EMERGENCY REMOTE TEACHING AND LEARNING

BEHIND THE SCREEN: A CASE STUDY ON THE PERSPECTIVES

OF FRESHMAN ELT STUDENTS AND THEIR INSTRUCTORS

YÜKSEK LİSANS TEZİ

Pınar DİNÇER

Eskişehir 2021

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Pınar DİNÇER

MA THESIS

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JÜRİ VE ENSTİTÜ ONAYI

Pınar DİNÇER'in "Emergency Remote Teaching and Learning Behind the Screen: A Case Study on the Perspectives of Freshman ELT Students and their Instructors" başlıklı tezi 30/06/2021 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliği"nin ilgili maddeleri uyarınca, Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Yüksek Lisans tezi olarak kabul edilmiştir.

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ÖZET

ACİL UZAKTAN ÖĞRETİM VE ÖĞRENİMİN PERDE ARKASI:
BİRİNCİ SINIF İNGİLİZCE ÖĞRETMENLİĞİ ÖĞRENCİLERİNİN VE ÖĞRETİM
ELEMANLARININ GÖRÜŞLERİ ÜZERİNE BİR DURUM ÇALIŞMASI

Pınar DİNÇER

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Koronavirüs salgınını kontrol altına almak için getirilen kısıtlamalar, tüm eğitsel faaliyetlerin çevrimiçi ortama taşınmasına neden olmuş ve eğitim dünyası daha önce görülmemiş değişimlere maruz kalmıştır. Bu çalışma, Kovid-19 salgının dayattığı Acil Uzaktan Öğretim'e karşı Anadolu Üniversitesi İngilizce Öğretmenliği birinci sınıf öğrencilerinin ve bu öğrencilerin derslerine giren öğretim elemanlarının bakış açılarını incelemeyi hedeflemektedir. Nitel bir durum çalışması olarak tasarlanan bu çalışmada, veri kaynakları olarak yansıtıcı günlükler, odak grup görüşmeleri ve sanal sınıf gözlemleri kullanılmıştır. Çalışmaya, 11 birinci sınıf öğrencisi ile onların derslerine giren 4 öğretim elemanı olmak üzere toplam 16 kişi katılmıştır. Veriler, nitel içerik analizi kullanılarak analiz edilmiştir. Çalışma bulguları, Acil Uzaktan Öğretimin hem öğrenciler hem de öğretim elemanları için zorlu ve çoğunlukla dezavantajlı bir süreç olduğunu göstermiştir. Dezavantajlar arasında teknik sorunlar, kişiye özgü sorunlar, canlı derslerle ilgili sorunlar ve ödev/sınavlarla ilgili sorunlar yer almaktadır. Avantajlar ise kişiye özgü, canlı derslere özgü ve sınavlara özgü avantajlardan oluşmaktadır. Son olarak, çalışma bulguları ilgili alanyazın doğrultusunda tartışılmış ve gelecek çalışmalar için çeşitli uygulamalar ve öneriler sunulmuştur.

Anahtar Kelimeler: Acil uzaktan öğretim, Acil uzaktan öğrenim, Durum çalışması, İngilizce öğretmenliği birinci sınıf öğrencileri, İngilizce öğretmenliği öğretim elemanları.

ABSTRACT

EMERGENCY REMOTE TEACHING AND LEARNING BEHIND THE SCREEN:
A CASE STUDY ON THE PERSPECTIVES OF FRESHMAN ELT STUDENTS
AND THEIR INSTRUCTORS

Pınar DİNÇER

Department of Foreign Language Education,
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Anadolu University, Graduate School of Educational Sciences, July 2021
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Owing to the fact that all educational activities have been moved to an online setting due to restrictions to control the spread of Corona Virus, the realm of education has been subject to unprecedented changes. Therefore, this research aims to investigate the perspectives of freshman ELT students and their instructors at Anadolu University regarding the Emergency Remote Teaching (ERT) practice enforced by the Covid-19 pandemic. Designed as a qualitative case study, this research has employed reflective journals, virtual focus group discussions, and virtual classroom observations as sources of data. A total of 16 participants took part in this research, 11 freshman students and 4 of their instructors. The data has been analyzed through qualitative content analysis, and the research findings have shown that the ERT practice has been a challenging and mostly disadvantageous process for both students and their instructors. Among the disadvantages are technical problems, self-related problems, student and instructor-related problems, live session-related problems, and assignment and exam-related problems. The advantages reported by the participants include self-related advantages, live session-related advantages, and exam-related advantages. Lastly, the findings have been discussed in accordance with the relevant literature, and various implications have been drawn along with suggestions for future studies.

Keywords: Case study, ELT freshman students, ELT instructors, Emergency remote learning, Emergency remote teaching.

negligent at times. I can't thank him enough for being there whenever I needed him. Without him, I wouldn't have been able to manage this process.

<div align="right">Pınar DİNÇER</div>

ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan "bilimsel intihal tespit programı"yla tarandığını ve hiçbir şekilde "intihal içermediğini" beyan ederim. Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

Pınar DİNÇER

Eskişehir 2021

12/07/2021

STATEMENT OF COMPLIANCE WITH ETHICAL PRINCIPLES AND RULES

I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with "scientific plagiarism detection program" used by Anadolu University, and that "it does not have any plagiarism" whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

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Eskişehir 2021

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LIST OF ABBREVIATIONS

CALL   : Computer-Assisted Language Learning

CoHE   : Council of Higher Education

COVID-19   : Coronavirus Disease of 2019

EFL   : English as a Foreign Language

ELT   : English Language Teaching

ERT   : Emergency Remote Teaching

ESL   : English as a Second Language

ICT   : Information and Communication Technology

K12   : Kindergarten through 12th Grade

LMS   : Learning Management System

MoNE   : Ministry of National Education

MOOC   : Massive Online Open Courses

QCA   : Qualitative Content Analysis

SCT   : Social Cognitive Theory

TELL   : Technology-Enhanced Language Learning

TRT   : Turkish Radio and Television Corporation

WebCT   : Web Course Tools

WHO   : World Health Organization

ZOOM   : Zoom Video Communications

ZPD   : Zone of Proximal Development

CHAPTER 1

1. INTRODUCTION

"The only constant is change" by Heraclitus can be interpreted as a motto summarizing that change is an indispensable component of human life. What makes change inevitable is explained by *Zeitgeist* (Hegel, 2018) *as spirit of the age*, which is an indiscernible agent or means changing and determining the properties of a given epoch in world history (Krause, 2019). The birth of Audiolingual Method during World War II, for instance, can be taken as one stark example of *Zeitgeist* since the conditions specific to the Second World War period led to the formation of this "army method" based on speed and discipline within the realm of foreign language teaching (Bayuk & Bayuk, 1983). Analogizing Covid-19 pandemic to other major shifts in the way we live, change has once again become unavoidable across all major parameters of our social life, and education has been no exception. Educational procedures throughout the world have undergone paradigm shifts enforced by the Covid-19 pandemic. Conducting all instructional and educational processes online has become compulsory rather than a choice or preference. Although distance education has been a familiar phenomenon with the advent of more user-friendly technological devices within the last three decades (Shearer, Aldemir, Hitchcock, Resig, Driver & Kohler, 2020), the circumstances created by the pandemic have converted it from an option into a "must-do" necessity in the form of Emergency Remote Teaching (ERT), a term first coined in the United States of America (Shea, 2020).

The utmost concern for the entirety of educators during this ERT process has been to restore the teaching-learning process as rapidly as possible in accordance with UNESCO Director-General Audrey Azoulay's statement, "We are entering uncharted territory and working with countries to find hi-tech, low-tech, and no-tech solutions to assure the continuity of learning." (2020, para. 4).

Considering ERT as a new norm for both teachers and students, researchers emphasized the importance of investigating students' and teachers' views to determine whether they are adapted to the transition or whether they prefer any modifications or just the traditional method (Abbasi, Ayoob, Malik, & Memon, 2020; Allo, 2020; McCoole, Boggiano, & Lattanzi, 2020; Mohalik & Sahoo, 2020; Zhang, 2020). Such research studies can potentially provide practical implications to fine-tune educational programs that would better correspond to both students' and teachers' needs in case of

an ERT without sacrificing the quality of education. Therefore, this study aims to investigate freshman ELT students' and instructors' perspectives regarding the ERT practice when use of digital and remote teaching has summited across all levels of education.

1.1. Background to the Study

Major pandemics and their influences over human life have a long history. This parade of pandemics, natural disasters, and other turmoil has played a definitive role in shaping human history (Huremović, 2019). Primal pandemics and epidemics recorded throughout history include smallpox, HIV, tuberculosis, cholera, the plague, influenza, measles, severe acute respiratory syndrome (SARS), and West Nile disease (Owusu-Fordjour, Koomson, & Hanson, 2020; Qiu, Rutherford, Mao, & Chu, 2017). Registered among disease outbreaks and pandemics in the chronicles of mankind are Black Death from the 14th century, Spanish Flu of 1918, SARS of 2003 (known as the first pandemic of the 21st century), Swine Flu (H1N1) of 2009, Ebola of 2014, and Covid-19 of 2019 (Maurice, 2016; Rewar, Mirdha, & Rewar, 2015; WHO, 2021). Table 1.1. displays information on major outbreaks throughout history.

Table 1.1. *Major outbreaks throughout the history (Huremović, 2019; Jarus, 2020; WHO, 2021)*

The Outbreak	Time period	Country	Death Toll
The 'Black Death'	1347 - 1352	Europe	200M
"Spanish Flu" (H1N1)	1918- 1920	Europe, USA, Asia, Africa, and the Pacific Islands	50M+
"Asian Flu"	1957-1958	China, Singapore, Hong Kong, USA, and England	1.1M
"Severe Acute Respiratory Syndrome" (SARS)	2002-2003	29 countries including China, Hong Kong, Singapore, and Canada (Toronto)	774
"Swine Flu" (H1N1/09)	2009-2010	Mexico, Canada, United Kingdom, and Spain	200K
"Ebola"	2014-2016	Central and West Africa	11K
"Covid-19"	2019-Present	Global	3.092.410 (WHO, estimate as of 06:00 pm CEST, 25 April 2021)

Figure 1.1. depicts the distribution of casualties across the globe due to Covid-19.

Globally, as of 6:00pm CEST, 25 April 2021, there have been 146.054.107 confirmed cases of COVID-19, including 3.092.410 deaths, reported to WHO. As of 21 April 2021, a total of 899.936.102 vaccine doses have been administered.
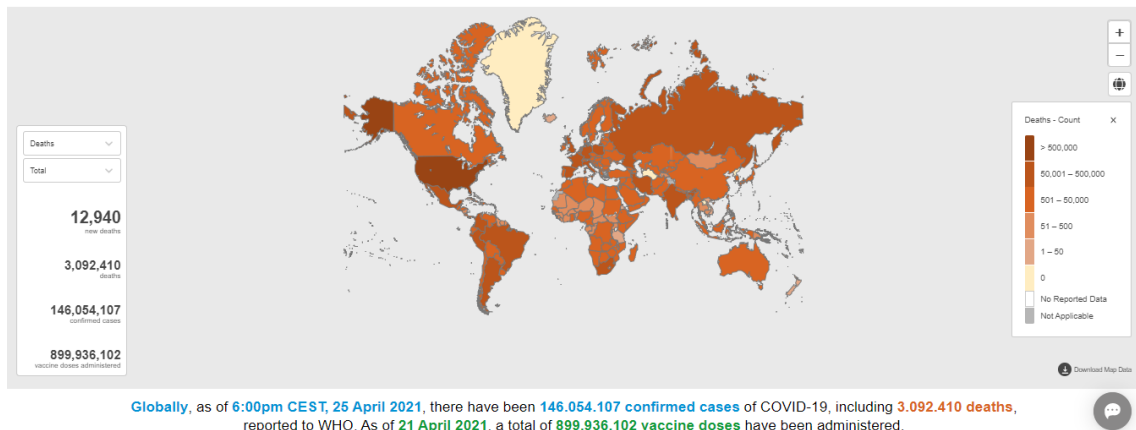
Figure 1.1. *The distribution of deaths across the globe due to Covid-19 (WHO, 2021)*

Pandemics cast a major influence over educational practices by restricting mobility and in-person interaction among people by definition. For instance, after the spread of Severe Acute Respiratory Syndrome (SARS) in 2003, the schools in Hong Kong were closed and students were obliged to stay home (Fox, 2004). During the Swine Flu of 2009, most of the schools in infected countries such as Greece, Chile, Italy, and Australia were closed, and education was brought to a complete halt (Cauchemez et al., 2009). It is not only pandemics that jeopardize the conduct of education but also outbreaks or crises such as natural disasters, political unrests, etc. For example, after Hurricane Katrina in New Orleans in 2005 (Lorenzo, 2008) and New Zealand earthquakes in 2011 (Ayebi-Arthur, 2017), more than a hundred educational institutions were forced to alter the way they provided courses to maintain education. During the student protests in South Africa between the years of 2015-2017, universities had to suspend their education either for weeks or even months (Czerniewicz, Trotter, & Haupt, 2019).

During such dire circumstances, distance education stands as a desperate measure to be taken for the sustainability of education as a consequence of a pandemic or outbreak. Beginning in the form of correspondence education, distance education is defined as a form of remote teaching where there is a physical distance between learners and teachers (Rumble, 1986) when partaking in a planned learning activity (Holmberg, 2005, p. 43). While everything practiced today in educational institutions across the globe can technically be termed as distance education, scholars suggest not to use this

term since the current procedure is a temporary solution to be discarded once the outbreak is under control (Hodges, Moore, Lockee, Trust, & Bond, 2020). As put forward by these researchers, crisis-prompted transition to distance education – Emergency Remote Teaching – is:

> "A temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended or hybrid courses and that will return to that format once the crisis or emergency has abated." (para. 13)

Likewise, the term "online education" is another area surrounded by current classification debates. Considered as a type of distance education, online education relates to educational activities carried out through the use of technological tools and the internet (Moore, Dickson-Deane, & Galyen, 2011). The Quality Assurance Agency for Higher Education (QAA) (2020, pp. 3-4) points out that there is a meaningful difference between online education and ERT. Resorted urgently as a reaction to an emergency such as the Covid-19 pandemic, ERT is a quick and compulsory adaptation of face-to-face syllabi to an online modality (Hodges et al., 2020; Shisley, 2020). In online education, however, courses are designed and structured around totally online syllabi prepared months before the courses start.

During the earlier days of Covid-19, the available literature in relation to its educational impact was limited to studies conducted mostly with medical students (Choi, Jegatheeswaran, Minocha, Alhilani, Nakhoul, & Mutengesa, 2020; Khasawneh et al., 2020; Kinder & Harvey, 2020; Olum et al., 2020; Rose, 2020). However, subsequent research efforts have taken different directions across different educational levels ranging from K12 to tertiary. Among the foci of these studies are perceptions (e.g., Karatepe, Küçükgençay, & Peker, 2020; Roy, Ray, Saha, & Ghosal, 2020), views (e.g., Fidan, 2020; McCoole et al., 2020; Priyadarshini & Bhaumik, 2020), and experiences (e.g., Bakioğlu & Çevik, 2020; Bergdahl & Nouri, 2020) of students and teachers.

In one of the few studies investigating the impact of ERT on university teachers in the U.S., Johnson, Veletsianos, and Seaman (2020) reported that the use of new instructional methods is inevitable for instructors with or without previous experience in online teaching. Similarly, Todd (2020) who investigated the impact of ERT on education in Thailand reported that diminishing the time for a session, using writing as

the medium of communication, and keeping exercises as varied as possible could be possible solutions as offered by teachers to mitigate the problems.

Students' readiness during the rapid shift to an online environment has posited two controversial results in different contexts. In a study by Abbasi et al. (2020) medical and dental students in Pakistan were found not to be ready for e-learning, which is in line with Aboagye, Yawson, Appiah's study (2020) showing that Ghanaian students were also not ready for such a sudden move. On the contrary, Mohalik & Sahoo (2020) reported that Indian pre-service teachers were ready for the transitioning.

Recently, relevant literature has expanded with research focusing on the impact of Covid-19 on education especially with respect to challenges, restrictions, and difficulties experienced by governments, educational institutions, and those included in teaching learning process such as teachers, students, parents, and administrators (Dogar, Shah, Ali, & Ijaz, 2020; Zhang, Wang, Yang, & Wang, 2020). Some of the studies have focused on innovations, and strategies to be adopted during remote teaching (Ferdig et al., 2020; Lyson, 2020) while others have attempted to describe how schools and stakeholders have adjusted to the new normal imposed by the Corona outbreak (Flores & Gago, 2020; Moorhouse, 2020; Quezada, Talbot, & Quezada-Parker, 2020). In the meantime, efforts have also been exerted to identify issues regarding teachers' savvy to make use of digital instructional formats (Huber & Helm, 2020).

