rural context.' (p.56). He also added that while struggling with pandemic, countries even developed ones should find a solution to this more apparent inequality of opportunities in education between the students who have everything and who are lack of technology and Internet.

Besides, because of the limited opportunities the disadvantaged students had amid pandemic and not being able to continue their education efficiently, their psychology was also affected deeply and tremendously, which should be taken into consideration.

In Türkiye, Şendoğan (2020) conducted a mixed study published on December, 2020 to recognize the students' perspectives in English preparatory program who received 20 weeks of face-to-face and 12 weeks of distance education owing to closure of the universities. The overall idea of the students of the distance education was poor and it didn't meet their expectations; and especially writing and the listening education were considered mostly poor by the students even though they had better evaluation for the reading and speaking parts. Students appreciated their teachers' contribution and feedback, and their contact with their instructors were good, though. They also liked the flexibility of distance education; on the contrary, they had frequently connection problems and they were not happy with the assignments and the grading.

2.5. Summary of the Literature Review

When the literature is reviewed, it has been understood that although online teaching perceived as a new terminology when the pandemic broke out, there were a lot of trials and studies on online teaching for years. The umbrella term 'distance education' was in practice for years starting in the form of correspondence education when the teachers and the students were not be able to come together in real classrooms because of different reasons. With asynchronous and synchronous delivery methods, education was provided to students with the materials sent to them, and necessary interaction between the instructors and the students, feedback and evaluation were completed as they are inseparable things in the education process.

When the technology has advanced, the medium of instruction has changed from letters, newspapers and TVs to Internet and computers; thus, the name of the

concept has changed as well, which has become ‘online teaching’ (Major, 2015). Then, different terminologies have been used like e-learning, technology mediated learning, virtual learning and web-based learning. A lot of studies have been conducted to understand the advantageous and disadvantageous of them.

However, at the end of 2019, unexpectedly a virus called Covid-19 started to infect people and caused a pandemic, which affected the whole world from the health system, daily life, and economy to education. Millions of students and teachers had to be sent their homes owing to the virus which is infecting people and causes many deaths. Under these circumstances, educators were asked to transform their courses online and continue teaching their students, which was named as Emergency Remote Teaching by Hodges et al (2020). All the stakeholders had lots of challenges during this process due to the technological, and physical conditions of the students’ and teachers’ at their homes. Besides, motivational and psychological problems have been observed; teacher-student interaction, effective teaching and feedback and effective assessment and evaluation were the other problems found out in different studies conducted in abroad and in Türkiye.

ERT has also affected the language learners and the instructors working in the preparatory schools of the universities since some of the universities in Türkiye have adopted English Language Instruction (EMI) or they want to offer advance language skills for their students’ professional development because of the undeniable benefits of it like being the lingua franca and being the dominant language in international business, science and technology. When the pandemic forced the universities to switch their courses online, some studies were conducted to reveal the conditions and what had been going on.

It was understood from the studies that ideas, perspectives and experiences of students, teachers, scholars and parents have been tried to be found out via online questionnaires and interviews because of the pandemic. Sometimes quantitative, and sometimes qualitative methods were used as research methodology. To have

deeper understanding, mixed method was also used and data collected via surveys and interviews. Random and non-random sampling methods were used; especially simple random sampling from the random sampling methods and convenience and purposive sampling from non-random sampling methods were used. The participants generally were teachers working in K-12, instructors working at universities' English language schools or faculties and other stakeholders like parents. The data were analyzed together via descriptive statistics and content analysis.

CHAPTER 3

METHOD

This chapter includes the design of the study and the reason why the researcher chose it, the research questions, sampling procedure and the subjects of the study, data collection instruments and piloting results, and data collection and analysis. The chapter ends with the limitations of the study.

3.1. Design of the Study

This study aimed to understand the perceptions of the instructors before they had started online teaching during Emergency Remote Teaching and what they had done to get ready for teaching online as a response to school closures because of the pandemic. The study also wanted to discover the challenges they had encountered while teaching online and how they had tried to manage these challenges amid ERT. To be able to reach these aims, in this study a mixed method design was adopted in which both quantitative and qualitative methods were used (Leech & Onwuegbuzie, 2009; Fraenkel et al., 2015). Specifically, in this study partially mixed concurrent equal status design was utilized as proposed by Leech and Onwuegbuzie (2009).

Fraenkel et al. (2015) emphasized the advantages of mixed-method research in their book 'How to Design and Evaluate Research in Education' although researchers need to spend more time and money to conduct these studies. First of all, it helps the researcher to explain and make the relationship found between the variables clearer. Moreover, these relationships will be explained in-depth and lastly the validity will increase since it helps to cross-validate relationships between the variables by integrating the quantitative and qualitative findings to

check if they show consensus on the interpretations. If the converge is not revealed, the reasons of it can be found, too.

The goal of implementing a mixed method research design by combining quantitative and qualitative research components is to magnify and strengthen the findings of the study. Also, implementing a mixed-method increases the validity of the study as the researchers have a chance to triangulate the findings and clarify the findings (Schoonenboom & Johnson, 2017).

Leech and Onwuegbuzie (2009) have talked about the typology of mixed method research designs under three dimensions; level of mixing (partially versus fully mixed), time orientation (concurrent versus sequential), and lastly emphasis of approach (equal versus dominant status). In this present study, both quantitative and qualitative methods were used for collecting data concurrently. After the data collection phase, both quantitative and qualitative findings were analyzed and the findings were mixed at the data interpretation stage. Hence, in this study, partially mixed concurrent equal status design was adopted.

For the quantitative part, a survey design was chosen as it is not only affordable but also it is easy and fast to collect data (Kato & Miura, 2021). Besides, Check and Schutt (2012) add that survey design helps the researchers to collect data quickly from a great number of subjects.

As for the qualitative part, as Gredler (1996) stated the data was collected in the form of words; semi-structured interviews were conducted with the participants; however, this time the questions were asked one to one and the main aim was to obtain rich in-depth information about the related research questions.

3.2. Research Questions

The following research questions were formulated so that the aims mentioned above could be reached;

1. What were the perceptions of the English language instructors in terms of teaching online and their readiness for ‘Emergency Remote Teaching’ when pandemic broke out in Türkiye?
2. What did the English language instructors do to get ready for ‘Emergency Remote Teaching’ during the transformation period upon a break given to face-to-face education on the 11th of March, 2020?
3. What were challenges the English language instructors experience during ‘Emergency Remote Teaching’ and how did they manage the challenges they had encountered?

3.3. Participants of the Study

For this study, in line with the purpose of revealing what the English language instructors’ perceptions were about emergency remote teaching, what they did to get ready for teaching online, what kind of challenges they experienced and how they tried to manage the challenges they had gone through, for the quantitative part of the study, English language instructors working at universities’ preparatory schools in Ankara were selected by adopting convenience sampling. Convenience sampling was adopted because of the accessibility, geographical proximity and the availability at a given time to the researcher as Etikan et al. (2016) claimed. Similarly, Taherdoost (2016) have stressed that compared to other sampling techniques, convenience sampling is less costly and easier. Thus, as it can be seen in Table 3.1, 234 English language instructors working at English Language Schools of universities in Ankara participated in this study since this study was conducted in Ankara and because of the pandemic, it was not easy to collect data randomly. Considering the number of universities in Ankara that adopted English Medium Instruction and had English Language Preparatory School, the number of English language instructors working in these English Language Preparatory Schools, and permissions taken to collect data in these universities (mentioned in data collection procedure part), convenient universities were selected and 234 English Language instructors who were

volunteer to attend this present study participated the quantitative part of the study.

Instructors who were working as instructors and continued teaching online during ERT were invited to the study as it was aimed to uncover their previous perceptions about online teaching before they started it and to reveal how they got ready for it. Besides, teachers who were working in administration positions were not selected since they did not teach at all during ERT or they may have had different concerns and had to consider other rules and regulations about online teaching in terms of administration such as handling with scheduling, running the program, and following the laws and regulations in order for the school to comply with them. Lastly, native speakers of English language instructors were not invited to the study since the instruments were in Turkish and their culture and understanding may affect the results.

As it can be seen in Table 3.1, 26.9% ($n=63$) of the instructors were between 24-29 years old, 47.9% ($n=112$) of them were 30-39 years old, 18.8% ($n=44$) of them were 40-49 years old and 6.4% ($n=15$) of them were 50-59 years old.

Table 3. 1

Demographic Information about Instructors; Survey Participants

Demographics		<i>f</i>	%
Age	24-29 years	63	26.9
	30-39 years	112	47.9
	40-49 years	44	18.8
	50-59 years	15	6.4
	Total	234	100
Education	Bachelor's Degree	54	23.1
	Master's Degree	154	65.8
	Doctoral Degree	26	11.1
	Total	234	100

Table 3.1 (continued)

Teaching Experience	3-5 years	47	20.1
	6-10 years	70	29.9
	11-15 years	54	23.1
	16-20 years	29	12.4
	21-25 years	21	9.0
	25+ years	13	5.6
	Total	234	100
Had Education about Online Teaching Before Pandemic	Yes	95	40.6
	No	139	59.4
	Total	234	100
ICT Literacy	Yes	189	80.8
	No	45	19.2
	Total	234	100
The place where the instructors taught during pandemic	Home	142	60.7
	Institution	7	3.0
	Both	85	36.3
	Total	234	100
Whether they got tested positive to Covid-19	Positive	72	30.8
	Negative	162	69.2
	Total	234	100

The education level of the participants ranges from bachelor degree to doctoral degree; 23.1% ($n=54$) of them held a bachelor's degree, 65.8% ($n=154$) of them held a master's degree and lastly 11.1% ($n=26$) of them held a doctoral degree. The participants' teaching experience are separated at intervals of 5 years; 20.1% ($n=47$) of the participants had between 3-5 years of teaching experience, 29.9% ($n=70$) of them had 6-10, 23.1% ($n=54$) of them had 11-15, 12.4% ($n=29$) had 16-20, 9.0% ($n=21$) had 21-25, and lastly 5.6% ($n=13$) had more than 25 years of teaching experience. The gender of the participants was not included in the survey since majority of the instructors working in English language schools are female.

Besides, although 40.6% ($n=95$) of the participants had education about online teaching before the outbreak of pandemic, 59.4% ($n=139$) had no education at

all. However, 80.8% ($n=189$) of the instructors claimed that they were ICT literate and 19.2% ($n=45$) of them were not ICT literate. Moreover, 60.7% ($n=142$) of the participants were at home, 3.0% ($n=7$) of them were at their institutions, and 36.3% ($n=85$) of them were both at home and at their institutions to teach during online teaching. Lastly, 69.2% ($n=162$) of them and their family members were not tested positive to Covid-19, 30.8% ($n=72$) of them got tested positive to Covid-19, though.

The participants for the interviews were selected grounded on purposive sampling method. The researcher had considered the characteristics of the participants to collect data since it was believed that the participants were the most appropriate instructors who could give in-depth information (Fraenkel et al., 2015). Under the purposive sampling category, the participants were chosen based on criterion sampling, which enabled researchers to select only the participants who met the predetermined criteria (Patton, 1990) and maximum variation was utilized since the researcher wanted to maximize the differences as Creswell stated “it increases the likelihood that the findings will reflect differences or different perspectives” (2007, p. 126). Hence, while selecting participants, the instructors who were working in the same institution before the pandemic and who taught during the pandemic in the same institutions were purposively selected. The rationale behind this predetermined criterion was to understand what the instructors’ perceptions were and what they and their institutions did to get ready for online teaching and how they tried to solve the problems they had gone through since instructors and the institutions they were working for were integral whole. Furthermore, to be able to reveal different perspectives, the researcher tried to select different instructors based on their age, gender, being a parent, teaching experience, the institutions they were working and their duties in the institutions such as being a team leader or being a testing unit member thinking that these differences would help the researcher to reveal different ideas with in-depth understanding.

Considering all the factors mentioned above, 11 participants who already filled out the questionnaire were invited to the qualitative part of the study as it can be seen in Table 3.2. Most of the interviewees were female in relation to the demographic features of the English language schools. Also, 2 of the instructors were still teaching online during 2021-2022 Fall term; on the other hand, 9 instructors stopped teaching online and started their face-to-face education after teaching online for three semesters owing to the pandemic measures. However, 4 instructors who started their face-to-face education again had to turn back to teaching online from time to time when their classrooms were closed due to the number of Covid-19 cases in their classrooms. Besides, two of the instructors had an online teaching experience before ERT.

The demographic information about the instructors who attended the interviews; their education, teaching experience, the number of students they had in their online classrooms, the teaching hours per week and how many hours they spent other than teaching can be found in table 3.2.

Table 3. 2

Demographic Information about Instructors; Interview Participants

Participant Number	Education	Teaching Experience	The number of students they had	Teaching Hours per week	Extra Screen Time (hours)
P1	Master	24	21-22	20	5-6
P2	Master	7	20	20	6-7
P3	Master	22	20	20-25	5-6
P4	Master	7	20	20-25	3-4
P5	PhD (Ongoing)	5	8-9	20	6-8
P6	Master	9	40	16	6-8
P7	Master	13	16-20	20	5-6
P8	Bachelor	22	17-20	20	5-6
P9	Master	20	18-20	12	8-10
P10	Master (Ongoing)	6	25-30	12-23	7-8
P11	PhD (Ongoing)	6	20	6	8-10

Other than the demographic information, the physical conditions of the instructors' houses were asked as they taught at their homes during the pandemic, Table 3.3.

Out of all instructors who stated that they had a private room ($n=5$), four of them stated that they had difficulties in terms of the conditions of their teaching environment and they had to share the room with their partners.

Table 3. 3

Information about the Teaching Environment Conditions of the Instructors

Participant Number	Private Room for teaching	The number of people at home	The number of people who had to use Internet	Tested positive to Covid-19
P1	No	2	2	No
P2	No	3	1	No
P3	No	4	3	No
P4	Yes	2	2	No
P5	Yes	2	2	Yes
P6	Yes	2	2	Yes
P7	No	2	2	No
P8	No	2	2	No
P9	Yes	1	0	No
P10	No	3	0	No
P11	Yes	4	2	Yes

Out of all the instructors stating they didn't have a private room ($n=6$), three of them had to use the living room and dining table, one of them sometimes had to use her bedroom because of her kids' online courses and one of them had to use a spare room of her parents' house because during the pandemic, she had to live with them. Lastly, out of all interviewees, three of them got tested positive to Covid-19 and were affected negatively.

3.4. Data Collection Instruments

In this study, to be able to collect data, two instruments were designed by the researchers; the first one ‘The Challenges and the Actions of the English Language Instructors during Emergency Remote Teaching (TCAELI- ERT); A Questionnaire,’ was used for the quantitative part; the latter ‘Instructors Interview Schedule’ was used for the qualitative data. The developing and piloting process of both instruments were explained in details below.

3.4.1. The Questionnaire: TCAELI-ERT

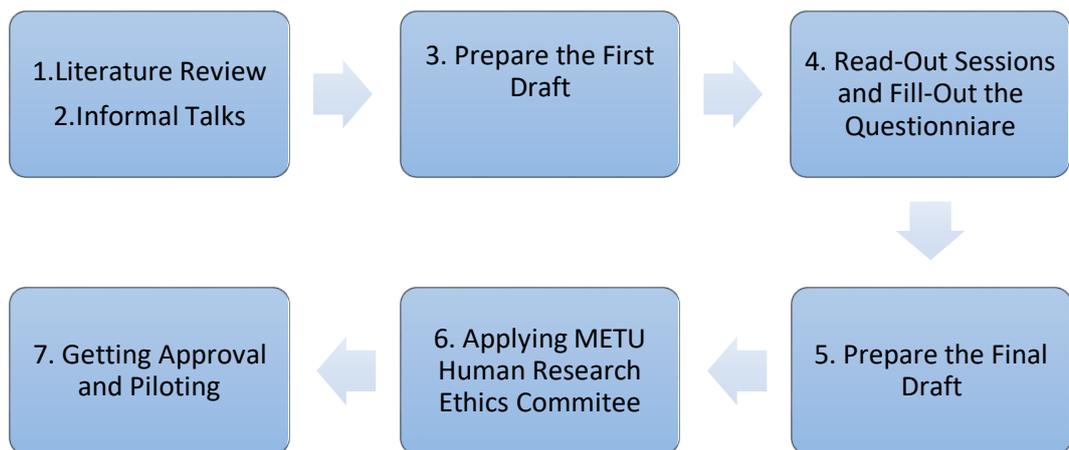
The Challenges and the Actions of the English Language Instructors during Emergency Remote Teaching (TCAELI- ERT); A Questionnaire (Appendix B) has four parts; the first part includes nine personal information items, the second part includes fifteen items asking the instructors’ perceptions about online teaching when they heard they would switch to online teaching when the pandemic started. The third part which has twenty-two items asks what kind of challenges the instructors experienced during online teaching; the final part included sixteen items, asks the instructors what actions they took to deal with the challenges they had encountered amid online teaching. In the questionnaire, 5-Point Scale was used labelled as; ‘1 = Strongly Disagree, 2= Disagree, 3= Neither Agree nor Disagree, 4= Agree and 5= Strongly Agree’. The subjects were required to mark the best option for them to indicate their perception. The development process of the questionnaire can be seen in Figure 3.1.

To be able to design the first draft of the questionnaire; first of all, the researchers went through the literature review on online teaching and challenges of instructors or teachers during the emergency remote teaching after the pandemic forced the governments to close the schools and universities in different countries. For that purpose, among the articles the researchers had read, one of them (Almazova et al., 2020) was mainly used to write the items for the second part (The Perceptions of the Instructors about Teaching Online), which

was the readiness of the instructors to online teaching before they started. For the third part (The Challenges of Instructors during Emergency Remote Teaching), Korkmaz and Toraman’s study (2020) was used as a base since they talked about the challenges in online learning practices in Turkish context. For the last part (The Actions of Instructors to Manage the Challenges), Bishop-Monroe’s (2020) and Trust and Whalen’s (2020) studies were used while writing the items about the actions the instructors took to manage the challenges they experienced during emergency remote teaching.

Figure 3. 1

The Development Process of the Questionnaire



Second, as shown in Figure 3.1, to check the findings of the literature review and to see what was happening in the Turkish context, informal talks were carried with the instructors who were working at preparatory schools at the universities. During these talks, questions like ‘How did you and your institution get prepared for Emergency Remote Teaching (ERT)?’, ‘What kind of challenges did you experience during online teaching as an instructor?’, and ‘What did you do to manage the challenges you had experienced?’ were asked to four instructors from four different universities in Ankara so that the researcher could understand

what the instructors had done during the transition period and what other problems they were having specifically in the Türkiye's context. Overall, of all this work including informal talks enabled the researchers to create the first draft of the questionnaire of 60 items. Then, the researchers went through all the items to check whether the statements meant what was aimed at regarding content of the items.

Lastly, when the draft questionnaire was ready including 60 items, it was sent to three experts with the summary of the study for content and face related validity (Hardesty & Bearden, 2004). Three of the experts were from Educational Sciences, Curriculum and Instruction department. Experts were from two different universities in Ankara. Based on the feedback from the first expert, some statements were separated so that each statement should include only one aspect i.e. not have two or more barrels. The second expert suggested to add 'During online teaching, I changed my place to be able to have a better environment for teaching (I went to school or café...etc.)' since a lot of instructors didn't always have appropriate environment at their homes to teach online. Besides, based on feedback from the second expert, the wording of some statements were changed to increase the readability and understandability of the items. To give a specific example, for the item 22 'I had problems with online platforms (Zoom etc.) and tools (Socrative etc.) that I used.' the examples hadn't been given previously, so they were added after the feedback received. The examples within the parentheses were added to the items 10, 11, 13, 17, 45 and 47. Some of the examples were within the statements, so they were separated from the statements. Finally, the third expert wanted us to explain what ICT means so that everyone understands it correctly; therefore ICT (Information and Communication Technology) was included. Furthermore, some statements included negative ideas like 'I don't think...' and some statements were positive like 'I believe...'. According to the feedback, some statements were rewritten to make all the statements have the same pattern to make the reading easier for the subjects. To illustrate, the previous version of the item 26 had been 'I don't think that I can motivate my students to the lesson' but it was changed to 'I think that I

couldn't motivate the students to the lesson' so that there would be harmony between the items 24 and 25 and the rest since they were written with 'I think...' structure. In addition, the researcher asked some of his colleagues to fill out the questionnaire to check the readability, understandability, intelligibility and clarity so that the final adjustments could be done. The researcher also had the timer to be sure how many minutes the subject would need to complete the questionnaire. With 53 items in total and 9 demographic information, the questionnaire was ready for sending it to the METU Human Research Ethics Committee for the necessary approval. After getting the approval (Appendix A), the researcher started the piloting process to check the reliability of the questionnaire.

In order to start the piloting process, the researcher created an online version of the questionnaire by using an online survey service called 'LimeSurvey' due to the advantages of it such as reaching people in distant locations, saving time and money while collecting data as the responses of online surveys reach the researcher immediately and they can be transferred to SPSS system easily as Wright (2005) stated. Lefever et al. (2007) have also added that the researchers do not have to visit the institutions to complete the data collection process, which enables them to save time. Moreover, the participants can answer the questions whenever and wherever they want.

The participants were English Language Schools' instructors from outside Ankara not to lose participants for the sampling. The participants were reached via e-mails and instant messaging application to send the link of the questionnaire. The informed consent form to participate in the study was attached at the beginning of the online questionnaire with the explanation of the study, and the participants were expected to click on 'Yes' button to be able to start responding to the questionnaire, which means they attended the study voluntarily. Otherwise, the system didn't allow them to continue and thanked them without showing the items on the questionnaire. During piloting, 115 instructors were reached; however, only 85 of them completed the questionnaire

fully. The remaining 30 either did not complete filling out the questionnaire fully or they did not confirm participating in the study voluntarily by clicking on the 'Yes' button on the first page; thus, the system did not allow them to continue responding the items. Later, the data were exported to SPSS Version 20.0 (Statistical Package for the Social Sciences) program with the help of the online survey service. Cronbach's alpha coefficient for internal consistency was calculated ($\alpha = .82$), which was acceptable as it was within the sufficient and desired level (over .70) (Tavakol & Dennick, 2011; Gliem & Gliem, 2003).

At the end, the questionnaire was ready with 4 parts. 9 demographic items constituted the first part. The items were age, education, teaching experience, whether they had education about online teaching before, whether they are ICT literate, where they taught during pandemic, the number of people at their homes and whether they got tested positive to Covid-19. The remaining 53 items constituted part 2 (The Perceptions of the Instructors about Teaching Online), 3 (The Challenges of Instructors during Emergency Remote Teaching) and 4 (The Actions of Instructors to Manage the Challenges) to be rated on a five-point scale ranging from 'Strongly Disagree' to 'Strongly Agree'.

3.4.2. Semi-Structured Interview Schedule

For the qualitative part of the study, a semi-structured interview schedule (Appendix D) was prepared. The process started with the literature review and unofficial talks with the instructors. The researchers reviewed the different research studies and interview questions. Based on the review process and the study research questions, the interview questions were written and they were grouped as readiness and perspectives about ERT of the instructors before they started teaching online, what kind of challenges they experienced during ERT and how they managed the challenges they had experienced; that is, what actions they took to manage the challenges. Questions from 1 to 6 were written to reveal the readiness and the perspectives of the instructors, 7th and 8th questions were written to understand the challenges they experienced and lastly 9th, 10th and 11th

questions aimed to find out how instructors managed the challenges they faced. When the first draft was ready, it was sent to the three experts as well. In the first draft, there was no question for the challenges the instructors had experienced because of the students. The first and the second experts suggested to add this part as the instructors had many challenges during that period because the students were not accustomed to online teaching sessions. Moreover, the third expert recommended to give examples for the fourth questions, which was ‘How would you evaluate your personal skills for online teaching before the pandemic?’ such as using technology, classroom management, communication, assessment and evaluation. This process was important for the content validity and face validity of the instrument since consulting the experts with the research questions and the interview questions enable the researchers to get feedback whether they measure what they intended to measure with the questions written by the researchers. Read-aloud sessions were carried out with two English language instructors to check the understandability and clarity of the interview questions.

Considering all the feedback, the final version of the semi-structured interview schedule with 9 demographic and 11 interview questions was ready to be sent to the METU Human Research Ethics Committee for the necessary approval (Appendix A). After receiving the METU Human Research Ethics Committee approval, the piloting process was started. The whole development process of the semi-structured interview was summarized in Figure 3.2 below.

Figure 3. 2

The Development Process of the Semi-Structured Interview



When the semi-structured interview was ready, the researcher contacted with two instructors from Ankara who were working at English Language Schools. The interview schedules were arranged with the volunteers and these interviews were conducted via Zoom to understand whether the questions help the researcher to get the answers. With the consent of the volunteers, the sessions were recorded not to lose data. After the interviews, the researcher realized that the seventh question was problematic in terms of managing. At the piloting, the question was asked in three steps; that is, as a main question the challenges were asked to the volunteers, and the reasons were asked, and then the volunteers were asked to categorize the reasons; to illustrate, because of themselves, students, the things I couldn't control, the institution they were working and the curriculum. This part was confusing for the participants; for that reason, the seventh question's first probing question was eliminated and the reasons were added to the seventh question. At the end, the seventh interview question was rewritten as the following;

- What kind of challenges did you encounter while you were experiencing online teaching during the pandemic and what were the reasons of them (resulting from you as instructors, from students, from the situations you couldn't control, from the institution you were working and the curriculum)?

Based on the feedback received, the 7th question was reformulated and some explanatory examples were added. The interview schedule was ready with two parts. For the first part, there were 9 demographic questions like instructors' education, teaching experience, how long they taught online, how many students they had in their virtual classrooms, how many hours they spent to get ready for their lessons and the environment they taught and how many people they had to live with at their homes. For the latter, there were 11 interview questions asking the perceptions of the instructors before they started teaching online, what they thought about ERT, how they got ready for ERT, the challenges they experienced and how they managed the challenges they experienced. The questionnaire and the interview schedule were structured parallel in terms of coverage.