Though there has been a considerable amount of research on ERT across various fields, few studies have addressed ERT in an EFL context around issues and gains for teachers and students and their preferences for online applications. Atmojo and Nugroho (2020), for instance, revealed the challenges EFL secondary school teachers encountered. The researchers emphasized that there is a need for more studies especially within low-tech environments to determine technological needs to be embedded into language learning process. In another study conducted with instructors, Şener, Ertem, and Meç (2020) investigated the technical, pedagogical, and institutional problems EFL instructors experienced and identified their overall perceptions regarding ERT. The authors concluded that reliable results could only be obtained following extensive replication studies focusing on both instructors' and students' views. As for students, Allo (2020) concluded that EFL learners suffered from poor instruction regarding homework assignments and tasks during ERT. In their study, Karataş and Tuncer (2020) found that students' speaking skills were the least improved and writing skills were the most

nourished due to its constant use both as a new mode of communication and a way of completing assignments. Todd (2020) noted that Oral Communication Skills was the most challenging skill to teach by EFL instructors as they were not able to pair the students in an online setting. About students' preferences for online applications, Amin and Sundari (2020) found that WhatsApp and Google Classroom were popular due to practicality and popularity concerns among EFL students during the ERT practice. As a neglected field, language learners' and their instructors' perspectives regarding this new delivery mode needs clarification. As the available results within the literature are far from being conclusive with suggestive outcomes (Osadcha, Osadchyi, & Kruglyk, 2020), the unclarity of the perspectives of language learners and their instructors during the ERT practice prevails, which stimulates the need to conduct further research.

1.2. Statement of the Problem

Higher education institutions in Turkey were shut as a precaution to slow the spread of the virus on March 16, 2020. Turkish government announced that all in-person classes at universities would be suspended for three weeks (CoHE, 2020a). University officials and administrators initiated crisis management units and analyzed how they could modify the face-to-face curriculum content to fit remote web-based distance education environment (CoHE, 2020b). Five pillars of the crisis plan were determined to be curriculum, infrastructure, human resources, content, and implementation by a board of experts from universities. The new route was formulated by March 17, 2020 and decisions regarding each of these pillars gained official validity all at once. Since the pandemic was still at large during mid-August, the Council of Higher Education (CoHE), on August 13, declared that universities were empowered to make their own decisions regarding the medium and mode of practices to be implemented for different programs throughout the new academic year of 2020-2021 (CoHE, 2020c). Accordingly, the majority of higher education institutions decided to move all their face-to-face content to an online platform as part of the ERT practice. Such precautions have introduced changes in educational understanding, created new definitions for students and teachers, and imposed novel educational requirements enforced by the Covid-19. As a matter of fact, ambiguity and disagreement regarding what to teach and how to teach have grown (Zhang et al., 2020), and most tangible and

direct educational consequences of the Covid-19 have been experienced by teachers and students.

Although the significance of preparedness plan has been underlined to sustain continuity of education during such crisis (Faherty, Schwartz, Ahmed, Zheteyeva, Uzicanin, & Uscher-Pines, 2019; Olympia, Wan, & Avner, 2005), the outbreak struck so suddenly that educators and decision-makers did not have time to develop preparedness plans in order to preserve and continue educational activities. The educators, all of a sudden, had to work from home, detached from students, and learn how to make use of modern technologies. The same applied to students with no ERT experience before Covid-19. Among all students, especially those graduating from high school and starting their tertiary education were affected the most by this dramatic shift as they had to adapt to the assessment procedures in a new curriculum (Daniel, 2020) along with a new mode of course delivery. In addition, these freshman students needed to cope with the unfamiliarity of the environment, specifically classmates and instructors. Considering the novelty of ERT for both the instructors and freshman students, more insights are needed into their ERT perspectives to better understand the process and be able to offer suggestions for the future.

The striking differences among countries' welfare cause a "digital divide" (van Dijk, 2006, pp. 221-222) which refers to inequalities in terms of the opportunities people have such as internet access or information and communication technologies (Barton, 2016). For instance, OECD (2020) points out that transitioning to remote education is smoother for university students in developed countries such as the Netherlands, Switzerland, Denmark, and Norway, where over 95% of students have their own personal computers. On the contrary, Tümen Akyıldız (2020) states that a majority of students in Turkey do not have access to the internet and many do not have the necessary equipment. In the same vein, the lack of a suitable learning environment at home to cope with learning activities in an online setting has been reported as a common issue for Turkish students (Karataş & Tuncer, 2020). It is also reported that some Turkish universities do not have the infrastructure to accommodate high numbers of students within remote education (Ural, 2007).

Online learning is regarded considerably different from conventional or campus-based learning with "its own unique and inherent characteristics" (Wang & Chen, 2009, p. 4). Therefore, any attempt to teach and learn through an online modality requires a

fundamental transformation of traditional classroom practice. Though each program has their own specific features, language learning programs may be difficult to adapt to an online context considering that language is both the content and medium of instruction (Hammadou & Bernhardt, 1987). According to Borg (2006), language teaching is different from other domains of teaching in several respects such as the nature and content of the subject, instructor-student relationships, methodology, and the language operation. Thus, it is of considerable worth to investigate language learners' and instructors' perspectives about language learning and teaching within the ERT practice.

1.3. Purpose of the Study

The current study is intended to explore the perspectives of both freshman students and their instructors in an English Language Teaching (ELT) Program regarding the ERT practice amidst the Covid-19 pandemic. In line with this study aim, the following research questions were investigated:

1. What are the perspectives of freshman ELT students regarding the ERT practice?
2. What are the perspectives of instructors teaching freshman ELT students regarding the ERT practice?

1.4. Significance of the Study

One of the predictions regarding the aftermath of this transition points to major consequences in teaching, learning, and assessment procedures for both teachers and students in the short and long run (Karataş & Tuncer, 2020). Therefore, it is of significance to investigate how instructors and students responded to the same transition process. Furthermore, remote education is predicted to serve as the mainstream mode of delivery following the Covid-19 pandemic for the entirety of educational procedures rather than being an alternative or assistive practice (Telli & Altun, 2020). If that is the case, understanding what instructors and students go through in these unprecedented times will provide useful information for future online practices.

The outbreak-driven social distancing and virtualization of learning environments have primarily undermined human interaction. Noted as more interactive and engaging than other learning processes by Stern (1983), language learning is heavily based on human interaction. Indeed, Bloom (2002) and Mestres-Missé et al. (2008) emphasized

that language learning ideally occurs in a setting where interaction and decoding a speaker's intention are required through teacher-learner exchanges. Therefore, the impact of the pandemic on EFL students and instructors is doubled as they have limited chances to authentically and practically interact in the target language.

Referring back to the aforementioned inequalities students have in terms of economic and technological opportunities, Köksal (2004) also pointed out that *digital divide* should be taken into consideration when making decisions to transfer educational endeavors, especially within foreign language teaching, to an online setting because unfamiliarity with necessary technology and absence of materials may significantly decrease the opportunities for EFL students to contact with the target language. Described as imbalance in reaching and utilizing recent information and communication technologies by Scheerder, Deursen, and van Dijk (2017), this divide bears a definitive effect over the consequences of teaching-learning processes conducted in an online setting. In addition, considering the immediate requirements of an EFL context to learn and master the skills of another language especially in an online setting, the current literature does not provide necessary information regarding what happens during the ERT process from the eyes of both EFL students and instructors.

This rapid transfer of conventional education practice to a remote setting has caused a more significant effect on freshman students transitioning from high schools to universities (Daniel, 2020). These students not only have to abandon what they are used to within the K12 system but also adjust to a totally new and unfamiliar system in terms of teaching, learning, and assessment procedures. Considering the uncertainty of future and length of school closures, research about freshman students' views of the ERT practice can produce functional guidelines to ease the transition for the upcoming freshmen. Accordingly, the findings of the current research are expected to contribute to the literature with respect to how the ERT practice is viewed by language learners who are new to university education as well as their instructors. Thus, the aim of this study is to delve into the ERT practice through investigating the views of freshman ELT learners and their instructors, which could help navigate similar future emergency initiatives.

CHAPTER 2

2. LITERATURE REVIEW

This section introduces distance education, online education and emergency remote teaching (ERT) which may sometimes used interchangeably. However, these three terms refer to three different modes of teaching and learning. Therefore, each of these modes will be discussed separately.

2.1. Overview of Distance Education

Distance education is acknowledged and defined as a method of instruction when there is a physical distance between learners and teachers (Roffe, 2004). According to the United States Distance Learning Association (2009, p. 6), the term "distance learning" extends to cover all current and developing technologies – "... phones, computers and whatever technology comes next, in new ways.". Distance learning encompasses virtual learning, blended learning, mobile learning, game-based learning, social networking, and webinars. Proposing a more specific interpretation of distance education, Saykılı (2018) states that distance education offers several channels by which learners and facilitators who are physically apart meet around a systematic and structured syllabus for various learning activities through two or multi-way communication modes conducive to interaction.

The rationale behind distance education is to offer an alternative for those who are not otherwise able to access education. Newby, Stepich, Lehman, and Russel (2006) state that the emergence of distance education is causally linked to a set of reasons such as meeting the educational needs of the underprivileged people, eliminating obstacles that people with disabilities may experience accessing education, presenting an alternative to formal education for the young, and supporting everybody with lifelong learning opportunities. Similarly, as stated by Ekici (2003), distance education serves an inclusive purpose addressing a wide array of people regardless of their location, biological orientation, and cognitive characteristics. In addition, distance education is offered for the purpose of social equality as it should, ideally, be indifferent to learners' social class or status. People who are unable to access the means of conventional face-to-face education should have the right to attain the same benefits as the "elite" (Saykılı, 2018, p. 2).

Courtney and Wilhoite-Mathews (2015) reported that correspondence was the earliest form of distance education with print-based materials. The university of Chicago pioneered correspondence programs towards the end of the 19th century to compensate for the educational inequalities suffered by destitute people (Gunawardena & McIsaac, 2004). Before the internet became readily available for all, policy makers were led to think of other ways of delivery. Therefore, in the earlier stages of distance education, the instructional medium was simply texts exchanged back and forth between institutions and students through postal service (Moore & Kearsley, 2011). Then, came the invention of the spark transmitter by Guglielmo Marconi in 1894 (Antoniou, 2011), which paved the way for the professors in the University of Wisconsin-Extension to start the first radio station with a federal license to provide educational broadcasting in the early 1920s (Slotten, 2006). However, the use of radio as a channel for distance education barely survived a decade because a newer technology, television, was already on its way (Çolak, 2018).

Long before broadcasting technologies improved and an alternative form of distance education came into play in the 1960s to support the print-based materials (Demiray & İşman, 2003), Frederick James Smith, after his interview with Thomas Edison in 1913, noted that Thomas Edison recognized the value of motion pictures in learning and imagined that "Books will be obsolete in public schools" (Kushner Benson, Ward, & Liang, 2015, p. 3) even before the use of radio in education. Even though education through television set off experimentally in the 1930s, the official college-level courses with credits could not be aired until the 1950s (Simonson, Smaldino, Albright, & Zvacek, 2009). Despite convenience and ease introduced by television, the flow of information and knowledge during pre-internet period was typically unidirectional without interaction and timely feedback (Courtney & Wilhoite-Mathews, 2015). Accordingly, as Sherry (1995) noted, distance education in this form should be conceived as a complementary support to the official curriculum because the nature of communication was only one-way. However, the same century was the time of incubation for ideas about the implementation of distance education as a standalone concept, which occurred in different settings at different times.

The first correspondence course in Turkey, within higher education, was offered by the Research Institute of Banking and Commercial affiliated with the Faculty of Law-Ankara University in 1956 with the aim of providing in-service training to the

bank employees (Bozkurt, 2017). Then, the Mass Higher Education Institution (YAYKUR) was introduced in 1974 to provide high school graduates an Associate Degree, and to establish equality of opportunity for those who could not make it to school, which would also reduce the high demand for universities at the time. However, in 1979, YAYKUR had to be discarded since the institution fell short of realizing the foundational outcomes. Subsequently, leaning onto the previous experience from correspondence education, Ministry of National Education launched its open distance education program, and designated Anadolu University as the executive coordinator in 1982. Turkish Radio and Television Corporation (TRT) assisted the university in terms of technological infrastructure and broadcasting channels (Bozkurt, 2017; Geray, 2007). The purpose of the program was to provide lifelong education through the use of technology and the integration of different faculties in the Open Education Model by way of cooperation and interaction (Anadolu University, n.d.). By the academic year of 1998-1999, there were 650.000 students registered in 18 programs hosted by the Open Education Faculty (Agaoglu, Imer, & Kurubacak, 2002). Anadolu University has also been providing online courses in order to test the plausibility of online programs for two decades as an alternative that on-campus students can opt for.

The end of the 20th century witnessed an exponential growth in terms of the development of optic technologies that made the emission and reception of bidirectional audio and video systems possible (Simonson et al., 2009). This change in technological means was also reflected in the terminology; for example, "The International Council for Correspondence Education" replaced its name with "The International Council of Distance Education" in 1982 (Gunawardena & McIsaac, 2004). The most common channels of education utilized during this new computer-based era included "electronic mail (e-mail), bulletin board systems (BBSs), the internet, telephone-based audio-conferencing and video-conferencing with 1- or 2-way video and 2-way audio via broadcast, cable, telephone, fiber optics, satellite, microwave, closed-circuit or low power television" (Sherry, 1995, pp. 339-340).

This long history of technological evolution in distance education has resulted in affordances that were unimaginable a couple of decades ago. Currently, distance education stands as a more flexible option since it is harder to reconceptualize the conventionalized school system in terms of teaching and teachers, learning and learners, and knowledge and ability (Zhao, 2020). Distance education intends to eliminate all

kinds of borders between learners, teachers, and learning sources through accessible technologies (Bozkurt, 2017). The digitized course contents are available for reuse when necessary, and they can be updated instantly by the instructors (Ally, 2008). Contemporary distance education can be argued to have been both institutionalized and de-institutionalized as it features both state and private organizations as well as independent instructors through the medium of Massive Online Open Courses (MOOCs). Today, everyone has the freedom to tread on their academic path at their own pace without the obligation to go to a conventional school (Oblinger, Barone, & Hawkins, 2001).

2.2. Overview of Online Education

What has evolved distance education to what it is today, online education, is the advance of online technological revolution (Kentnor, 2015), which led to the creation of classroom-like environments allowing students to interact with each other and the instructors at any given time or place. A synthesis of definitions proposed for online education throughout the last 30 years specifically underpins online delivery of course content and modules created by the instructors to facilitate learning either synchronously or asynchronously (Singh & Thurman, 2019).

Undoubtedly, the current convenience of online education can and should be attributed to the efforts of cryptologists and computer scientists who laid the foundation of affordances that sustain educational activities today, even during a worldwide crisis (Harasim, 2000). Though dating back as early as the end of the 1960s, the alternative to attain a degree through a fully online program was not available until 1986 (Harasim, 2000), and the term *online learning* was first introduced in 1995 (Singh & Thurman, 2019). Given the fact that mailing diskettes carried from one computer to another by actually *walking* were the most practical means to link students in the same and different cities in 1983 (Levin, Kim, & Riel, 1990), the exponential growth of information technologies becomes more evident when students of the 21st century are reported to improve their group-work and teambuilding skills without even taking one step away from their comfort-zone (Aune, 2002).

The development of WebCT (Web Course Tools) in 1995, the first Learning Management System (LMS), can be noted as one of the preliminary and tangible outcomes recorded in the history of online education (Singh & Thurman, 2019). This

LMS, which later evolved into Blackboard, allowed only uploading PDF files and texts, framing the boundaries of online education at the time (Bates, 2014). Regardless of the limitations at the beginning, the system is still recorded as a "revolutionary solution to diverse educational problems of inequality" (Lee, 2017, p. 15). Removing the barriers impeding equality of opportunity in education increased the accessibility of university education for everybody, and it was regarded as an imperative to embed online components to higher education (Lee, 2017).

Early 2000s witnessed a considerable increase in technological tools, and the globalization of the internet with the arrival of the Web 2.0 made editing, interaction, and publishing of any content through the internet possible. Students located in different places could partake in collaborative and collective learning by the support of hyper technology (Maidment, 2006). As of the end of 2010, online resources such as podcasts, PowerPoint™ presentations, videos, and campus-course recordings became accessible to students (Crisp, 2018) eliminating the differences between on- and off-campus courses (Zawacki-Richter & Naidu, 2016).

2.2.1. Online Language Learning

Technology use in English as a foreign language (EFL) started with films, radios, and language laboratories in the 1980s, and expanded to include videos, computers, and applications (Cunningham, 1998). As a result of the efforts to integrate new technologies into language education, Computer-Assisted Language Learning (CALL) was introduced with the intent to refer to technology-based language learning. Chapelle and Jamieson (2008, p.1) define CALL as "the area of applied linguistics concerned with the use of computers for teaching and learning a second language". Given the abundance of multiple technologies today, debates have revolved around the appropriateness of the term CALL (Kern, 2006), and Technology-Enhanced Language Learning (TELL) has been noted as a more fitting term (Garrett, 2009) for contemporary use of technology in language learning. Indeed, a closer look at the literature shows that technology use in language education is far from being a uniform practice, ranging from established computer-based programs to recent tools that are still in the process of development. Likewise, results reported in the relevant literature are diverse with respect to technology use in language classes as reported by Golonka et al. (2014) in their study reviewing 350 articles on online learning and technology.