3.5. Data Collection Procedure

When the final versions of the instruments were ready, for the quantitative part of the study with the necessary documents including the METU Human Research Ethics Committee approval, the researcher applied for the permission to collect data from the School of Foreign Languages of the universities in Ankara and the petition was sent to 15 universities in November, 2021. Out of 15 universities, data collection within those contexts for the current research study was not allowed by four university administrators. Seven universities didn't respond back to the researcher; for that reason, the researcher sent private e-mails to each of the instructors working in seven universities to invite them to participate in the study by attaching the METU Human Research Ethics Committee approval. Only four universities gave the official permission by responding the petition. After the necessary permissions were received from these universities, the researcher contacted with the directors of School of Foreign Languages to talk about the data collection process and the aim of the study in December, 2021. Because of the pandemic and the different teaching schedules of the instructors, it was decided to collect data online. In line with the measures taken for the pandemic, some of the universities adopted teach and go,

or some of them rearranged their lesson hours so that the physical distance could be maintained. Therefore, for the researcher, it was easy to collect data online. The researcher shared the online survey link with a short explanation of the study with the directors after having an individual meeting with them online or on the phone; then the directors shared the link with their instructors on their own ways such as sending an e-mail or adding the link and the request of the participation to the study to their weekly meetings' agenda in December, 2021. The number of responses to the survey was much lower than expected considering the number of instructors working in these institutions. Two weeks later, a reminder e-mail was sent to the instructors so as to increase the participation.

At the end of the data collection process (March, 2022), 289 instructors filled out the questionnaire; however, 55 of them didn't complete the questionnaire fully or they didn't give their consent to continue filling out the questionnaire voluntarily. Thus, overall 234 participants' responses were eligible for data analysis.

For the qualitative part of the study, during collecting data via the online survey, the researcher invited the instructors working in the School of Foreign Languages to participate in the semi-structured interviews based on the criteria mentioned in participants of the study section. With the instructors who accepted participating to the study, the volunteer participation form was sent to them before the interviews to inform the participants about the study. The interviews were conducted from December 2021 to February 2022 online with the help of Zoom application and the sessions were recorded not to lose data and to transcribe them for the data analysis process after receiving the permissions of the participants. The interviews took from 30 minutes to 1 hour and they were conducted online when the researcher and the participants were available; at the end of the interviews, the researcher asked the participants whether they wanted to add something before ending the interview and thanked them a lot for their invaluable contribution.

3.6. Data Analysis

Since this study was designed as a mixed-study, both quantitative and qualitative data were collected from English language instructors who experienced teaching online during ERT by utilizing a questionnaire and semi-structured interviews, respectively. Data collection instruments were created by the researchers and when it came to the piloting process of the survey, for internal consistency, the data were exported to SPSS Version 20.0 and Cronbach's alpha coefficient was calculated ($\alpha=.82$). The value was acceptable to consider the survey reliable since it was within the expected level, which was over .70 (Gliem & Gliem 2003; Tavakol & Dennick, 2011). When the piloting process ended, the quantitative data were collected online, with the help of the online survey service, then it was exported to SPSS Version 20.0. Regarding statistical analysis, descriptive analysis was used; means, medians, standard deviations, frequencies and percentages were calculated in order for describing data. Means, medians and standard deviations were given via statistical tables (Appendix F) and frequencies and percentages were given via tables in the findings chapter. As for qualitative data collected via semi-structured interviews, thematic analysis was adopted to identify, analyze, and report the themes within data (Braun & Clarke, 2006). Braun and Clarke (2006) suggested 6 steps researchers are to follow as it can be seen in Table 3.4 for conducting a well-designed thematic analysis. As it is suggested, one of the researchers transcribed the interviews and (1) read, and reread the transcribed data to make himself familiar with the data, which enabled the researcher to take some initial notes. Then, the transcribed data were exported to MAXQDA (2022) software program and (2) initial codes were created and the whole data set was coded. When the codes were ready, (3) they were categorized under bigger and broader themes and sub-themes; both inductive and deductive thematic analysis were utilized in this study since the research questions already included the some of the themes such as perceptions, challenges and actions taken against them.

Table 3. 4

Braun and Clarke's (2006) Phases of Thematic Analysis

Phase	Description of the process
1. Familiarizing with your data:	Transcribing data (if necessary), reading and re-reading the data, noting down initial ideas.
2. Generating initial codes:	Coding interesting features of the data in a systematic fashion across the entire data set, collating data relevant to each code.
3. Searching for themes:	Collating codes into potential themes, gathering all data relevant to each potential theme.
4. Reviewing themes:	Checking if the themes work in relation to the coded extracts (Level 1) and the entire data set (Level 2), generating a thematic 'map' of the analysis.
5. Defining and naming themes:	Ongoing analysis to refine the specifics of each theme, and the overall story the analysis tells, generating clear definitions and names for each theme.
6. Producing the report:	The final opportunity for analysis. Selection of vivid, compelling extract examples, final analysis of selected extracts, relating back of the analysis to the research question and literature, producing a scholarly report of the analysis.

Source: Braun and Clarke (2006, p. 87)

Next, (4) themes and sub-themes were reviewed and codes were checked in terms of suitability of their categories and (5) names were given to the themes. At this step, to eliminate the threat of reliability, inter-coder reliability was conducted by the researchers by evaluating the themes emerged and checking their interpretations (Cheung & Tai, 2021). The researchers coded the data separately and compared their codes, and final coding was constructed together; thus, the researchers reached an agreement. In addition, two of the respondents were revisited to seek their feedback on the emerged themes and sub-themes to check the interpretations of the researchers (Motulsky, 2021). In the end, (6) the analysis report was written by using selected extracts from qualitative data.

3.7. Limitations of the Study

Like many studies, this study also possesses some limitations. The most significant limitation of the study was conducting the study during pandemic. As the data collection process coincided with the preventive pandemic measures, and as the researcher was required to act in accordance with the authorities, there was no other option than to collect data online. Moreover, even if the official authorizations were received, some of the institutions kindly requested to collect data online due to flexible working hours or the risk of cross-contamination of the coronavirus as the pandemic was not over. Besides, one of the institutions among the sampling group was still teaching online, so the instructors were not at their offices. Consequently, reminder e-mails had to be sent to the instructors since the respondents might have ignored the data collection request or they might have procrastinated and forgotten (Kato & Miura, 2021). Also; unfortunately, environment and time which may have affected the responds of the participants couldn't be controlled. The same situation applied to semi-structured interview, they had to be conducted via a video conferencing tool (Zoom) owing to pandemic, which may have affected the responses of the participants since the interviews were being recorded. However, it was the only option that the volunteers accepted to take part in the study.

CHAPTER 4

FINDINGS

In this part of the study, the results of both quantitative and qualitative data analyses are presented. The results are grouped under three parts, which they are in relation to research questions. The first part shows the instructors' perceptions about Emergency Remote Teaching (ERT) and their readiness for it before teaching online practices because of Covid-19. As for the second part, what the instructors did to get ready for ERT during the transformation period is presented. Lastly, the challenges they experienced during ERT and how they tried to manage the challenges they experienced are reported.

4.1. Instructors' Perception about ERT and Their Readiness for It

Regarding the first research question aiming to reveal the perceptions of instructors working in English Language Schools about Emergency Remote Teaching (ERT) when they heard they would teach online, and their perceptions about their readiness for teaching online before starting teaching; first of all, their perceptions about ERT before they started teaching online, then their perceptions about their readiness for it were presented.

4.1.1. Instructors' Perceptions about ERT

The first research question of the study was stated as; 'What were the perceptions of the English language instructors in terms of teaching online and their readiness for 'Emergency Remote Teaching' when pandemic broke out in Türkiye?' There were 7 (1-7) items aiming to reveal the instructors' perceptions about Emergency Remote Teaching (ERT). Based on the descriptive analysis of these items as it can be seen in Table 4.1; 29.5% of the participants strongly

agreed ($n=69$) and 39.7% agreed ($n=93$) that *ERT was necessary and needed to be put into practice* although 2.6% ($n=6$) of them strongly disagreed and 12.0% ($n=28$) disagreed with the others who claimed ERT was necessary when the pandemic broke out. Also, 16.2% ($n=38$) of them neither disagreed nor agreed (*Item 1*). For further information, see Appendix F for means, medians and standard deviations of the items.

In terms of getting ready for ERT, 12.8% ($n=30$) of them strongly agreed and 39.3% ($n=92$) of them agreed their preparation for ERT was *negatively affected due to the possibility of themselves and their loved ones being sick*. While 26.5% ($n=62$) disagreed and 9.4% ($n=22$) strongly disagreed, 12.0% ($n=28$) of them neither disagreed nor agreed (*Item 2*).

Before starting teaching online, 20.9% ($n=49$) of the instructors strongly agreed and 48.7% ($n=114$) agreed that *they had fears and concerns about teaching online*. On the contrary, 6.4% ($n=15$) of them strongly disagreed and 14.5% of them ($n=34$) disagreed that they had fears and concerns; 9.4% ($n=22$) neither disagreed nor agreed (*Item 3*).

In terms of their perceptions about *having necessary and sufficient knowledge and skills for teaching online*, 14.1% ($n=33$) strongly agreed and 31.6% ($n=74$) of them agreed even though 29.5% ($n=69$) of the respondents disagreed and 6.4% ($n=15$) of them strongly disagreed. 18.4% ($n=43$) of them neither disagreed nor agreed, though (*Item 4*).

As shown in Table 4.1, 41.5% ($n=97$) of the participants disagreed and 29.1% ($n=68$) of them strongly disagreed that *online education cannot replace traditional face-to-face education*; however, only 4.3% ($n=10$) of them strongly agreed and 12.0% ($n=28$) of them agreed that it would replace. Furthermore, 13.2% ($n=31$) of the participants stated that they neither disagreed nor agreed (*Item 5*).

Table 4. 1*Instructors' Perception about ERT*

Items	Strongly Disagree		Disagree		Neither disagree nor agree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
1.I thought 'online education' was necessary and needed to be put into practice urgently.	6	2.6	28	12.0	38	16.2	93	39.7	69	29.5
2.The possibility of me or my loved ones being sick negatively affected my preparation for teaching online.*	22	9.4	62	26.5	28	12.0	92	39.3	30	12.8
3.I had fears and concerns about teaching online.	15	6.4	34	14.5	22	9.4	114	48.7	49	20.9
4.I thought that I had the necessary and sufficient knowledge and skills for teaching online.	15	6.4	69	29.5	43	18.4	74	31.6	33	14.1
5.I thought that online education cannot replace traditional face-to-face education.*	68	29.1	97	41.5	31	13.2	28	12.0	10	4.3
6.I thought that I wouldn't communicate effectively with students in online education.*	34	14.5	122	52.1	33	14.1	31	13.2	14	6.0
7.I thought that it was not possible to prepare for online education in a short time.*	38	16.2	98	41.9	26	11.1	53	22.6	19	8.1

Note. * These items were reversed during data analysis

Regarding communication with students before teaching online, 52.1% ($n=122$) of the instructors disagreed and 14.5% ($n=34$) of them strongly disagreed that *they would not communicate with their students effectively while teaching online*. On the other hand, 6.0% ($n=14$) of them strongly agreed and 13.2% ($n=31$) agreed that they would not communicate with them effectively. Besides, 14.1% ($n=33$) of them neither disagreed nor agreed (*Item 6*).

Lastly, 41.9% ($n=98$) of the participants disagreed and 16.2% ($n=38$) strongly disagreed that *it was not possible to get ready for teaching online in a limited time*. Whereas 11.1% ($n=26$) of them neither disagreed nor agreed the time was

sufficient to get ready, 22.6% ($n=53$) of them agreed and only 8.1% of them ($n=19$) strongly agreed that they had enough time to get ready (*Item 7*).

Thematic analysis of the qualitative data revealed that the perceptions of the instructors about ERT could be grouped into two; before they started teaching online and after they stopped teaching online as it is shown in Table 4.2. The first one was grouped under two sub-themes; affirmative and disapproving attitudes and feelings about ERT before starting teaching online. Under affirmative attitudes and feelings about ERT, *being happy to work from home* and *feeling relieved* codes were revealed. Because of the pandemic, instructors were nervous about the health of their students and themselves, so being given an opportunity to work from home and moving to virtual classrooms were the best decision according to some of the instructors as one of them stated;

Actually, I felt a little relieved. Since I was working in a foundation university, I was thinking that the administration would ask us to come to the school even if the students wouldn't be there; however, the decision was announced nationwide, I said fortunately we could stay healthy and continue teaching at our homes without getting infected because at that time, we didn't even know what kind of disease it was. (P6)

Table 4. 2

Theme, Sub-Themes and Codes of Instructors' Perceptions about ERT

Theme	Attitudes and Feelings			
	Before Emergency Remote Teaching		After Emergency Remote Teaching	
Sub-Themes	Affirmative	Disapproving	Affirmative	Disapproving
Codes	1.Relieved 2.Being Happy to Work from Home	1.Not Feasible 2.Scared 3.Panicked 4.Shocked 5.Not Effective 6.Ambiguity and Uncertainty	1.Professional Development 2.Rewarding	1.Cannot replace face-to- face education 2.Unwillingness to Teach Online

Similarly, P4 emphasized that *“It was a health-related and important issue, and when the decision was announced, my institution made the online teaching decision very quickly, which made me happy as we couldn’t tolerate delays.”* Another participant expressed that *“Working from home was invaluable for me because my mother was sick and being with her helped me a lot. I was afraid of infecting her somehow”* (P10). Thus, instructors were happy and relieved the fact that they would teach online when the pandemic hit the world as they would both continue teaching and remain healthy.

On the other hand, most of the instructors shared their disapproving attitudes and feelings about ERT before starting teaching online since most of them thought that it wouldn’t be *feasible*, and they were *scared, panicked, and shocked* because of the online teaching idea and they thought they *wouldn’t do it effectively*. P2 indicated *“Honestly, I didn’t think it could be done, and I didn’t think I could do it myself. I didn’t think it would be fruitful for students either.”* P9 added *“At first I was afraid that I would not be able to attract the attention of the students and I would not be able to control them.”*

Besides, in terms of feelings when they heard that they were going to teach online, P1 stated *“There was uncertainty, which led to anxiety.”* P9 also said *“Especially, at the very beginning, I had fear because I am not very good at computers and technology. I panicked a lot about how I would do it, and how I would manage it. I was also afraid.”* P3 expressed herself *“When I heard that the schools would be closed, I panicked and I asked how I am going to teach online and what I am going to do with my own kids at home.”* Besides, two of the interviewees were working as a part-time instructor when the pandemic broke out, it was not clear if the institutions would continue hiring part-time instructors during ERT. Moreover, one of them pointed out that everything was ambiguous and no one knew exactly what it was referred to when online teaching was used as a term, the following examples explained that;

They told us that we were going to teach online but they couldn't answer how we were going to do that at first. I thought at first, some of the instructors would shoot a video and they would share it with the students. Then, for the practice phase, they would meet with students online via Skype or whatever they would use. I thought a lot why they would give me money in that scenario. I mean, first I thought about money before my life. After they ensured we (part-timers) would work, another stressful period started, which was getting ready for it while thinking how I was going to teach online. (P5)

For example, people were talking about synchronous and asynchronous online teaching options, which I didn't know what they were exactly. I remember very clearly; I thought that I was going to use a portable board I had at my home and record ourselves just like YouTuber instructors we saw online. Then, we would upload them somewhere so it would be the asynchronous part, I thought. (P7)

Another issue which was worth mentioning was that after teaching online for more than 3 semesters and coming back to schools, instructors shared their affirmative and disapproving attitudes and feelings about online teaching experience, too. In terms of affirmative attitudes and feelings of the instructors about teaching online after they started teaching face-to-face again, most of the instructors claimed that being forced to teach online contributed to their *professional development*. P7 uttered "*There were many things I learned during teaching online; for instance, 'Wordwall' and 'Nearpod'. I can say in the past I knew 5 tools but now I know more than 15 of them and can use them effectively.*" P3 also voiced "*Although it was challenging, I learned a lot so it was very rewarding for me.*" Another positive indication about teaching online was stated as;

ERT provided a futuristic perspective for the future, there is no doubt that education will really take place in different environments with different models in the future. This has been a good practice for everyone. So we actually experienced one thing that will be normal in the future. It was difficult, but it was a process that added something to ourselves. I can make a Zoom appointment with my student. We now live in a world where accessibility makes it possible to reach things. Moreover, I have started to follow online programs more at the point of personal development. We watched a trailer together about how possible this transition is in the world. (P11)

On the other hand, quite a few of the instructors responded that online education cannot be used as a replacement to face-to-face education and they do not want

to continue teaching online for a while. P1 stated “*I have never thought online education can replace face-to-face education, and I still don’t. There are many obstacles in online education, I am looking forward to coming back to school.*” P2 also mentioned “*It was impossible to do the activities I was doing in face-to-face education during online education, and even if we tried to implement them with different tools, we couldn’t control students and their learning as expected.*” Furthermore, P5 stated the overuse of technology and tools for the last two years has affected her negatively in time although she liked online teaching at the very beginning and tried to improve her teaching with different tools and activities; “*I have become an old-school teacher, this process backfired for me. Now I like pencil, and paper more.*”

4.1.2. Instructors’ Readiness for ERT

There were 6 (8-13) items aiming to reveal the instructors’ readiness about Emergency Remote Teaching (ERT) as it is shown in Table 4.3. Before starting teaching online during ERT, 14.5% ($n=34$) of the instructors strongly agreed and 45.3% ($n=106$) agreed that *they needed help for online education* to get ready. However, 17.5% ($n=41$) of them disagreed and 11.1% ($n=26$) of them strongly disagreed that they needed help; 11.5% ($n=27$) neither disagreed nor agreed (*Item 8*). For further information, see Appendix F for means, medians and standard deviations of the items.

In addition, regarding online teaching experience, 45.3% ($n=106$) of the participants strongly disagreed and 31.6% ($n=74$) of them disagreed that they *had online teaching experience* even though 6.0% ($n=14$) of them strongly agreed and 12.0% ($n=28$) of them agreed that they had any experience before they had to teach online. Only 5.1% ($n=12$) of them neither disagreed nor agreed in terms of their online teaching experience (*Item 9*).

Table 4. 3*Instructors' Readiness for ERT*

Items	Strongly Disagree		Disagree		Neither disagree nor agree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
8.I needed help for online education.	26	11.1	41	17.5	27	11.5	106	45.3	34	14.5
9.I had experience with online teaching.	106	45.3	74	31.6	12	5.1	28	12.0	14	6.0
10.I had the necessary technical equipment and infrastructure for teaching online at home. (Computer, internet connection...etc.)	7	3.0	10	4.3	6	2.6	101	43.2	110	47.0
11.I had the necessary and appropriate physical environment in my home for teaching online. (Personal room, silence, desk... etc.)	7	3.0	25	10.7	22	9.4	92	39.3	88	37.6
12.I was able to prepare my course materials for online education.	7	3.0	52	22.2	37	15.8	89	38.8	49	20.9
13.I had access to online education tools to be used in online education. (Zoom, Moodle or other online education tools; Socrative, Mentimeter... etc.)	4	1.7	13	5.6	8	3.4	113	48.3	96	41.0

Regarding the availability of the necessary technical equipment and infrastructure for teaching online at home, such as having internet connection and a computer indicated that 47% ($n=110$) of the instructors strongly agreed and 43.2% ($n=101$) of them agreed that they were ready for teaching online in terms of technical infrastructure. 2.6% ($n=6$) of them neither disagreed nor agreed; on the contrary, only 3.0% ($n=7$) strongly disagreed and 4.3% ($n=10$) disagreed that they were technically ready (*Item 10*).

When it came to physical conditions of instructors' houses, 37.6% ($n=88$) of them strongly agreed and 39.3% ($n=92$) agreed that *they had the necessary and appropriate physical environment in their homes for teaching online, such as a personal room and a desk*. On the other hand, 3.0% ($n=7$) strongly disagreed and

10.7% ($n=25$) disagreed that the conditions at their home were ready; 9.4% ($n=22$) neither disagreed nor agreed, though (*Item 11*).

Before the instructors started teaching online, 20.9% ($n=49$) of them strongly agreed and 38.8% ($n=89$) of them agreed that *they were able to prepare their course materials for online education*. Nevertheless, the situation was not the same for 3.0% ($n=7$) of them who strongly disagreed and for 22.2% ($n=52$) who disagreed. 15.8% ($n=37$) neither disagreed nor agreed that they were ready in terms of course materials (*Item 12*).

Accessing to *online education tools to be used in online education* issue before starting teaching online showed that 41.0% ($n=96$) strongly agreed and 48.35% ($n=113$) agreed they *had access to Zoom, Moodle and other online education tools such as Socrative and Mentimeter*. Although 3.4% ($n=8$) neither disagreed nor agreed, 5.6% ($n=13$) disagreed and 1.7% ($n=4$) strongly disagreed that these tools were in their reach (*Item 13*).

Qualitative data analysis about instructors' readiness for teaching online revealed two themes; institutional readiness and individual readiness as it was shown in Table 4.4. The participants agreed that their institutions were not ready for online teaching in terms of technical infrastructure. One of the interviewees commented "*The conditions were very limited because of the lack of both software and hardware infrastructure, we didn't have a Learning Management System to share materials or assignments, and take absenteeism*" (P11). Another participant stated "*We had to use our own computers, and the capacity of LMS were not sufficient for sharing videos with the students*" (P5). On the contrary, a small number of participants indicated that their institutions were almost ready for online teaching since they were already using e-books and they were trying to integrate technology into their lessons before the pandemic and ERT. One of the interviewee explained "*We had access all the e-books we used including listening tracks, so our materials were ready*" (P6). Furthermore, one of the instructors made the following statement;

Before the pandemic, we had e-book applications in our computers that our university provided to us and we were using them in our classrooms. We were also trying to prepare technology integrated lesson plans, and actively using Moodle system to communicate with our students, so we were better than most of the universities in terms of technical infrastructure. (P9)

Table 4. 4

Theme, Sub-Themes and Codes of Institutions' and Instructors' Readiness for ERT

Theme	Readiness			
	Institutional Readiness		Individual Readiness	
Sub-Themes	Ready	Not Ready	Ready	Not Ready
Codes	1.Using e-books 2.Technology Integration	1.Technical Infrastructure 2.Providing technological devices	1.Having Experience 2.Having a good teaching atmosphere 3.Having technological devices 4.Being ICT Literate	1.No Training Before 2.Being technologically-challenged person 3.Lack of Materials

The participants reflected on their individual readiness as well and it was observed that while some of the instructors felt more competent to teach online, some of them did not feel the same. First of all, three instructors voiced that they had online teaching experience before ERT. *“I had an online teaching experience before 2020 for about one year, I taught English for an institution. I felt competent when we had to teach online,”* said P11. Another respondent added that *“When I came back from the USA, I started tutoring in speaking skill. I contacted with the student via Skype and had speaking sessions. I neither shared my screen nor used any tools but I tried teaching online before”* (P5). Lastly, a hybrid education experience in the USA when one of the instructors was teaching Turkish there thanks to FulBright Foreign Language Teaching Assistant program was mentioned;

We were using Zoom when almost nobody knew what it was, and the course was designed hybrid; on Mondays and Wednesdays, the lessons were face-to-face and we were covering the grammar topics and other skills face-to-face;

however, on Fridays, we were having our sessions via Zoom and we were sharing some speaking tasks with students. We used break-out rooms a lot for those tasks in addition to Whiteboard. At the end of my scholarship, I attended a seminar and presented how to use Zoom for education. We mentioned Zoom would be the future of education; before pandemic, it was so strange. Therefore, I didn't have many difficulties while teaching online and tried to support my colleagues. (P10)

When asked the physical conditions of their houses, one of the instructors responded "... *in our house we had a room that was suitable enough to call it an office*" (P4). This view was echoed by another participant "*I was lucky that I had a study room in my house and other necessary things like a computer, an internet connection and I was lucky I had no child*" (P5). Therefore, it was revealed that some of the instructors' homes were ready in order for them to be used to teach online.

For the readiness of the instructors in terms of using technology and technological tools, some instructors claimed that being able to use technology before the pandemic enabled them to consider themselves ready to teach online and feel competent enough for the new duty on their shoulders. Almost half of the instructors interviewed argued that being ICT literate helped them adapt to Emergency Remote Teaching. It was mentioned "*I love using technology and I was using it before the pandemic in class. I was using Google forms, Nearpod, Padlet and Quizlet for interaction and giving feedback, which helped me a lot to design my online lessons*" (P5). Some of the instructors emphasized that they were using e-books and online components in their curricula such as grammar and reading platforms (MyGrammarLab), videos, films and some tools such as Kahoot and Quizlet. To illustrate, it was shared "*I was using online games and short videos for variety, interaction and students' motivation. To reduce paper consumption, I was using our LMS and students were using their phones to complete the activities I shared before pandemic*" (P8). It was also underlined "*I was using Padlet, Socrative and some other tools before pandemic, so I had an idea about the expectation of teaching online*" (P4). Moreover, another instructor indicated that he considered himself ICT literate since he was interested in

technology on his personal life and he took some courses regarding using technology in education during his bachelor's and master's degrees by saying, "*I had received training before pandemic and I was using many tools so my experience, knowledge and repertoire I had made my job easier*" (P11).

However, not all the instructors were competent regarding using technology and being ICT literate; thus, the idea of teaching online was a disaster for some of the instructors. Some of the interviewee responded that they were not trained for teaching online before; to give an example, it was uttered "*I wasn't ready as I hadn't been trained before to teach online; being able to use computers and using them for educational purposes are totally different*" (P3). Besides, one of the instructors commented on the same issue by saying, "*I am a graduate of English Language Teaching and I did not receive any training related to online education, and no institution hired me to teach online, so I questioned my skills if I could do it*" (P5). Furthermore, some of the instructors talked about that they were technologically-challenged people. For example, it was specifically stated "*I am not a person who is good at technology and computers both in my personal and academic life*" (P9). P1 also stated the fact that she was technologically-challenged instructor;

I am working in a state university whose technological facilities are limited and I didn't have technical knowledge enough because we were not even using e-books before pandemic; for younger generation it might have been easier but for me and for my generation, it was a great challenge to learn and use it as we were not born in technology. (P1)

Lastly, the instructors articulated that they were not ready regarding the materials they would use owing to limited time. "*In fact, we almost had no transition period, we were told we would teach online in 4-5 days, even the administration didn't know what they would do, how could I get prepared*" (P4)? Another instructor described the period and its limitation by saying; "*Since we were on a semester break (we have three semesters), I was in my hometown to visit my family, so I was not even in Ankara. When I learnt we would teach online, I had nothing but a computer*" (P10).

4.2. Instructors' Actions to Get Ready for ERT

In this part, it was aimed to reveal the actions English language instructors took to get ready for ERT during the transformation period upon the closure of the universities, the findings were presented granted on the quantitative and qualitative data. Based on the descriptive analysis, as it is shown in Table 4.5, as for getting ready for teaching online, 30.8% ($n=72$) of the participants strongly agreed and 47.9% ($n=112$) of them agreed that *they were informed by the institutions where they work for online education and they were supported to get ready*. Whereas 11.1% ($n=26$) of the participants neither disagreed nor agreed, 7.7% ($n=18$) disagreed and 2.6% ($n=6$) strongly disagreed that they were supported by the institution they worked for to get ready to ERT (*Item 14*).

Table 4. 5

Instructors' Action to Get Ready for ERT

Items	Strongly Disagree		Disagree		Neither disagree nor agree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
14.I was informed by the institution where I work for online education and I was supported to get ready.	6	2.6	18	7.7	26	11.1	112	47.9	72	30.8
15.I received training and information outside of my institution on my own efforts for online education.	28	12.0	69	29.5	31	13.2	71	30.3	35	15.0

In addition to institutions' efforts, 12.0% ($n=28$) of the respondents strongly disagreed and 29.5% ($n= 69$) disagreed they *received training and information outside of their institution with their own efforts for online education*. However, as opposed to them, 15.0% ($n=35$) strongly agreed and 30.3% ($n=71$) agreed that they received extra training or information before starting teaching online on their own efforts. On the other hand, 13.2% ($n=31$) neither disagreed nor agreed (*Item 15*). For further information, see Appendix F for means, medians and standard deviations of the items.

In terms of getting ready for ERT, after the qualitative data analysis, two themes emerged according to the instructors, they mentioned what their institutions did and what they did individually; thus, they were categorized under institutions' actions and instructors' actions as it can be seen in Table 4.6.

To begin with, almost all the instructors stated that they were given *training* before they started teaching online. These trainings varied across institutions including general or focused group meetings, trying to have demo lessons, creating technology support groups, and shooting videos for instructor. It was highlighted although the time was limited and the institutions did not have enough experience, the institutions tried their best to support their instructors. The informative meetings were mentioned by the instructors;

As a team-leader, during the transition week, we had many meetings with the administration about the features of Zoom, and LMS and how they were going to be used was discussed. After that, each team-leader shared these information with the instructors via Zoom meetings and by sharing our screens, we tried to show everything we knew with the instructors to help them get ready. (P9)

Under the leadership of PDU (Professional Development Unit), we were trained about 'Zoom' first, then instructors conducted some demo-lessons within small groups and we shared our ideas and experiences after these demo-lessons. We tried to understand the features of 'Zoom' and tried to help each other. (P10)

We were informed in the general meeting about online teaching and we were told we were assigned in different teams. Each team had a technology leader who shared some videos with us to teach 'Zoom' and some other tools they thought we could use. (P5)

Table 4. 6

Theme, Sub-Themes and Codes of Actions Taken to Get Ready for ERT

Theme	Getting Ready for ERT	
Sub-Themes	Institutions' Actions	Instructor' Actions
Codes	1.In-Service Trainings	1.Doing Nothing
	2.Infrastructure Measures	Individually
	3.Soft-Copy Materials	2.Doing a Search
	4.Technical Support	3.Organizing Their Homes

Besides, within limited time, institutions worked with infrastructure issues for online education. They provided soft-copy materials, and provided technical support to their instructors and students; such as buying necessary license for some applications for the institutions and talking with publishers to be able to download the software versions of the books and trying to help their instructors technically as one of the instructors stated;

We were provided Zoom pro-accounts, and were assigned in groups according to the levels we taught in Microsoft Teams. On our LMS, they created our Zoom sessions beforehand and showed us how to create Zoom sessions and to share the link with the students when we wanted extra sessions. We had already had computers and e-books provided by the institutions; however, they checked every one of us again and they were sure all the instructors were ready with their computers, materials, and technical infrastructure. (P7)

Since the instructors attended many meetings and tried to comprehend what they were going to do when they started teaching online, some of the instructors noted that they *couldn't do anything else individually* as one of them stated “*The meetings were so overloaded and there were many things I had to do such as downloading e-books and getting used to the tools I learnt, so I couldn't do anything more*” (P1). In addition, P10 pointed out that she didn't do anything by saying “*I didn't have to do anything to learn Zoom and the other tools*” as she had an online teaching experience before pandemic. However, many other instructors expressed that they did a *search* on the Internet to have an idea about online teaching and how the other instructors had reacted so far since most of the countries had been struggling with it before Türkiye suspended face-to-face education as P5 mentioned “*I was surfing the Internet wondering what was going on and what I could do to have an idea.*” P3 added she watched some videos on YouTube by stating “*I watched some videos entitled what we needed to do as an instructor in front of the camera and things like that since I had to draw students' attention and look professional at the same time.*”

Furthermore, a couple of instructors brought up they *organized their house* for making it more suitable for online teaching. Replacing the modem and the router

and replacing some furniture by taking the light and the life inside the house into consideration were among the things instructors did as it was articulated “*I designed my background that the students could see when the camera was on so that it wouldn’t be messy and distracting. I was in the living room and put away all my personal belongings like pictures and objects*” (P7).

4.3. Challenges Experienced and Actions Taken by Instructors during ERT

In this part, based on the third research question aiming to uncover the challenges the English language instructors experienced after they had started teaching online and how they tried to tackle the challenges, the findings revealed from both quantitative and qualitative data were reported. The challenges experienced and actions taken by the instructors during ERT were reported, respectively.

4.3.1. Challenges Experienced

In this part; firstly, quantitative findings were presented and then the qualitative data analysis findings under ‘challenges’ theme and its sub-themes were presented about the challenges English language instructors experienced during ERT. As shown in Table 4.7, 12.0% ($n=28$) of the instructors strongly agreed and 49.1% ($n=115$) of them agreed they *had a power outage problem* during teaching online. On the contrary, 13.2% ($n=31$) strongly disagreed and 21.4% ($n=50$) disagreed power cut was one of the challenges they experienced. Only 4.3% of them neither disagreed nor agreed ($n=10$) (*Item 16*). For further information, see Appendix F for means, medians and standard deviations of the items.

Regarding hardware problems with the technological tools such as computers and cameras, 14.5% ($n=34$) of the instructors strongly agreed and 46.2% ($n=108$) of them agreed that they *had hardware problems with technological tools they used* during teaching online. However, although 6.4% of them ($n=15$) neither

disagreed nor agreed, 23.5% of them ($n=55$) disagreed and 9.4% of them ($n=22$) strongly disagreed that technological tools were problems for them. (*Item 17*).

When it came to the Internet connection, 53.8% ($n=126$) of the participants agreed and 22.6% ($n=53$) of them strongly agreed that they *encountered Internet connection problems*. In contrast, 5.6% ($n=13$) strongly disagreed and 13.7% ($n=32$) disagreed Internet connection was a problem for them. 4.3% ($n=10$) neither disagreed nor agreed (*Item 18*).

In terms of distractions like noise, 13.7% ($n=32$) strongly agreed and 44.0% ($n=103$) agreed that they had problems due to *the noises coming from inside or outside of instructors' teaching environment*. While 11.1% ($n=26$) of the instructors neither disagreed nor agreed if the noises coming from their houses affected them negatively, 22.6% ($n=53$) disagreed and 8.5% ($n=20$) strongly disagreed (*Item 19*).

When it comes to noises coming from students' environment, 16.7% ($n=39$) of the instructors strongly agreed and 52.1% ($n=122$) of them agreed that they had problems due to *the noises coming from inside or outside of students' houses*; on the contrary, 9.4% ($n=22$) of them neither disagreed nor agreed. 17.5% ($n=41$) disagreed and 4.3% ($n=10$) strongly disagreed that they had problems owing to *the noises coming from inside or outside of students' houses* (*Item 20*).

Students' engagement from the eyes of instructors showed that even though 48.3% ($n= 113$) strongly agreed and 36.8% ($n=86$) agreed *their students turned off their cameras and did not participate in the lesson*, 2.15% ($n=5$) strongly disagreed and 6.4% ($n=15$) disagreed. However, 6.4% of them ($n=15$) neither disagreed nor agreed (*Item 21*).

Table 4. 7*Challenges Experienced by Instructors during ERT; Questionnaire*

Items	Strongly Disagree		Disagree		Neither disagree nor agree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
16.I had power outage problems.	31	13.2	50	21.4	10	4.3	115	49.1	28	12.0
17.I had hardware problems with the technological tools I used. (Computer, camera, mouse... etc.)	22	9.4	55	23.5	15	6.4	108	46.2	34	14.5
18.I had internet connection problems.	13	5.6	32	13.7	10	4.3	126	53.8	53	22.6
19.when I was teaching at home, I had problems because of the noises coming from inside or outside of my house.	20	8.5	53	22.6	26	11.1	103	44.0	32	13.7
20.when I was teaching at home, I had problems because of the noises coming from inside or outside of the students' houses.	10	4.3	41	17.5	22	9.4	122	52.1	39	16.7
21.I had problems because the students did not turn on their cameras and do not participate in the lesson.	5	2.1	15	6.4	15	6.4	86	36.8	113	48.3
22.I had problems with online platforms (Zoom etc.) and tools (Socrative etc.) that I used.	28	12.0	82	35.0	26	11.1	69	29.5	29	12.4
23.I had trouble adapting to teaching online.	35	15.0	74	31.6	41	17.5	56	23.9	28	12.0
24.I think I couldn't communicate effectively with students.*	28	12.0	61	26.1	44	18.8	66	28.2	35	15.0
25.I think I couldn't fully achieve the aims and objectives of the lessons.*	19	8.1	77	32.9	47	20.1	62	26.5	29	12.4
26.I think I couldn't motivate the students to the lessons.*	23	9.8	58	24.8	55	23.5	67	28.6	31	13.2

Table 4.7 (continued)

27.I think I couldn't teach my lessons student-centered and interactive.*	27	11.5	80	34.2	34	14.5	62	26.5	31	13.2
28.I think I couldn't be as successful as I had been in face-to-face education regarding classroom management.*	33	14.1	69	29.5	33	14.1	69	29.5	30	12.8
29.I think I couldn't control the extracurricular activities of the students.*	42	17.9	81	34.6	41	17.5	51	21.8	19	8.1
30.I think I couldn't give effective feedback on students' homework and performances.*	13	5.6	32	13.7	30	12.8	108	46.2	51	21.8
31.I think the excessive time I spent in front of technological devices had negative effects.	11	4.7	15	6.4	16	6.8	104	44.4	88	37.6
32. I think keeping the course hours the same as in face-to-face education had negative effects.	9	3.8	16	6.8	27	11.5	84	35.9	98	41.9
33.as the pandemic continued, I think thinking about both my health and school negatively affected my motivation.	16	6.8	35	15.0	32	13.7	77	32.9	74	31.6
34.I think my work-life balance was violated.	12	5.1	30	12.8	24	10.3	66	28.2	102	43.6
35.I think assessment and evaluation couldn't be done appropriately.*	91	38.9	70	29.9	26	11.1	35	15.0	12	5.1
36.I think I couldn't communicate effectively with my colleagues and administration.*	37	15.8	59	25.2	34	14.5	71	30.3	33	14.1
37.I think my daily lesson preparation time is longer than face-to-face education.	26	11.1	53	22.6	25	10.7	69	29.5	61	26.1

Note. * These items were reversed during data analysis

Regarding online platforms like Zoom and tools such as Socrative or Kahoot, 35.0% ($n=82$) disagreed and 12.0% ($n=28$) strongly disagreed that they *had problems with them*; however, 12.4% ($n=29$) of the instructors strongly agreed

and 29.5% ($n=69$) agreed they had problems with Zoom or other online tools. 11.1% ($n=26$) of them neither disagreed nor agreed (*Item 22*).

Moreover, about adaptation to teaching online, 15.0% ($n=35$) of the respondents strongly disagreed and 31.6% ($n=74$) of them disagreed that they *had trouble adapting to it* although 12.0% ($n=28$) of the respondents strongly agreed and 23.9% ($n=56$) agreed adaptation for online teaching was a trouble for them, though. 17.5% ($n=41$) neither disagreed nor agreed (*Item 23*).

About effective communication with the students during teaching online, 15.0% ($n=35$) of instructors strongly agreed and 28.2% ($n=66$) of them agreed they *could not communicate effectively with students* during online teaching; on the other hand, 26.1% ($n=61$) disagreed and 12.0% ($n=28$) strongly disagreed they could. 18.8% ($n=44$) neither disagreed nor agreed, though (*Item 24*).

Regarding the aims and objectives of the lessons, even though 32.9% ($n=77$) disagreed and 8.1% ($n=19$) strongly disagreed that they *could not fully achieve the aims and objectives of the lesson* during ERT, 12.4% strongly agreed ($n=29$) and 26.5% agreed ($n=62$) they could reach their aims and objectives. 20.1% ($n=47$) neither disagreed nor agreed (*Item 25*).

In order to motivate their students, 13.2% of the participants ($n=31$) strongly agreed and 28.6% of them ($n=67$) agreed they *could not motivate their students to the lessons*; contrary to them, 24.8% ($n=58$) disagreed and 9.8% ($n=23$) strongly disagreed on their ability to motivate the students. 23.5% ($n=55$) neither disagreed nor agreed, though (*Item 26*).

As for interactive and student-centered teaching, although 11.5% ($n=27$) of the instructors strongly disagreed and 34.2% ($n=80$) of them disagreed *their lessons were student-centered and interactive*, 13.2% ($n=31$) strongly agreed and 26.5% ($n=62$) agreed that their lessons were. 14.5% ($n=34$) neither disagreed nor agreed their lessons were interactive and student-centered (*Item 27*).

Regarding classroom management during ERT, 29.5% ($n=69$) of the instructors disagreed and 14.1% ($n=33$) of them strongly disagreed that they *were not as successful as they had been in face-to-face education in terms of classroom management*; on the contrary, 12.8% ($n=30$) of the respondents strongly agreed and 29.5% ($n=69$) of them agreed they were. 14.1% ($n=33$) neither disagreed nor agreed (*Item 28*).

Concerning controlling the students' extracurricular activities, 34.6% ($n=81$) of the instructors disagreed and 17.9% ($n=42$) of them strongly disagreed that they *could not control the extracurricular activities of their students*. On the other hand, although 8.1% ($n=19$) of them strongly agreed and 21.8% ($n=51$) of them agreed it was possible to control their students' extra-curricular activities, 17.5% ($n=41$) neither disagreed nor agreed (*Item 29*).

Considering giving feedback, 21.8% ($n=51$) of the instructors strongly agreed and 46.2% ($n=108$) agreed they *could not give effective feedback to their students' assignments and homework*; nonetheless, 5.6% strongly disagreed ($n=13$) and 13.7% disagreed ($n=32$) they could. 12.8% ($n=30$) neither disagreed nor agreed, though (*Item 30*).

When it came to the excessive time the instructors spent in front of technological devices, 37.6% ($n=88$) of them strongly agreed and 44.4% ($n=104$) of them agreed *it had negative impacts* even though 4.7% ($n=11$) strongly disagreed and 6.4% ($n=15$) disagreed. 6.8% ($n=16$) neither disagreed nor agreed (*Item 31*).

In terms of the duration of the lessons, 41.9% of the instructors ($n=98$) strongly agreed and 35.9% of them ($n=84$) agreed the fact that *keeping the course hours the same as in face-to-face education had negative effects*; in contrast, 6.8% ($n=16$) disagreed and 3.8% ($n=9$) strongly disagreed. 11.5% ($n=27$) neither disagreed nor agreed (*Item 32*).

As for instructors' motivation during ERT, 31.6% ($n=74$) strongly agreed and 32.9% ($n=77$) agreed *thinking about both their health and school affected their*

motivation negatively when the pandemic continued. However, 15.0% (n=35) disagreed and 6.8% (n=16) strongly disagreed it had an impact on their motivation. 13.7% (n=32) neither disagreed nor agreed (*Item 33*).

In the matter of work-life balance, 43.6% (n=102) strongly agreed and 28.2% (n=66) agreed *their work-life balance was violated* during ERT; notwithstanding, 12.8% (n=30) disagreed and 5.1% (n=12) strongly disagreed. 10.3% (n=24) neither disagreed nor agreed (*Item 34*).

With regard to assessment and evaluation, even though 38.9% (n=91) strongly disagreed and 29.9% (n=70) disagreed that *assessment and evaluation could not be done appropriately*, 5.1% (n=12) of the instructors strongly agreed and 15.0% (n=35) of them agreed that evaluation and assessment during online teaching was satisfactory. 11.1% (n=26) neither disagreed nor agreed (*Item 35*).

In terms of effective communication during ERT, 14.1% (n=33) of the instructors strongly agreed and 30.3% (n=71) of them agreed that they *could not communicate effectively with their colleagues and management* while they were at their homes; yet, 15.8% (n=37) strongly disagreed and 25.2% (n=59) disagreed the communication between their colleagues and the administration were efficient. 14.5% (n=34) neither disagreed nor agreed, though (*Item 36*).

Lastly, in respect of time for planning during ERT, 26.1% (n=61) of the instructors strongly agreed and 29.5% (n=69) of them agreed *their time for planning took more than it had taken in face-to-face education*; controversially, 22.6% (n=53) disagreed and 11.1% (n=26) strongly disagreed while 10.7% (n=25) neither disagreed nor agreed (*Item 37*).

Regarding qualitative analysis results of the challenges the English language instructors experienced during ERT, five sub-themes were identified under 'Challenges' theme as it can be seen in Table 4.8; (1) external factors, (2) instruction related factors, (3) institution related factors, (4) students related

factors and lastly (5) individual related factors. Under the external factors, instructors mentioned the challenges which was impossible for them to control such as the Internet connection, power outage, lockdown and curfews, voice, increased deliveries and security concerns. For the instruction related challenges, difficulties while conducting lessons owing to the nature of online teaching like interaction, skills teaching in English, curriculum adaptation, time-management, and pair and group activities were provided by the instructors. In terms of institution related challenges, instructors referred policies the institutions applied during pandemic, their work-life balance and technological infrastructure of the institution, which they had no control, too. As one of the most important components in education, instructors talked about students related challenges as well; for instance, students' motivation, engagement, physical conditions of their learning environment. Moreover, they tried to cheat, they did not have online education experience, they needed technical and technological support and their health condition affected their performance as well. As the last sub-theme (individual related), instructors focused on the challenges they experienced because of themselves such as their teaching environment, need of technical/technological support, communication problems with their colleagues, being able to provide feedback, motivation, health, and inexperience.

Regarding (1) *external factors*, most of the instructors commonly reported that the Internet connection was not sufficient to conduct online lessons without voice cracking and buffering or unstable Internet connection difficulties, and the power outages prevented uninterrupted flow of the lessons. The instructors had nothing they could do about the reasons and solutions of these problems. To exemplify on this issue;

I think the quality of the Internet connection was one of the biggest problems, for the online sessions; all of a sudden, sometimes students and sometimes we (instructors) got disconnected and trying to get connected again took a lot of time. Even if we were using the best option provided by the company, the infrastructure was not enough for the whole country since millions of people had to use the Internet at the same time. (P8)

We couldn't change our Internet provider company since we were living in military houses, there was only one option due to technical infrastructure, so we couldn't get fiber optic Internet service. I had to sit right next to the router to be able to connect my students; my hands were tied and there was nothing else I could do. (P3)

Unfortunately, I live in such a street that since the pandemic started, there was always either electricity or the Internet infrastructure works. I was constantly interrupted by these cuts and I always had to explain myself to the administration. (P5)

Table 4. 8

Theme, Sub-Themes and Codes of Challenges Experienced by Instructors during ERT

Theme	Sub-Themes	Codes
Challenges	External Factors	Internet Connection Power Outage Lockdowns and Curfews Voice Increased Deliveries Security Concerns
	Instruction Related Factors	Interaction Skills Teaching Curriculum Adaptation Time-Management Pair and Group Activities
	Institution Related Factors	Institution's Policy Infrastructure Work-Life Balance
	Students Related Factors	Motivation Engagement Learning Environment Cheating Being Inexperienced Technical/Technological Health
	Individual Related Factors	Teaching Environment and Family Members Technical / Technological Communication between colleagues Feedback Motivation Health Being Inexperienced

Another issue pointed out was lockdowns and curfews imposed by the government, they limited instructors' lives and led to many problems such as depression and extra duties during pandemic, which affected their teaching negatively;

We had really strict curfews that did not allow us to go outside to work our things out; for example, my camera broke down and I couldn't have it fixed for a week, so I had to teach without seeing my students and there were times when I didn't step out for a month, which demotivated me a lot. (P4)

Students also were affected deeply since there were extra lockdowns and rules and regulations to isolate them in social life just like people who were over 65; they couldn't go out or use public transportation. These rules caused depression since they were so inactive at home. (P9)

Because of the lockdowns and the pandemic, our maid couldn't come to our house and as my husband was working in the military, he had to go to work, which put a huge load on my shoulders from shopping, taking care of the kids to trying to do my job; teaching properly. (P3)

Curfews and lockdowns caused another challenge; people had to meet many of their needs through online shopping. Thus, it increased the number of deliveries coming home, which affected both students and teachers during the lesson hours since they were interrupted by them.