Some studies, for instance, mainly focus on how technology can be potentially used with ESL/EFL students (Ayres, 2002; Barr & Gillespie, 2003). In his study on students' attitudes towards the use of technology, Ayres (2002) investigated the attitudes of 157 adult non-native speakers learning English, and concluded that students liked the integration of technology in their language courses, but not to the extent of replacing their teachers. Barr and Gillespie (2003), likewise, acknowledged the benefits of making use of technology in language classes in terms of not only establishing communication purposes, but also bringing in various activities to the learning and teaching setting. Other studies have yielded that flexibility, motivation, joy, low-anxiety, and interaction are among the features of language learning environments created via use of technology (Kessler & Bikowski, 2010; Manegre & Sabiri, 2020; Raby, 2007; Stockwell, 2013). Kessler and Bikowski (2010), for instance, found that practicing autonomy in flexible environments created via technology contributed to students' learning and enhanced collaboration. Increased exposure to target language has also been reported as a characteristic of ESL/EFL classes equipped with multimedia tools, computerized devices, and the internet (Feng, 2012). Technology has also been noted to act as a catalyst which promotes autonomous language learners (Lee, 2005; Raby, 2007), improves participation and motivation (Lai, Shum, & Tian, 2016; Raby, 2007; Stockwell, 2013), and enhances communication between students and teachers and among students themselves (Barr & Gillespie, 2003; Johns, Hsingchin, & Lixun, 2008).

Deemed as the ever-lasting difficulty in EFL context, exposure to authentic language poses as less of a challenge during the contemporary efforts to teach English where it is not spoken as the native language since Web 2.0 tools can easily engage students actively with the target language, which drives learners to enjoy all four language mediums (writing, reading, speaking, and listening) (Crane, 2012). This could be taken as an example for the potential technology has with respect to learning a foreign language which, according to Kartal (2005), is the social science discipline with the highest and urgent need for technology use. Similarly, Golonka et al. (2014) argue that technology thrusts learners' performance on productive skills and proliferates the opportunities for interaction and output. In their study outlining varieties of technological aids utilized in language learning between 1996 and 2010, the authors

concluded that language learning was enriched by the effectiveness and practicality of technology.

Along with studies noting that technology assisted language learning environments produce substantially favorable outcomes (Alsied & Pathan, 2013; Costley, 2014; Gunuç & Babacan, 2017; Parvin & Salam, 2015), increase learners' motivation by enhancing communication opportunities and by placing the learner at the center (Patel, 2013), some researchers have investigated skill-specific gains technology offers. For instance, Yen, Hou, and Chang (2015) conclude that technology has the potential to by-pass cultural and environmental barriers such as pressure stemming from examinations and the absence of authentic speaking settings that hinder writing and speaking skills in a foreign language. According to Yen et al. (2015), language learning anxiety and the need for authentic and interactive speaking settings can be overcome through use of technology, which enhances students' active participation. Similarly, Dişli (2012) who investigated the effectiveness of computer-assisted language activities on ELT learners' writing skills, underlines the facilitative effect of computer-assisted activities to better students' writing skills in English. In another study by Alshumaimeri and Almasri (2012), the effect of WebQuests on students' reading comprehension performance is noted to be successful in terms of promoting and expanding their reading skills.

Teaching in an online language learning program with technology integration also bears benefits for instructors in terms of implementing a variety and diversity of materials and methods in the classroom, in the sense of cultivating learning for students with different learning styles/preferences. Employing software for assessment and grading allows instructors to focus more on the learners as their workload diminishes. In a study by Manegre and Sabiri (2020), 35 English teachers were surveyed in order to explore their perceptions and views on online language learning within virtual classrooms. The results indicated that English teachers regarded virtual classrooms as more positive learning environments because students were more engaged, and they got to know their students better on a personal level. The teachers also highlighted that they can structure their lessons in better ways when teaching online, and that learning occurs even faster compared to face-to-face education.

According to Wiebe and Kabata (2010), there are also problems in online education despite the prevalence of positive findings on how teachers and students

perceive and experience online learning. For instance, the use of online platforms for language learning has been associated with a certain degree of demotivating effect compared to traditional learning settings. The lack of a real atmosphere in online settings, referred to as authenticity gap, has been reported to cause reluctance on students when learning online. The virtuality of the learning environment plays a downgrading role on learners' motivation (Henry, 2013). Moreover, online learning environments are considered weak in terms of provoking interaction between/among students and teachers, which is the goal of language classes (Hampel & Hauck, 2004; Ware, 2005). Absence of non-verbal clues and limited lesson time is argued to negatively affect interaction (Compton, 2009; Mollie, 2013). As a matter of fact, online students are expected to be more proactive in terms of their own motivation and responsibilities (Gilbert, 2001) catered otherwise generally by teachers through genuine interaction.

Associated with motivation, student engagement is also another factor to be considered during any online language teaching effort (Senior, 2010). Fluctuating motivational and engagement levels, in turn, provide a vulnerable basis for online collaboration between learners (Senior, 2010; Shelley, Murphy, & White, 2013). Besides, technical issues such as program failures and poor internet connection are reported as major problems for teachers (Comas-Quinn, 2011; Dişli, 2012) and students (Murday, Ushida, & Ann Chenoweth, 2008), which negatively affect the experience and potentially degrade motivation and the quality of collaboration and interaction. However, Sun (2011) emphasizes the significance of learner participation and interaction in any language learning effort, be it face-to-face, blended, or fully online. Even though online learning technologies are conducive to interaction and collaboration (Beldarrain, 2006), encouraging interaction and collaboration among students is still not easy for teachers (Sun, 2014), and frustration is a common feeling for students engaged in an online collaborative learning experience (Capdeferro & Romero, 2012). Accordingly, Kreijns, Kirschner, and Jochems (2003, p. 8) argue that "one cannot take for granted that participants will socially interact simply because the environment makes it possible". In this sense, teachers are reported to lack confidence and experience in terms of supporting online collaborative learning, and enthusiasm to utilize the affordances of online education does not guarantee to develop different skills required in online education (Ernest, Heiser, & Murphy, 2013).

In addition, class management during online education is highly challenging for instructors (Yüce, 2019), and tailoring conventional methods and strategies of teaching to the requirements of an online language learning setting has been identified as another struggle for instructors (Blin & Munro, 2008). Lack of technical support is also listed as one of the drawbacks of online language learning (Blin & Munro, 2008; Gilakjani, Sabouri, & Zabihniaemran, 2015). Some research findings further indicate that teachers, themselves, are sometimes one of the obstacles before a more effective online learning experience (Imad, 2015; Abunowara, 2014).

2.3. Emergency Remote Teaching

For at least two decades, the international realm of education has noted a shift towards designing and devising new and innovative learning programs and policies such as a) dual language education (Collier & Thomas, 2014); b) tertiary level autonomous learning programs (EACEA, 2020); and c) international standards such as PISA (OECD, 2019). This shift in programs and policies also led to moving the conduct of education to online settings. The recent global tendency in such transition is accounted by the range of new ways to learn, such as social learning, e-learning, blended learning, ubiquitous learning, computer-assisted learning, and mobile-assisted learning (Pareja-Lora, Calle-Martinez, & Rodriguez-Arancon, 2016, p. 2). At times, the transition from traditional to online settings is not an innovative attempt, but rather the result of disasters, crises, or outbreaks. The suddenness and urgency of such a shift, according to Hodges et al., 2020, is classified as 'Emergency Remote Teaching' (ERT), which is different from distance and online teaching, albeit sharing similarities.

The most common definition of distance education denotes that all educational endeavors that are distanced in terms of time and/or place should be classified as distance education (Moore et al., 2011). Online education, rooted in distance education, refers to teaching and learning by means of technological tools and access to the internet (Moore et al., 2011). In general, online courses are purposefully planned around completely online syllabi several weeks prior to the commencement of the courses (Hodges et al., 2020; Shisley 2020). ERT, on the other hand, is employed as a temporary change of mode in the delivery of instruction because of uncontrollable variables, which is not comparable to a learning experience designed to be online. ERT includes utilizing totally remote remedies for learning that would, under normal

circumstances, take place in a face-to-face, blended, or hybrid setting, and that will return to the normal format after the crisis circumstances. Originating from the idea that *desperate times call for desperate measures*, a solid educational system is not among the priorities within an ERT practice. Instead, the goal is to swiftly set up a temporary system allowing open-access to instructional and educational services during crisis. Viewing ERT from such a standpoint accentuates the differences and similarities it has with online learning practice. Many countries, so far, have responded to suspension of face-to-face education due to several reasons by taking advantage of several models such as blended learning, mobile learning, or others more fit to their contexts.

Shifting from conventional education to an online modality in response to outbreaks or crisis is not an unprecedented phenomenon. A number of studies investigated the sudden shift to an online setting as well as online assessment practices in case of emergencies (Agnew & Hickson, 2012; Ayebi-Arthur, 2017; Fox, 2004; Lorenzo, 2008; Omar, Liu, & Koong, 2008; SchWeber, 2008). For instance, the spread of Severe Acute Respiratory Syndrome (SARS) in 2003 led to sudden school closures in Hong Kong and teachers tried to sustain education via digital technologies. The experiences of teachers employing Information and Communication Technologies (ICTs) revealed that their way of teaching changed and a more learner-centered approach was adopted (Fox, 2004). Educational institutions in New Orleans also came to a halt after Hurricane Katrina struck on August 29, 2005, and an initiative called "Sloan Semester" was launched to assist higher education students through online courses (Lorenzo 2008). Depending highly on the sheer dedication of many volunteers, the Sloan Semester uniquely indicated that ERT could be a proper response to different types of emergencies. Likewise, the University of Canterbury in New Zealand resorted to a two-week temporary e-learning medium after the earthquakes in 2011 (Ayebi-Arthur, 2017). As a result of the courtesy by national and international agencies, learning resources including e-books, online journals, and global databases were made accessible to staff and students.

Cessation of educational activities has not always been a result of natural disasters. Rather, it has also been a consequence of civil turmoil as witnessed during "FeesMustFall" protests by students in South Africa (Czerniewicz et al., 2019). Authorities had to shut the campuses, and education suffered indefinite intervals

between the years 2015 and 2017. Blended and online learning were adopted during the protests in order to sustain academic continuity.

All the unfortunate interruptions that educational activities have gone through so far show that "with proper support, students and instructors moving into the online learning environment due to a crisis could successfully recover with fewer obstacles" (Holzweiss, Walker, Chisum, & Sosebee, 2020, p. 24). Unlike earlier instances of transitioning education to an online setting, the global-scale impact of the current situation – the Covid-19 pandemic – designates ERT as the common tool employed by all countries in the world to sustain the continuity of education (Johnson, Veletsianos, & Seaman 2020). Considering that the current practice of ERT has a global scale across all disciplines, relevant research in three different contexts – ERT studies in other countries, in Turkey, and in the field of EFL – will be discussed separately.

2.3.1. ERT studies in Other Countries

Since decisions to move all educational activities to an online setting were made abruptly, researchers were interested in whether students and teachers were ready for such a sudden shift. Accordingly, Mohalik and Sahoo (2020) carried out a study in India with 318 pre-service teachers to determine their readiness and perceptions towards online learning. Though pre-service teachers were *e-ready*, they faced difficulties such as lack of interaction, lack of technological know-how, lack of personal space, lack of cyber safety, financial constraints, inadequate electricity, poor connection, eye pain, apprehension for online exams, feeling of isolation, and mental stress. On the other hand, pre-service teachers expressed some advantages as well, such as uninterrupted teaching, cost-efficiency, less peer pressure, and improved competency in technology use. Readiness was also the topic of inquiry for Aboagye et al. (2020), who surveyed 141 Ghanaian students in their study. The authors' aim was to identify students' readiness for the shift along with the challenges they encountered during the online delivery mode. The students were found not to be ready for the emergency remote learning due to their apprehension regarding potential difficulties of a new approach. The challenges reported by the students included accessibility, social, instructor, academic, and generic issues. Consistently, Abbasi et al. (2020) also found that medical and dental students in Pakistan were not ready for e-learning in their study on students' perceptions. The students were found to have negative perceptions regarding e-learning

because they could not learn as efficiently as in a lab environment when there was a lack of interaction between teachers and students.

Attitudes of students towards the ERT practice was also the focus of study for some scholars (Adnan & Anwar, 2020; Kamarianos, Adamopoulou, Lambropoulos, & Stamelos, 2020). In their study, Kamarianos et al. (2020) administered an attitude questionnaire to 331 Greek students in order to attain information regarding students' technology use for their social life and educational purposes. Based on the findings, the authors concluded that students' initial negative attitudes towards the new practice were replaced by positive ones in time, and this change was attributed to their fluency in technology use as "digital natives" (Prensky, 2001, p. 2). In another study on students' attitudes towards compulsory online learning, Adnan and Anwar (2020) surveyed 126 undergraduate and graduate students in Pakistan. The survey results indicated that the majority of the students had reservations concerning distance education due to limited internet access, inefficient technology, limited interaction, and difficulties in completing group work assignments and/or projects. One of the items in the survey regarded the effectiveness of online learning, and half of the students declined the use of online learning as an efficient tool for an entire academic term.

Similarly, how satisfied the academics and students were in terms of overall ERT procedure was investigated in a study by Alqurshi (2020). The research included 703 pharmacy students and 74 academics from 19 different Saudi Arabian colleges in order to determine their satisfaction regarding virtual courses, completion of course learning outcomes, and assessment methods employed in pharmaceutical education during the pandemic period. The results showed that connection problems, concentration issues, lack of interaction made it hard for students to understand the content during virtual lessons, which resulted in insufficient education. In addition, the academics were not able to cover all the learning outcomes, and they mostly utilized homework assignments and online oral exams for assessment, which were disfavored by the students.

Some scholars investigated the overall first-hand experience of students during the ERT practice. Petillion and McNeil (2020) examined 64 second-year chemistry students' ERT experience in Canada. The findings based on online survey and semi-structured narrative interviews showed that students had negative learning experiences due to lack of communication and interaction, feeling of stress and anxiety, focusing issues, closed-book and timed online examinations. Especially the feeling of

surveillance by a test-proctoring software, had a downgrading influence over the students' academic performance and aggravated their anxiety levels. The authors suggested tutorial opportunities where students can have a simulated experience of the test process and to refrain from the use of a proctoring software as a means to improve academic performance and lessen anxiety. Students also reported positive sides, among which recorded lectures were found to be beneficial as they can be played anytime and as many times as needed. In the same vein, 80 Indonesian students' experiences regarding ERT were explored through diaries, reflective essays, and focus group discussions in a study by Rahiem (2020). The researcher purposively selected fourth semester students studying social sciences at a public university as they already had a traditional tertiary education experience and they were teacher candidates. The researcher concluded that even though students enjoyed online learning, they also found it challenging. Despite the advantages of home comfort and flexibility, learners faced challenges such as excessive homework assignments, connection issues, limited access to materials, sibling interference, noise and internet cost. Furthermore, Shin and Hickey (2020) who investigated 52 undergraduate and 12 graduate students' ERT experience in the U.S. reported that students had varying online learning experiences depending on their course instructors. In addition, lack of communication and feedback, absence of hands-on experience, increase in workload, lack of devices and internet access were the challenges they faced. Especially female students reported problems such as maintaining their motivation along with their physical, emotional, and mental health due to family and home responsibilities.

Roy et al. (2020) surveyed 182 undergraduate anatomy students in India to explore their perceptions on Zoom-based flipped lessons. The students had a total of 15 sessions on Gross Anatomy and Histology, and they were sent text materials two days before each Zoom-based flipped session. One month later, students were directed to a Google form to report their perceptions through a semi-structured questionnaire. The results showed that the majority of the students were not content with having Zoom-based flipped classes daily, and they preferred having classes only three days a week. They also faced some problems due to internet connection and time restriction of Zoom, thus recording the live sessions were put forth as a suggestion. Likewise, Huang (2020) surveyed both instructors and students to explore their views regarding a chemistry online course during the pandemic period. The participants were 432 students and 56

instructors from two universities in Shandong, China. The instructors found it hard to adapt to the new online modality because they were unfamiliar with the online software and platforms, there were limited teacher-student interaction, and they had difficulty assessing their students' learning. It was also difficult for them to draw chemical reactions or orbitals on online whiteboards. As for students, the most challenging outcomes of online learning were lack of communication, limited interaction and feedback. They also had trouble studying at home due to lack of a proper study place, noise, and lack of concentration and self-discipline. Moreover, unstable connectivity, and eye-strain caused by overexposure to screen were also stated as challenges faced by the students. Among the benefits were better time management, virtual experiment experiences, and recorded lectures.

Instead of working around perceptions, experiences, and attitudes, some researchers were motivated to directly identify the challenges, difficulties, disadvantages, benefits, opportunities or advantages experienced by students and teachers. In other words, pros and cons of such a mandatorily new channel of delivery have been investigated in several studies. For instance, Dogar et al. (2020) conducted a case study in Pakistan to investigate the problems or constraints faced by students and faculty members within distance education. The data were collected from 16 MA and PhD students, 4 faculty members through questionnaires and in-depth interviews. The findings showed that there was a communication gap between students and instructors, and among the students as they were not able to turn on their cameras and microphones either due to the software or connection issues. Some of the students did not even have access to the internet or technological devices to join the classes. Therefore, majority of the students were dissatisfied about the quality of education. On the other hand, though few, there were also some benefits of online learning such as freedom of action, flexibility, recorded lectures, and no transportation. Some researchers concluded that benefits outnumbered the difficulties encountered during the ERT practice. For example, Prokopenko and Berezhna (2020) surveyed Ukrainian students and instructors to identify difficulties and benefits of the ERT practice. The reported difficulties included technical and psychological problems whereas flexibility of time and place, improved self-discipline, and mastery in technology were among the benefits. In addition, instructors also highlighted the update in their roles as mentor-advisors since

they became more creative and competent in terms of coordinating and improving the courses in line with innovations and improvements.