While I was teaching online, sometimes I had to open the door because of package deliveries, I had to order everything like water, milk, and other stuff and I was living with my 6-year-old daughter, so it was me who had to take care of these things. Package delivery was a common problem among students, too; they wanted to be excused for a while. (P7)

Furthermore, voice coming from "*a crying baby from one of the neighbors*" (P4), "*construction in the apartment*" (P8), "*street vendors or people walking on the street*" (P10) as a distraction was another challenge for instructors regarding external factors;

I had to keep my windows closed even if the weather was too hot during summer because of the noises coming from street because when I opened the window, students were having difficulty focusing on me. (P10)

The last issue emerged was *security concerns* of the students and instructors. According to Personal Data Protection Law, some of the instructors couldn't make their students turn on their cameras as one of the instructors quoted her student's words "*Someone I don't like can take a picture of mine without realizing*" (P10), and instructors' security was violated, too;

The administration made us record our lessons and share them with the students; however, somebody could have reached those recordings and got my personal information. We were also warned by the administration to be careful as the recordings for the exams may have been watched by third parties against cheating; I felt Big Brother was always watching us. Plus, anyone could join the Zoom sessions, which was very odd. (P8)

Having an effective online lesson was another challenge for the instructors; therefore, many instructors mentioned (2) *instruction related challenges* they experienced during ERT. The most articulated problem under this sub-theme was *interaction* between the students and instructors since teaching online included cameras, physical distance, limited body language and facial expressions and these were major reasons why the interaction was almost one way; from instructors to students as one of them emphasized "*I kept asking them if they understood me or heard me even if I knew it was not a correct approach but lessons turned into a lecturing because of limited interaction*" (P8). P10 also expressed the interaction between the students were not good, too by saying "*They couldn't even ask one tiny question that they would ask their friends in classrooms like the page number or peer check*". An instructor claimed that;

In face-to-face education, I could walk around the students, observe what they were doing, we were sharing a lot of ideas and I could understand many things happening in the classroom, but in online teaching, the students muted themselves even if I could still see them and they listened more, spoke less. I couldn't get a response or couldn't see most of the students' reaction when I shared my screen (Zoom allowed us to see five participants at once). Sometimes, I just wanted to touch them through cameras, I felt like I was alone most of the time while teaching. (P1)

Teaching English and mainly four different skills (reading, listening, speaking and writing) via virtual classroom was another issue most of the instructors

stressed. As for receptive skills (listening and reading) in English, instructors claimed that they couldn't help the students enough to improve their receptive skills. P7 stated *"I had shared the listening questions before I shared my screen and sound with the students but while listening, the students didn't take notes and some of them didn't even listen to it."* P6 also added that;

For example, when I gave time to read a paragraph or a text to the students, I wanted to see which part they were reading, which question they answered; I mean I wanted to observe them as I did. I asked many comprehension check questions after the reading, I realized that students didn't read in details and I couldn't find a solution while teaching online. (P6)

As regards productive skills (speaking and writing), *"Some of the speaking tasks were impossible to implement, they spoke Turkish with their pairs or group members in break-out rooms. I couldn't achieve speaking task objectives,"* (P3) admitted. P11 added *"Students stated they couldn't speak English in their feedback form and we could see this fact in the speaking exam results because they didn't practice a lot within the lessons."*

Besides, the significance of *curriculum adaptation* was highlighted. As commonly stated, English language schools' curriculum had already been demanding to conduct for instructors, pandemic brought extra challenges to implement the program as scheduled; although there should have been some adjustments and adaptations, using the same curriculum as it had been was a great challenge for them regarding time and efficiency as stated;

I said some parts of our lessons such as teaching grammar should have been asynchronous and we should have been doing more interactive things with students; however, no changes were made to the currently implemented program, which created long, boring and ineffective lessons. (P11)

The books we used and the program we tried to implement was not designed for online teaching; thus, adding some videos or online tools didn't help us to have lesson plans for online teaching. We couldn't design the program with necessary adjustments. (P6)

Some of the instructors reflected that *time-management* was another point they had problems with while teaching online. In online sessions, some lessons took longer than the instructors expected and planned and some were shorter due to the nature of online teaching. One of the instructors said “*We had two hours-speaking-lesson plans but students were so silent and were not eager to speak and the lessons ended earlier than it was planned.*” Another instructor shared a memory of her;

I planned a grammar lesson plan with pre/while and post activities and I allocated three hours for it; however, at the end of the fourth hour, I was still struggling with ‘while activities’ and still presenting the grammar topic. Implementing something you had been doing in face-to-face education was harder in online lessons. I couldn’t predict how much time we needed at the very beginning of the pandemic. (P8)

Apart from that, having an effective *pair and group work activities* was other concern of the instructors. With the help of chat-box and break-out rooms, instructors reported they were trying to utilize pair and group work activities to help students learn from each other but these activities were not as effective as they were as stated;

For example, when I sent the students to break-out rooms, I could not observe and control all the groups at the same time although I was able to do that in physical classrooms. While I was walking around the classroom, I could be sure the students were on task and I could help them when they needed, and encourage all the students. However, I couldn’t do it on Zoom. (P7)

When we were having a group activity in break-out rooms, the students stopped talking when I joined their group. Some of the students were disconnected, some of them didn’t do anything in the groups and the groups couldn’t finish their tasks on time. When they connected again, I had to go back to the main session and reassign them to their groups. It was so hard, not effective and time-consuming. (P1)

Since instructors had to comply with the decisions taken by school administrations, in some cases these decisions undesirably affected instructors’ performances or students’ success, so they remarked those decisions and their impacts categorized under (3) *institution related* challenges. P4 criticized the

attendance policy by saying *“The institution chose to stick to pre-pandemic rules and regulations about attendance, however, students couldn’t connect on time due to connection or technical problems.”* P4 also highlighted that the decisions affected disadvantaged students *“I think it was unfair to act like everything was normal, we wanted a perfect computer, a webcam, and Internet connection without thinking disadvantaged groups and as teachers we couldn’t do anything.”*

P7 and P9 highlighted the amount of time they had to spend online increased. The administration made a decision and the assignments and quizzes were conducted after the online lessons. Security check process imposed by the administration and the allocated time for quizzes and assignments increased the instructors’ screen time. P9 said that *“We had quizzes and assignments after the lessons; for example, for a quiz allocated 30 minutes, we had to spend one hour for security check.”*

Some of the instructors complained the high expectations of the institutions from the instructors although teaching online was a new concept for them as well and there was a pandemic. P6 mentioned that *“As if everything was normal, they expected us work more and more without showing empathy although we as teachers also had many problems during pandemic. The administration wanted us to thank them not to lose our jobs.”* P5 also supported that *“The administration underestimated our efforts and they made us feel that with their attitudes and statements.”*

The last point instructors (P5, P6, P7, P9 and P11) raised about their institutions’ policy was they *were obliged to come to their offices*. When the gradually normalization process was put into practice as of 2nd of March, 2021 by the government after long measures, lockdowns and curfews, the administrations of the institutions summoned their instructors to their offices and continue teaching from their offices even if the students would be at their homes because flexible

working hours was rearranged across the country. On this issue, instructors stated that;

We were requested to come to our offices for two days a week, classrooms were allocated for us and I was expected to teach online in an empty classroom. There was no vaccination at that time, it was risky for me to use public transportation and I had a seven-year-old daughter at home whose school was closed. It was nonsense to bring us the university although I could do the same thing at home, two or three weeks later, there was another lockdown and it stopped. (P7)

We tried hybrid education; we had face-to-face education for two days a week and online education for the other days. I got tested positive during that period when there was no vaccination and I wasn't get paid even if I had the health report. I was sick because of them and earned less that month. I couldn't recover fully for more than a month. (P5)

As for *technical infrastructure* of the institutions, interviewees (P1 & P6) working in two different institutions complained they were not provided with computers. *"I had to use my own computer and they became obsolete because of this,"* said P6. Moreover, P10 and P11 working in different institutions as well raised another issue about infrastructure; they had to use Zoom's free basic account since their institutions didn't provide them with Zoom Pro license unlike other institutions. Although they had unlimited time one-on-one meetings, their classes ended after 40 minutes, which created some problems as P11 stated *"Our lessons were limited to 40 minutes and all of a sudden, they were interrupted while I was teaching; I couldn't complete my lessons well."* Besides, P1 and P2 shared their concerns about their Learning Management System (LMS), which they had to use for their exams. Owing to technical insufficiencies in their LMS, P1 emphasized that *"We couldn't involve the listening part in our high stake exam (proficiency exam), which was a big problem considering it is one of the most prestigious universities' language school in Türkiye."* Also, P2 added *"Providing feedback via our LMS was the hardest thing in my career, there were no options as Word or Google documents had."*

The last issue under institution related challenges was the absence of *work-life balance* during ERT. Interviewees reviewed the boundaries disappeared and the expectations of working hours changed and institutions assumed their instructors were available for last minute meetings and they were waiting online even outside working hours. An instructor reported that “*My sense of time blurred, I couldn’t differentiate my working hours*” (P1). P8 described this situation;

Being at home started to be perceived by the administration that I had to be online for Zoom meetings or phone calls. We received important e-mails after midnight, and we were expected to read them just before starting lessons or exams or they wanted us to do something on weekends. (P8)

Since students are an integral part of education system, instructors had to deal with (4) *students related challenges* as well; among them, one of the most stated challenge was *students’ motivation*. Students had low motivation during ERT according to most of the instructors because they had already spent a year with online education in high school at the very beginning of the pandemic, so they wanted to be in the campus and socialize with their new friends. However, because of the ongoing pandemic measures, they had to stay at home inactively and couldn’t even go out due to curfews and inter-city travel restrictions applied young people under 20 years old, which decreased their motivation considerably as P7 stated;

They dreamed of being a university student for a year while they were getting ready for the university entrance exam during pandemic. In the second year of the pandemic, universities announced they would continue teaching online, which demoralized them. We had lost their motivation before we met them. They wanted to socialize, experience campus life, and have new friends; unfortunately, online education didn’t give them what they wanted. Besides, because of the high number of cases, the government imposed much more severe restrictions; there was no motivation at all. (P7)

Plenty of instructors shared their ideas that low motivation led to another problem; they turned their cameras off and the instructors stated they lost their *engagement* during ERT. Instructors couldn’t make the students turn their cameras on owing to personal data protection law so instructors were not sure if

they were there. P1 exemplified “*When I looked at the participants on Zoom, I had 20 students but when I asked a question or sent a link or document, only a few of them responded.*” P9 added;

When I asked a question to a student, I had to repeat his/her name to get a response, and when I get that, I heard many times they were sorry that they missed what we were doing. I was sure that they were doing something else when I called them on. (P9)

Another point mentioned was students’ *learning environment*. The family members at home became distractors. Some of the students had to share their rooms with their siblings, or the family members didn’t show respect to them. Students living in dormitories couldn’t participate in the lessons freely as there were other students in their rooms; they might have been sleeping or might have had online lessons at the same time. P11 emphasized students’ personal space by saying “*Those who lived with their parents had to share their rooms and computers with their siblings or parents, not everybody had a private and silent room.*” P10 continued about the issue and said “*I saw on the students’ screens some parents watching us, some pets seeking attention and siblings talking with my students, no one cared they were in the lesson.*” P2 shared the following;

Some of my students were living in the dormitories in the campus, and they wanted to be excused to speak as their roommates were either sleeping or attending their own lessons. Sometimes, they attended the lessons from canteens which was noisy, so we had to communicate via chat-box. (P2)

Most of the instructors expressed another challenge, which was *cheating*; during ERT, to assess students, instructors had exams, quizzes, assignments and homework. However, as most of the instructors stated students somehow found a way to cheat, which led to a discussion about the reliability of the online assessment methods during ERT. P2 stated “*Our students shared their screens with their friends (I don’t know how) and they completed the questions together. Or for their online components, they shared the answers with each other. They had their essay written.*” P10 also added “*While giving their presentations, they used their pre-prepared notes. Although I realized it because of their sentences*

or eyes; they were looking somewhere else, I couldn't prove it." Lastly, P8 shared her students' complaints by saying "Some of my students informed their friends cheated during the exam, and they told me how they did it. I was shocked when I heard what they could do."

About students' *being inexperienced*, it was revealed that they were not ready for online teaching although they were considered 'experts' born in technology. Interviewees indicated that students were not autonomous and they were not trained how to use technology to learn something as P5 and P6 separately stated;

I don't think students were much more ready than we were. They were not autonomous, which we needed in online education. They couldn't control their own learning and didn't do what they were supposed to do. They did not pay attention to online lessons and they were so disrespectful; for example, they played games, watched TV, answered their phone calls or doors during their online lessons. Could they do it in classrooms? They should have been aware they were in virtual classrooms. (P5)

As one of the leaders in my institution regarding technology, I taught many tools or technical things to our instructors and even old-school teachers could handle the situation well; however, interestingly students had more problems. They couldn't send e-mails, couldn't convert their word documents to PDF when they had to submit their assignments or when they had to ask something ... They were having difficulty in these basic computer skills, and they also didn't know how they were supposed to behave in front of a camera. (P6)

In addition to having difficulty in using technology, students had also *technical/ technological problems* instructors had to deal with as P9 said "We had many students whose cameras, computers, microphones were not working properly." P4 expressed her surprise "As I am working in a private university, as for the socio-economic status I expected my students not to have technical issues but many of them had a mobile phone that was not functional, and limited Internet data."

Besides, instructors expressed their students or their family members were tested positive for Covid-19 during ERT, which affected their students physically and psychologically; thus, *health* was the last issue under students' related

challenges. Students were excused during their quarantine since they had health reports; yet if they were tested negative although their family members were struggling with Covid-19, they had to attend the sessions because of absenteeism policy. Hence, one of the instructors stated “*I didn't know I had a student whose both parents were hospitalized and his mother was really bad. In critical condition, he still came to class but he was just there physically as we all can understand (P3).*” On this issue, P9 also stated;

Some of my students were tested positive for Covid-19 and they missed one or two weeks. When their quarantine was over, they had to take make-up exams and study much more in order not to fall behind, so it was both challenging for them and us as their instructors. (P9)

The qualitative data analysis also revealed that instructors agreed they experienced some challenges because of the members and physical conditions of their houses, technical and technological infrastructure, their motivation, health and being inexperienced regarding online education; they were categorized as (5) *individual related* challenges.

During pandemic, multiple spaces became a teaching and learning environment both for teachers and students; however, the physical conditions of these spaces were not the same; hence, *teaching environment and family members* were the most talked about subject by the instructors. Regarding an appropriate teaching environment, P10 stressed she had to spend this period in her family’s house as she couldn’t come back to Ankara and she did not have a good environment for teaching by saying “*I had to use a coffee table and one of the chairs we were using in kitchen. My back was hurting a lot.*” Another participant stated “*Our home was so small that when one of my sons didn’t use an earphone, my students could hear my son and his friends even if we were in different rooms (P3).*” P3 also said “*I did my lessons in my bedroom; there wasn’t a place for me where I could sit with a desk and put my books and everything.*” P3 and P7 mentioned having kids and taking care of them while teaching was burdensome because they needed to be both a mother and a teacher at the same time in the house and

“When we started teaching online, my daughter was a kindergarten student who needed a lot of help from her own online lessons to her daily needs and I was a single mum; no one helped me,” said P7. P6 and P8 mentioned other members of their houses; their pets. Pets also needed attention and they were disturbing instructors during the lessons as P8 said;

We had a cat and she wanted to be petted. She sat on my lap, on the desk and she was tapping my laptop. For those who had dogs, it was worse since you had to take them for a walk two or three times a day. (P8)

P9 mentioned another noteworthy issue, which was taking care of his elderly parents who were living on the same street with him. Due to pandemic restrictions applied over 65-year-old people, they couldn't go out for weeks; therefore, their needs were met by the people around them. P9 emphasized that thinking their health and taking care of them affected him deeply by saying *“I tried to keep them safe by doing everything for them; I didn't let them step out but it was very tiring for me both physically and emotionally.”*

Another issue was *technical and technological* challenges instructors experienced. Like students, some of the instructors did not have a computer that was working efficiently as P1 and P10 talked about this issue. It was stated *“My computer was so slow that I had turned it on half an hour ago before the lessons started. It took me almost fifteen minutes to open all my documents and tools (P10).”* P1 added that *“My computer was old and it could not run some programs like Webex and Zoom, it was broken down after a short time.”*

Communication between colleagues was articulated as another challenge by P1, P4, P7, P8 and P10. Not being able to see each other and to talk between or after the lessons created some problems; to illustrate, they could not share enough information about pacing or materials, they could not develop relationship between their colleagues as they did before, especially with the instructors started working during ERT. P10 uttered *“We could come across our colleagues everywhere in school; could chit-chat and got a drink. We could socialize;*

however it didn't happen during pandemic. I missed my office a lot." P8 also mentioned *"We had some pacing and standardization issues after a while because we couldn't communicate properly with our colleagues."* *"When I attended the meeting, I could see only a group of people in my level; however, I had no idea what the other levels were talking and how they were handling with the situation, I felt alone,"* said P7. Therefore, as instructors uttered, communication between them was limited and created some problems.

Furthermore, it was declared that providing *feedback* to the students to their online assignments, essays or writing exams was not as easy as it had been. An instructor indicated *"...when giving feedback, it was hard to write my comments and some example sentences to their Word, PDF or Google documents or I couldn't do it"* (P4). P1 also emphasized the students were not able to receive feedback to their essays they wrote in the exam; the institution assigned exam papers to instructors and they evaluated them and chose their grades according to the rubric without giving feedback and seeing the names of the students. She criticized this by saying *"This situation brought serious problems to their learning process because they couldn't receive feedback like they had a chance in face-to-face"* (P1).

Many problems like pandemic measures, online teaching challenges, and health concerns decreased the *motivation* of instructors, too. When a lot of people were being tested positive and a great number of them lost their lives, trying to do their best in online teaching in spite of many challenges was a very demanding process for teachers, and they stated sometimes they lost their motivation to go on as one of them shared a memory of her;

One day, one of my students attended the lesson from a hospital room, and she said that her grandmother had been hospitalized because of corona-virus. In the last hour, I asked her if she felt okay and how she was. Then, I couldn't stop thinking what I was doing when people were fighting for their lives, why they had to learn English, what it would happen to us if we wouldn't find a cure to it... Because of curfews, lockdowns, other problems in the country, I was demoralized already. I couldn't help crying in the lesson and I wanted to be

excused from the students and cried almost for an hour after I had put off the lesson. Although I was a happy and energetic person normally, I felt so bad those days. (P7)

Regarding health conditions of instructors during pandemic, some of them shared it also affected their teaching performances since they couldn't focus on their lessons enough as they indicated;

I had had a panic disorder before the pandemic, but due to the anxiety that pandemic led, I experienced the same symptoms again. I had to see a doctor and was prescribed medicine; it was tremendously difficult for me to go on teaching. (P1)

My daughter was with her father when he was tested positive, I fetched her to my house and in case of contamination, we put on our masks at home, and separated everything; we didn't eat or sleep together like we used to do. It lasted for five days, and during this period, I couldn't concentrate to my lessons while I was thinking my daughters' and my health. (P7)

Lastly, some of the instructors mentioned their being *inexperienced*; the idea of teaching online was a new concept for most of them and they had difficulty to adapt it as they were not trained for teaching online or they did not practice before. P2 stated that;

Now I got used to it but at the very beginning, it was very challenging for me focus and control many tabs on my computer's screen as it required multi-tasking. You need to share your screen, look at the chat-box, other tools if you wanted them to use and observe students from little cameras, and follow your lesson plan...I was inexperienced and it took me for a while to get used to it. (P2)

4.3.2. Actions Taken to Overcome the Challenges

In this part; firstly, quantitative data findings and then the qualitative data findings under sub-themes were presented about the actions taken to manage the challenges English Language Instructors experienced during ERT. Descriptive data analysis indicated that as it can be seen in Table 4.9, 29.9% of the instructors strongly agreed ($n=70$) and 51.3% of them agreed ($n=120$) that *they were informed regarding teaching online and online tools by the institutions they*

had been working for although 3.4% strongly disagreed ($n=8$) and 5.6% disagreed ($n=13$). 9.8% ($n=23$) of them neither disagreed nor agreed that they received in-service training before teaching online (*Item 38*). For further information, see Appendix F for means, medians and standard deviations of the items.

As to technical support from IT departments, 21.4% of the participants strongly agreed ($n=70$) and 51.3% of them agreed ($n=120$) *they received technical support from IT departments of their institutions when they needed*, 8.5% strongly disagreed ($n=20$) and 15.0% disagreed ($n=35$), though. On the other hand, 10.7% ($n=25$) of them neither disagreed nor agreed (*Item 39*).

When it comes to online teaching problems they experienced during ERT, 20.5% ($n=48$) strongly agreed and 47.4% ($n=111$) agreed that *they received support from the administration* even though 8.1% strongly disagreed ($n=19$) and 10.7% disagreed ($n=25$). 13.2% ($n=31$) neither disagreed nor agreed, though (*Item 40*).

In order for solving their problems faced in ERT, 35.0% ($n=82$) of the instructors strongly agreed and 57.3% ($n=134$) of them agreed that *they talked with their colleagues*. On the other hand, though 0.9% ($n=2$) strongly disagreed and 2.6% ($n=6$) disagreed that talking with their colleagues was a way of solution to their problems in ERT, 4.3% ($n=10$) neither disagreed nor agreed (*Item 41*).

Concerning students' problems during ERT, 22.6% of the respondents strongly agreed ($n=53$) and 48.7% of them ($n=114$) agreed *they tried to solve their students' problems with the help of institutions*; nevertheless, 2.6% ($n=6$) strongly disagreed and 10.3% ($n=24$) disagreed. 15.8% ($n=37$) neither disagreed nor agreed that they asked help from their institutions for their students' problems (*Item 42*).

As for individual efforts of the instructors, 16.2% ($n=38$) of them strongly agreed and 35.0% ($n=82$) agreed that *they participated in seminars/meetings on their*

own efforts outside their institutions to find solutions in terms of ERT challenges; nonetheless, 15.8% strongly disagreed ($n=37$) and 23.9% disagreed ($n=56$). 9.0% ($n=21$) of them neither disagreed nor agreed, though (Item 43).

Similarly, 30.8% of them ($n=72$) strongly agreed and 47.4% of them agreed ($n=111$) they participated in Professional Development Unit's (PDU) in-service trainings to manage their problems during ERT; in contrast, 4.7% ($n=11$) strongly disagreed and 10.3% ($n=24$) disagreed they attended those trainings. 6.8% ($n=16$) of them neither disagreed nor agreed if they attended (Item 44).

Table 4. 9

Instructors' Actions to Manage the Challenges They Experienced during ERT; Questionnaire

Items	Strongly Disagree		Disagree		Neither disagree nor agree		Agree		Strongly Agree	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
38)I was informed by the institution I work for about teaching online and online tools.	8	3.4	13	5.6	23	9.8	120	51.3	70	29.9
39)I received support about technical problems from the information technologies (IT) unit of the institution.	20	8.5	35	15.0	25	10.7	104	44.4	50	21.4
40)I received support from the administration about online teaching problems I faced.	19	8.1	25	10.7	31	13.2	111	47.4	48	20.5
41)I tried to solve the problems I faced in ERT by talking with my colleagues.	2	0.9	6	2.6	10	4.3	134	57.3	82	35.0
42)I tried to solve the problems students faced with the support of institution.	6	2.6	24	10.3	37	15.8	114	48.7	53	22.6
43)I participated in seminars/meetings related to ERT outside the institution.	37	15.8	56	23.9	21	9.0	82	35.0	38	16.2
44)I participated in professional development unit's trainings related to ERT organized by the institution.	11	4.7	24	10.3	16	6.8	111	47.4	72	30.8
45)I followed the studies (books, articles, personal blocks, etc.) related to ERT.	27	11.5	48	20.5	40	17.1	78	33.3	41	17.5

Table 4.9. (continued)

46)To support the students in addition to the online lessons and the program, I shared extra videos or activities.	5	2.1	11	4.7	16	6.8	120	51.3	82	35.0
47)During ERT, I used different interactive online education tools to attract students' attention more. (Kahoot, Padlet, Quizizz, Nearpod...etc)	3	1.3	17	7.3	10	4.3	90	38.5	114	48.7
48)I exchanged ideas with students to make online education lessons more effective.	2	0.9	12	5.1	28	12.0	116	49.6	76	32.5
49)By meeting with students online outside of class hours, I tried to increase their motivation and solve the problems they faced.	22	9.4	45	19.2	34	14.5	84	35.9	49	20.9
50)I tried to solve the internet problems I faced by increasing my internet package or making additional payments.	38	16.2	49	20.9	16	6.8	73	31.2	58	24.8
51)During ERT, I bought technological tools to provide better education. (New camera, microphone, tablet, computer... etc.)	41	17.5	58	24.8	10	4.3	64	27.4	61	26.1
52)During ERT, I changed the place/environment to provide better education. (I went to school/cafe...etc.)	55	23.5	81	34.6	22	9.4	46	19.7	30	12.8
53)During ERT, I received help for my children or elderly parents who I took care of at home.	99	42.3	63	26.9	24	10.3	19	8.1	29	12.4

In terms of studies related to ERT, 17.5% ($n=41$) of the respondents strongly agreed and 33.3% ($n=78$) agreed *they followed books, articles or personal blocks to overcome challenges they faced* although 11.5% ($n=27$) strongly disagreed and 20.5% ($n=48$) disagreed. 17.1% ($n=40$) of them neither disagreed nor agreed about following those sources (*Item 45*).

In order for supporting students' development, 35.0% ($n=82$) of the instructors strongly agreed and 51.3% ($n=120$) of them agreed that *they shared extra videos or activities in addition to their online lessons and program*, yet 2.1% ($n=5$)

strongly disagreed and 4.7% ($n=11$) disagreed. 6.8% ($n=16$) neither disagreed nor agreed (*Item 46*).

To be able to attract students' attention more, 48.7% ($n=114$) of the participants strongly agreed and 38.5% of them ($n=90$) agreed that *they used different interactive online tools like Kahoot, Padlet and Nearpod*; notwithstanding, 1.3% ($n=3$) strongly disagreed and 7.3% ($n=17$) disagreed. 4.3% ($n=10$) neither disagreed nor agreed, though (*Item 47*).

Regarding effective online lessons, 32.5% ($n=76$) of the respondents strongly agreed and 49.6% ($n=116$) agreed *they exchanged ideas with their students to make their online lessons more effective*, however 0.9% ($n=2$) strongly disagreed and 5.1% ($n=12$) disagreed. 12.0% ($n=28$) neither disagreed nor agreed (*Item 48*).

To be able increase the students' motivation and solve their problems, 20.9% ($n=49$) of the instructors strongly agreed and 35.9% ($n=84$) agreed *they met with their students online outside of class hours*; in contrast, 9.4% ($n=22$) strongly disagreed and 19.2% ($n=45$) disagreed. 14.5% ($n=34$) neither disagreed nor agreed (*Item 49*).

As for Internet connection problems, 24.8% ($n=58$) of the participants strongly agreed and 31.2% ($n=73$) agreed *they increased their Internet package or paid extra money even though* 16.2% ($n=38$) strongly disagreed and 20.9% ($n=49$) disagreed. 6.8% ($n=16$) neither disagreed nor agreed (*Item 50*).

Regarding technological problems, 26.1% ($n=61$) of the instructors strongly agreed and 27.4% ($n=64$) agreed *they bought technological tools such as a new computer, microphone or tablet to provide better education* but 17.5% ($n=41$) strongly disagreed and 24.8% ($n=58$) disagreed. 4.3% ($n=10$) of them neither disagreed nor agreed (*Item 51*).

In order to have a better environment for teaching online, 23.5% ($n=55$) of the instructors strongly disagreed and 34.6% ($n=81$) disagreed that *they changed their place and went to a café or to their offices*; on the other hand, 12.8% ($n=30$) of the respondents strongly agreed and 19.7% ($n=46$) agreed. 9.4% ($n=22$) neither disagreed nor agreed (*Item 52*).

Lastly, for their children or elderly parent during ERT, 42.3% ($n=99$) of the instructors strongly disagreed and 26.9% ($n=63$) of them disagreed that *they received help for them* although 12.4% ($n=29$) of the instructors strongly agreed and 8.1% ($n=19$) agreed. 10.3% ($n=24$) neither disagreed nor agreed (*Item 53*).