Being an integral component of educational processes, assessment procedures have also been examined. In a case study by Guangul, Suhail, Khalit, and Khidhir (2020), the challenges of remote assessment within tertiary education were examined. The researchers gathered data from 50 students studying at the Middle East College in Oman via questionnaires. The findings revealed that inadequate technological infrastructure, academic dishonesty, cheating, and addressing learning outcomes were among the challenges of remote assessment. Suggestions to lessen academic dishonesty or cheating included preparing different questions for each student for small classes and employing various assessment methods such as online presentations and projects for bigger classes. Similarly, Bashitialshaaer, Alhendawi, and Lassoued (2021) explored challenges regarding e-exams through a questionnaire conducted with both students and professors from Arab universities. As a result of data analysis, four categories of obstacles emerged; personal, pedagogical, technical, and financial and organizational obstacles. Personal obstacles included limited time, lack of experience, and lack of parental support. Pedagogical obstacles were about academicians' lack of experience in preparing and conducting high quality online exams. Poor connection, power cuts and no technology to track cheating were among the technical obstacles while lack of technological gadgets, internet connection and technology training comprised financial and organizational obstacles.

ERT studies have shown that both students and teachers/instructors faced many challenges. While the findings of the studies discussed above show that ERT had mostly negative effect on education, some benefits of online education have also been reported. Table 2.1 summarizes the studies discussed above.

Table 2.1. *ERT studies within higher education in other countries*

#	Author(s) & Year	Setting	Aim	Participant(s)	Design	Data Collection Instrument(s)	Major Findings
1	Mohalik & Sahoo (2020)	India	to determine pre-service teachers' **readiness** and **perceptions** towards ERT	318 pre-service teachers	mixed	open and close-ended questionnaire	Pre-service teachers were e-ready but lacked proper internet connection and electricity supply. The advantages were improved technological skills and cost-efficiency
2	Aboagye et al. (2020)	Ghana	to identify students' **readiness** and **challenges** of ERT	141 students	quantitative	questionnaire	The students were not ready. The challenges included accessibility, social, instructor, academic, and generic issues
3	Abbasi et al. (2020)	Pakistan	to determine students' **readiness** and **perceptions** about ERT	382 students	quantitative	questionnaire	Students were not ready and they had negative perceptions towards ERT as it has a little impact on learning
4	Kamarianos et al. (2020)	Greece	to determine students' **attitudes** towards ERT	331 students	quantitative	questionnaire	Students' initial negative attitudes towards ERT were replaced by positive ones in time
5	Adnan & Anwar (2020)	Pakistan	to explore students' **attitudes** regarding ERT	126 undergraduate & graduate students	quantitative	questionnaire	Majority of the students had reservations due to limited internet access, limited interaction, and groupwork assignments
6	Alqurshi (2020)	Saudi Arabia	to explore students' and academics' **satisfaction** regarding virtual courses	703 students & 74 academics	mixed	questionnaire & interview	Both students and academics were mostly dissatisfied due to lack of interaction and remote assessment methods
7	Petillion & McNeil (2020)	Canada	to explore students' ERT **experience**	64 students	mixed	survey & semi-structured narrative interview	Students' ERT experience was largely negative due to lack of interaction and communication, focusing issues, and online examinations
8	Rahiem (2020)	Indonesia	to explore students' ERT **experience**	80 students	qualitative	diary, reflective essays & online focus group discussions	The advantages included home comfort and flexibility while excessive assignments, noise, connection issues, and sibling interference were among the challenges

Table 2.1. (Continued) *Studies within higher education in other countries*

#	Author(s) & Year	Setting	Aim	Participant(s)	Design	Data Collection Instrument(s)	Major Findings
9	Shin & Hickey (2020)	USA	to explore students' ERT **experience**	52 undergraduate & 12 graduate students	mixed	survey & open-ended questions	Students had varying online learning experiences depending on their course instructors
10	Roy et al. (2020)	India	to determine students' **perceptions** on Zoom-based flipped lessons	182 anatomy students	mixed	open and close-ended questionnaire	Students were not content with Zoom-based flipped classes due to connection issues and time restriction
11	Huang (2020)	China	to explore the **views** of instructors & students regarding ERT	56 instructors & 432 students	quantitative	questionnaire	The common challenge was lack of interaction while course recordings were the greatest benefit of ERT
12	Dogar et al. (2020)	Pakistan	to understand the **problems** and **constraints** of ERT	16 students & 4 faculty members	qualitative	interview & focus group discussion	Communication gap, connection issues, absence of physical classroom were the major constraints of ERT
13	Prokopenko & Berezhna (2020)	Ukraine	to identify **difficulties** and **benefits** of the ERT practice	students & instructors	quantitative	questionnaire	The difficulties included technical and psychological problems while the benefits included flexibility of time and place, improved self-discipline, and mastery in technology
14	Guangul et al. (2020)	Oman	to identify the **challenges** of remote assessment	50 students	quantitative	questionnaire	The challenges were inadequate technological infrastructure, cheating, and addressing learning outcomes
15	Bashitialshaaer et al. (2021)	Algeria, Egypt, Iraq, & Palestine	to explore the **challenges** regarding e-exams	university professors & students	quantitative	questionnaire	The challenges included personal, pedagogical, technical, and financial and organizational obstacles

2.3.2. ERT studies in Turkey

The number of studies investigating the transition of face-to-face classes to an online platform in the Turkish higher education system due to the pandemic is limited. However, there are a number of studies which focus on the readiness, perceptions, and opinions of students, perspectives of academics, challenges of ERT, and views regarding online assessment practices.

As the outbreak caught the globe off-guard, Sarıtaş and Barutçu (2020) examined whether students were ready for a remote learning experience. The authors collected data from 2835 students, 305 associate and 2530 bachelor's degree students, enrolled at Pamukkale University through Hung's (2010) Online Learning Readiness scale – a 5-point Likert scale. The results indicated that readiness varied among undergraduate students depending on the number of years in college and previous online learning experiences. However, the authors also reported that the readiness levels of associate degree program students did not vary.

Several research studies have been conducted to investigate university students' and instructors' perceptions, perspectives, and opinions regarding the ERT practice. Tümen Akyıldız (2020) carried out focus group discussions with 12 undergraduate students to capture their perceptions and suggestions regarding remote education. The study showed that students had mostly negative perceptions as the disadvantages outnumbered advantages. Among the disadvantages were lack of interaction, communication gap, an increase in the number of assignments, examination issues, and time management while the advantages included flexibility of time and place, easier examinations with instant exam results, and being more responsible. As for the suggestions, three categories emerged namely, changing the lecturing style, the style of the instructor, and the style of assessment. Students highlighted the need for interaction during the lectures and believed that instructors should be more open to communication and more competent in terms of technology use. Concerning the exam style, students' suggestions for the instructors included employing a clear rubric to avoid ambiguity, providing more feedback, and reducing the number of assignments. Focusing on 101 academics' perspectives concerning ERT, Kurnaz and Serçemeli (2020) reported that participants underlined both positive and negative aspects of distance education. While lack of interaction, poor attendance, inadequate technological infrastructure, difficulty assessing students' learning, lack of motivation and limited role modeling comprised

the negative factors, spatial flexibility, gaining experience in remote teaching, increased student responsibility, recorded lectures, and cost efficiency were the positive aspects. Uluöz (2020) investigated the opinions of students at the Faculty of Sports Sciences regarding the changes in the education system due to the pandemic. The findings revealed both negative and positive aspects. The negative sides were reported to be lack of technological devices, concentration issues, connection issues, decrease in class hours, extreme flexibility, and cheating during the examinations while the positive sides were reported to be cost-efficiency, opportunity to watch the lessons repeatedly, relaxed and unsupervised examinations, flexibility in absenteeism, and no transportation. Also, students found assignments to be more beneficial as they required constant research, which resulted in effective and permanent learning.

Kürtüncü and Kurt (2020) investigated challenges faced by nursing students studying at a state university. The researchers collected data from 516 students through a questionnaire with 21 closed and open-ended questions. The results showed that students faced infrastructure problems; they were unable to join classes as the system kept crashing. Lack of interaction and limited opportunities such as lack of a personal computer and/or internet access were also among the major problems students suffered. In addition, general anxiety caused by the pandemic and online exam had a negative impact on students. They were mostly concerned about online examinations not being fair as they were more conducive to cheating compared to face-to-face examinations. Based on these problems, students preferred homework assignments instead of online examinations.

Keskin and Özer (2020) evaluated 652 undergraduate and graduate students' feedback regarding emergency web-based education via a questionnaire. The researchers proposed that remote learning was not as permanent and effective as conventional learning since the students had technical problems as well as difficulties in interacting and communicating with instructors. The findings showed that students were not able to get sufficient feedback from instructors, and were not able to freely express their opinions. The things they learned within the online lessons were not permanent and quickly forgotten. It was also reported that the online platform was not conducive to groupwork activities.

Another aspect of online education, the quality of assessment practices was examined by Senel and Senel (2021) through students' views in their mixed method

study. In line with the aim, 486 undergraduate students from 61 universities were administered a questionnaire with closed and open-ended items. Based on the results, there were two critical points that students regarded as negative. The first was lack of immediate feedback, and the second was lack of fair assessment. In addition, limited exam time, poor instruction regarding assignments/exams, and technical problems were the other complaints stated by the students. On the other hand, students who had online tests and more chances to interact with their instructors held more positive views towards the quality of assessment. Among the positive aspects of online assessment were time and place independence, less exam anxiety, and measuring higher level skills such as problem solving, creative and critical thinking.

The studies discussed above are summarized in Table 2.2.

Table 2.2. *ERT studies in Turkish higher education*

#	Author(s) & Year	Setting	Aim	Participant(s)	Design	Data Collection Instrument(s)	Major Findings
1	Sarıtaş & Barutçu (2020)	Denizli	to determine the **readiness** of students for ERT	2835 students	quantitative	online learning readiness scale	Readiness varied among undergraduates depending on the number of years in college and previous online learning experience
2	Tümen Akyıldız (2020)	Elazığ	to explore students' **perceptions** regarding ERT	12 students	qualitative	focus group discussions	Students had mostly negative perceptions as the disadvantages outnumbered the advantages
3	Kurnaz & Serçemeli (2020)	-	to identify academics' **perspectives** about accounting courses delivered online	101 academics from private & state universities	quantitative	questionnaire	The negative sides were lack of interaction and difficulty assessing students' learning while the positive sides were recorded lectures, and cost efficiency
4	Uluöz (2020)	Adana	to explore the **opinions** of Sport Sciences students regarding the changes in education	18 students	qualitative	semi-structured interviews	The negative aspects were connection issues, lack of technological devices, decrease in class hours, and cheating while the positive aspects were cost-efficiency, course recordings, and unsupervised examinations
5	Kürtüncü & Kurt (2020)	Western Black Sea Region	to identify the **challenges** encountered by students	516 students	mixed	a 21-item (open and close-ended) web-based survey	The problems included lack of a personal computer and internet access, infrastructure issues and exam anxiety
6	Keskin & Özer (2020)	İzmir	to evaluate students' **feedback** regarding ERT	652 undergraduate & graduate students	quantitative	questionnaire	Learning was inefficient due to lack of feedback and communication with instructors
7	Senel & Senel (2021)	-	to explore students' **views** regarding the **assessment practices** during the pandemic	486 students from 61 universities	mixed	Likert scale & open-ended questions	Lack of immediate feedback, and lack of fair assessment were the two major problems. The positive sides included time and place independence and less exam anxiety

2.3.3. ERT Studies in an EFL Context

Relevant literature on details and dynamics embedded in learning English via ERT has revolved around perceptions, preferences, challenges and opportunities, advantages and disadvantages.

In a case study, Allo (2020) interviewed EFL learners studying at UKI Toraja about their perceptions of the remote education experience enforced by the pandemic. Though financial issues and internet access issues posed difficulties for the EFL students, they were mainly satisfied with online learning as it enabled them to learn new vocabulary and gain technological competence. The learners noted that they were in favor of individual homework assignments instead of groupwork projects. Some of the participants, to help their classmates with no internet access, were more positive about groupwork tasks. In another study, Todd (2020) conducted a study with 52 EFL instructors at a Thai university to explore their perceptions about the problems, advantages and disadvantages of online teaching. The EFL instructors were administered a questionnaire consisting of three sections. The first section included the tools and programs used during online education; the second included ratings of the seriousness of problems; and the third section was about instructors' perceptions regarding the advantages and disadvantages. The results revealed that teachers found teaching oral communication skills the most challenging as students could not be paired to practice their speaking skills. In addition, limited internet access, difficulty in checking understanding, preparing activities, assessing assignments/examinations, back and eye pain were also mentioned as difficulties for instructors. Among the advantages were flexibility of time and place, cost-efficiency and no commuting. In the same vein, Şener et al. (2020) explored 39 English instructors' perceptions regarding online teaching as well as the technical, pedagogical and institutional problems they experienced. The study was conducted at a private university in İstanbul, and data were gathered through a survey including both a 5-item Likert type items and open-ended questions. It was emphasized that the instructors faced problems due to internet connectivity, lack of technical equipment (e.g., laptop, camera, and microphone), lack of communication, increase in workload, constant changes regarding the implementation of online teaching, students' unwillingness to turn on their cameras or microphones, lack of interaction, lack of student motivation, emotional well-being, and support. Notwithstanding all these problems, many instructors reported that they were

getting adapted to the new online system, and they were hopeful that with some proper infrastructure and curriculum it would get better in time.

As for EFL students' preferences and perceptions concerning platforms and applications such as Cisco WebEx Meeting, Google Classroom, and WhatsApp utilized during the ERT practice, Amin and Sundari (2020) conducted a study with 140 participants from two universities in Aceh and Jakarta. The survey results indicated that WhatsApp ranked the highest for material delivery, Google Classroom for presenting language exercises, and Cisco WebEx for online meetings. Although each platform was deemed useful in terms of language learning, WhatsApp was the most preferred one due to its practicality and students' familiarity with it. Cisco WebEx, on the other hand, was found beneficial as it provides not only authentic language for communication but also chat rooms for collaboration. The benefits of Google Classroom were reported as ease of material distribution, submitting assignments, and grading.

How the ERT practice was experienced by pre-service EFL teachers was also among the research studies listed in the literature. In this sense, Sepulveda-Escobar and Morrison (2020) collected data through an online questionnaire, blog entries, and semi-structured interviews in their case study conducted with 27 Chilean EFL pre-service teachers. The researchers noted that the shortcomings of online teaching, as stated by the EFL pre-service teachers, included lack of interaction, lack of face-to-face teaching experience, lack of communication and cooperation among teachers, difficulty to prepare appropriate materials and activities, inadequate technological tools and connectivity, and interference by the members of the household, which caused them to be distracted. Gaining experience in delivering online lessons, improved technological skills, and autonomous learning were noted as the benefits of online teaching.

Another research endeavor completed with pre-service EFL teachers in Turkey explored the advantages and disadvantages of ERT in terms of language skill development by surveying 118 participants (Karataş & Tuncer, 2020). The results showed that writing skills had an advantage over speaking skills as writing became the new medium of communication within the online platform and as it was regularly practiced during homework assignments and projects. In addition, the positive aspects of emergency distance education were time and cost efficiency, course recordings, home comfort, stress-free environment, more free time, and a variety of resources while the disadvantages were insufficient skills practice, excessive homework assignments,

lack of a real classroom atmosphere, lack of interaction and eye contact, lack of a suitable study atmosphere at home, insufficient teacher guidance, reading and writing on screen, and technical problems.

A summary of the studies on the ERT practice in the field of EFL is provided in Table 2.3. below.

Table 2.3. *ERT studies within higher education in an EFL context*

#	Author(s) & Year	Setting	Aim	Participant(s)	Design	Data Collection Instrument(s)	Major Findings
1	Allo (2020)	Indonesia	to investigate EFL learners' **perceptions** of ERT	EFL students	qualitative	semi-structured interviews	Students were mainly satisfied with online learning as it enabled them to learn new vocabulary and gain technological competence
2	Todd (2020)	Thailand	to examine EFL instructors' **perceptions** about problems, advantages & disadvantages of ERT	52 EFL instructors	mixed	survey & open-ended questions	Teaching speaking skills was the most challenging. The advantages included flexibility of time and place, cost-efficiency and no commuting
3	Şener et al. (2020)	İstanbul	to explore the **perceptions** of English instructors' about ERT	39 EFL instructors	mixed	Likert scale & open-ended questions	Problems included lack of internet connection or technical equipment, lack of interaction, and increase in workload
4	Amin & Sundari (2020)	Aceh & Jakarta	to identify EFL students' **preferences** and **perceptions** regarding platforms and applications used in ERT	140 EFL students	quantitative	questionnaire	WhatsApp ranked the highest for material delivery, Google Classroom for presenting language exercises, and Cisco WebEx for online meetings
5	Sepulveda-Escobar & Morrison (2020)	Chile	to determine **challenges** and **opportunities** of ERT	EFL pre-service teachers	mixed	questionnaire, blog entry & a semi-structured interview	Challenges were lack of interaction and communication, inadequate technological tools and connectivity. Improved technological skills and autonomous learning were the benefits
6	Karataş & Tuncer (2020)	Turkey	to explore **advantages** and **disadvantages** of ERT in terms of language skill development	118 EFL pre-service teachers	qualitative	open-ended question form	Writing skills had an advantage over speaking skills as writing became the new medium of communication within ERT

Initiated as of March 2020, ERT has been employed throughout the world for a complete calendar year now. Within this period, remote education is considered not only as a delivery mode during times of crises but also as the new normal especially for higher education (Telli & Altun, 2020) as there is no end in sight yet (WHO, 2020). Assuming that major consequences within teaching-learning process will continue to impact all individuals in an educational setting both today and tomorrow (Karataş & Tuncer, 2020), it is of notable significance to simultaneously analyze how students and instructors in higher education have responded to the ERT practice. Given the limited body of research on how the ERT practice has been experienced by language learners in higher education and instructors, the current study aims to contribute to the field by providing insights that will help expand our understanding about the ERT practice with a close-up look at a state university in Turkey.

Given the pessimistic and realistic predictions by the authorities as to the end of the current pandemic and the possibility of future pandemics (WHO, 2020, para. 5), designing studies focusing on the changing nature of teaching-learning process may cater for the needs of online higher education in the future. Moreover, Daniel (2020) reports that students having graduated from high school and transitioning to a university setting constitute the group of students suffering a more significant consequence by the movement of all educational activities to an online setting. Obviously, these students have to adapt to a totally new context in terms of teaching, learning, and assessment procedures which are different from those applied in a K-12 system. These students who have been receiving face-to-face education throughout their school lives, now also have to adapt to a new mode of learning. Considering the fact that the use of online education technologies throughout all educational levels as a *force majeure* due to Covid-19 is one of the biggest changes, describing how the ERT practice has been viewed by first year ELT students who are considered to be language learners and their instructors is a valuable focus of research both to assess the impact of the sudden shift and to be able to produce directions for future applications of ERT (Todd, 2020).

CHAPTER 3

3. METHOD

3.1. Research Design

As the purpose of this study is to describe how freshman ELT students and their instructors view the Emergency Remote Teaching (ERT) practice, a qualitative case study design is employed – in which "emic" perspectives of participants are explored (Sandelowski & Barroso, 2007, p. 40). Qualitative research method is opted when a researcher aspires to observe and examine a phenomenon in its natural setting in order to understand a deeper understanding as regards the meanings people assign to it while immersed in experience (Denzin & Lincoln, 2018, p. 43). Leaning onto the support by Yin (2018, p. 14) as to the feasibility and plausibility of case studies when the research aim is to produce in-depth description of a phenomenon based on the detailed viewpoints of participants, a case study design is employed in the current research to investigate "the contemporary phenomenon (the "case") in depth and within its real-world context". Based on the fact that case studies generally rise on "multiple sources of evidence" to increase confidence in findings and to monitor compatibility among them (Yin, 2018, p. 15), data has been triangulated through reflective journals, virtual focus group discussions, and virtual classroom observations in order to analyze students' and instructors' perspectives regarding the ERT practice in detail.

3.2. Setting and Participants

The participants of the study were selected through homogeneous sampling – a type of purposive sampling – which is utilized when the aim is to describe a subgroup in-depth, to reduce variation, and to facilitate focus group discussions (Palinkas et al., 2015). In homogeneous sampling, members of a given data set are sampled on the basis of shared features (Onwuegbuzie & Collins, 2007) that belong to the same subgroup with comparable characteristics (Ritchie & Lewis, 2003). The research sample consists of freshman students and their instructors in an English Language Teaching (ELT) Program at Anadolu University. As the first year of ELT program curriculum aims to improve students' language skills, freshman ELT students can be considered, albeit advanced, as language learners or EFL learners. The instructors can also be referred to as EFL instructors as they teach English language skills courses. Freshman students

were chosen as they had to adapt both to a university setting and a new teaching modality – ERT.

All 8 instructors teaching freshman English skill courses (Oral Communication Skills, Reading Skills, Writing Skills, Listening and Pronunciation Skills) in the ELT Program during the Fall term of 2020-2021 academic year were contacted and invited to partake in the study. Of the eight instructors, four expressed willingness to participate. Information regarding instructors' age, gender, years of experience, access to modern information and communication technology, previous online teaching experience, and technology training was collected through a background information form (See Appendix-1), which is summarized in Table 3.1 together with the English skill courses the instructors taught.

Table 3.1. *The profile of the instructors*

N	Gender	Age	Years of Experience	Personal Devices	Technology Training	Previous Online Teaching Experience
I-1	M	45	21	computer & smartphone	+	-
I-2	F	51	30	computer & smartphone	+	-
I-3	F	41	18	computer & smartphone	+	-
I-4	F	44	22	computer & smartphone	+	+

N	Distribution of English Skill Courses
I-1	Listening and Pronunciation-1
I-2	Oral Communication Skills-1
I-3	Reading Skills-1
I-4	Writing Skills-1

With an age range from 41 to 51, all the instructors had at least a minimum of 18 years of teaching experience. Before the academic term started, all had been offered technology training by their institution on how to operate the interface utilized by the university. Prior to Covid-19, only one instructor (I-4) had been part of an online teaching practice – a six-week Digital Transformation Course. The courses instructors taught via ERT during the Fall term of 2020-2021 academic year included: Oral Communication Skills, Writing Skills, Reading Skills, and Listening and Pronunciation.

The participating instructors' students were contacted via e-mail. When determining which skill group, a balance was sought across skills so that the researcher

could conduct classroom observations in all skill courses, and a complete picture of ERT experience with respect to learning a foreign language could be described. Thus, those students (n=71) in the specified groups were sent an e-mail briefing them about the research and inviting each one to voluntarily partake in the process. Of all the invitees, a total of 37 students replied to the e-mail, and 19 volunteered to take part in the research. Those (n=18) declining to participate in the study were further asked to contribute to the piloting of reflective journals at the beginning of the term, and 5 of them agreed to participate.

After getting permission from each participant (4 instructors and 19 students) via consent forms (see Appendix-2 and 3 for instructors and students, respectively), 8 of the students opted out from the research during the first and second weeks, leaving a total of 11 students for the actual research. As a result, a total of 15 participants (11 students and 4 instructors) partook in the study. All participants were assured about the confidentiality of their personal details and were informed that they could drop out of the study any time since voluntary contribution was a prerequisite for the research.

Information regarding students' age, gender, access to modern information and communication technology, access to internet connectivity, and previous online learning experiences was gathered through a background information form (See Appendix-4), which is summarized in Table 3.2.

Table 3.2. *The profile of the students*

N	Gender	Age	Personal Devices	Residential Internet Connection	Previous Online Education Experience
S1	M	18	computer & smartphone	+	-
S2	F	18	smartphone	-	-
S3	F	19	computer & smartphone	+	-
S4	F	18	computer	+	-
S5	F	18	smartphone	+	-
S6	F	17	computer & smartphone	+	-
S7	F	17	computer & smartphone	+	-
S8	F	18	computer & smartphone	+	-
S9	F	20	computer	+	-
S10	F	18	computer & smartphone	+	-
S11	F	18	computer	+	-

The details in Table 3.2 show that two students – S2 and S5 – did not have computers and S2 did not have residential internet connection. None of the students had an online learning experience prior to the Covid-19 pandemic. With the announcement

on March 13, 2020, all educational activities across all levels of schooling were moved to an online setting, and lessons were broadcasted on TV or EBA[1] (Educational Informatics Network) website for primary and secondary education. Therefore, almost all participating freshman students who were seniors in high school the previous year had a compulsory remote education experience due to the Coronavirus outbreak. S9, on the other hand, specified that she had already graduated from high school when the outbreak struck, and she was preparing for the national university exam without following any online educational activities during the first wave of the pandemic.

3.3. Data Collection Instruments

3.3.1. Reflective journals

One of the most efficient tools to collect information concerning the perspectives of participants about a phenomenon, a new program, or a change is to employ *reflective journals* through which data can be obtained as to how participants understand, assign meaning to, and interpret the novel phenomenon, the new program, or the change (Bashan & Holsblat, 2017, p. 5). In line with the research aim, ELT freshman students and their instructors were informed that they were to keep a total of 6 reflective journals during the Fall term regarding their experiences and views about the ERT practice. However, the instructors could complete only 4 of the journals due to their heavy workload and busy schedule throughout the term. In the end, a total of 82 reflective journals have been collected – 66 from the students and 16 from the instructors.

As stated in the literature, instruction on how to keep a reflective journal is crucial before participants start writing journals (Thorpe, 2004). Therefore, a 30-minute meeting via Zoom was conducted with 5 students (who agreed to participate in the piloting phase), in which they were trained about the process of reflective journal writing. During the training, the concept of reflective journal and the guidelines to follow were explained through use of samples. The stages of the training are illustrated in Figure 3.1 below.

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[1] EBA: an electronic network for education founded by the Turkish Ministry of National Education
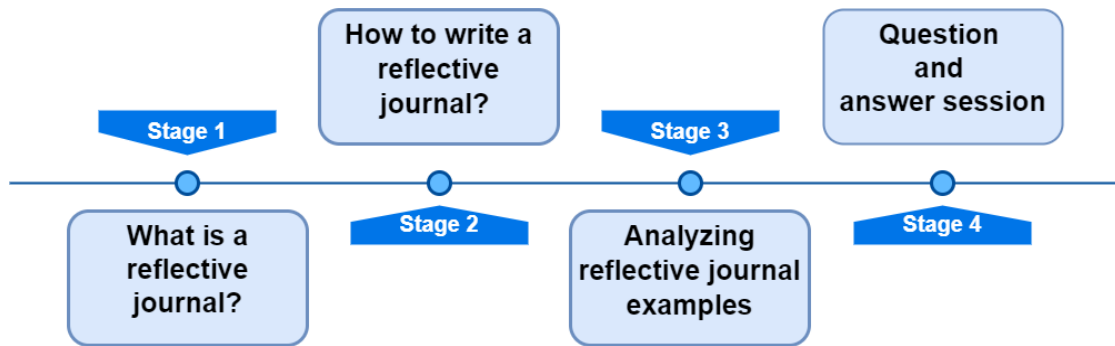
Figure 3.1. *Stages of the training for reflective journal writing*

Rather than merely telling students to keep journals and leaving them with "blank journal syndrome" which would make them feel lost (O'Connell & Dyment, 2013, pp. 34-35), it is recommended to train and scaffold them with guidance such as semi-structured and explicit prompts (Lee, 2013; Kuru Gönen, 2019). Thus, students in the pilot training were provided with a handout designed in accordance with the opinions of six experts[2] (1 Full Professor, 4 Associate Professors, and 1 Research Assistant). The handout included one separate section for each skill course (a total of four sections), and the participants were expected to write their experiences and views regarding those skills within the ERT practice. Upon completion of the piloting phase which required students to write one reflective journal about their first week within ERT, the data showed that students had concerns mainly about the content of the skill courses rather than the ERT practice. Therefore, the experts were consulted again, and prompts for the reflective journals were reformatted to obtain students' evaluation of the ERT practice as a whole in one body of text, rather than in four distinct sections (see Appendix-5). As for the journal handout for the instructors, no pilot session could be administered due to lack of volunteers for the process. The instructor version was also updated in line with the changes made on the student journal handout (see Appendix-6).

The participating freshman students started to write their first journals for the second week of October after being trained on Zoom by following the steps depicted in Figure 3.1. Since all the participating instructors had partaken in a reflective journal procedure during their professional years, they were kindly reminded of the basic characteristics of journal writing through e-mail exchanges. Due to the fact that any sort of language barrier could hinder precise expression of ideas and perspectives if

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[2] The same experts were consulted for all the data collection instrument forms

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participants are forced to keep their journals in a foreign language (Lee, 2013), the reflective journals were written in the participants' mother tongue to make sure they would be able to express their opinions easily and openly. Number codes were used for each journal from both students and instructors for ease of tracking during data analysis (e.g., S1/RJ1, RJ2, and I1/RJ1, RJ2, etc.).

3.3.2. Virtual classroom observations

The researcher conducted virtual classroom observations and took field notes to reach a "greater understanding of the case" (Stake 1995, p. 60) since this process enables the researcher to adopt a long shot perspective easing to detect things that might go unnoticed by the participants preoccupied with the setting they are situated in (Patton, 2002). To establish and sustain objectivity during the classroom observations, a classroom observation form was designed following expert opinions. The observation form (see Appendix-7) is formatted with different sections for teaching techniques – delivery methods, materials, platforms – classroom interaction, feedback, student engagement and participation, problems/challenges, and one more section allocated for the researcher to take "reflective notes" (Creswell, 2013, p. 169).

Virtual classroom observations were carried out by watching the video records of the live sessions. The researcher was assigned as a "complete observer" (Creswell 2013, p. 167) thus she was not seen or heard by any of the participants during the lessons. Each instructor was requested to grant access to at least two of the live session recordings, and a total of 10 virtual classroom observations (4 lessons from 1 instructor and 2 lessons from each 3 instructors) were conducted. The total duration of the observed sessions was 11 hours and 20 minutes.

3.3.3. Virtual focus group discussions

Employed commonly for online data collection in qualitative studies, *focus group discussions* (Cresswell, 2013, p. 164) were conducted as they are more conducive to extract valuable information through exchanges among participants as opposed to "one-on-one interviews" in which hesitation on part of the interviewee may hinder obtaining detailed information.During focus group discussions, participants encourage each other to provide details regarding their views of a shared phenomenon (Ryan, Gandha, Culbertson, & Carlson, 2014). Also, such group design reflects *collective* points of view

of the participants as they interact with each other and go deeper to express their honest opinions and feelings (Krueger & Casey, 2014; Wilkinson, 1998).

Two separate focus group discussions (one with instructors and one with students) were carried out on Zoom to attain support for the qualitative data set obtained via reflective journals. The first focus group discussion was conducted with three of the participating instructors, one of the instructors was not able to participate due to health issues. The second focus group discussion was conducted with five students; one student had to accompany her mother to the hospital on the discussion day and five students did not want to attend the focus group discussion as they felt tired due to a hectic schedule. When holding focus group discussions, the open-ended questions (see Appendix-8 for instructors and 9 for students) formulated in accordance with the experts' opinions were displayed on the screen before the discussion began and left open during the meeting in order to provide participants with time and space to gather their thoughts, recall and review their experiences (Kuru Gönen, 2019). The focus group discussion with the instructors lasted 1 hour 54 minutes, and the one conducted with the students lasted for 1 hour 24 minutes. Both focus group discussions were video-recorded during the meeting and were transcribed verbatim for data analysis.

3.4. Data Collection Procedure

Since data triangulation is advised in order to increase the accuracy of a study (Creswell, 2013), the current research has utilized three different data sources: reflective journals, virtual classroom observations, and virtual focus group discussions. After receiving relevant permission(s) (see Appendix-10) from Anadolu University Ethics Committee, the following steps were taken during the data collection procedure:

- As a first step, the instructors and their students were informed about the procedure of the study (September 28-30).
- The instructors and their students were sent consent and background information forms via e-mail (October 1-4).
- The students who had agreed to take part only in the piloting phase wrote their journals for the first week of school after being trained about how to keep a reflective journal (October 5-9).

- The format and prompts of the reflective journal handout were revised in accordance with the expert opinions after the pilot phase (1 Full Professor, 4 Associate Professors, and 1 Research Assistant) (October 10-11).
- A training session was held on Zoom with participating students (n=11) on how to keep reflective journals. After the training session, students were e-mailed reflective journal handouts at the beginning of each week and students e-mailed back the filled out reflective journals to the researcher:

  Reflective Journal-1: October 12-16

  Reflective Journal-2: October 19-23

  Reflective Journal-3: November 9-13

  Reflective Journal-4: November 16-20

  Reflective Journal-5: December 7-11

  Reflective Journal-6: December 21-25

- Instructors' reflective journals were collected in the following order:

  Reflective Journal-1: October 19-23

  Reflective Journal-2: November 16-20

  Reflective Journal-3: December 7-11

  Reflective Journal-4: December 21-25

- The instructors were asked to share at least two of their recorded lectures for the weeks they wrote their reflective journals.

  Listening and Pronunciation-I: October 12-16; 19-23, November 9-13, December 7-11

  Writing Skills-I: October 19-23, November 9-13

  Reading Skills-I: October 19-23, November 9-13

  Oral Communication Skills-I: December 7-11; 21-25

The recorded lectures for the relevant weeks were observed. During the observations, an observation form designed in line with the experts' opinions was used and field notes were taken.

- As the last step, focus group discussions were held with both instructors and students on the 27th and 29th of January, respectively.

The details regarding the data collection procedure are given below in Table 3.3 on a weekly basis.