Qualitative data analysis also revealed that instructors tried to manage the challenges they experienced during ERT. As it can be seen in Table 4.10, actions taken to manage challenges were presented under 5 sub-themes, too; the actions taken against the challenges were presented under the same categories in line with the challenges according to who took the action and tried to solve the problem. When it came to (1) *external factors* challenges like Internet connection, power outages, lockdowns and curfews and voice, many of the instructors felt helpless in the face of external factors as they had almost no control over them; however, they tried *having their students' cameras turned off* as the data usage decreased considerably for the Internet connection problem. Because there were numerous different tools or applications running in the background, videos started to freeze and voices became incomprehensible, and instructors saw 'Your Internet connection is unstable' warnings appearing on their computer screens repeatedly; at that point, instructors had to take an action as one of them indicated that;

I asked my students to turn their cameras off most of the time when we had Internet connection problems and when I couldn't understand what they were saying. Sometimes, I had to do the same thing when my screen froze or when the students claimed they couldn't hear me well. (P10)

Another action taken by instructors as of external factors was trying *using their own mobile data* when they lost Internet connection at their homes or when their Zoom sessions froze (P2, P3, P5, and P11). P5 stated “*I had 6 GB mobile data, I increased it since when I had the Internet connection problem, I had to switch to mobile data.*” Another instructor added that;

As we have three Zoom sessions at home at the same time, our Internet connection provider was not adequate for all of us; therefore, we solved this issue by using our own mobile data. Whoever had a shorter Zoom meeting, that person used mobile data. Most of the time, my sons had to use their own or my mobile data since my sessions were longer. (P3)

Regarding (2) *instruction related* challenges such as interaction, skills teaching, curriculum adaptation, time-management and pair and group activities, instructors tried *using varied tools* in order to increase students’ interaction and engagement. Since most of the students’ cameras were off, almost all instructors claimed they tried using interactive tools to be sure the students were on task and to observe their learning with interactive quizzes and production activities. In addition, they included short videos, visuals, and online games into their lesson plans; hence, instructors tried to use varied online educational tools as P5 voiced “*I integrated Nearpod in my lessons as I could see what the students were doing even if they didn’t turn their cameras on, or when I sent a quiz, I could intervene whenever I spotted a mistake.*” For speaking activities in break-out rooms, P3 stated “*I prepared a Google document according to the groups so that they could write the key words about what they were talking so I could follow them. Whenever they needed me, they wrote ‘Help’ and I joined their groups.*” In addition, P8 added that;

Table 4. 10*Theme, Sub-Themes and Codes of Actions Taken to Manage the Challenges*

Challenges	Actions	Codes
External Factors	Instructors’ Actions Taken Against External Factors	- Turning off the Cameras - Using their Mobile Data
- Internet Connection		
- Power Outage		
- Lockdowns and Curfews		
- Voice		
- Increased Deliveries		
- Security Concerns		
Instruction Related Factors	Instructors’ Actions Taken Against Instruction Related Factors	- Using Varied Tools - Providing Extra Materials - Having Extra Office Hours
- Interaction		
- Skills Teaching		
- Curriculum Adaptation		
- Time-Management		
- Pair and Group Activities		
Institution Related Factors	Institutions’ Actions Taken Against Institution Related Factors	- Rearranging Timetables
- Institution’s Policy		
- Infrastructure		
- Work-Life Balance		
Students Related Factors	Institutions’ Actions Instructors’ Actions	- Technical/Technological Support - Motivation - Regulations against Cheating - Motivation
- Motivation		
- Engagement		
- Learning Environment		
- Cheating		
- Being Inexperienced		
- Technical/Technological		
- Health		
Individual Related Factors	Individual Actions Taken Against Individual Related Factors	- Seeking for Solutions - Colleagues Support - Trial and Error - Receiving Students’ Feedback - Purchasing New Items - Talking with Family Members - Increasing their own Motivation - Using Different Feedback Techniques - More Planning
- Teaching Environment and Family Members		
- Technical / Technological		
- Communication between colleagues		
- Feedback		
- Motivation		
- Health		
- Being Inexperienced		

Table 4.10 (continued)

- Receiving Psychological Support

Institutions' Actions Taken Against Individual Related Factors - In-Service Trainings - Technical/Technological Support - Psychological Support

We tried to transform our materials to interactive activities with the help of Quizlet, Socrative and H5P so that we could increase their engagement; they could see their scores immediately and receive instant feedback. I tried to implement 'Flipped Learning' techniques, I gave them pre-tasks like watching a video, reading a short text or shooting a short video via Flipgrid, then based on what they had done, we continued with the practice or production part in our lessons. (P8)

Some of the instructors uttered in order for supporting their students more, they provided them with *more materials*. They stated they shared some useful links to practice their listening and speaking skills, e-mailed some reading and grammar exercises and uploaded extra tasks and videos to their LMS. *"In addition to online components, I selected some short videos related to our target grammar topic and prepared some grammar exercises to share them,"* said P2. Besides, they had *extra office hours* to scaffold low-achievers as it was said *"I had some extra speaking sessions with students who needed extra support. We used IELTS cue cards and my own questions to help them prepare for their faculties* (P11)."

In the matter of institution related challenges such as institutions' policy, infrastructure and work life-balance, for the instructors' and students' sake, institutions *rearranged their timetable* to have a better schedule. It was aimed to increase students' motivation and learning. P6 uttered *"Students had their skills lessons in their own classrooms in the mornings; however, for the grammar lessons since they were less interactive, two or three classrooms were combined in the afternoon."* After the curfews and lockdowns were imposed on youths

especially for those who were under the age of 20 to halt the spread of the coronavirus, the Turkish government allocated time for them to go out; therefore, institutions rearranged the timetable as P9 stated *“They could go out between 1 pm and 3 pm. Our schedule was from 10 am to 3 pm with a lunch break; however, lessons were rearranged from 9 am to 1 pm so that they could go out.”* Lastly, one of the instructors added that;

Normally, our lessons were 50 minutes but during this period, they were reduced to 40 minutes when their attention span in online lessons was taken into consideration. Besides, after the second lesson, we had a break for half an hour to eat something, have fresh air and walk around to help them focus more for the last two hours. (P1)

In terms of (4) *students related challenges* like their motivation, engagement, learning environment, technical and technological, and health; instructors were grateful that the institutions *supported the students technologically and technically* to be able to go on their education. P8 appreciated her institution efforts by saying *“My institution helped the students who couldn’t afford a computer by sending them a tablet or who didn’t have Internet connection by providing them a scholarship. They did their best in a limited time for equality.”* P2 emphasized scholarships given to the students in her institutions, too and also emphasized that *“If students had a problem in his/her dormitory located in the campus regardless of the reason, they were allocated classrooms to use for their online lessons.”* Moreover, some of the instructors mentioned they were recording their lessons and shared them via their LMS with their students who couldn’t attend the lessons because of some reasons such as health and technology or who wanted to revise what they covered in their lessons. P11 stated *“We were requested to record our lessons and share them on Moodle. We kept the videos until at the end of the semester so that whenever the students wanted, they could watch them.”*

Another action institutions took against the students’ related challenge was to stop them cheating by *having strict rules* for the quizzes and exams or having more assignments, tasks or project rather than exams with the help of instructors.

P10 indicated “*We increased the percentage of assignments and homework in their assessment; besides, exams were recorded and we invigilated them to obstruct them cheating.*” Some of the instructors also stated many new rules and regulations students had to obey to take the exams were prepared such as unmuting themselves, turning their cameras on. To give a specific example, instructors talked about their exam procedures;

Students had to use their mobile phones to connect the Zoom session and they needed to be placed well so that we could see their computers and hands. Also, we sent mirrors to the students so that we could use them to see the other angle of the camera, too. (P4)

We conducted a detailed security check procedures. We asked them to show everywhere in their rooms, and checked everything as much as we could. They also had to use ‘Safe Exam Browser’ that blocked them to open another tab to take the exam. When they behaved suspiciously during the exam, we pinned the students to see them clearly. I think we did everything we could have done. (P9)

To increase students’ *motivation*, both institutions and instructors implemented some actions such as having online student clubs or meetings with students online or face-to-face since their low motivation affected their engagement and learning. As P6 articulated “*My institution organized some online activities to students for their motivation. They learned playing an instrument like guitar, or spoke English in the speaking club. Those activities were essential for their motivation.*” Another instructor mentioned “*I started my lessons with a song from YouTube every morning, while they were getting ready, we listened to music and talked about the lyrics. They also prepared a list, which motivated them a lot*” (P11). Lastly, P7 said “*We met with my students outside, in the park. We had a chat with tea and coffee, which motivated them a lot as they felt their relationship started online was real.*”

For the individual related challenges, both (5) instructors and institutions took some actions in order for managing the challenges the instructors had experienced. Most of the instructors indicated that they *sought ways* to find out solutions such as reading articles, blogs or web-pages and attending seminars or

informative talks in addition to Professional Development Unit's (PDU) sessions. Reading article about ERT and trying to find out what the literature revealed so far was one of the options instructors could do on their own as P3 said *"I was subscribed to some online journals. During the summer break, I read many articles about ERT and realizing many instructors experienced the same challenges relieved me and I tried to adopt their solutions for the next semester."* Aside from PDU sessions, P7 stated she attended a seminar by saying *"For both my and students' motivation, I attended an eight-week seminar called Posturing Students Attention and Engagement. I learned new techniques that can be used online."* P4 and P5 claimed that they read many things from web-pages, blogs to Instagram accounts about education.

During ERT, as stated by many of them, instructors contacted with each other with many different ways to talk about their experiences and practices; therefore, *colleagues supported* each other. Instructors collaboratively worked to solve the problems and learned many new tools, programs, techniques and methods they could use to teach online. Instructors who had online teaching experience before ERT or who were more knowledgeable regarding technology assisted instructors who needed scaffolding as P11 stated *"I tried to teach what I knew to my colleagues. Sometimes we texted, sometimes I showed them via Zoom and I always reminded them they could call me whenever they wanted."* On the other hand, instructors who needed support requested assistance from each other. Generally, the means of communication were instant short messages via WhatsApp, phone calls, or Zoom meetings. P4 uttered *"I talked with many instructors, asked thousands of questions, tried to understand what they were doing not to fall behind and to implement and copy their practices. Shortly, I tried to be efficient for my students."* It was also shared the instructors were sharing their lesson plans adapted for online education, or useful activities could be done in virtual classrooms;

A WhatsApp group was created to share useful documents; the instructors shared whatever they prepared to help each other. There were some activities

with tools, quizzes or Kahoots specifically prepared for our objectives. Altogether, we prepared many materials and activities for our students. When the group became inadequate and confusing, materials were moved to our LMS so that they could be grouped as activities, tests and exercises to make them more reachable. (P1)

Another method used by the instructors during this process was *trial and error*. Instructors stated when they attended the PDU sessions or their colleagues helped them, it was their turn to practice what they had learned and most of the time trial and error was their way of learning. It was indicated they tried the new tools or new features of the programs they used on their own or with their students. When the problems occurred, they noted down the problems. Then, before their next trial, they tried to comprehend their mistakes and attempted another trial with their solutions. P8 uttered “*Despite all the trainings, I made a lot of mistakes when I started using tools and Zoom. I tried again and again repeatedly until I could do what I wanted to do; trial and error was my method.*” Some of the instructors expressed that they talked with their students about the lessons or they read their comments since *students’ feedback* was also significant for them to make some adaptations and changes. One of the instructors exemplified that;

I also asked my students how our lessons were and their suggestions since they were one of the most important components. According to their feedback, I revised my lesson plans, and added more guided speaking tasks, more Kahoots or Quizlets, and more practices. Moreover, I tried to use more Mentimeter so that their comments or answers would be anonymous. I was not aware of how important being anonymous for them was. (P4)

For their teaching environment and family members related challenges, instructors tried to overcome them by *purchasing new items* such as a new desk or a headphone or by *talking with their family members* to eliminate the distractive situations. For the first, P2 exemplified that “*I bought a new high-quality headphone to solve the voice problem. I had an old earphone that wasn’t working properly; my students couldn’t hear me well.*” P3 also said “*In the second year, I bought myself a small portable desk on wheels so that I could move it from room to room depending on which room was available.*” For the

latter, since the members of the instructors' families were at home while they were teaching, they would become another distractor for them. P3 uttered "*I talked and gave more responsibilities and chores to my sons so that they wouldn't disturb me whenever they were hungry or wanted to do some activities while I was teaching.*" The instructors who were living with adults warned them not to enter their rooms, not to use the Internet at home owing to connection problems or not to do anything which could cause noise. P11 expressed that "*I let them know when I had a lesson, warned them to use their own mobile data while I was teaching. I also didn't let my mother bring something to drink or eat as she kept doing that.*"

To increase their own motivation, most of the instructors stated they did many various activities from talking with their friends on the phone or via Zoom, cooking, reading novels, watching movies and funny videos to doing sports at home. P7 reminded that people had to stay at their homes during 'Bayrams' and couldn't visit their family members that is one of the most important tradition in Turkish culture and said "*I cooked everything my mother would cook for us during Bayrams to motivate myself and my daughter. We couldn't visit them physically but we had Zoom sessions and had a breakfast together.*" P9 also added "*I talked with my friends and relatives a lot and whenever I had time; to get away from technology and computers, I read books for hours since I am fond of literature.*"

In terms of providing feedback, especially for speaking and writing performances of the students, instructors had some difficulties; they couldn't use conventional techniques since there were no paper or face-to-face interaction; for that reason, instructors tried *using different feedback techniques*. They used Google documents or other programs to provide feedback to their students during ERT. P7 said "*I wrote more explanatory sentences while giving feedback, in face-to-face education, I was talking with them after giving feedback to make it clear; since it was impossible during teaching online, I wrote more.*" Other instructors stated that;

I used a program called Remind, I wanted my students to send their writings via this program. I gave feedback to them by using a sketch program, I was able to write some comments, underlined some sentences because of Apple pencil, and did whatever I could with a conventional pen. (P10)

I took all the essays via e-mail, copied them into Google doc. without their names and edited them with my suggestions so that all the students could see everybody's work and mistakes. Therefore, they could learn from each other. I also asked some questions like how they would change some problematic ones and they all worked in groups in the next lesson. In addition, it was very good for me because there was no handwriting issue or no fear of losing the papers. For the speaking, I wanted them to record their voices and send them to me; to give feedback I recorded myself, too. (P3)

Some of the instructors articulated they *planned more* during ERT. They stated they spent more time to plan their lesson plans and organize everything online since some of them had to give feedback from LMS or some of them had to upload the recordings to LMS. They indicated that they had more duties and it was hard them to follow; hence, they planned everything more as stated;

I started to keep an agenda because it was more difficult for me to follow things I should do online like sharing materials and three days after their answer keys, sending e-mails and reminders. It seemed everything was easier in classroom. We were announcing everything in class and wrote them on the board; that was it. My desk was full of sticky notes and reminders not to forget anything. (P4)

As the last action; one of the instructors mentioned she *received psychological support* when she felt hopeless and curfews and lockdowns were stopping her from functioning well and feeling good, she saw a psychiatrist. She shared her experience;

I got professional help because I came to such a point that I started to think I couldn't do my job anymore. I suffered from claustrophobia even if I was at my own home and safe; however, I was overwhelmed by pandemic and its consequences. I started medication and psychotherapy, which worked well. (P1)

Instructors stated the institutions assisted them a lot during ERT to make their lives easier and help them tackle with the problems. The most stated solution institutions worked was *in-service trainings*. In addition to trainings aiming to

get ready for teaching online, the institutions kept providing in-service trainings until face-to-face education in universities was no longer suspended. Professional Development Unit's (PDU) sessions, peer observations, informative documents related to tools and activities were included in in-service trainings. P4 expressed "*PDU held many sessions about teaching online, motivation, tools and programs we could use. Some of them were fruitful and very informative.*" P6 also stated "*Besides online trainings, we also received a guidebook about different tools, and online teaching suggestions.*" P11 emphasized several videos were shared with the instructors by saying "*PDU shared some informative videos with the instructors.*"

Most of the instructors put their happiness into words that the institutions provided *technical and technological support*. It was stated that most of the institutions provided computers and pro accounts for some applications such as Zoom for their instructors. P4 stated "*We were given a kind of tablet that enabled us to use just like a paper; whatever I wrote on it, students could see them simultaneously. It was just like an online board.*" P1 mentioned that when she informed the administration that her computer was broken down, the administration gave computers to her and other instructors. She expressed her gratitude by saying "*I was relieved when the administration offered to give me a computer because at that time, it was impossible for me to buy a new computer. I was grateful.*"

The last action the institutions took was *psychological support* for their instructors' well-being. Besides in-service trainings and other supportive actions, some of the instructors were appreciated there were some online sessions and phone calls just for their well-beings as they stated;

Due to pandemic and its consequences, we needed some psychological support as well, the administration arranged some seminars and workshops to support us in those bad days. We shared our concerns, talked a lot, listened to each other and shared some suggestions. They helped me a lot to see that I was not all by myself. (P1)

For Teachers' Day, we had a special Zoom session held by PDU. We had a 'coffee-time' activity with our colleagues. We sat in front of our computers with our coffees and asked how everything was going on, it was so nice to simulate what we did in our offices. We also shared a recipe and baked a cake together. (P7)

4.4. The Summary of Findings

In this study, both quantitative and qualitative data were collected and the findings of both quantitative and qualitative data analyses were reported in light with three research questions.

First of all, instructors' perceptions about Emergency Remote Teaching (ERT) and their readiness before starting teaching online when the schools were closed were revealed. Quantitative data findings indicated that instructors perceived they were aware the need of ERT; however, they had fears and concerns in terms of practicing it since they were lack of sufficient knowledge and skills. Qualitative data findings also revealed that instructors had both affirmative and disapproving attitudes and feelings about ERT before practicing it; to illustrate, although some of them were relieved and happy to work from home, the others were scared, panicked, shocked and they thought online teaching during the pandemic was not feasible. On the other hand, after they taught online for minimum three semesters, they stated that ERT was good for their professional development and the process was rewarding, some of them were still unwilling to teach online and thought that online education cannot replace face-to-face education, though.

As of their readiness, quantitative data showed even though they stated that they had technological devices and online tools in their reach and their teaching environment was appropriate, they needed help for teaching online. They disapproved that they had experience regarding online teaching as well. Qualitative data also showed that some of the instructors were more competent since they had experience, had a good teaching environment and technological devices and they were ICT literate than the others who had no training in terms

of teaching online. These instructors were also technologically challenged people and they couldn't prepare their materials before ERT. Institutions' readiness was also mentioned; some of them were already using e-books and they were integrating technology in their curriculum; on the contrary, some of them neither had a Learning Management System (LMS) nor provided their instructors with computers.

Secondly, how the instructors got ready for ERT when the schools were closed were uncovered; the findings showed that instructors attended in-service trainings conducted by Professional Development Units (PDU); moreover, they did search on their own and organized their teaching environment. Institutions tried to support the instructors with their infrastructure measures such as organizing their LMS and online platforms they would use like Zoom.

Lastly, based on the third research question, after starting teaching online, the challenges of the instructors and how they managed those were revealed. Quantitative data analysis indicated that power outage, technological devices, Internet connection, teaching environment, online platforms and tools, communication between students and other instructors, motivation, classroom management, assessment and evaluation, and providing feedback were challenges instructors experienced during ERT. Qualitative data enabled the researcher to categorize the challenges under five groups; external factors, instruction related factors, institution related factors, students related factors and lastly individual related factors. External factors consisted of Internet connection, power outage, lockdowns and curfews, voice, increased deliveries and security concerns. Instruction related challenges contained interaction, skills teaching, curriculum adaptation, time-management and pair and group activities. According to instructors, they had difficulty in having a good interaction with the students, teaching different skills in English, adapting the curriculum, managing their time and having pair and group activities in their online lessons. Instructors also criticized institutions' policy, infrastructure and their work-life balance because of high expectations during ERT; these were grouped as institution

related challenges. Under students related challenges; instructors mentioned students' low motivation and engagement. Besides, their learning environment were also deterred students from focusing on the lessons and they were lack of online education experience. During ERT, they needed technical and technological support, they tried cheating, and they were also tested positive to Covid-19. Lastly, instructors referred challenges because of their teaching environment and family members at their homes, technical/technological problems, communication between their colleagues, feedback skills, motivation, health and experience during ERT.

When it comes to actions to manage the challenges; instructors asked their students to turn their cameras off, and they used their own mobile data for Internet connection problem. To have better online lessons, they tried using varied tools, providing extra materials, having extra office-hours. For individual related challenges, instructors sought for solutions, discussed with their colleagues, talked with their students and their family members, planned more, used different feedback techniques and received psychological help. Institutions; on the other hand, provided the instructors with in-service trainings, with technical/technological support, and with psychological support. For students, they also supported them technically, tried to increased their motivation and imposed rules and regulations to stop them cheating.

CHAPTER 5

DISCUSSIONS AND IMPLICATIONS

In this chapter, the discussions on the findings with respect to the literature review and the research questions were presented; apart from that, the possible reasons behind the findings were discussed. In the following part of the chapter, implications for practice and further research studies were stated.

5.1. Discussions

In this study, it was aimed to reveal the perspectives of the English Language instructors about ERT and how ready they were before starting teaching online, what they did to get ready for ERT, and the challenges they experienced, and how they managed them.

5.1.1. Instructors' Perception about ERT and Their Readiness for It

One of the aims was to reveal the perceptions of the English language instructors working in higher education about ERT and their readiness for it. Results from both quantitative and qualitative data showed that although the instructors agreed on ERT was necessary to continue education when face-to-face education was suspended, they also agreed that they had very limited time to get ready for that drastic change. Before starting teaching online, most of the instructors claimed that they had neither experience nor necessary and sufficient knowledge about teaching online, which led to some negative feelings about ERT before practicing it. To illustrate, they commonly expressed their fear, concerns, and anxiety. It was revealed that they perceived they would not communicate with the students effectively and they would not be efficient in teaching online; therefore, it was found out that the instructors disagreed that “online education

can replace traditional face-to-face education” since they assumed it was a temporary situation as Hodges et al. (2020) stated. Regarding negative feelings instructors stated showed similarity with the findings in MacIntyre et al. (2020), which stated that the pandemic and, as a consequence of it, abrupt shifting to ERT caused tremendous stress to the instructors. Namely, the instructors had to switch to teaching online, which led to much more workload; besides, health-related concerns, losing control over decisions, online teaching by itself, and the uncertainty about the pandemic and when it would finish were some of the reasons of stressors. One of the possible reasons for the negative feelings might be obscurity about the pandemic and its possible consequences; no one knew what could have happened in their lives and the world. Another reason might be instructors’ being inexperienced; some of the instructors did not receive education or training for teaching online or for using technological tools for educational purposes before the pandemic. That’s why, they could not imagine what they were supposed to do and they felt insecure and unqualified. It was a journey to the unknown; thus, the negative feelings and questioning about their skills and abilities were quite understandable while struggling with measures against the pandemic and health concerns.

On the other hand, it was disclosed that being able to maintain teaching while staying at home healthily was considered as one of the best decisions taken at that time by most of the instructors. At the very beginning of the pandemic, when the experts had limited information about Coronavirus, immediate precautions were needed to stop spreading the contagious disease, so closure of schools for the sake of students’, instructors’ and the public’s health was the right decision. In that sense, the findings of Hebebcı et al.’s study (2020) regarding the views of the teachers about ERT were similar. In their study, Hebebcı et al., (2020) found out that although some difficulties were foreseen, during the pandemic there was no other alternative to continue providing education for students. The instructors must have comprehended the logic behind ERT and the inevitability of trying their best in spite of their pedagogical insufficiency and the uncertainty of online teaching practices.

It is also worth mentioning since data were collected after the instructors had come back to their institutions after a long break regarding face-to-face education, it was observed that instructors had both affirmative and disapproving viewpoints, which demonstrates that ERT had different impacts on instructors. Contradictory ideas were found in terms of ERT; although some of the instructors mentioned ERT enabled them to improve themselves professionally, the others stated it was not as effective as face-to-face education; thus, they do not want to continue teaching online in the future since teaching online was not a good experience for them. The positive reviews of the instructors found in Meç et al.'s study (2020) were in line with this study. Meç et al. (2020) revealed the instructors could adapt to the process in spite of all the difficulties; therefore, they are eager to sustain their practices gained during ERT. All in all, the reasons behind the affirmative and disapproving attitudes and feelings of the instructors in the present study might be attributed to the experiences of the instructors during ERT, their background and education, age, and their characteristic features.

With regard to instructors' perceptions about their readiness for ERT, quantitative results indicated that most of the instructors considered themselves ready in terms of using technical equipment, having an appropriate teaching environment, materials and tools; on the contrary, some of them had no experience in teaching online and they needed support for it. Qualitative results supported the quantitative findings regarding instructors' readiness; having an online teaching experience, a suitable environment in their homes, knowledge and interest in technology and tools, and being an ICT literate person were mentioned by some of the instructors to show their readiness. On the other hand, not being educated in their education lives about online teaching, not being a knowledgeable person about technology and not being able to prepare the materials display some of the instructors were not ready to teach online. Apart from these, institutions' readiness was also stated by most of the instructors. To illustrate, before the pandemic, most of the institutions were already using a Learning Management System (LMS), were providing their instructors with

computers and other technical support via their IT departments, were using digital content such as e-books, online workbooks or assignments. Thus, for these institutions, the transformation period for ERT was smoother than the others. It was also stated by some of the instructors that some of the institutions were not ready for online teaching due to their lack of LMS or technology integration in their programs. As in Erdem-Aydin's (2021) study, instructors were lack of technical and pedagogical skills and knowledge to meet the needs of online education. Furthermore, Hazaea et al. (2021) stated the Arabic countries' technical infrastructure was not sufficient to implement online lessons for English Language Teaching, which was presumable. From a different perspective, Allen (2021) criticized that although Japan was seen as the leader of technology, IT infrastructure like technological resources and IT literacy were the challenges that the developed country "Japan" faced. For these reasons, both instructors and institutions were not ready for the abrupt transformation to online teaching during the pandemic. The reason why some of the instructors and institutions were not ready for teaching online during ERT might originate from the fact that although in teacher education programs there were some technology related courses and the pre-service teachers were taught how to use technology for educational purposes in their classrooms, they may not have practiced enough during their bachelor education or they may not have paid enough attention as they would not predict that they would teach fully online one day in their careers. Besides, even though some synchronous online lessons were conducted in some universities and faculties, it was a new concept for English language schools; hence, they were not ready.