Table 3.3. *The procedure of data collection*

	OCTOBER			NOVEMBER		DECEMBER		JANUARY
WEEK	**1**	**2**	**3**	**2**	**3**	**2**	**4**	**4**
Collecting consent & background information forms	✔							
Training & piloting of journals	✔							
Collecting journals from students		✔	✔	✔	✔	✔	✔	
Collecting journals from instructors			✔		✔	✔	✔	
Conducting classroom observations		✔	✔	✔		✔	✔	
Conducting focus group discussions								✔

Note: The steps of data collection are indicated with checkmarks in monthly and weekly grids

3.5. Data Analysis

The current research utilized an inductive approach (i.e., data-driven) by employing qualitative content analysis (QCA), which is defined as "a method for systematically describing the meaning of qualitative material" (Schreier, 2012, p. 1). According to Krippendorf (2018) QCA "provides new insights, increases a researcher's understanding of a particular phenomenon, or informs practical actions" (p. 24). In this type of analysis, first data is analyzed and coded to detect the categories that will facilitate the interpretation of data (Morgan, 1993). In the data analysis, Elo and Kyngäs's (2008) approach, which stipulates that QCA should be completed in three steps, namely open coding, creating categories, and abstraction, was adopted. Prior to commencing a QCA process, researchers are advised to go through a preparation phase where they read and re-read the data many times in order to make sense of the whole (Elo & Kyngäs, 2008). Then, QCA starts with the first step of open coding where some meaning units (i.e., phrases or sentences) are highlighted, and relevant notes are written in the margins of the documents. Then, these meaning units are converted into an exhaustive list of codes. Afterwards, during the second step, *creating categories*, these codes are compared and grouped in terms of relevance to generate subcategories. As a result of the second step, these subcategories are collapsed into higher order categories, which are called 'generic categories' (Elo & Kyngäs, 2008; Kerstis, Wells, &

Andersson, 2018). In the *abstraction* step, these generic categories are grouped under main categories when saturation is achieved.

Creswell and Creswell (2018) note that cross-check of codes excised from a body of particular data strengthens the reliability of a research study through "inter-coder agreement" (p. 201). Among many techniques to establish inter-coder agreement, a "consensus process" (Forman & Damschroder, 2007, p. 55) approach was adopted in this study since the use of quantitative measures is not a requirement for the reliability of QCA (Forman & Damschroder, 2007; Harris, Pryor, & Adams, 2006; Mayring, 2000; Sandelowski & Barroso, 2003), and reciprocal communication through "reflexivity" (Mason, 2002) matters more than meeting a level of coefficient agreement for qualitative research. During the consensus process approach, the researcher and the second coder met a couple of times on Zoom where they compared and discussed their analyses until a hundred percent agreement was achieved based on "cogency of argument" (Eisner, 2017, p. 113). The three phases of Elo and Kyngäs' (2008) approach in qualitative content analysis, namely open coding, category creating, and abstraction, were carried out by two coders – the researcher herself and a Ph.D. student who had recently completed a systematic review on the ERT practice. As suggested by Forman and Damschroder (2007), the coders started analyzing the reflective journals independently as they were collected so that the coders could become familiarized with the content and engaged with the data by developing a coding scheme. Given the immense amount of research data, the second coder was provided with approximately 30% of the entire data for analysis considering that 10-25% is typical (O'Connor & Joffe, 2020). The second coder examined the first two journals from both students and instructors, which comprises a total of 30 journals – 8 from instructors and 22 from students. In other words, the second coder was provided with 33% of student journals and 50% of instructor journals, which is 36.5% of the total number of journals. During the open coding step, notes were made to the margins including participant, page and line numbers to make it easier for the two coders to compare their analysis. At this step, three *elemental methods*, namely descriptive coding (summary using nouns), in Vivo coding (participants' own phrases), and process coding (gerund form words) were utilized (Miles, Huberman, & Saldaña, 2014).

Following the same steps taken for the analysis of the reflective journals, the two coders analyzed verbatim transcriptions of the focus group discussions. Similar to the

analysis of the journals, the second coder once again independently worked on the documents (30% of the transcriptions, 8 pages from student and 12 pages from instructor meetings), and two online negotiation sessions were held for consensus building. The overall purpose of the focus group discussions was to provide additional support for the reflective journals and to draw a solid conclusion regarding the participants' perspectives about the ERT practice. Furthermore, the field notes taken during the classroom observations were resorted to support and further clarify the categories emerged from both journals and focus group discussions. In addition, in order to resolve any concerns as to the validity of the current study, "external audit" trials (Creswell, 2012, p. 260) were completed with an Associate Professor and a Full Professor teaching graduate courses on qualitative research. In these trials, the external auditors reviewed all three steps of open coding, creating categories, and abstraction, which in turn enhanced the overall validity of the study (Creswell & Creswell, 2018).

CHAPTER 4

4. RESULTS

4.1. Overview of the Study

Designed to gain insight as to how the ERT practice is viewed by freshman ELT students and their instructors in Turkey, this qualitative case study set out with two research questions given below:

1. What are the perspectives of freshman ELT students regarding the ERT practice?

2. What are the perspectives of instructors teaching freshman ELT students regarding the ERT practice?

The initial step of the research process was to collect background information about the participants as to their previous experience in online teaching and learning, means to access online education, gender, and age. Reflective journals, virtual focus group discussions, and virtual classroom observations have been utilized as data collection instruments. A total of 82 journals have been collected, 66 from the students and 16 from the instructors. Virtual classroom observations have been conducted for 10 separate live sessions lasting 11 hours and 20 minutes in total. At the end of the Fall term, two virtual focus group discussions were conducted, one with 5 students and one with 3 instructors. The data have been analyzed by two coders in accordance with qualitative content analysis, and the reliability of the data analysis procedure has been established via a "consensus process" approach employed for inter-coder agreement.

In this section, the findings are presented separately for students and their instructors in line with the research questions. The findings have indicated that this recent phenomenon has been a comparable experience for the two groups of participants as both groups found the ERT practice having more disadvantages than advantages.

4.2. R.Q.1: What are the Perspectives of Freshman ELT Students Regarding the ERT Practice?

Based on the virtual classroom observations, students' reflective journals, and the focus group discussion, the following categories have been formulated as seen in Table 4.1.

Table 4.1. *Main, generic, and subcategories for the students*

Main Category	Generic Category	Subcategory	Students	*f*
Disadvantages	Technical problems	System-induced problems	1, 4, 6, 8, 9, 10, 11	7
		Connection problems	2, 3, 4, 8, 9, 10, 11	7
		Inadequate technological infrastructure	2, 4, 5, 6	4
		Power cut	2, 11	2
		Computer-related problems	3, 11	2
	Self-related problems	Increase in workload	1, 2, 4, 5, 6, 7, 8, 9, 10, 11	10
		Physical distress	1, 4, 5, 6, 8, 10	6
		Lack of motivation	5, 8, 9, 11	4
		Lack of self-discipline & concentration	5, 6, 8, 9	4
		Reluctance to join with camera	1, 9	2
		Lack of technological know-how	7, 8	2
		Hesitancy in communicating with instructors	4, 8	2
	Instructor-related problems	Lack of feedback	3, 4, 5, 6, 8, 10, 11	7
		Delayed exam assessment	5, 8, 9, 10	4
		Poor instruction regarding homework assignments	3, 5, 10	3
	Live session-related problems	Insufficient class time	2, 3, 4, 5, 9, 10, 11	7
		Distractors	1, 3, 4, 5, 9, 11	6
		Lack of interaction	4, 5, 6, 8, 10, 11	6
		Lack of a real classroom atmosphere	5, 6, 7, 8	4
	Assignment & exam-related problems	Procedural issues	1, 3, 4, 5, 6, 7, 8, 9, 10, 11	10
		Challenging take-home exams	1, 3, 7, 10	4
		Groupwork issues	3, 6, 8, 9	4
		Cheating	5, 4	2
Advantages	Self-related advantages	Convenience	6, 10	2
		No bias against each other	5, 10	2
		Cost efficiency	10	1
	Live session-related advantages	Course recordings	1, 2, 3, 4, 9, 10, 11	7
	Exam-related advantages	Take-home exams	1, 2, 3, 5, 7, 8, 9, 11	8
		Instant results of online exams	1, 6	2

As presented in Table 4.1, the main category of disadvantages is composed of five generic problem categories, such as technical, self-related, instructors-related, live-session related, and assignment and exam-related problems. On the other hand, the advantages experienced by the students are established on three generic categories, namely self-related, live session-related, and exam-related advantages. It is noteworthy to mark that assignments and exams conducted within the ERT practice, as reported by the students, have both disadvantages and advantages. Each subcategory is provided in Appendix-11 with direct quotations from the students both in English and Turkish.

4.2.1. Disadvantages

4.2.1.1. Technical problems

Technical problems have been a major concern for 10 of the 11 participating students during the ERT practice. Five sub-categories, namely *system-induced problems, connection problems, inadequate technological infrastructure, power cut, and computer-related problems* comprise the technical problems reported by the students. The urgent transition of educational activities to an online setting created an overwhelming demand on all the systems utilized for remote education and on the internet connection infrastructure. Consequentially, **system-induced problems** were commonly mentioned by seven of the students. For instance, some students had problems either in accessing the system or joining the live lessons due to system malfunctions:

(1) "The system collapsed at the beginning of the week, and no one could have access for a while." (S1, reflective journal-1)

(2) "...all my instructors start or try to start the classes on time. I say they try because during some hours the system is overloaded and it crashes. Then, we look for some other alternatives, which results in loss of time." (S4, reflective journal-1)

(3) "This week, we had some problems joining the Oral Communication Skills course. First, our instructor couldn't join the class on MS Teams. Then, we decided to meet on Mergen, but we couldn't join there either as the system was overloaded I guess." (S11, reflective journal-3)

Along with issues accessing to the system, some of the students noted several audio and video issues. At times, the students were not able to turn on their cameras/microphones or hear the voices due to the system malfunctions on Mergen:

(4) "The classes on Mergen were not free of problems for sure; sometimes we couldn't turn on the cameras, sometimes we couldn't hear our instructor, etc." (S1, reflective journal-1)

(5) "Mergen sounded like the oldest radio, and our instructor –I appreciated her effort– kept teaching though we couldn't hear her." (S8, reflective journal-1)

(6) "This week, a few people including me couldn't hear the voices on Mergen." (S6, reflective journal-3)

(7) "Though we normally could speak with our microphones on, we were not able to use our microphones on Tuesday due to a problem on Mergen." (S9, reflective journal-5)

(8) "We conduct some of our classes on Mergen. Yet, our cameras and microphones are turned off as the system cannot handle it." (S10, reflective journal-5)

Similarly, two of the students mentioned a delay in screen feed as another issue caused by the system, which influenced their ERT experience negatively:

(9) "We had our Reading class on Wednesday morning. Because of a problem on the system, I could see the screen that our instructor shared with a delay and hear her voice later on. To be honest, this caused me some trouble during the lesson." (S9, reflective journal-5)

(10) "Our instructors' camera feed doesn't load instantly. Besides, the same goes for screen sharing. You can see the material a few minutes after the instructor starts lecturing." (S6, reflective journal-2)

Connection problems were as frequent as system-induced problems. Unstable and poor connection caused seven of the students not only to experience broken video/audio reception, but also miss some classes. Accordingly, following quotes show that some lessons were either not conducted or completed due to connection problems:

(11) "This week, I couldn't join a few classes since our residential internet connection was unstable." (S2, reflective journal-6)

(12) "... when we got back to MS Teams, this time we were not able to conduct our lesson due to both the instructor's and my internet connection." (S11, reflective journal-3)

(13) "Another negative aspect of distance education is that either our connection or the instructors' connection freezes during the lesson and we miss some important points." (S9, reflective journal-2)"

Additionally, S3 and S4 expressed that they had difficulty in concentrating during the lessons due to internet connection problems:

(14) "The other day, I again had an internet connection problem during the lesson, probably my bad connection, and I wasn't able to concentrate, I even had to leave for a while." (S4, reflective journal-3)

(15) "The voices are breaking up during the lessons due to some connection problems. I cannot concentrate, I can barely hear what has been said." (S3, reflective journal-3)

According to S4, poor connection was a probable reason why she had problems understanding the words and their pronunciation during the lectures conducted in English:

(16) "It was only the fourth day of the lessons when I wished we had been in face-to-face education because during online classes, especially the ones taught in English, I believe I cannot completely understand the words or the pronunciation, and I guess it's because of poor internet connection." (S4, reflective journal-2)

Four of the students reflected on the challenges they encountered due to **inadequate technological infrastructure** such as lack of residential internet connection and relevant hardware (e.g., computer, camera, microphone). Underlining that levels of income vary among students, S4 stated that the instructors could be more understanding and considerate about the economic conditions of all students:

(17) "I think, some instructors can be more understanding because not everybody has the same financial conditions. I mean, some instructors say like 'You need to have cameras, microphones, you cannot join the classes without them.' Okay, but not everybody can do this, it's not possible." (S4, focus group discussion)

In support for S4's statement, some students noted that they did not have either the necessary or up-to-date equipment. Following quotes from S5, S2, and S6 exemplify how inadequate technological infrastructure led to problems during the lessons:

(18) "This week, I had some problems as I don't have a computer. Thus, I missed some classes. It's very hard to join the classes through a phone. Computer is a huge requirement for me in terms of the lessons and assignments." (S5, reflective journal-2)

(19) "As we don't have residential internet, I used my own internet [smartphone's wireless connection]." (S2, reflective journal-1)

(20) "While joining the classes, I generally use an old laptop. When I try to open multiple tabs at the same time, I face problems. Besides, it takes time to connect since the laptop is old. The lessons already begin until I manage to join Zoom." (S6, reflective journal-1)

Stable supply of power is vital during all online educational activities, but two of the students mentioned that **power cuts** in their region was an obstacle at times. The quotes below exemplify the problems two students experienced when there were power outages:

(21) "This week, the distance education process was a bit strenuous for me because there were power outages in my region. There have been power cuts almost every day, and that has been very hard for me." (S2, reflective journal-3)

(22) "Since the power went off half an hour before the Listening and Pronunciation course, I wasn't able to attend the class." (S11, reflective journal-6)

Computer-related problems were also listed as one of the issues that gave two students a difficult time throughout the ERT practice. For instance, S3 wrote that her computer broke down in the first week, and she went through problems attending the live lessons:

(23) "I experienced some technical issues that are part of attending classes in an internet environment. My computer broke down and it was quite difficult to attend the class through my phone. Some of the instructors wanted the Mergen system to be on while they were teaching through Zoom, but since I was joining via my phone, I wasn't able to do that." (S3, reflective journal-1)

Likewise, S11 stated that she lost the opportunity to participate in the speaking course orally due to a problem with her computers' microphone:

(24) "I wasn't able to participate in the Oral Communication Skills course last week due to a problem with my computer's microphone." (S11, reflective journal-6)

4.2.1.2. Self-related Problems

Self-related problems stand as a major issue the students encountered during the ERT practice. Almost all the students (n=10) underlined how their workload increased within this compulsory transition. Excessive homework assignments, keeping track of notifications, and preparation before the courses were the factors leading to **increase in workload**. For instance, nine of the students complained about the amount of homework assignments and how overwhelmed they felt as shown in the exemplary quotes below:

(25) "... I believe that we are given a bit too much homework. The homework assignments really started to overwhelm me. It is very overwhelming to be under the pressure of doing a new homework every day." (S1, reflective journal-3)

(26) "The instructors give homework assignments like crazy, and due dates for all are 6-7 days later, to be submitted on the same day, but when am I supposed to do all of these? The school, classes, assignments are not my only concern at the moment. Our instructors were supposed to be very understanding but I see that it's not really the case. Okay, when it's online, assignments must be given a bit more, but not this much! [...] There are always assignments as it is online, yet a person may not have the time to do the assignments for 9-10 courses in a week, it's ridiculous. Sorry, but I really don't feel like a student, I feel like a slave because I always have to do homework in front of the computer in my room. I submit 3 assignments, then I look and again I see 3 more!" (S4, reflective journal-4)

(27) "I don't feel like doing my homework assignments because they are too much." (S8, reflective journal-5)

One of the students stated that the instructors were not able to cover all the subjects within the specified time limitations, and the remaining points were assigned as homework:

(28) "The instructors cover the subjects as much as they can due to time limitations, and the rest is given us as homework." (S9, reflective journal-2)

Almost half the students complained that it was frustrating trying to keep a track of notifications and e-mails regularly, which in turn increased their overall workload. For instance, S7 and S8 noted that they had to check all their online accounts constantly not to miss any updates about the courses and assignments as cited below:

(29) "We get notifications about the assignments and class hours but we can either forget or miss them. Therefore, now I constantly check my e-mail, Mergen, Anasis accounts, etc." (S7, reflective journal-2)

(30) "We are expected to constantly check our e-mails, notifications. Otherwise, you either miss the class or the homework. I don't know how spending a day with our phones in our hands always checking the mails, notification and dear Anasis – which did not let us choose the second foreign language we wanted – suddenly became an everyday activity like drinking and eating..." (S8, reflective journal-1)

As for S1, it became a daily routine to log on to the system the first thing in the morning and the last thing before bedtime:

(31) "It was my routine actually. In the evenings, before going to bed, I was checking all 3 of them; Anasis, Mergen, e-mail etc., all of it. I was doing the same thing in the morning when I woke up. Thus, it was troubling." (S1, focus group discussion)

Given the fact that all educational practices have been moved to an online setting, some students felt the need to prepare more for their classes than in face-to-face education. Accordingly, S10 and S11 reported that the preparation time had a serious effect in terms of increasing their overall workload as observed below:

(32) "Whenever education is enhanced with technology, the responsibility of both students and instructors increases. As a student I can say that time to prep-up for my courses has increased immensely." (S10, reflective journal-1)