5.1.2. Actions Taken by Instructors to Get Ready for ERT

Determining what the instructors did and how they got ready for ERT when the pandemic broke out was another purpose of the current study. The quantitative and qualitative results of the study uncovered that most of the instructors received in-service training conducted by Professional Development Units (PDU) before starting teaching online. Besides these in-service training

meetings, institutions shared videos and informative documents with the instructors, and demo-online-lessons were conducted; hence, instructors had a chance to rehearse teaching online without the students. Furthermore, most of the instructors tried to get ready for ERT on their own effort by doing some research, watching videos, surfing the Internet, and organizing their houses according to online teaching necessities. However, a few instructors stated they could not do anything individually except for attending the in-service trainings that their institutions provided as they had limited time to get ready and in-service trainings took most of their time. Moreover, as stated by instructors, institutions struggled with technical infrastructure and tried to provide resources to instructors such as LMS and Zoom accounts. Hence, it can be concluded that both instructors and institutions tried to make better use of their limited time. What Trust and Whalen (2020) have discussed such as conducting Internet searches, reading comments and posts on social media platforms, attending webinars and virtual sessions conducted by professional staff shows similarity in this study in terms of actions taken to get ready for the shift to ERT. Similarly, Almazova et al. (2020) also mentioned the videos, training webinars and a helpline and IT support teams to assist the instructors during the transition period to online teaching. Nevertheless, the results of the study conducted in India by Joshi et al. (2020) was exhibiting the opposite results; instructors were not supported by their institutions technically and pedagogically. There were no instructions or directions about how the instructors would implement their online lessons; therefore, the burden of getting ready for ERT was on instructors' shoulders. Thus, instructors in India expressed this process was exhausting and demotivating. I believe education needs teamwork with all the stakeholders such as institutions and parents; although the pandemic was unforeseen and brought many challenges to everyone, there should have been a sense of solidarity and collaboration, so as Hodges et al. (2020) voiced, instructors should not have been expected to be experts in online teaching immediately and it should be understood that instructors, students and other stakeholders did the best they could during sudden transition. Grounded on the findings of this present study,

both instructors and institutions resorted to many various ways to the best of their ability to get ready for unprecedented transition, collaboratively.

5.1.3. Challenges Experienced and Actions Taken by Instructors during ERT

Finally, the study aimed to unveil the challenges of the instructors during ERT and how they acted on them. The results of this study show that Emergency Remote Teaching process brought many challenges to the instructors. First of all, some technical and technological challenges were experienced including Internet connection, power outage, and technological devices like computers and cameras. Likewise, software programs like Zoom, other online educational tools, and Google documents caused many problems to the instructors while teaching online since instructors needed assistance when they had some technical issues like Software problems causing accessing the programs or reducing the processing speed of the computers, and because of the pandemic, they could not get technical support on time. Some other external factors; for instance, noises at teaching and learning environment disturbed everyone and pandemic measures like curfews and lockdowns were also problems for instructors to teach efficiently because they affected the motivation of people negatively. Apart from these, instructors had to deal with students-related challenges such as motivation, cheating, engagement and their being inexperienced as autonomous learners. In addition, there were some institutions-related challenges like their policies and workload. Instructors had to learn all the new rules and regulations and follow them precisely, and this whole process caused more workload from preparing online materials to learning all the new technological tools and programs. Instructors themselves were also not ready pedagogically and they did not have good conditions in their homes technically and physically. When it comes to online lessons, it was hard for instructors to give effective feedback, to manage a virtual classroom, to have pair or group activities, to have an interaction with the students, and to cover all the objectives ideally. All in all, it was a great challenge to teach English in English Language Schools in universities in

Türkiye during ERT. Other studies related to ERT in the field also indicated some technological challenges (Ferri et al., 2020; Korkmaz & Toraman, 2020), pedagogical challenges (Erdem-Aydin, 2021), students related challenges like motivation (Yıldırım & Elverici, 2021), online assessment challenges (Karataş et al., 2021), sociological challenges in the society (Karakose, 2021) and challenges in teaching skills in English (Şendoğan, 2020). Although the participants and context of the studies change, most of the results of the studies show parallelism in terms of challenges. The reasons of these challenges might be due to the fact that instructors, students and other stakeholders were not ready for a sudden transition to online teaching as they might not have had a chance to get familiar with all those online teaching processes prior to the pandemic. Most of the instructors were not trained and had no practice for teaching online before the pandemic, and they were lack of technological knowledge to be able to tackle with complex technical issues. Similarly, many students were also not accustomed to using their technological devices for learning and they had difficulty in focusing on their online lessons, motivating themselves, and attending the lessons vigilantly. Lastly, the technical infrastructure of some of the institutions in this study was not good enough to help the instructors and the students have online lessons with the least problem.

When it comes to actions taken by the instructors against the challenges they faced during ERT, both quantitative and qualitative results indicate congruence. Quantitative results displayed that instructors attended a lot of in-service training, received support from the IT department when they needed assistance, talked with their colleagues, administrators and students to find solutions collaboratively, read many resources from blogs to articles, used various online educational tools, and bought new technological devices like new computers or cameras. Qualitative results supported the quantitative results; regarding Internet connection problems, instructors tried turning off the cameras and using their own mobile data while teaching online. In addition to using various tools, they also supported their students with extra materials, extra office hours, and different feedback techniques like oral, written, and peer feedback. They always

sought for solutions from different resources like their colleagues or Professional Development Unit (PDU) sessions. They also tried to increase their own and their students' motivation by receiving psychological support or trying to guide their students. Since ERT was a new concept for most of them, trial and error was another way to be considered and continuous trials were attempted till a concrete solution was achieved. Moreover, institutions tried their best as well by providing lots of in-service training, rearranging timetables, and providing technical/ technological and psychological support for both their instructors and students. Hence, the results of this study showed that both instructors and institutions acted on the challenges they had been experiencing during ERT for eliminating or minimizing the impacts of them to provide better learning environments for the students. Leacock and Warrican's study (2020) revealed similar results in terms of instructors' training, technical and technological support and counseling services. They mentioned in their studies that intense training sessions were provided to the instructors, students and instructors were distributed laptops and tablets with which they could reach many resources and counseling services were given to both students and instructors to diminish the negative impacts of pandemic and online teaching. Aliyyah et al. (2020) mentioned the utmost importance of support provided to the instructors during ERT from their colleagues, administrators and parents, which reduced the instructors' responsibility considerably, and increased their enthusiasm and motivation of them during ERT. In accordance with the present results, the results of the studies clearly show that institutions and instructors attempted to tackle the challenges with various ways. The present results are significant since instructors and institutions worked collaboratively to manage the challenges of Emergency Remote Teaching (ERT). Although what they had done did not solve all the problems, the important thing was that they tried doing their best instead of remaining unresponsive to the conditions.

5.2. Implications for Practice

In the light of results of this study and the relevant studies, some implications for practice were provided. All the instructors who had affirmative or disapproving perceptions about online teaching before ERT had to experience it due to the pandemic and came back to universities with some experiences and ideas about teaching online. The challenges and the reasons of them should be revised by the policy makers and administrators so that they can take some preventative measures for further necessities of teaching online, such as wars, natural disasters and health concerns like another pandemic. Since the results of this study revealed that some of the instructors were not ready for ERT; first, the instructors should be trained more for online teaching and for the integration of technology in their lessons. The institutions can increase their in-service training sessions so that the instructors could acquaint themselves more with online teaching tools and how they could integrate them into their lesson plans as it was clear that the instructors were in need of technical support. If the instructors need more assistance, institutions should support them with seminars, workshops, and conferences. Then, lesson observations or post-seminar meetings ought to be conducted to evaluate the effectiveness of them. Debates and discussions can be conducted about the approaches, techniques and new teaching tools to be used in their lessons. All in all, life-long learning of the instructors should be supported and various digitally-enhanced practices should be included in the curricula of the English language schools.

The experiences and knowledge gained during ERT should continue to be used and technology integration should be encouraged and maybe hybrid education ought to be implemented after post-Covid academic years. Instructors should continue using diverse online teaching tools and practices in different parts of the education from giving instructions to feedback process and it should be facilitated by the decision-makers, governments and institutions. Technology can be used inside and outside of the classroom for personalized and differentiated learning. In addition to face-to-face education, Learning Management Systems

should be utilized more, and students should be trained to get benefited from LMS and online teaching tools.

To be able to educate more competent instructors, pre-service instructors should also be taken into consideration. Online teaching can be integrated into methodology courses or an elective course can be offered to pre-service teachers. In these courses, pre-service teachers might be given an opportunity to practice teaching online in their demo-teachings to help them gain experience. Moreover, their internships can be separated into two parts, too; face-to-face and online teaching practices should be implemented separately.

Moreover, governments and institutions should invest more to their technical infrastructures for better Internet connection, Learning Management Systems and websites, applications and tools to fulfill the needs of online teaching. Another important consideration should be providing both students and instructors with technological devices to eliminate the inequality between them. Furthermore, online education centers in universities should be more active to enhance the opportunities with their services, such as materials, seminars, projects and research studies, to enable academics and students to be well-equipped for their future online education experiences.

5.3. Implications for Further Research Studies

The present study contributed to the field of education by revealing the perspectives of the instructors about ERT and their readiness, how they tried to get ready for ERT, what kind of problems they experienced during ERT and how they acted on them. However, some implications for the researchers can be provided for further studies.

This study focused on instructors and their point of views; therefore, further researchers can involve other stakeholders, such as students, parents, and administrators, to grasp their perceptions, challenges they experienced, and

solutions for them. The reason why is that other perspectives may help the researchers to comprehend the problems in-depth and the results of different perspectives can be compared to check similarities and differences between instructors' perspectives since students, parents or administrators may have other explanations, reasons, or different suggestions. Additionally, the participants of this study were only the instructors who were working in English Language Schools of the universities; thus, faculty members can also be included in further studies in order to examine other departments that are different from English language Preparatory Schools.

Furthermore, mixed-method was implemented in this study with quantitative and qualitative data collection instruments; a survey and semi-structured interviews, respectively. In spite of its rich data, in similar studies aiming to find out challenges and solutions during ERT, more instruments can be used to collect data such as lesson recordings, lesson plans, e-mails from students and administrations and meeting recordings or minutes of the instructors as they shared most of the problems and solutions in the meetings. In the lesson or meeting recordings, the reactions and feelings of the instructors can also be observed. To enrich the data gathered, observations and document analysis can be conducted in addition to the survey and semi-structured interviews.

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APPENDICIES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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27 EKİM 2021

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Prof. Dr. Ahmet OK

Danışmanlığımı yürüttüğünüz Tolga CAN'ın "Online Teaching: Challenges Faced and Actions Taken by English Language Instructors at the Time of Pandemic" başlıklı araştırması İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 411-ODTU-2021 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof. Dr. Mine MISIRLISOY
İAEK Başkanı

B. THE QUESTIONNAIRE (TURKISH)

Öğretim Görevlilerinin Uzaktan Eğitimin Zorluklarını ve Çözüm Yollarını Değerlendirme Anketi

Değerli Katılımcı,

Bu çalışma, İngilizce öğretim görevlilerinin Covid-19 tedbirleri kapsamında uzaktan eğitime geçileceğini öğrendiklerindeki duygu ve düşüncelerini saptayıp, onların uzaktan eğitime hazır bulunuşlukları hakkındaki bakış açılarını ortaya çıkarmayı hedeflemektedir. Ayrıca, çalışma öğretim görevlilerinin uzaktan eğitim süresinde karşılaştıkları problemleri ve zorlukları ve bu zorlukların üstesinden nasıl gelmeye çalıştıklarını ortaya çıkarmayı hedeflemektedir.

Bu hedeflere ulaşmak için, araştırmacılar tarafından **4 bölümden** oluşan bir anket geliştirilmiştir. Birinci bölümde kişisel bilgileri kapsayan ifadeler vardır. İkinci bölümde uzaktan eğitime geçilmeden önceki algınız ve düşünceleriniz, üçüncü bölümde ise uzaktan eğitime geçildikten sonra karşılaşılan sorunlar, ve son olarak dördüncü kısımda ise karşılaştığınız zorlukların üstesinden nasıl geldiğiniz incelenmektedir.

Kişisel bilgileriniz ve verdiğiniz cevaplar hiç kimse ile paylaşılmayacak ve sadece bu çalışma için kullanılacaktır. Sizden isteğimiz, ankette bulunan ifadeleri dikkatlice okuyup, görüş ve düşüncelerinizi ilgili dereceyi seçerek işaretlemeniz ve boş madde bırakmamanızdır. Tüm sorulara yanıt vermeniz çalışmanın tamamlanabilmesi için çok önemlidir.

Çalışma ve sonuçları hakkında daha fazla bilgiye ulaşmak isterseniz, araştırmacı Tolga Can (can.tolga@metu.edu.tr) ya da tez danışmanı Prof. Dr. Ahmet Ok ile (as@metu.edu.tr) iletişime geçebilirsiniz.

Katılımınız ve değerli vaktiniz için çok teşekkür ederiz.

Tolga Can
ODTÜ Eğitim Bilimleri – Eğitim Programları ve Öğretim
Yüksek Lisans Öğrencisi
ve TEDU İngilizce Dil Okulu Öğretim Görevlisi
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Prof. Dr. Ahmet Ok
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Bölüm 1: Kişisel Bilgiler

- 1) Yaşınız: _____
- 2) Eğitim Durumunuz: (Lisans / Yüksek Lisans / Doktora)
- 3) Mesleki Deneyim Süreniz: _____
- 4) Covid-19 Pandemi süreci öncesinde, uzaktan eğitim ya da uzaktan öğrenme konusunda bir eğitim aldınız mı? (Evet / Hayır)
- 5) Kendinizi ICT (bilgi ve iletişim teknolojisi) okuryazarı olarak tanımlayabilir misiniz? (Evet / Hayır)
- 6) Covid-19 sürecinde, derslerinizi evden mi yoksa kurumunuzda size ayrılan bir ortamdan mı sürdürdünüz? (Evden / Kurumumdan / Her ikisi de)
- 7) Evinizde kaç kişi uzaktan eğitim alıyor ya da veriyor? _____
- 8) Evinizde kaç kişi uzaktan çalışma yöntemiyle çalışıyor? _____
- 9) Bu süreçte evde Covid-19 hastası oldu mu? (Evet / Hayır)

Bölüm 2: Bu bölümde uzaktan eğitime geçileceğini öğrendikten ve eğitime başlamadan önceki algınız ve düşünceleriniz ile ilgili maddeler /ifadeler yer almaktadır. Lütfen ifadeleri dikkatle okuyarak, uzaktan eğitime başlamadan önceki duygu ve düşüncelerinizi temel alarak maddeleri verilen beşli skala üzerinden her madde için sadece bir dereceyi işaretleyerek cevaplayınız.

Uzaktan eğitime başlamadan önce;	Hiç Katılmıyorum	Katılmıyorum	Ne Katılmıyorum, ne de katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
1) ‘uzaktan eğitimin’ gerekli ve acilen uygulamaya konulması gerektiğini düşündüm.	1	2	3	4	5
2) benim ya da sevdiğilerimin hasta olma ihtimali benim uzaktan eğitime hazırlık sürecimi olumsuz etkiledi.	1	2	3	4	5
3) uzaktan eğitime dair korkularım ve endişelerim vardı.	1	2	3	4	5
4) uzaktan eğitim için gerekli, yeterli bilgi ve beceriye sahip olduğumu düşündüm.	1	2	3	4	5
5) uzaktan eğitimin geleneksel yüz yüze eğitimin yerini alamayacağını düşündüm.	1	2	3	4	5
6) uzaktan eğitimde öğrencilerle etkili iletişim kuramayacağımı düşündüm.	1	2	3	4	5
7) uzaktan eğitime kısa sürede hazırlanmanın mümkün olmadığını düşündüm.	1	2	3	4	5
8) uzaktan eğitim için yardıma ihtiyaç duydum.	1	2	3	4	5
9) uzaktan eğitim ile ilgili deneyimim vardı.	1	2	3	4	5
10) uzaktan eğitim için evimde gerekli teknik donanım ve altyapıya sahiptim. (Bilgisayar, internet bağlantısı... vb.)	1	2	3	4	5
11) uzaktan eğitim için evimde gerekli ve uygun fiziksel ortama sahiptim. (Kişisel oda, sessizlik, çalışma masası... vb.)	1	2	3	4	5
12) uzaktan eğitim için gerekli ders materyallerimi hazırlayabilmiştim.	1	2	3	4	5
13) uzaktan eğitimde kullanılacak çevrimiçi eğitim araçlarına erişimim vardı. (Zoom, Moodle ya da diğer uzaktan eğitim araçları; Socrative, Mentimeter... vb.)	1	2	3	4	5
14) uzaktan eğitim için çalıştığım kurumum tarafından bilgilendirildim ve hazırlanmak için desteklendim.	1	2	3	4	5
15) uzaktan eğitim için kendi çabalarımınla, kurumum dışında eğitim ve bilgi aldım.	1	2	3	4	5

Bölüm 3: Bu bölümde uzaktan eğitime geçildikten sonra karşılaşılabileceğiniz olumlu-olumsuz durumları içeren maddeler/ ifadeler yer almaktadır. Lütfen ifadeleri dikkatle okuyarak, uzaktan eğitim sırasında karşılaştığınız sorunları göz önünde bulundurarak, maddeleri verilen beşli skala üzerinden her madde için sadece bir dereceyi işaretleyerek cevaplayınız.

Uzaktan eğitimde;	Hiç Katılmıyorum	Katılmıyorum	Ne Katılmıyorum, ne de katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
16) elektrik kesintisi problemi ile karşılaştım.	1	2	3	4	5
17) kullandığım teknolojik aletler ile ilgili donanımsal problemler yaşadım. (Bilgisayar, kamera, fare... vb.)	1	2	3	4	5
18) internet bağlantısı problemi yaşadım.	1	2	3	4	5
19) evde ders verirken/sırasında ev içinden ya da dışından gelen sesler yüzünden problem yaşadım.	1	2	3	4	5
20) evde ders verirken/sırasında öğrencinin ev içinden ya da dışından gelen sesler yüzünden problem yaşadım.	1	2	3	4	5
21) öğrencilerin kamera açmaması/derse katılmamaları yüzünden problem yaşadım.	1	2	3	4	5
22) kullanılan çevrimiçi platformlarda (Zoom vb.) ve araçlarda (Socrative vb.) problem yaşadım.	1	2	3	4	5
23) sürece adapte olma konusunda sıkıntı yaşadım.	1	2	3	4	5
24) öğrencilerle etkili iletişim kuramadığımı düşünüyorum.	1	2	3	4	5
25) dersin amaç ve hedeflerine tam olarak ulaşamadığımı düşünüyorum.	1	2	3	4	5
26) öğrencileri derse motive edemediğimi düşünüyorum.	1	2	3	4	5
27) dersleri yeteri kadar öğrenci merkezli ve karşılıklı etkileşim içinde uygulayamadığımı düşünüyorum.	1	2	3	4	5

28) sınıf yönetimi konusunda yüz yüze eğitimdeki kadar başarılı olamadığımı düşünüyorum.	1	2	3	4	5
29) öğrencilerin ders dışı çalışmalarını yeteri kadar kontrol edemediğimi/ etmediğimi düşünüyorum.	1	2	3	4	5
30) öğrencilerin ödevleri ve performanslarına etkili geri dönütler veremediğimi düşünüyorum.	1	2	3	4	5
31) teknolojik aletler karşısında geçirdiğim sürenin negatif etkileri olduğunu düşünüyorum.	1	2	3	4	5
32) ders saatlerinin yüz yüze eğitimdeki gibi aynı tutulmasının olumsuz etkileri olduğunu düşünüyorum.	1	2	3	4	5
33) pandemi devam ederken, hem sağlığımı hem de okulu düşünmenin motivasyonumu olumsuz etkilediğini düşünüyorum.	1	2	3	4	5
34) iş ve özel hayat dengemin bozulduğunu düşünüyorum.	1	2	3	4	5
35) ölçme ve değerlendirmenin nitelikli uygulanamadığını düşünüyorum.	1	2	3	4	5
36) iş arkadaşlarım ve yönetim ile etkili iletişim kuramadığımı düşünüyorum.	1	2	3	4	5
37) günlük derse hazırlık sürecimin yüz yüze eğitime göre daha uzun olduğunu düşünüyorum.	1	2	3	4	5

Bölüm 4: Bu bölümde çevrim içi öğretime başlamadan önce ve başladıktan sonra karşılaştığınız zorlukların üstesinden nasıl geldiğiniz ile ilgili maddeler / ifadeler yer almaktadır. Lütfen ifadeleri dikkatle okuyarak, uzaktan eğitime başlamadan önceki duygu ve düşüncelerinizi temel alarak maddeleri verilen beşli skala üzerinden her madde için sadece bir dereceyi işaretleyerek cevaplayınız.

	Hiç Katılmıyorum	Katılmıyorum	Ne Katılmıyorum, ne de Katılıyorum	Katılıyorum	Kesinlikle Katılıyorum
38) Çalıştığım kurum tarafından uzaktan eğitim ve uzaktan eğitim araçları hakkında bilgilendirildim.	1	2	3	4	5
39) Teknik problemler hakkında kurumun bilişim teknolojileri biriminden destek aldım.	1	2	3	4	5
40) Uzaktan eğitim ile ilgili karşılaştığım problemler hakkında yönetimden destek aldım.	1	2	3	4	5
41) Uzaktan eğitimde karşılaştığım sorunları meslektaşlarımla konuşarak çözmeye çalıştım.	1	2	3	4	5
42) Öğrencilerin yaşadıkları sorunları kurumun desteği ile çözmeye çalıştım.	1	2	3	4	5
43) Uzaktan eğitim ile ilgili kurum dışı seminer/ toplantılara katıldım.	1	2	3	4	5
44) Uzaktan eğitim ile ilgili kurumun düzenlediği mesleki eğitim toplantılarına katıldım.	1	2	3	4	5
45) Uzaktan eğitim ile ilgili çalışmalarını (kitap, makale, kişisel bloklar vb.) takip ettim.	1	2	3	4	5
46) Öğrencileri çevrimiçi dersler dışında da desteklemek için programa ek eğitsel videolar, ekstra çalışmalar veya aktiviteler paylaştım.	1	2	3	4	5
47) Uzaktan eğitimde, öğrencilerin dikkatlerini daha iyi çekebilmek için farklı etkileşimli uzaktan eğitim araçları kullandım. (Kahoot, Padlet, Quizizz, Nearpod...vb)	1	2	3	4	5
48) Uzaktan eğitim derslerini daha etkili hale getirmek için öğrencilerle fikir alışverişinde bulundum.	1	2	3	4	5
49) Öğrencilerle ders saatleri dışında çevrim içi buluşarak, onların	1	2	3	4	5

motivasyonunu arttırmayı ve karşılaştıkları problemlerini çözmeye çalıştım.					
50) Karşılaştığım internet problemlerini, internet kullanım paketimi arttırarak ya da ek ödemeler yaparak çözmeye çalıştım.	1	2	3	4	5
51) Uzaktan eğitim süresince, daha iyi eğitim verebilmek adına teknolojik aletler satın aldım. (Yeni kamera,mikrofon, tablet, bilgisayar... vb.)	1	2	3	4	5
52) Uzaktan eğitim sürecinde, daha iyi eğitim verebilmek için yer/ortam değiştirdim. (Okula/kafeye... vb. gittim)	1	2	3	4	5
53) Uzaktan eğitim süresince, evde bakımını üstlendiğim çocuklarım ya da yaşlı ebeveynlerim için yardım aldım.	1	2	3	4	5

Ayrdığımız zaman ve emekleriniz için teşekkür ederiz.

C. THE QUESTIONNAIRE (ENGLISH)

The Challenges and the Actions of the English Language Instructors during Emergency Remote Teaching (TCAELI- ERT); A Questionnaire

Dear Participant,

This study aims to determine the feelings and thoughts of English instructors when they learn that they will switch to distance education within the scope of Covid-19 measures, and to reveal their perspectives on their readiness for distance education. In addition, the study aims to reveal the problems and difficulties that lecturers face during distance education and how they try to overcome these difficulties.

In order to achieve these goals, a questionnaire **consisting of 4 parts** was developed by the researchers. In the first part, there are statements that cover personal information. In the second part, your perceptions and thoughts before the transition to distance education, in the third part, the problems encountered after the transition to distance education, and finally in the fourth part, how you overcame the difficulties you encountered are examined.

Your personal information and your answers will not be shared with anyone and will only be used for this study. We request that you read the statements in the questionnaire carefully, to mark your opinions and thoughts by choosing the relevant degree and not to leave any blank items. Answering all questions is very important for the completion of the study.

If you would like more information about the study and its results, you can contact with the researcher Tolga Can (can.tolga@metu.edu.tr) or the thesis advisor Prof. Dr. Ahmet Ok (as@metu.edu.tr).

Thank you very much for your participation and valuable time.

Tolga Can
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Part 1: Demographic Information

- 1) Age: _____
- 2) Education: (Bachelor's Degree / Master's Degree / Doctoral Degree)
- 3) Teaching Experience: _____
- 4) Did you receive any education about distance education or distance learning before Covid-19 pandemic? (Yes / No)
- 5) Can you describe yourself as ICT (information and communication technology) literate? (Yes / No)
- 6) During Covid-19, did you continue your lessons from home or in an environment reserved for you in your institution? (Home / Institution / Both)
- 7) How many people in your home did teach or receive online education?_____
- 8) How many people in your home did work remotely? _____
- 9) Has anyone at home got tested positive to Covid-19 during this process? (Yes / No)

Part 2: In this section, there are items/statements about your perception and thoughts after you learn that you will be transferred to distance education and before you start the education. Please read the statements carefully and answer the items based on your feelings and thoughts before starting the distance education, by marking only one degree for each item on the given five-point scale.

Before starting teaching online;	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
1) I thought 'online education' was necessary and needed to be put into practice urgently.	1	2	3	4	5
2) the possibility of me or my loved ones being sick negatively affected my preparation for teaching online.	1	2	3	4	5
3) I had fears and concerns about teaching online.	1	2	3	4	5
4) I thought that I had the necessary and sufficient knowledge and skills for teaching online.	1	2	3	4	5
5) I thought that online education cannot replace traditional face-to-face education.	1	2	3	4	5
6) I thought that I wouldn't communicate effectively with students in online education.	1	2	3	4	5
7) I thought that it was not possible to prepare for online education in a short time.	1	2	3	4	5
8) I needed help for online education.	1	2	3	4	5
9) I had experience with online education.	1	2	3	4	5
10) I had the necessary technical equipment and infrastructure for teaching online at home. (Computer, internet connection...etc.)	1	2	3	4	5
11) I had the necessary and appropriate physical environment in my home for teaching online. (Personal room, silence, desk... etc.)	1	2	3	4	5
12) I was able to prepare my course materials for online education.	1	2	3	4	5
13) I had access to online education tools to be used in online education. (Zoom, Moodle or other distance learning tools; Socrative, Mentimeter... etc.)	1	2	3	4	5
14) I was informed by my institution where I work for online education and I was supported to get ready.	1	2	3	4	5
15) I received training and information outside of my institution on my own efforts for online education.	1	2	3	4	5

Part 3: In this section, there are items/statements that include positive and negative situations that you may encounter after starting distance education. Please read the statements carefully, consider the problems you encountered during distance education, and answer the items by marking only one degree for each item on the five-point scale.

During teaching online;	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
16) I had power outage problems.	1	2	3	4	5
17) I had hardware problems with the technological tools I used. (Computer, camera, mouse... etc.)	1	2	3	4	5
18) I had internet connection problems.	1	2	3	4	5
19) when I was teaching at home, I had problems because of the noises coming from inside or outside of my house.	1	2	3	4	5
20) when I was teaching at home, I had problems because of the noises coming from inside or outside of the students' houses.	1	2	3	4	5
21) I had problems because the students did not turn on their cameras and do not participate in the lesson.	1	2	3	4	5
22) I had problems with online platforms (Zoom etc.) and tools (Socrative etc.) that I used.	1	2	3	4	5
23) I had trouble adapting to teaching online.	1	2	3	4	5
24) I think I couldn't communicate effectively with students.	1	2	3	4	5
25) I think I couldn't fully achieve the aims and objectives of the lessons.	1	2	3	4	5
26) I think I couldn't motivate the students to the lessons.	1	2	3	4	5
27) I think I couldn't teach my lessons student-centered and interactive.	1	2	3	4	5
28) I think I couldn't be as successful as I had been in face-to-face education regarding classroom management.	1	2	3	4	5
29) I think I couldn't control the extracurricular activities of the students.	1	2	3	4	5

30) I think I couldn't give effective feedback on students' homework and performances.	1	2	3	4	5
31) I think the excessive time I spent in front of technological devices had negative effects.	1	2	3	4	5
32) I think keeping the course hours the same as in face-to-face education had negative effects.	1	2	3	4	5
33) as the pandemic continued, I think thinking about both my health and school negatively affected my motivation.	1	2	3	4	5
34) I think my work-life balance was violated.	1	2	3	4	5
35) I think assessment and evaluation couldn't be done appropriately.	1	2	3	4	5
36) I think I couldn't communicate effectively with my colleagues and administration.	1	2	3	4	5
37) I think that my daily lesson preparation time was longer than face-to-face education.	1	2	3	4	5

Part 4: In this section, there are items / statements about how you overcome the difficulties you faced before and after starting online teaching. Please read the statements carefully and answer the items based on your feelings and thoughts before and after starting distance education, by marking only one degree for each item on the given five-point scale.

	Strongly Disagree	Disagree	Neither Disagree nor Agree	Agree	Strongly Agree
38) I was informed by the institution I work for about teaching online and online tools.	1	2	3	4	5
39) I received support about technical problems from the information technologies (IT) unit of the institution.	1	2	3	4	5
40) I received support from the administration about online teaching problems I faced.	1	2	3	4	5
41) I tried to solve the problems I faced in ERT by talking with my colleagues.	1	2	3	4	5
42) I tried to solve the problems students faced with the support of institution.	1	2	3	4	5
43) I participated in seminars/meetings related to ERT outside the institution.	1	2	3	4	5
44) I participated in professional development unit's trainings related to ERT organized by the institution.	1	2	3	4	5

45) I followed the studies (books, articles, personal blocks, etc.) related to ERT.	1	2	3	4	5
46) To support the students in addition to the online lessons and the program, I shared extra videos or activities.	1	2	3	4	5
47) During ERT, I used different interactive online education tools to attract students' attention more. (Kahoot, Padlet, Quizizz, Nearpod... etc)	1	2	3	4	5
48) I exchanged ideas with students to make online education lessons more effective.	1	2	3	4	5
49) By meeting with students online outside of class hours, I tried to increase their motivation and solve the problems they faced.	1	2	3	4	5
50) I tried to solve the internet problems I faced by increasing my internet package or making additional payments.	1	2	3	4	5
51) During ERT, I bought technological tools to provide better education. (New camera, microphone, tablet, computer... etc.)	1	2	3	4	5
52) During ERT, I changed the place/environment to provide better education. (I went to school/cafe... etc.)	1	2	3	4	5
53) During ERT, I received help for my children or elderly parents who I took care of at home.	1	2	3	4	5

Thank you for your time and effort.

D. INTERVIEW QUESTIONS (TURKISH)

ÖĞRETİM GÖREVLİSİ GÖRÜŞME FORMU

Görüşme No: _____
Saat: _____

Tarih: _____

Değerli Hocam,

Öncelikle çalışmanın ikinci kısmına katılmayı kabul ettiğiniz için teşekkür ederim. Ben ODTÜ Eğitim Programları ve Öğretim Yüksek Lisans Programı öğrencisi Tolga CAN. Prof. Dr. Ahmet OK danışmanlığında yüksek lisans tezim için, siz değerli hocalarımızın uzaktan eğitime başlamadan önceki duygu ve düşüncelerini, bu süreçte karşılaştığımız zorlukları ve bu zorlukların üstesinden nasıl geldiğinizi detaylı bir şekilde ortaya çıkarmak ve bundan sonra hayatımızda olacağını düşündüğümüz uzaktan eğitimi daha uygun hale getirmek için neler yapılabileceğini ortaya çıkarmak için bu çalışmayı yapıyoruz. Bunun için sizin duygu, düşünce ve deneyimlerinizi bizimle paylaşmanızın çok önemli olduğunu düşünüyoruz.

Görüşmeye başlamadan önce, verdiğiniz cevapların sadece araştırmacı tarafından bu çalışma için kullanılacağını, hiç kimse ile paylaşılmayacağını belirtmek isterim. Sorulara içtenlikle cevap vermeniz çalışmanın amacına hizmet etmesi bakımından önemlidir. Çalışma ile ilgili olarak bilgi edinmek isterseniz, araştırmacı Tolga Can (can.tolga@metu.edu.tr) ya da tez danışmanı Prof. Dr. Ahmet Ok ile (as@metu.edu.tr) iletişime geçebilirsiniz.

Görüşmeyi izninizle hem veri kaybını önlemek hem de analizi kolaylaştırmak adına kayıt altına almak istiyorum.

Herhangi bir sorunuz ya da söylemek istediğiniz bir şey yoksa izninizle görüşmeyi başlatmak istiyorum.

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Bölüm 1: Kişisel Bilgiler

- 1) Eğitim durumunuz nedir ? (Lisans, Yüksek Lisans, Doktora?)
- 2) Kaç yıldır öğretmenlik yapıyorsunuz?
- 3) Ne kadar süredir uzaktan eğitim yapıyorsunuz?
- 4) Uzaktan eğitim derslerinize kaç öğrenciniz katılıyor?
- 5) Haftada kaç saat uzaktan ders yapıyorsunuz?
- 6) Dersleriniz dışında, haftada ortalama kaç saat okul işleriniz için bilgisayar karşısındasınız?
- 7) Uzaktan eğitim verirken, evinizde kendinize ait odanız / masanız var mı?
- 8) Evde beraber yaşadığınız kişi sayısı kaçtır? Bu kişilerin kaçı evdeki interneti sizinle paylaşmak zorunda? Herkes için ayrı bir oda var mı?
- 9) Uzaktan eğitim sürecinde, Covid 19 hastalığına yakalandınız mı ya da sizin dışınızda evde birisi hastalığa yakalandı mı?

Bölüm 2: Görüşme Soruları

- 1) Türkiye’de ilk Covid-19 vakası görüldüğünde, önlemler çerçevesinde uzaktan eğitime geçileceğini ilk duyduğunuzda bir öğretmen olarak ne hissettiniz?
- 2) Uzaktan eğitime başlamadan önce, uzaktan eğitim ile ilgili duygu ve düşünceleriniz nelerdi?
- 3) Pandemi öncesi sınıfta teknoloji kullanımınızı nasıl değerlendirirsiniz? Bu durum sizi uzaktan eğitim sürecinde nasıl etkiledi?
- 4) Pandemi öncesi uzaktan eğitim için kişisel yeterliliğinizi nasıl değerlendirirsiniz? (uzaktan ders anlatımı, sınıfı uzaktan yönetebilme, uzaktan ölçme ve değerlendirme, iletişim ...vb.)
- 5) Evinizin fiziksel ve teknik koşullarını uzaktan eğitime uygunluk açısından değerlendirir misiniz? (İnternet bağlantısı, evdeki oda ve kişi sayısı ...vb.)
- 6) Uzaktan eğitime başlamadan önce sizin ve çalıştığınız kurumun eğitime hazırlık çalışmaları nelerdi?
- 7) Pandemi ile birlikte uzaktan eğitimi deneyimlediğiniz dönemde ne gibi zorluklarla karşılaştınız ve bu zorlukların nedenleri sizce nelerdir? (Siz, öğrenciler, sizin kontrol edemediğiniz durumlar, çalıştığınız kurum veya yürüttüğünüz eğitim programı...)
- 8) Evinizde sizden başka uzaktan eğitim yapan veya katılan var mı? Ve varsa bu durumun diğer aile bireylerini nasıl etkilediği hakkında neler söylemek istersiniz?
 - 8.1) Bu durumla baş etmek için neler yaptınız?
- 9) Uzaktan eğitim süreci boyunca karşılaştığınız zorlukların üstesinden gelmek için siz kişisel olarak neler yaptınız?

10) Uzaktan eğitim süreci boyunca karşılaştığınız zorlukların üstesinden gelmek için çalıştığınız kurumunuz sizi nasıl destekledi?

11) Tüm bu uzaktan eğitim sürecini genel olarak nasıl tanımlarsınız?

Son olarak eklemek istediğiniz bir şey var mı?

Ayırdığınız zaman ve katkınız için teşekkür eder, çalışmalarınızda başarılar dileriz.

E. INTERVIEW QUESTIONS (ENGLISH)

INSTRUCTORS INTERVIEW QUESTIONS

Interview No: _____ Date: _____
Time: _____

Dear Instructor,

First of all, thank you for accepting to participate in this study. I'm Tolga CAN, a student at METU Curriculum and Instruction Master's Program and I am conducting this study as a part of master's degree under the supervision of Prof. Dr. Ahmet Ok. This study aims to determine the feelings and thoughts of English instructors when they learn that they will switch to distance education within the scope of Covid-19 measures, and to reveal their perspectives on their readiness for distance education. In addition, the study aims to reveal the problems and difficulties that lecturers face during distance education and how they try to overcome these difficulties. For this, we think it is vital that you share your feelings, thoughts and experiences with us.

Before starting the interview, I would like to state that your answers will only be used by the researcher for this study and will not be shared with anyone. It is essential that you answer the questions sincerely in terms of serving the purpose of the study. If you want to get information about the study, you can contact with researcher Tolga Can (can.tolga@metu.edu.tr) or the thesis advisor Prof. Dr. Ahmet Ok (as@metu.edu.tr).

With your permission, I would like to record the interview both to prevent data loss and to make analysis process easier. If you do not have a question or anything to say, I would like to start the interview with your permission.

Tolga Can
METU Department of Educational
Sciences
Curriculum and Instruction Master's Student
Contact: can.tolga@metu.edu.tr

Prof. Dr. Ahmet Ok
METU Department of Educational Sciences
Curriculum and Instruction Faculty Member
Contact: as@metu.edu.tr

Part 1: Demographic Information

- 1) What is your education level? (Bachelor's Degree, Master's Degree, Doctoral Degree)
- 2) How many years have you been teaching?
- 3) How long have you been teaching online?
- 4) How many students do you have for your online sessions?
- 5) How many hours do you teach in a week during online teaching?
- 6) Apart from your online lessons, how many hours do you spend in front of your computer to complete your duties as a teacher?
- 7) When you are teaching online, do you have a private room or your own desk at your home?
- 8) How many people do you live with at home? How many of these people have to share the internet with you at home? Does everyone have a private room?
- 9) During online teaching, has anyone at home got tested positive to Covid-19?

Part 2: Interview Questions

- 1) When the first Covid-19 case was detected in Türkiye and when you heard that you had to switch to online teaching as one of the precautions taken against Covid-19, how did you feel as a teacher?
- 2) Before starting teaching online, what were your feelings and thoughts about it?
- 3) How would you evaluate your use of technology in classroom before the pandemic? How did it affect you during online teaching process?
- 4) Did you have experience about online teaching before the pandemic? How would you evaluate your personal competence for teaching online before the pandemic? (teaching, classroom management, assessment and evaluation, and communication remotely)
- 5) Can you evaluate the physical and technical conditions of your house in terms of availability for online teaching? (Internet connection, the number of rooms and the number of people in the house)
- 6) Before starting teaching online, what were the things you and your institution you work for did to get prepared for it?
- 7) What kind of challenges did you encounter while you were experiencing online teaching during the pandemic and what were the reasons of them (resulting from you as instructors, from students, from the situations you couldn't control, from the institution you were working and the curriculum)?

- 8) Is there anyone else in your home who had to teach online or receive online education? And if so, what would you like to say about how this situation affected you and the other family members at home?
 - 8.1) What did you do to deal with this situation?
- 9) What did you personally do to deal with the challenges you had faced during online teaching process?
- 10) How did the institution you work for support you to deal with the challenges you had faced during online teaching process?
- 11) How would you describe this whole online teaching process in general?

Lastly, do you have anything you want to add?

Thank you for your time and contribution, we wish you success in all your future endeavors.

F. STATISTICAL TABLES

Table 1

Instructors' Perception about ERT

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
1.I thought 'online education' was necessary and needed to be put into practice urgently.	3.82	4	1.07
2.The possibility of me or my loved ones being sick negatively affected my preparation for teaching online.*	3.20	4	1.23
3.I had fears and concerns about teaching online.	3.63	4	1.15
4.I thought that I had the necessary and sufficient knowledge and skills for teaching online.	3.18	3	1.19
5.I thought that online education cannot replace traditional face-to-face education.*	2.21	2	1.12
6.I thought that I wouldn't communicate effectively with students in online education.*	2.44	2	1.08
7. I thought that it was not possible to prepare for online education in a short time.*	2.65	2	1.23

Table 2

Instructors' Perceptions about their readiness for ERT

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
8.I needed help for online education.	3.35	4	1.24
9.I had experience with online teaching.	2.02	2	1.24
10.I had the necessary technical equipment and infrastructure for teaching online at home. (Computer, internet connection...etc.)	4.27	4	0.93
11.I had the necessary and appropriate physical environment in my home for teaching online. (Personal room, silence, desk... etc.)	3.98	4	1.08
12.I was able to prepare my course materials for online education.	3.52	4	1.14
13.I had access to online education tools to be used in online education. (Zoom, Moodle or other online education tools; Socrative, Mentimeter... etc.)	4.21	4	0.88

Table 3*Instructors' Action to Get Ready for ERT*

14.I was informed by the institution where I work for online education and I was supported to get ready.	3.97	4	0.98
15.I received training and information outside of my institution with my own efforts for online education.	3.07	3	1.30

Table 4*Challenges experienced by instructors during ERT*

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
16.I had power outage problems.	3.25	4	1.29
17.I had hardware problems with the technological tools I used. (Computer, camera, mouse... etc.)	3.33	4	1.25
18.I had internet connection problems.	3.74	4	1.12
19.when I was teaching at home, I had problems because of the noises coming from inside or outside of my house.	3.32	4	1.21
20.when I was teaching at home, I had problems because of the noises coming from inside or outside of the students' houses.	3.59	4	1.09
21.I had problems because the students did not turn on their cameras and do not participate in the lesson.	4.23	4	0.97
22.I had problems with online platforms (Zoom etc.) and tools (Socrative etc.) that I used.	2.95	3	1.28
23.I had trouble adapting to teaching online.	2.86	3	1.27
24.I think I couldn't communicate effectively with students.*	3.08	3	1.27
25.I think I couldn't fully achieve the aims and objectives of the lessons.*	3.02	3	1.19
26.I think I couldn't motivate the students to the lessons.*	3.11	3	1.21
27.I think I couldn't teach my lessons student-centered and interactive.*	2.96	3	1.27
28.I think I couldn't be as successful as I had been in face-to-face education regarding classroom management.*	2.97	3	1.29
29.I think I couldn't control the extracurricular activities of the students.*	2.68	2	1.23
30.I think I couldn't give effective feedback on students' homework and performances.*	3.65	4	1.13
31.I think the excessive time I spent in front of technological devices had negative effects.	4.04	4	1.06
32. I think keeping the course hours the same as in face-to-face education had negative effects.	4.05	4	1.08
33.as the pandemic continued, I think thinking about both my health and school negatively affected my motivation.	3.68	4	1.25
34.I think my work-life balance was violated.	3.92	4	1.23
35.I think assessment and evaluation couldn't be done appropriately.*	2.18	2	1.24
36.I think I couldn't communicate effectively with my colleagues and administration.*	3.02	3	1.33
37.I think my daily lesson preparation time is longer than face-to-face education.	3.37	4	1.37

Table 5*Instructors' Solutions to Manage the Challenges They Experienced during ERT*

<i>Items</i>	<i>M</i>	<i>Median</i>	<i>SD</i>
38)I was informed by the institution I work for about teaching online and online tools.	3.99	4	0.97
39)I received support about technical problems from the information technologies (IT) unit of the institution.	3.55	4	1.22
40)I received support from the administration about online teaching problems I faced.	3.62	4	1.16
41)I tried to solve the problems I faced in ERT by talking with my colleagues.	4.23	4	0.72
42)I tried to solve the problems students faced with the support of institution.	3.79	4	0.99
43)I participated in seminars/meetings related to ERT outside the institution.	3.12	4	1.37
44)I participated in professional development unit's trainings related to ERT organized by the institution.	3.89	4	1.10
45)I followed the studies (books, articles, personal blocks, etc.) related to ERT.	3.25	4	1.28
46)To support the students in addition to the online lessons and the program, I shared extra videos or activities.	4.12	4	0.89
47)During ERT, I used different interactive online education tools to attract students' attention more. (Kahoot, Padlet, Quizizz, Nearpod...etc)	4.26	4	0.93
48)I exchanged ideas with students to make online education lessons more effective.	4.08	4	0.85
49)By meeting with students online outside of class hours, I tried to increase their motivation and solve the problems they faced.	3.40	4	1.27
50)I tried to solve the internet problems I faced by increasing my internet package or making additional payments.	3.27	4	1.45
51)During ERT, I bought technological tools to provide better education. (New camera, microphone, tablet, computer... etc.)	3.20	4	1.50
52)During ERT, I changed the place/environment to provide better education. (I went to school/cafe...etc.)	2.64	2	1.37
53)During ERT, I received help for my children or elderly parents who I took care of at home.	2.21	2	1.39

G. TURKISH SUMMARY / TÜRKÇE ÖZET

GİRİŞ

2019 yılının sonunda Dünya Sağlık Örgütü'ne (DSÖ) Çin'in Wuhan şehrinde bilinmeyen bir vakayla ilgili bir bilgi verildi ve hemen DSÖ konuyla ilgili daha fazla bilgi istedi ve durumu anlamaya çalıştı ve DSÖ'den bir grup araştırmacı, vakaları ve önlemleri anlamak için Çin'i ziyaret etti. Ne yazık ki, 11 Mart 2020'ye kadar, hastalık 114 farklı ülkede görüldü ve 118 binden fazla kişiye bulaştı; bu yeni virüs nedeniyle 4.291 kişi öldü. 11 Mart 2020'de Covid-19'un pandemi kategorisine alındığı "Bu nedenle COVID-19'un pandemi olarak nitelendirilebileceği değerlendirmesini yaptık." cümlesi ile duyuruldu (Dünya Sağlık Örgütü [DSÖ], 2020). Ayrıca, 11 Mart 2020, İstanbul'da ilk korona virüs vakasının tespit edildiği tarih oldu (Sağlık Bakanlığı, 2020). DSÖ, hükümetleri enfeksiyonları önlemek, insanların hayatlarını kurtarmak ve pandeminin etkisini en aza indirmek için gerekli önlemleri almaları ve kapsamlı bir strateji oluşturmaları konusunda uyardı (WHO, 2020a); bu nedenle, ilk vakayı tespit eden Türk hükümeti, daha fazla kişiye bulaşma riskini durdurmak için yeni kural ve düzenlemeleri açıkladı. Okulların kapatma duyurusu Yükseköğretim Kurulu (YÖK) tarafından duyuruldu ve üniversiteler hastalığın yayılmasının önüne geçmek için yapılan duyuruya göre eğitimlerine üç haftaya kadar ara verdi (İnce ve Evcil, 2020; YÖK, 2020a). Hodges ve diğerleri (2020), beklenmedik kriz nedeniyle zorunlu ve geçici bir değişim olduğu için bu süreci 'Acil Uzaktan Eğitim' (AUE) olarak adlandırdı. Pandemi hem öğrenciler hem de öğretmenler için birçok zorluğu beraberinde getirdi; düşük gelirli öğrenciler internete ve bilgisayar gibi teknolojik araçlara ulaşamadı, öğretmenler ise çevrimiçi öğretim konusunda tamamen sınırlı deneyime sahipti (Morgan, 2020).

Bu çalışmanın amacı, Türkiye'de ilk korona vakası tespit edildiğinde hükümetin üniversitelerin derhal kapatılacağını duyurması üzerine alınan önleyici tedbirler

nedeniyle ğretim grevlilerinin evrimii eđitime karşı bakış aılarını ve evrimii eđitim vermeye hazır olup olmadıklarına ilişkin bakış aılarını belirlemektir. ğretim elemanlarının bu dnemde yaşadıkları zorlukların ve karşılaştıkları zorluklarla nasıl başa çıktıklarının ortaya ıkarılması, yetkililere evrimii ğretim konusunda yapacakları hazırlıklar için bir yol gsterici olması aısından da nemlidir.

ARAŐTIRMA SORULARI

Yukarıda belirtilen bu amalar dođrultusunda, bu alıŐma aŐađıdaki araŐtırma sorularına cevap vermeyi amalamaktadır;

1. Trkiye'de pandemi patlak verdiđinde İngilizce ğretim grevlilerinin evrimii ğretime ve 'Acil Uzaktan Eđitim'e hazır olma durumlarına ilişkin algıları nasıldı?
2. 11 Mart 2020'de niversitelerin yz yze eđitime ara vermesi ile yaşanan dnüşm srecinde İngilizce ğretim grevlileri 'Acil Uzaktan Eđitim'e hazırlanmak için neler yaptı?
3. İngilizce ğretim grevlilerinin 'Acil Uzaktan Eđitim' sırasında yaşadıkları zorluklar nelerdi ve karşılaştıkları zorlukların stesinden gelmek için ne gibi aksiyon aldılar?

YNTEM

Bu alıŐmada hem nicel hem de nitel yntemlerin kullanıldıđı karma yntem deseni benimsenmiŐtir (Fraenkel vd., 2015; Leech ve Onwuegbuzie, 2009). Spesifik olarak, bu alıŐmada, Leech ve Onwuegbuzie (2009) tarafından nerildiđi gibi, kısmen karma eŐzamanlı eŐit durum tasarımı kullanılmıŐtır. Nicel ve nitel araŐtırma bileŐenlerini birleŐtirerek karma yntem araŐtırma tasarımının uygulanmasının amacı, alıŐmanın bulgularını bytmek ve glendirmektir. Ayrıca, araŐtırmacıların bulguları genleŐtirme ve bulguları netleŐtirme Őansı olduđu için karma bir yntemin uygulanması alıŐmanın geerliliđini artırır (Schoonenboom ve Johnson, 2017). Nicel kısım için, yalnızca uygun fiyatlı

değil, aynı zamanda veri toplamanın kolay ve hızlı olması nedeniyle bir anket tasarımı seçilmiştir (Kato ve Miura, 2021). Ayrıca Check ve Schutt (2012) anket tasarımının arařtırmacıların çok sayıda denekten hızlı bir şekilde veri toplamasına yardımcı olduğunu eklemektedir.

Nitel kısımda ise Gredler'in (1996) belirttiđi gibi veriler kelimeler şeklinde toplanmıştır; katılımcılarla yarı yapılandırılmış görüřmeler yapılmış; ancak bu sefer sorular bire bir sorulmuřtur ve asıl amaç ilgili arařtırma soruları hakkında zengin ve derinlemesine bilgi elde etmektir. Bu çalıřma, İngilizce öđretim görevlilerinin acil uzaktan eđitime yönelik algılarının neler olduđunu, çevrimiçi öđretime hazırlanmak için neler yaptıklarını, ne tür zorluklarla karřılařtıklarını ve yařadıkları zorlukları nasıl yönetmeye çalıřtıklarını ortaya çıkarmayı amaçlamıştır. Bu nedenle, çalıřmanın nicel kısmı için, Ankara'daki üniversitelerin hazırlık okullarında görev yapan İngilizce öđretim görevlileri, Etikan ve diđerlerinin (2016) iddia ettiđi gibi, ulařılabilirlik, cođrafi yakınlık ve arařtırmacıya belirli bir zamanda ulařılabilirlik nedeniyle kolayda örnekleme yöntemiyle seçilmiştir. Bu çalıřmaya Ankara'daki üniversitelerin İngilizce Dil Okullarında görev yapan 234 İngilizce öđretim görevlisi katılmıştır.

Yarı yapılandırılmış görüřmelerin katılımcıları, amaçlı örnekleme yöntemine göre seçilmiştir. Amaçlı örnekleme kategorisi altında, katılımcılar, arařtırmacıların yalnızca önceden belirlenmiş ölçütleri karřılayan katılımcıları seçmesine olanak tanıyan ölçüt örnekleme (Patton, 1990) ve Creswell'in belirttiđi gibi “bulguların farklılıkları veya farklı bakış açılarını yansıtması olasılıđını artırır” (2007, s. 126) arařtırmacı, farklılıkları en üst düzeye çıkarmak istediđi için maksimum çeřitlilikten yararlanılmıştır. Yukarıda belirtilen tüm faktörler göz önünde bulundurularak çalıřmanın nitel kısmına 11 katılımcı davet edilmiştir. Bu çalıřmada veri toplayabilmek için arařtırmacı ve danıřmanı tarafından iki veri toplama aracı tasarlanmıştır; nicel kısım için “Acil Uzaktan Eđitim Sırasında İngilizce Öđretim Görevlilerinin Karřılařtıkları Zorluklar ve Eylemleri (TCAELI-ERT)” nitel kısım için 'Öđretim Görevlileri Mülakat Takvimi' kullanılmıştır.

Anket dört bölümden oluşmaktadır; ilk bölüm dokuz kişisel bilgi ögesi, ikinci bölüm ise öğretim görevlilerinin pandemi başladığında çevrimiçi öğretime geçeceklerini duyduklarında çevrimiçi öğretime ilişkin algı ve düşüncelerini soran on beş maddeyi içermektedir. Yirmi iki maddeden oluşan üçüncü bölümde ise öğretim görevlilerinin çevrimiçi öğretim sırasında ne gibi zorluklar yaşadıkları; on altı maddeden oluşan son bölümde ise öğretim görevlilerinin çevrimiçi öğretim sırasında karşılaştıkları sorunlarla nasıl başa çıktıkları sorulmaktadır. Ankette “1= Kesinlikle Katılmıyorum, 2= Katılmıyorum, 3= Ne Katılıyorum ne de Katılmıyorum, 4= Katılıyorum ve 5= Kesinlikle Katılıyorum” şeklinde 5'li Ölçek kullanılmıştır. Deneklerden algılarını belirtmek için en iyi seçeneği seçmeleri istendi. Pilot uygulama sırasında 115 öğretim görevlisine ulaşıldı; ancak bunlardan sadece 85'i anketi tam olarak doldurmuştur. Daha sonra veriler çevrimiçi anket hizmeti yardımıyla SPSS Version 20.0 (Statistical Package for the Social Sciences) programına aktarılmıştır. Cronbach alfa iç tutarlılık katsayısı hesaplanmıştır ($\alpha = .82$), yeterli ve istenilen düzeyde olduğu için, anketin güvenilirliği kabul edilebilir düzeydedir (Tavakol ve Dennick, 2011; Gliem ve Gliem, 2003). Sonunda 4 bölümden oluşan anket hazır hale getirildi. 9 demografik ve 11 görüşme sorusundan oluşan yarı yapılandırılmış görüşme çizelgesinin son hali de veri toplamaya hazır hale getirilmiştir.

Pandemi ve öğretim elemanlarının ders programlarının farklı olması nedeniyle, verilerin çevrimiçi olarak toplanmasına karar verildi. Araştırmacı, yöneticilerle çevrimiçi veya telefonda yaptığı bireysel görüşmelerin ardından, araştırmanın kısa bir açıklamasının yer aldığı çevrimiçi anket bağlantısını yöneticilerle paylaşmış; daha sonra yöneticiler, haftalık toplantı gündemlerine e-posta gönderme veya bağlantı ekleme ve çalışmaya katılım talebi gibi kendi yollarıyla bağlantıyı öğretim görevlileriyle paylaştılar.

İstatistiksel analizle ilgili olarak, betimsel analiz kullanıldı; verileri tanımlamak için ortalamalar, medyanlar, standart sapmalar, frekanslar ve yüzdeler hesaplanmıştır. Yarı yapılandırılmış görüşmeler yoluyla toplanan nitel verilerde ise verilerdeki temaları belirlemek, analiz etmek ve raporlamak için tematik

analiz benimsenmiştir (Braun ve Clarke, 2006). Bu adımda, güvenilirlik tehdidini ortadan kaldırmak için araştırmacı ve danışmanı tarafından ortaya çıkan temalar değerlendirilerek ve yorumları kontrol edilerek kodlayıcılar arası güvenilirlik yapılmıştır (Cheung ve Tai, 2021). Araştırmacılar verileri ayrı ayrı kodlayarak kodlarını karşılaştırmış ve nihai kodlama birlikte oluşturulmuştur; böylece, araştırmacılar bir anlaşmaya vardı. Ayrıca, araştırmacıların yorumlarını kontrol etmek için ortaya çıkan temalar ve alt temalar hakkında geri bildirim almak üzere katılımcılardan ikisi tekrar ziyaret edilmiştir (Motulsky, 2021).

BULGULAR

Bu çalışmada hem nicel hem de nitel veriler toplanmış ve hem nicel hem de nitel veri analizlerinin bulguları üç araştırma sorusu ışığında raporlanmıştır.

Öncelikle, öğretim görevlilerinin Acil Uzaktan Eğitim (AUE) ile ilgili algıları ve okulların kapalı olduğu dönemde çevrimiçi öğretime başlamadan önce hazır bulunuşlukları ortaya çıkarılmıştır. Nicel veri bulguları, öğretim görevlilerinin Acil Uzaktan Eğitim'in ihtiyacının farkında olduklarını algıladıklarını; ancak yeterli bilgi ve beceriye sahip olmadıkları için uygulama konusunda korkuları ve endişeleri vardı. Nitel veri bulguları ayrıca öğretim görevlilerinin Acil Uzaktan Eğitim'i uygulamadan önce AUE hakkında hem olumlu hem de olumsuz tutum ve duygulara sahip olduklarını ortaya koydu; örneğin, bazıları rahatlamış ve evden çalışmaktan mutlu olsa da diğerleri korkmuş, paniklemiş, şok olmuş ve pandemi sırasında çevrimiçi öğretimin mümkün olmadığını düşündüler. Öte yandan bazı öğretim görevlileri, en az üç sömestr çevrimiçi eğitim verdikten sonra AUE'nin mesleki gelişimleri için iyi olduğunu ve sürecin ödüllendirici olduğunu, bazıları ise hala çevrimiçi eğitim vermek istemediğini ve çevrimiçi eğitimin yüz yüze eğitimin yerini tutamayacağını düşündüklerini belirtmişlerdir.

Hazır bulunuşlukları itibariyle, nicel veriler, öğretim görevlilerinin ellerinde teknolojik cihazlar ve çevrimiçi araçlar olduğunu ve öğretim ortamlarının uygun olduğunu belirtmelerine rağmen, çevrimiçi öğretim için yardıma ihtiyaçları

olduğunu göstermiştir. Öğretim görevlileri çevrimiçi öğretim konusunda da deneyimlerinin olmadığını kabul etmişlerdir. Nitel veriler ayrıca öğretim görevlilerinin daha önceden bazılarının deneyim sahibi olmaları, iyi bir öğretim ortamına ve teknolojik cihazlara sahip olmaları ve çevrimiçi öğretim konusunda eğitim almamış diğerlerine göre Bilişim ve İletişim Teknolojileri okuryazarı olmaları nedeniyle daha yetkin olduklarını göstermiştir. Bazı öğretim görevlileri ne yazık ki teknolojik olarak zorlanmış kişilerdi ve materyallerini Acil Uzaktan Eğitim öncesinde hazırlayamamışlardı. Öğretim görevlileri ayrıca kurumlarının hazır olma durumuna da değindiler; bazıları zaten e-kitaplar kullanıyordu ve teknolojiyi müfredatlarına entegre ediyorlardı; tam tersine, bazılarının da ne bir Öğrenme Yönetim Sistemleri vardı ne de öğretim görevlilerine bilgisayar sağlayabilmişlerdi.

İkinci olarak, bulgular okullar kapandığında öğretim görevlilerinin AUE'ye nasıl hazırlandıkları ortaya çıkardı; bulgular, öğretim görevlilerinin Mesleki Gelişim Birimleri (PDU) tarafından verilen hizmet içi eğitimlere katıldığını; ayrıca kendi kendilerine uzaktan eğitim ile ilgili araştırma yapmış ve öğretim ortamlarını düzenlemişlerdir. Kurumlar, Öğrenme Yönetim Sistemlerini organize etme gibi altyapı önlemleri alarak ve Zoom gibi kullanacakları çevrimiçi platformları hazırlayarak öğretim görevlilerine destek olmaya çalıştılar.

Son olarak üçüncü araştırma sorusundan hareketle çevrimiçi öğretime başladıktan sonra öğretim görevlilerinin karşılaştıkları zorluklar ve bunları nasıl yönettikleri ortaya konmuştur. Nicel veri analizi, elektrik kesintisi, teknolojik cihazlar, İnternet bağlantısı, öğretim ortamı, çevrimiçi platformlar ve araçlar, öğrenciler ve diğer öğretim elemanları arasındaki iletişim, motivasyon, sınıf yönetimi, ölçme ve değerlendirme ve geri bildirim sağlamanın Acil Uzaktan Eğitim sırasında öğretim görevlilerinin yaşadığı zorluklar arasında olduğunu göstermiştir. Nitel veriler, araştırmacının, zorlukları beş grup altında sınıflandırmasını sağladı; dış faktörler, öğretimle ilgili faktörler, kurumla ilgili faktörler, öğrencilerle ilgili faktörler ve son olarak da bireysel faktörler. Dış etkenler, İnternet bağlantısı, elektrik kesintisi, sokağa çıkma yasakları, ses, artan

teslimatlar ve güvenlik endişelerinden oluşuyordu. Öğretimle ilgili zorluklar, etkileşim, İngiliz dili beceri öğretimi, müfredat uyarlaması, zaman yönetimi ve ikili ve grup etkinliklerini içeriyordu. Öğretim görevlilerine göre, çevrimiçi derslerinde öğrencilerle iyi bir etkileşim kurma, İngilizce' de farklı becerileri öğretme, müfredata uyum sağlama, zamanlarını yönetme ve ikili ve grup etkinliklerine yer verme konusunda zorlandıkları görülmüştür. Öğretim görevlileri ayrıca AUE sırasında yüksek beklentiler nedeniyle kurumların politikasını, altyapısını ve iş-yaşam dengesini eleştirdiler; bunlar kurumla ilgili zorluklar olarak gruplandırılmıştır. Öğrencilerle ilgili zorluklar altında; öğretim görevlileri, öğrencilerin düşük motivasyon ve katılımlarından bahsetmiştir. Ayrıca öğrenme ortamları da öğrencileri derslere odaklanmaktan caydırdı ve bazı öğrenciler çevrimiçi eğitim deneyiminden yoksundu, dolayısıyla onlar da bu konuda tecrübesizdi. Ayrıca, bazı öğrencilerin, Acil Uzaktan Eğitim sırasında teknik ve teknolojik desteğe ihtiyaçları vardı, sınavlarda kopya çekmeyi denediler ve ayrıca Covid-19 testleri pozitif çıktı ki bu da onların derslerinde negatif etkiler yarattı. Son olarak, öğretim görevlileri, öğretim ortamları ve evlerindeki aile üyeleri, teknik/teknolojik sorunlar, meslektaşları arasındaki iletişim, geri bildirim becerileri, motivasyon, sağlık ve AUE sırasındaki deneyimlerinden kaynaklanan zorluklardan bahsetti.

Zorlukları yönetmeye yönelik alınan aksiyonlar söz konusu olduğunda; öğretim görevlileri öğrencilerinden kameralarını kapatmalarını istediler ve internet bağlantı sorunu için kendi mobil verilerini kullandılar. Daha iyi çevrimiçi derslere sahip olmak için çeşitli çevrimiçi araçları kullanmayı denediler, öğrencilerine ekstra materyaller ve fazladan ofis saatleri sağladılar. Bireysel zorluklar için öğretim görevlileri çözüm aradılar, meslektaşları ile tartışarak çözüm bulmayı denediler, öğrencileri ve aileleri ile konuştular, dersleri için daha fazlasını planladılar, farklı geri bildirim teknikleri kullandılar ve psikolojik yardım aldılar. Kurumlar; diğer yandan eğitmenlere hizmet içi eğitimler, teknik/teknolojik destek ve psikolojik destek sağlamıştır. Öğrenciler için de teknik olarak desteklediler, onların motivasyonlarını artırmaya çalıştılar ve kopya çekmelerini önlemek için kurallar ve düzenlemeler getirdiler.

TARTIŞMA

Bu çalışmanın amaçlardan biri, yükseköğretimde görev yapan İngilizce öğretim görevlilerinin AUE ile ilgili algılarını ve AUE'ye hazır olup olmadıklarını ortaya çıkarmaktı. Öğretim görevlilerinin Hodges ve diğerlerinin (2020) iddia ettiği gibi, AUE'nin geçici bir durum olduğunu varsaydıkları için “çevrimiçi eğitimin geleneksel yüz yüze eğitimin yerini alabileceğine” katılmadıkları tespit edilmiştir. Öğretim görevlilerinin belirttiği olumsuz duygularla ilgili olarak, pandeminin ve bunun sonucunda AUE'ye aniden geçişin öğretmenler üzerinde büyük strese neden olduğunu belirten MacIntyre ve diğerleri (2020)'nin çalışması ile bu çalışmanın sonuçları benzerlik göstermiştir. Yani öğretim görevlileri online öğretime geçmek zorunda kaldılar ve bu da çok daha fazla iş yüküne yol açtı; ayrıca sağlıkla ilgili endişeler, kararlar üzerindeki kontrolü kaybetmek, çevrimiçi öğretimin kendisi ve pandemi ve ne zaman biteceği konusundaki belirsizlik stresörlerin nedenlerinden bazılarıydı. Olumsuz duyguların olası nedenlerinden biri, pandemi ve olası sonuçları hakkında belirsizlik olabilir; kimse hayatlarında ve dünyada neler olabileceğini bilmiyordu. Diğer bir neden ise öğretim görevlilerinin deneyimsiz olması olabilir; öğretim görevlilerinin bir kısmı pandemi öncesinde çevrimiçi öğretim veya teknolojik araçları, eğitim amaçlı kullanma konusunda eğitim veya öğretim almamıştı.

Pek çok öğretim görevlisi, evde kalarak sağlıklı bir şekilde eğitime devam edebilmenin, o dönemde alınan en doğru kararlardan biri olarak gördüklerini açıkladılar. Bu anlamda, Hebecci ve diğerleri'nin (2020) öğretmenlerin ERT ile ilgili görüşlerine ilişkin çalışmasının bulguları, bu çalışmanın bulguları ile benzerdir. Hebecci ve diğerleri (2020) yaptıkları çalışmada, bazı zorluklar öngörülmesine rağmen, pandemi sırasında öğrencilere eğitim vermeye devam etmekten başka bir alternatifin olmadığını ortaya koymuştur. Öğretim görevlileri, AUE'nin mantığını, pedagojik yetersizliklerini ve çevrimiçi öğretim uygulamalarının belirsizliğine rağmen ellerinden gelenin en iyisini yapmanın kaçınılmazlığını anlamış olmalıdır.

Veriler, yüz yüze eğitime ilişkin uzun bir aradan sonra öğretim görevlilerinin kurumlarına döndükten sonra toplandığından, öğretim görevlilerinin hem olumlu hem de olumsuz görüşlere sahip oldukları gözlemlenmiştir. AUE açısından çelişkili fikirler bulundu; AUE'den bahseden öğretim görevlilerinin bir kısmı, AUE'nin kendilerini profesyonel olarak geliştirmelerini sağlarken, diğerleri yüz yüze eğitim kadar etkili olmadığını; bu nedenle, çevrimiçi öğretim onlar için iyi bir deneyim olmadığını ve gelecekte çevrimiçi öğretime devam etmek istemediklerini belirttiler. Meç ve diğerlerinin (2020) çalışmasında bulunan öğretim görevlilerinin olumlu görüşleri bu çalışma ile paralellik göstermektedir. Meç ve diğerleri (2020), öğretim görevlilerinin tüm zorluklara rağmen sürece uyum sağlayabildiğini ortaya koymuş; bu nedenle, AUE sırasında kazandıkları uygulamaları sürdürme konusunda isteklidirler.

Erdem-Aydın'ın (2021) araştırmasında olduğu gibi, öğretmenler çevrimiçi eğitimin ihtiyaçlarını karşılayacak teknik ve pedagojik beceri ve bilgiden yoksundu. Ayrıca Hazaea ve diğerleri (2021), Arap ülkelerinin teknik altyapısının İngilizce Öğretimi için çevrimiçi dersleri uygulamak için yeterli olmadığını, bunun da tahmin edilebileceğini belirtti. Farklı bir bakış açısıyla, Allen (2021), Japonya'nın teknolojinin lideri olarak görülmesine rağmen, teknolojik kaynaklar ve Bilişim Teknolojileri okuryazarlığı gibi Bilişim Teknolojileri altyapısının gelişmiş ülke Japonya'nın bile karşılaştığı zorluklar olduğunu eleştirdi. Bu sebeplerden dolayı hem öğretim görevlileri hem de kurumlar pandemi sırasında çevrimiçi öğretimde ani dönüşüme hazır değillerdi.

Pandemi patlak verdiğinde öğretim görevlilerinin ne yaptığını ve AUE'ye nasıl hazırlandıklarını belirlemek mevcut çalışmanın bir başka amacıydı. Trust ve Whalen'in (2020) internet aramaları yapmak, sosyal medya platformlarındaki yorumları ve gönderileri okumak, web seminerlerine ve profesyonel personel tarafından gerçekleştirilen sanal oturumlara katılmak gibi bulguları, bu çalışmadaki bulgularla, çevrimiçi eğitime geçişe hazırlanmak için alınan önlemler açısından benzerlik göstermektedir. Benzer şekilde, Almazova ve diğerleri (2020) ayrıca çevrimiçi öğretime geçiş döneminde öğretim görevlilerine

yardımcı olmak için videolardan, eğitimlerden, çevrimiçi seminerlerinden, bir yardım hattından ve Bilişim Teknolojileri destek ekiplerinden bahsetti. Bununla birlikte, Hindistan'da Joshi ve diğerleri (2020) tam tersi sonuçlar sergiliyordu; öğretim görevlileri kurumları tarafından teknik ve pedagojik olarak desteklenmemiştir. Öğretim görevlilerinin çevrimiçi derslerini nasıl uygulayacakları konusunda herhangi bir talimat yoktu; bu nedenle AUE'ye hazırlanma yükü öğretmenlerin omuzlarındaydı. Bu nedenle Hindistan'daki öğretmenler bu sürecin yorucu ve moral bozucu olduğunu ifade ettiler.

Son olarak, çalışma, AUE sırasında öğretmenlerin zorluklarını ve bunlara karşı nasıl davrandıklarını ortaya çıkarmayı amaçladı. AUE sırasında Türkiye'deki üniversitelerdeki İngilizce Dil Okullarında İngilizce öğretmek büyük bir zorluktu. Alanda AUE ile ilgili diğer çalışmalarda da bazı teknolojik zorluklar (Ferri vd., 2020; Korkmaz ve Toraman, 2020), pedagojik zorluklar (Erdem-Aydın, 2021), öğrencilerle ilgili motivasyon gibi zorluklar (Yıldırım ve Elverici, 2021), çevrimiçi değerlendirme zorlukları (Karataş vd., 2021), toplumdaki sosyolojik zorluklar (Karakose, 2021) ve İngilizce öğretim becerilerindeki zorluklar (Şendoğan, 2020) belirtilmiştir. Çalışmaların katılımcıları ve bağlamı değişse de, çalışmaların sonuçlarının çoğu zorluklar açısından paralellik göstermektedir. Bu zorlukların nedenleri, öğretim görevlilerinin, öğrencilerin ve diğer paydaşların pandemi öncesinde tüm bu çevrimiçi öğretim süreçlerine aşina olma şansları olmadığı için çevrimiçi öğretime ani bir geçişe hazır olmamalarından kaynaklanıyor olabilir. Öğretim görevlilerinin çoğu eğitimi değildi ve pandemiden önce çevrimiçi öğretim için hiçbir uygulamaları yoktu ve karmaşık teknik sorunlarla başa çıkabilmek için teknolojik bilgidен yoksundular.

Öğretim görevlilerinin AUE sırasında karşılaştıkları zorluklara karşı aldıkları aksiyonlara gelince, hem nicel hem de nitel sonuçlar uyum göstermektedir. Bu çalışmanın sonuçları, hem öğretim görevlilerinin hem de kurumların, öğrencilere daha iyi öğrenme ortamları sağlamak için AUE sırasında yaşadıkları zorlukları ortadan kaldırmak veya etkilerini en aza indirmek için harekete geçtiklerini göstermiştir. Leacock ve Warrican'ın çalışması (2020) öğretmenlerin eğitimi,

teknik ve teknolojik destek ve danışmanlık hizmetleri açısından benzer sonuçlar ortaya koymuştur. Öğretim görevlilerine yoğun eğitimler verildiğini, öğrencilere ve öğretmenlere birçok kaynağa ulaşabilecekleri dizüstü bilgisayar ve tabletler dağıtıldığını, pandemi ve çevrimiçi öğretimin olumsuz etkilerini azaltmak için hem öğrencilere hem de öğretim elemanlarına danışmanlık hizmeti verildiğini belirtmişlerdir. Mevcut sonuçlar doğrultusunda, çalışmaların sonuçları, kurumların ve öğretim elemanlarının zorluklarla çeşitli yollarla mücadele etmeye çalıştıklarını açıkça göstermektedir.

ÖNERİLER

Bu çalışmanın sonuçları ve ilgili çalışmalar ışığında uygulamaya yönelik bazı öneriler yapılmıştır. Bu çalışmanın sonuçları bazı öğretim görevlilerinin AUE'ye hazır olmadığını ortaya koyduğundan; ilk olarak, öğretim görevlileri çevrimiçi öğretim ve teknolojinin derslerine entegrasyonu için daha fazla eğitilmelidir. Öğretim görevlilerinin teknik desteğe ihtiyaçları olduğu açıkça görüldüğünden, kurumlar hizmet içi eğitimlerini artırarak öğretim elemanlarının çevrimiçi öğretim araçlarını daha iyi tanımasını ve bunları ders planlarına nasıl entegre edebilecekleri konusunda bilgilendirilebilirler. Öğretim görevlilerinin daha fazla yardıma ihtiyacı varsa, kurumlar onları seminerler, çalıştaylar ve konferanslarla desteklemelidir. Daha sonra ders gözlemleri veya seminer sonrası toplantılar, bunların etkinliğini değerlendirmek için yapılmalıdır.

Öğretim görevlileri, ders anlatmaktan geri bildirim sürecine kadar eğitimin farklı bölümlerinde çeşitli çevrimiçi öğretim araçlarını ve uygulamalarını kullanmaya devam etmeli ve karar vericiler, hükümetler ve kurumlar tarafından desteklenmelidirler. Teknoloji, kişiselleştirilmiş ve farklılaştırılmış öğrenme için sınıf içinde ve dışında kullanılabilir.

Daha yetkin öğretim elemanları yetiştirebilmek için öğretmen adaylarının da dikkate alınması gerekmektedir. Çevrimiçi öğretim, yöntem bilim derslerine entegre edilebilir veya öğretmen adaylarına seçmeli bir ders olarak sunulabilir.

Bu derslerde, öğretmen adaylarına deneyim kazanmalarına yardımcı olmak için demo öğretimlerinde çevrimiçi öğretim uygulaması yapma fırsatı verilebilir.

Ayrıca, hükümetler ve kurumlar daha iyi İnternet bağlantısı için teknik altyapılarına, Öğrenme Yönetim Sistemlerine ve çevrimiçi öğretimin ihtiyaçlarını karşılamak için web sitelerine, uygulamalara ve araçlara daha fazla yatırım yapmalıdır. Bir diğer önemli nokta, hem öğrencilere hem de öğretim elemanlarına, sosyal sınıflar arasındaki eşitsizliği ortadan kaldıracak yardımlar yapılmalı ve teknolojik cihazlar sağlanmalıdır.

Bu çalışmada öğretim görevlileri ve onların bakış açıları üzerinde durulmuştur; bu nedenle, daha fazla araştırmacı, öğrenciler, veliler ve yöneticiler gibi diğer paydaşları algılarını, yaşadıkları zorlukları ve bunlara yönelik çözümleri kavramak için dahil edebilir. Bunun nedeni, diğer bakış açılarının, araştırmacıların sorunları derinlemesine anlamalarına yardımcı olabileceği ve farklı bakış açılarının sonuçlarının, öğretim elemanlarının bakış açıları arasındaki benzerlikleri ve farklılıkları kontrol etmek için karşılaştırılabilir olması, öğrencilerin, velilerin veya yöneticilerin başka açıklamaları, nedenleri veya başka açıklamaları olabilir. Ayrıca bu çalışmanın katılımcıları sadece üniversitelerin İngilizce Dil Okullarında görev yapan öğretim görevlileridir; böylece öğretim üyeleri de İngilizce Hazırlık Okulları'ndan farklı olan diğer bölümleri incelemek için ileri çalışmalara dahil edilebilir.

Ayrıca bu çalışmada nicel ve nitel veri toplama araçlarıyla karma yöntem uygulanmış; sırasıyla anket ve yarı yapılandırılmış görüşmeler yoluyla veri toplanmıştır. Zengin verilerine rağmen, AUE sırasında karşılaşılan zorlukları ve çözüm yollarını bulmaya yönelik benzer çalışmalarda, ders kayıtları, ders planları, öğrencilerden ve idarelerden gelen e-postalar ve toplantı kayıtları veya toplantı tutanakları gibi verilerin toplanması için daha fazla araç kullanılabilir. Çünkü öğretim görevlileri, toplantılarda sorunların ve çözümlerin çoğunu konuşmuş ve çözüm bulmaya yönelik birçok öneri sunmuşlardır. Bunun yanı sıra, ders veya toplantı kayıtlarında öğretim elemanlarının tepkileri ve duyguları

da gözlemlenebilmektedir. Toplanan verileri zenginleştirmek için anket ve yarı yapılandırılmış görüşmelere ek olarak gözlem ve doküman analizi de yapılabilir.

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