(33) "I've realized that preliminary preparation is a must in this ERT process. When I attend the classes unprepared, I have difficulty understanding what the instructor is teaching." (S11, reflective journal-2)

Based on what students reported either in their journals or during the focus group discussion, **physical distress** came up as another subcategory of self-related problems

causing five of the students experience health concerns. As pointed in the following extracts, sitting in front of a computer screen for long hours during the ERT practice not only gave them concerns about their posture, but also led to eyestrain, weight-gain, headache, backache, neck pain, etc.:

(34) "I guess it will be highly possible to run into individuals with a hunchback on the campus if the online education process continues this year. Whomever I talk to, they all suffer from backache." (S1, reflective journal-4)

(35) "I have become a hunchback at the age of 18, my back really hurts. I've already been wearing glasses, from now on I need to wear two pairs as I sit for 38 hours a day in front of the computer. My eyes burn due to looking at the screen for hours. I am not even going to mention the harmful effects of blue light." (S4, reflective journal-4)

(36) "... we are constantly exposed to the screen, and reading from the screen really causes eyestrain. At the same time, we are also suffering from neck and back pain." (S5, reflective journal-2)

(37) "Maybe it's one of the least mentioned things regarding the distance education process, yet as time passes I've started seeing its effects clearer. We are constantly exposed to the screen and my head and eyes ache due to looking at the screen." (S6, reflective journal-2)

(38) "[...] but literally those eye problems, gaining weight... For instance, I always want to eat something while I'm seated. Especially when the camera is off, I'm having my breakfast here, I eat on the bed, I drink something." (S10, focus group discussion)

Lack of motivation, as another subcategory of self-related problems, was noted by four of the students in their either 5th or 6th journals and during the focus group discussion, indicating that they had difficulties maintaining their motivation towards the end of the Fall term:

(39) "I cannot follow the morning classes since I have lost my motivation for a while now. I can barely wake up 5 minutes before the classes." (S8, reflective journal-5)

(40) "My motivation for the lessons decreases gradually as they are conducted from a distance now." (S9, reflective journal-6)

(41) "... I realized that many people didn't attend the classes. I guess they are tired and don't want to study. To be honest, I'm also losing my motivation day by day. It feels like a torture to wake up and join the classes in the morning. Fortunately, it's almost over." (S11, reflective journal-6)

(42) "As I lost my motivation after some time... I mean that must be the case for many people, I didn't feel like attending the classes." (S5, focus group discussion)

Another problem encountered during the ERT practice, as stated by four of the students, is **lack of self-discipline and concentration**. While S5 and S9 pointed to the

significance of self-discipline when learning from a distance, S6 and S8 emphasized concentration problems:

> **(43)** "... I don't think I can study with discipline in this distance education." (S5, reflective journal-1)

> **(44)** "In this distance education, one needs to maintain his/her own discipline, and this is pretty difficult." (S9, reflective journal-6)

> **(45)** "I believe that the biggest problem of online classes is not being able to concentrate. It is not like something that I watch to learn, but rather like a video playing in the background, and I try to listen to the instructor while doing other things. Of course, I am aware that it is my problem." (S6, reflective journal-1)

> **(46)** "The second week of distance education is still strenuous. I have concentration issues while having lessons at home." (S8, reflective journal-1)

Consistent with the virtual classroom observations, two students reported their **reluctance to join with camera** during the live sessions. According to S1, the instructors' directions to turn on cameras during the live lessons was a nuisance for many of the students including him:

> **(47)** "... However, being obliged to turn on our cameras during the lessons is a factor that bothers many of us." (S1, reflective journal-1)

In addition, S9 noted a feeling of unease because she was not able to change the direction of her camera and her room was seen by both the instructors and her classmates during the lessons:

> **(48)** "Since I'm using a desktop and cannot move it, the room must be neat as it is seen by both my instructors and classmates. Thus, turning on the camera is a negative aspect of the online education for me." (S9, reflective journal-1)

For two of the students, **lack of technological know-how** was another issue within self-related problems. S7 stated that the ERT experience was a bit challenging as she had little knowledge and interest in using technological means while S8 highlighted the trouble she had sharing a video link for her midterm assignment:

> **(49)** "I can say that it was a bit challenging for me because I have little knowledge about technology (use of Microsoft Word™, e-mail, Mergen, etc.). As this is my first distance education experience and I haven't been that interested in using computers, it's challenging for me." (S7, reflective journal-1)

> **(50)** "On Tuesday evening, I had the Listening and Pronunciation exam [...] Apart from that, we were supposed to video-record ourselves reading the sentences assigned by our instructor. It was pretty difficult for a digitally-challenged person like me because I could barely learn how to share a video as a link by asking other people." (S8, reflective journal-4)

The last subcategory of self-related problems has emerged as **hesitancy in communicating with instructors** based on what two of the students mentioned during the virtual focus group discussion. The following quotes indicate that students experienced hesitation in terms of initiating communication since they were not familiar with their instructors:

> **(51)** "Since we don't know the instructors much, we are scared to ask something, to be honest. Because neither I know the instructors nor they know me. You don't know what to write, there was always a hesitancy between me and my instructors." (S8, focus group discussion)

> **(52)** "I agree with S8 because I also hesitated to e-mail my instructors since I don't know them." (S4, focus group discussion)

4.2.1.3. Instructor-related problems

Some of the problems the students went through during the ERT practice were related with their instructors. One common issue as stated by seven of the students was **lack of feedback**. In this sense, S3 wrote that feedback from the instructors could have been beneficial for their learning, but none was provided for some courses:

> **(53)** "Some of the midterm exam grades have been announced on the system, but we still haven't got feedback for some of them. I think, it would be useful for the finals if we were given feedback." (S3, reflective journal-6)

Similarly, during the focus group discussion, S5 acknowledged that providing detailed feedback for each student may not be possible for the instructors within remote education, yet the instructors could have provided broad feedback for their writing performance:

> **(54)** "I will just shortly, about writing. For example, I'm not expecting from the instructors to give detailed... like 'You used don't instead of doesn't', I'm not expecting them to correct such simple grammar mistakes. I think, considering our current proficiency level, they don't need to explain such details. Yet, let's say the instructor read it, and like 'This part is problematic, it would be better if you wrote this here', stuff like that. It would also be okay for us to receive Turkish feedback, like 'You can give this example.'. It could be something short as well." (S5, focus group discussion)

Consistent with the above remark, five other students also emphasized that feedback was vital for them to improve their writing skills. In the following extracts, S11 and S4 openly express that the most negatively-influenced course during the ERT practice was the Writing Skills course due to lack of feedback, and they did not benefit from the course at all:

(55) "This week, we read some of the paragraphs of our assignments during the Writing Skills course. I thought we were going to put emphasis on our mistakes, yet we just read them through. We didn't get feedback at all. I want to know about my mistakes, learn about the weaknesses and strengths of my essay, but it's not really happening. I think one of the most negatively influenced courses of distance education is the Writing course." (S11, reflective journal-5)

(56) "... I did all my homework assignments for the Writing course, but didn't get any feedback. All I know is that they were graded during the finals. When this is the case, one cannot really improve herself/himself. Therefore, this course, unfortunately, wasn't beneficial for me at all." (S4, focus group discussion)

As can be understood from the quotations below, S6 and S10 were expecting their instructors to give them feedback because they were told so; however, no feedback was given:

(57) "... the problem is not about doing the assignments; it's about not getting feedback. We were not given feedback for most of the midterm exams and for the assignments submitted before the exams. In the Writing Skills course, our instructor wanted us to do an assignment before the midterm exam. This assignment was supposed to be a practice for the midterm exam. I submitted the assignment, but I did not get feedback." (S6, reflective journal-5)

(58) "... I especially speak for the Writing course. We were not born writing essays. I mean, I didn't know how to write an essay, I didn't go to a prep school, I just passed. All of our instructors said 'We will give you feedback.', 'Send us all your assignments.', 'We will get back to you.' etc. Then, I learned my midterm grade two days before I learned my final grade. It was pretty awkward; we didn't get feedback at all." (S10, focus group discussion)

Lastly, S8 emphasized that feedback from the instructors was more meaningful than studying from PDF files in terms of improving writing skills. In addition, lack of feedback was the reason for this student to quit doing the homework assignments of the Writing Skills course:

(59) "I think I haven't received feedback for most of the courses, especially the Writing course. In my opinion, um, because how can someone fix his/her mistake if s/he doesn't know what the mistake is. I didn't know how much more I could continue with reading from a PDF. After some time, I also stopped doing my assignments because if I want to improve myself , but cannot get feedback, there is no point in submitting them to the instructor. You don't get feedback anyways..." (S8, focus group discussion)

In line with lack of feedback, four of the students underlined that **delayed exam assessment** was also a problem for them during the ERT practice. Accordingly, S5 and S8 noted that it was taking too long for the instructors to grade their exam papers:

> **(60)** "Most of the midterm exam results haven't been announced yet. Whenever we have an assignment, we immediately send it on time. However, they get back to us either in one month or sometimes never. This is an annoying situation." (S5, reflective journal-6)

> **(61)** "... the assignments I submit are not checked. I haven't even learned my midterm exam grade yet." (S8, reflective journal-6)

In the same vein, S9 and S10 complained that it was not easy for them to get ready for the finals without knowing their midterm grades:

> **(62)** "Finals are approaching, but I don't even know if there is a course I failed since some of the instructors still haven't announced the midterm results." (S9, reflective journal-6)

> **(63)** "What bothers me is that I learned about my midterm grade 2 days before my final grade. I should have been studying for the finals based on my midterm grade, yet I did it on my own. That was weird." (S10, focus group discussion)

Based on what three of the students reported, **poor instruction regarding homework assignments** has emerged as the final subcategory of instructor-related problems. According to three students, the instructors did not precisely explain the instructions for the assignments:

> **(64)** "I think the homework assignments are not explained well enough." (S3, reflective journal-3)

> **(65)** "I want to mention a problem of mine: My friends and I face some problems since the instructions of some of our assignments are insufficient. Maybe we make mistakes about a topic we know just because the instruction is insufficient." (S5, reflective journal-3)

> **(66)** "I didn't get what our instructor wanted from us regarding the assignment in the first e-mail. It wasn't that clear, and also the feedback that I got from our class' chat-group indicated confusion about the homework." (S10, reflective journal-4)

4.2.1.4. Live session-related problems

In addition to the problems listed above, all the students experienced problems during the live lessons, as well. The data has shown that the students faced with four kinds of live session-related problems. **Insufficient class time**, for instance, was a common difficulty for seven of the students. Having forty-minute or one-hour live

sessions weekly to cover a three-hour course was noted as a major problem by three of the students:

(67) "We had a few classes on Zoom, but since Zoom has a 40-minute time limitation, the class hour was insufficient and thus not very efficient." (S2, reflective journal-1)

(68) "... but seriously, I don't think we can get efficiency from online classes because we try to squeeze a three-hour lesson into one hour, we rush, and it's not working." (S4, reflective journal-3)

(69) "I prefer some of our classes to be face-to-face because some courses require discussion and time. Applications like Zoom, Mergen, etc. are insufficient in terms of class time, and it just doesn't work this way [...] A class hour is 40 minutes and I'm sure students cannot ask their questions openly so that the topics can be covered. It's a huge problem to have insufficient class time." (S5, reflective journal-2)

Reading course was specifically mentioned by three students in terms of insufficient class time. According to the following extracts, class time was not enough to do the coursebook activities, and this limitation negatively influenced the efficiency of the course:

(70) "I think that we don't have enough time to do the activities in the book during the Reading Skills course." (S3, reflective journal-3)

(71) "The Reading course was not that efficient due to the time limitation of Zoom." (S9, reflective journal-3)

(72) "This week, the Reading Skills course was pretty fun, but the class lasting only 40 minutes is very insufficient for me." (S11, reflective journal-3)

Besides insufficient class time, **distractors** were also reported as a major problem by seven of the students. Among the distractors during the live sessions were noise and camera feed. External background noise was noted as a distracting factor by S1 during the live lesson conducted on Skype:

(73) "[...] For instance, we had one class on Skype, but the noises from the background both distracted me and decreased the efficiency of the lesson. If this lesson is going to be conducted the same way, I think I won't be able to learn a thing." (S1, reflective journal-1)

Likewise, some students mentioned family members, mainly younger siblings, as a source of noise bothering them during the live sessions. In this regard, following quotes exemplify how the students were disturbed and had difficulty concentrating due to noise at home during the lessons:

(74) "There isn't supposed to be noise at home during the lectures, but it is impossible on the days when lessons take 5 to 6 hours." (S9, reflective journal-1)

(75) "... there is a lot of noise at home as I have a little sibling, and this is really not cool." (S3, reflective journal-1)

(76) "... there is really a lot of noise at home due to my little siblings. These noises really bother me." (S4, reflective journal-6)

(77) "... I also had problems at home. As I have a little sibling, I had a hard time because there was a lot of noise at home." (S5, reflective journal-1)

(78) "... having a crowded family and all that family members being at home causes noise and makes it harder for me to concentrate." (S11, reflective journal-3)

In addition to noise problems, camera view during the live sessions was also noted as another distractor. According to S6, seeing herself and her classmates on the screen during the live lessons was a factor causing her to disengage from the lesson:

(79) "When the lessons are conducted via Zoom, the instructors, unfortunately, expect camera view from students, but then I become distracted as I keep seeing myself on the screen. I keep tidying my hair, or someone from the class can be busy with some other stuff and I get detached from the lesson for a while and watch that person." (S6, reflective journal-1)

A total of six students indicated **lack of interaction** during the live sessions as a significant issue they experienced. Based on their reflections, interaction was either limited or missing both among the students and between the instructors and students. According to S6, a lesson without interaction did not bear much value:

(80) "While having classes on Mergen, the students' cameras and microphones are generally off. I don't get what they do during the lessons without interaction and feedback." (S6, reflective journal-1)

Similar to lack of feedback, the Writing course was again singled out by three students because, as the following quotes show, there was no opportunity for interaction:

(81) "There were some classes with no interaction at all. For instance, the important thing for me was the Writing course. I haven't seen any interaction. I was not able to do anything, thus I bought myself a book and now I follow that." (S8, focus group discussion)

(82) "This week, the Writing Skills course was less efficient compared to Listening and Pronunciation and Oral Communication Skills courses. Though it is a plus for me that the instructor teaches through slides, the fact that the she talks nonstop leaving us little chance to participate made it hard for me to follow the lesson." (S11, reflective journal-1)

(83) "[...] There was nothing like that [interaction] with some of the instructors. The cameras and microphones were off, things were just read from a presentation; for example, my Writing course. I mean, the instructor was okay, but when things are read

from a presentation, learning is not permanent. In the end, we can also read from the presentation." (S4, focus group discussion)

Moreover, attending online lessons did not compensate for absence of a real classroom as reported by four of the students. Based on what these students stated, **lack of a real classroom atmosphere** emerged as another subcategory of live session-related problems. S7 and S8 specifically noted there was no genuine learning atmosphere in the ERT classrooms:

(84) "... distance education hasn't been very efficient for me so far because a real classroom atmosphere cannot be provided for most of the classes." (S6, reflective journal-2)

(85) "We are freshman students and we neither know our instructors nor our classmates. When we are together in the same setting with people that we are unfamiliar with, there can't be a genuine learning atmosphere unfortunately." (S7, reflective journal-1)

(86) "There is not a real and genuine learning atmosphere at home as there is at school." (S8, reflective journal-1)

Three students associated lack of a real classroom atmosphere with a consequential tension during live sessions due to unfamiliarity between the students and instructors:

(87) "We [freshmen] don't know our classmates and we have seen our instructors for the first time. Therefore, there is a tense atmosphere." (S5, reflective journal-1)

(88) "Since we don't have the chance to meet in person and be friends with anyone, being with many people that I don't know much during the classes, albeit 3 weeks have passed, creates tension in the environment. If we had been in face-to-face education, we would have met in the class and known each other more or less." (S7, reflective journal-2)

(89) "... The worst is we couldn't meet with either our instructors or classmates since distance education found us in the first year, and this creates a tense environment." (S8, reflective journal-1)

4.2.1.5. Assignment and exam-related problems

The difficulties encountered by the students during the ERT practice also include assignment and exam-related problems. **Procedural issues** such as insufficient exam time, no access to previous questions, and no preview of all the questions have emerged as a subcategory based on ten students' remarks. For instance, the students complained that the time allocated for the online exams was not sufficient, and they needed more time to answer all the questions in an exam:

(90) "... there was a specific time limitation for the online exams. I think, the time allocated for the exam was too short compared to the number of paragraph questions. I couldn't get the grades I wish for due to this time limitation issue." (S7, reflective journal-4)

(91) "... at 6.30 we had Listening and Pronunciation exam. It was more difficult than I expected and the exam time was insufficient. There was Reading exam on Wednesday. The exam time was insufficient compared to the number of the questions, and I didn't have enough time for most of the questions. Thus, I got a low grade." (S9, reflective journal-4)

(92) "The Reading Skills course exam was tense compared to the others. It was a bit challenging and the time allocated for the exam was insufficient." (S10, reflective journal-4)

In the same vein, S8 underlined that technical problems should be taken into consideration when determining the duration for an online exam as these issues can cause loss of time:

(93) "I think, it is important to give long time for the online tests because there can be disconnections, or you know the computers might somehow cause trouble." (S8, focus group discussion)

Insufficient exam time during the online examinations was also supported by I-3 in her reflective journal as her students had trouble managing the time in the Reading Skills exam (see Appendix-12, assignment and exam-related problems). Apart from time constraints during the online exams, four students emphasized that not being allowed to return to the previous questions to check their answers was a major difficulty in terms of procedural issues:

(94) "The exams were a complete nightmare. The system's biggest problem is not letting us return to previous questions. I'm aware that this is necessary to prevent cheating within the distance education process, but at least we should be allowed to skip one or two questions that we can return to later." (S6, reflective journal-4)

(95) "Not being able to return to the previous questions during the exams, seems like the worst thing in the world because there are 30 questions and once you pass one question you cannot return. I'm aware that this is a precaution to prevent students from cheating, but even so, in the Pronunciation exam, for instance, I remember a sound, I know how it is written, its phonetics I mean, but when you tick the wrong answer and pass that question, you feel like...sweat rolls down our spine. Therefore, this returning issue, more precisely, not being able to return to the questions is tough. It's really bad." (S10, focus group discussion)

(96) "I totally feel the same.. Not being allowed to return [to the previous questions] really sucks." (S1, focus group discussion)

Similar to not being allowed to return to the earlier questions during an exam, three of the students said that lack of a preview function for all the questions in an exam was an

important problem they experienced as part of assessment and exam procedures employed during the ERT practice:

(97) "The problem was... even if you plan one minute for a question, you don't know what's coming next. For instance, in the Reading exam, there was a vocabulary part, a vocabulary exercise. Our instructor asked words from the coursebook, she gave the meaning of the words that we hadn't seen or encountered before. A table of words, there were at least 20 words, and the time you need for those 20 words is much more compared to the other questions. You can see that question at the end, you don't know what it is. Well, after I saw that, I got the jitters." (S10, focus group discussion)

Two of the students stated that a simple warning as to the time needed to answer each exam question or ordering exam questions from the highest time-consuming to the least would have been helpful for students to plan their time:

(98) "[...] For instance, if the instructors tell us beforehand like 'The questions you need more time for are in this part.', even just this. Then, we can act accordingly. It would be better if they placed them [time-consuming questions] at the very beginning. When they place them at the end and don't warn us, we feel jammed. How am I going to do that?, How many questions are there? Well, there is one question but splits into 20, or that splits into 10. Therefore, it's tense, I mean waiting for what's coming next. " (S5, focus group discussion)

(99) "I was going to say the same thing with S10. Since we don't know how many minutes each question will take, or we don't know the next, forthcoming question, we cannot manage the time." (S1, focus group discussion)

Along with the procedural issues, **challenging take-home exams** was another subcategory of assessment and exam-related problems based on what four of the students reported. In this regard, S1 expressed how overwhelming and demanding the take-home exams were:

(100) "Midterm exams for four of the courses were in the form of assignments. The assignments were really detailed and exhausting [...] Some of the assignments were so long and required so much detail that I sometimes thought about not doing them." (S1, reflective journal-4)

Similarly, three other students also underlined how challenged they felt when doing the take-home exams requiring extensive and detailed research:

(101) "I think that the exams given in the form of assignments are very challenging and detailed." (S3, reflective journal-4)

(102) "The midterms of most of the courses were assignments due in a couple of days with a specific deadline, which were pretty challenging and time-consuming." (S7, reflective journal-4)

(103) "I had some trouble completing the assignments before the deadline as some of them required an extensive research." (S10, reflective journal-4)

Among assessment and exam-related problems, the subcategory of **group work issues** emerged based on the reflections of four students. Accordingly, the students noted that completion of group assignments within the ERT practice was not easy since they were not familiar with each other and they sometimes had difficulty reaching each other:

(104) "This week, finals were given as groupwork assignments within the ERT process, and I want to talk about its disadvantages. As far as I know, there are students from different departments in the group. We don't know each other, and thus it was a bit difficult to find each other. There are still some that we haven't reached yet. Considering that we will do the parts of our friends whom we couldn't reach, and that the responsibilities will not be shared fairly will make the process rather difficult." (S3, reflective journal-5)

(105) "Though the assignments were not that problematic on the whole, one of them was a group project and it was very problematic. Even though we had meetings on Zoom and decided on every step together, I don't believe we got a satisfying result." (S6, reflective journal-4)

(106) "One of our instructors gave us a groupwork assignment as an exam, which I totally found to be wrong. We, as first year students, are not familiar with each other and don't know much about each other, but we try to negotiate on task distribution." (S8, reflective journal-4)

(107) "... for another course, the instructor gave us a group assignment instead of conducting an exam. Due to distance education and not knowing each other, we had great difficulty while doing the assignment." (S9, reflective journal-4)

In addition to the issues faced by the students in terms of assessment and exam-related problems, two of the students stated the possibility and/or ease of **cheating** during exams as a disadvantage and a concern about the fairness of evaluation processes:

(108) "The exam questions are out there. Most of the students complete their exams with help from others, and this is a huge disadvantage for us." (S5, reflective journal-4)

(109) "... I don't think that some of the classes are fair because sometimes students can cheat." (S4, focus group discussion)

4.2.2. Advantages

4.2.2.1. Self-related advantages

The ERT practice has brought along some advantages for the students as well, albeit few in number. For instance, two of the students pointed to the **convenience** of ERT in terms of saving time as an advantage compared to face-to-face education:

> **(110)** "According to my program, the classes start at 9 o' clock every day except for Tuesdays. I don't know if this is the same in face-to-face education, but if so, the education being online is not that bad. At least waking up half an hour before the classes is enough." (S6, reflective journal-1)

> **(111)** "We will wake up early in the morning anyways because we will have classes at 9 o'clock [in face-to-face education]. We are attending the classes on the computer now, but we will get up two hours before the classes during our school life, because there will be transportation, dressing, breakfast, and stuff. Therefore, I can say that it is an advantage to attend the classes with sweatpants under and a t-shirt on top." (S10, focus group discussion)

Meeting classmates in an online setting, as noted by two of the students, bears a potential for building relations without prejudice. According to the following extracts, the students had **no bias against each other** since they were not able to create their own group of friends and exclude each other:

> **(112)** "... it is in a way good for socialization. For example, when you get to know other people from a distance, there is no room for biases. There is no profile picture on WhatsApp, you do not know who they are, where they are from. Therefore, everybody responds when somebody raises a question. You don't see things like 'I don't like him/her' due to prejudice. It feels like everybody is getting along well despite some occasional exceptions." (S5, focus group discussion)

> **(113)** "I totally agree with S5 regarding the interaction with our classmates because when we meet in person there appear a few groups, it is really weird like you find your own group of friends, you listen to the same music bands or you have a similar style etc. So, yes, since we don't know much about each other within distance education, when one person asks a question, a thousand people reply, or you know everybody gets on well with each other." (S10, focus group discussion)

As schools were closed, students did not need to move away from home. This was mentioned as one of the advantages of ERT. According to S10, no need for extra expenses such as accommodation, food and transportation enhanced **cost efficiency** of distance education:

> **(114)** "I think, financial condition can be what affects most of us. After all, we are home, okay there was this computer purchase thing going on, but you know a new life, a

place to stay, food, books, transportation... Always a new financial thing. I think, this can be the best advantage." (S10, focus group discussion)

4.2.2.2. Live session-related advantages

More than half of the students (n=7) emphasized that one of the advantages they benefitted during the ERT practice regarded the live sessions. Students stated that **course recordings** were advantageous because the students were able to watch the lessons they missed and they could resort to the recordings for revision any time.

(115) "I think, the lessons being recorded and we, as the ones who miss the classes, being able to watch them anytime we like is a positive aspect." (S1, reflective journal-1)

(116) "Distance education is actually beneficial as the lessons are recorded so that we can watch them later on for revision." (S9, reflective journal-3)

(117) "The biggest advantage of distance education, the lesson recordings were sort of useful. I could watch the lessons I missed from those recordings." (S11, reflective journal-3)

4.2.2.3. Exam-related advantages

For many of the students (n=9), there were a several advantages in the assessment and exam procedures applied within the ERT practice. Though **take home exams** were found challenging and time-consuming, they were also stated to be practical and fruitful by eight of the students. Based on the reflections of two students, one upside of take-home exams was to have more time to think over their assignments:

(118) "Having homework assignments instead of online exams was more advantageous for me. In this type of exams, we have more time to think over while doing the assignments." (S3, reflective journal-4)

(119) "The exam week within online education also has some positive aspects. For instance, many of our exams are in the form of homework assignments instead of synchronous examinations, and this is a nice advantage for us. We prepare our assignments easily by thinking over them, and then send them to our instructors." (S5, reflective journal-3)

In addition, two students reported that preparing take-home exams gave them opportunities to learn more and to benefit from revising their work:

(120) "The exams of some courses were comprised of assignments, and I had to write many paragraphs and texts this week. I also had to do revisions many times and I think it was beneficial." (S7, reflective journal-3)

(121) "I came to believe that doing homework assignments for grading is much more beneficial than exams. We can learn stuff even unintentionally." (S8, reflective journal-6)

Along with having more time to prepare and benefitting from the entire preparation process, two of the students also underlined that take-home exams were advantageous because they eliminated the risk of power outages or connection problems possible during online exams:

(122) "Our instructors gave us assignments for the midterms in general. I think assignments are much better because there can be power outages or connection issues during the exams." (S2, reflective journal-4)

(123) "As far as I know, most of the exams will be in the form of homework assignments. I absolutely think it's the most reasonable one because we might face connection issues and disconnections during the exams." (S8, reflective journal-3)

The convenience of **instant results of online exams** has been formulated as another subcategory of exam-related advantages in accordance with the statements of two students. As for S6 and S1, learning their score right after an online exam was one important advantage of the ERT practice:

(124) "The thing I like most about the system is getting the exam results instantly. The system automatically calculates the scores except for the open-ended questions, and you can learn about your score right after the exam." (S6, reflective journal-4)

(125) "Though we got the feedback for the part assessed by the instructor a bit late, the other part was immediately announced, I mean our exam score, half of the score." (S1, focus group discussion)

The findings showed that the ERT practice was mostly disadvantageous for the students. System-induced problems and connection problems were the most challenging for the students in terms of technical problems. On a personal level, almost all the students complained about the increase in their workload. Among the instructor-related problems, lack of feedback in the Writing Skills course was a major problem for the students within the ERT practice. As for the live session-related problems, insufficient class time was the biggest issue. Lastly, procedural issues (insufficient exam time, no access to previous questions, and no preview for all the questions) gave students a difficult time when taking online examinations. The research findings also pointed to few advantages such as course recordings and take-home assignments, which respectively offer the students the opportunity to review the topics and to revise and edit

their written work. As reported in the following section, the instructors also stated that they had a similar experience where the disadvantages outnumbered the advantages.

4.3. R.Q.2: What are the Perspectives of Instructors Teaching Freshman ELT Students Regarding the ERT practice?

Based on the virtual classroom observations, instructors' reflective journals, and the focus group discussion, the following categories have emerged as seen in Table 4.2.

Table 4.2. *Main, generic, and subcategories for the instructors*

Main Category	Generic Category	Subcategory	Instructors	*f*
Disadvantages	Technical problems	System-induced problems	1, 2, 4	3
		Computer-related problems	1, 4	2
		Inadequate technological infrastructure	1	1
	Self-related problems	Increase in workload	1, 2, 3, 4	4
		Physical distress	1, 4	2
		Lack of technological know-how	3, 4	2
	Student-related problems	Reluctance to join with camera & microphone	1, 2, 3, 4	4
		Lack of preparation	1, 2, 3	3
		Poor attendance	1, 2	2
		Concentration problems	4	1
	Live session-related problems	Insufficient class time	1, 3, 4	3
		Lack of interaction	1, 2, 4	3
		Lack of a real classroom atmosphere	1, 3, 4	3
		Difficulty checking understanding	2, 4	2
	Assignment & exam-related problems	Possibility of cheating on online exams	1, 2, 4	3
		Originality of homework assignments	1, 2, 4	3
Advantages	Self-related advantages	Working from home	2, 3	2
		Improved technological skills	4	1
	Live session-related advantages	Course recordings	1, 4	2
		Lecturing without interruption	4	1

As shown in Table 4.2, the main category of disadvantages is composed of five generic categories in accord with those of the students. More specifically, the findings indicated that the instructors also experienced technical, self-related, student-related, live session-related, and assignment and exam-related problems, which is in line with the problems reported by the students. In addition, the problems encountered by the instructors under the generic category of self-related and student-related problems have been confirmed by the issues specified by the students under the generic categories of instructor-related and self-related problems. On the other hand, advantages are established on only two generic categories, namely self-related and live session-related advantages. Analysis of the subcategories showed that ERT has been a comparable experience for both the instructors and the students. Each subcategory that served as the foundation for relevant higher categories (namely, generic and main) is provided in Appendix-12 with a list of direct quotations from the instructors both in English and Turkish.

4.3.1. Disadvantages

4.3.1.1. Technical problems

Three sub-categories, namely *system-induced problems, computer-related problems,* and *inadequate technological infrastructure*, constitute the technical problems reported by the instructors. As the transition of educational activities to online settings had to be completed rapidly, the system itself was not ready, thus **system-induced problems** have been one of the major sources of technical problems as stated by 3 of the 4 participating instructors. For instance, I-1 complained about not being able to conduct classes for 2 weeks as the system kept crashing, and I-4 drew attention to the failure of the system when connecting with both microphone and camera, which was also observed during the virtual classroom observations.

(1) "I was not able conduct any lessons on MERGEN this..this term due to its continuous malfunctioning for 2 weeks." (I-1, focus group discussion)

(2) "When students were asked to join via both their cameras and microphones, the systems shut down or froze. I was not able to teach that way. Only the ones giving presentations were able to turn on their cameras and microphones." (I-4, reflective journal-4)

Additionally, I-2 noted that she had to go through redundant repetitions due to audio glitches caused by the system:

(3) "... we had experienced many problems stemming from the system. Sometimes, I had to repeat the same things over and over since the students could not hear my voice." (I-2, reflective journal-1)

Two of the instructors pointed out that **computer-related problems** were the second most frequent problem experienced during the ERT practice. The quotes given below signify that hardware caused problems such as overheating and screen shut-downs during both the live sessions and when working out of class hours:

(4) "... As my laptop's fan was not working properly, I faced problems when it overheated. I had to use a break. I even had to put an icepack under the laptop." (I-1, reflective journal-4)

(5) "The other day, while I was checking the homework assignments of the Writing Skills course, the big screen shut itself down. I thought something exploded, I got scared, it started working again in the evening. Well, we were worn out and so were the technological devices." (I-4, focus group discussion)

Three participating students (S2, S6, and S9) also verify computer-related problems instructors experienced (see Appendix-11, Computer-related Problems). In their journals, they reported that the instructors were not able to conduct some classes due to problems with their computers.

According to one of the participants, **inadequate technological infrastructure** was also a problem to be tackled on part of both the instructors and the institution:

(6) "Well, people can do lots of things, many animations, and other stuff. However, neither we have that infrastructure nor the university to support us." (I-1, focus group discussion)

4.3.1.2. Self-related problems

All four instructors expressed that **increase in workload** was one of the major consequences of teaching during the corona-times. This increase has been mainly attributed to assignments, examinations, and feedback procedures by all the instructors. For instance, I-1 openly refers to how time-consuming a process it was to assign and evaluate take-home exams in the following excerpt:

(7) "I think that, as instructors, our workload in AU (Anadolu University) has increased [...] I preferred take-home exams to prevent cheating, but then, it became really time-consuming in terms of both preparation and evaluation. I mean, it was a very hectic week for us regarding workload density as most of the instructors preferred midterm exams in the form of homework assignments/performance due to similar reasons." (I-1, reflective journal-2)

Furthermore, I-2 and I-3 underlined that online assignment procedure was not a user-friendly process and required a considerable amount of time, which also added onto working hours:

(8) "I haven't started grading students' homework assignments yet because it is very time-consuming. I guess, this will be my ordeal with the online system this week." (I-3, reflective journal-1)

(9) "Grading exams is also a very time-consuming process. Since some exams are either given as homework assignments or demos, it takes a lot of time to read and grade, which is tiring. It took a whole day to grade only one of my courses, and 3 days for another." (I-2, reflective journal-2)

Adopting a process-based approach in evaluating her students' academic performance, I-4 mentioned that she had to sacrifice lots of her time to establish a fair system of grading as observed in:

(10) "Although it increases workload to grade or give +/- to students who upload their answers for the questions or homework assignments assigned throughout the term, it will be a fairer grading system." (I-4, reflective journal-2)

In addition, time allocated to announce assignments before or after the lessons so that all students – including those who did not attend the live sessions – could follow the upcoming events has been reported to be another factor increasing the workload by I-2:

(11) "The homework assignments must certainly be announced again since the ones who do not attend the classes have no other way to access them." (I-2, reflective journal-4)

Providing feedback to students has also been reported as another factor resulting in the instructors to work for more hours during the ERT practice as opposed to the traditional teaching-learning setting. In this respect, I-1, I-2, and I-3 referred to the increase in their workload when giving feedback to students on an individual basis:

(12) "...checking and providing feedback for each of the homework assignments was also very time-consuming. While the answers of the homework assignments could be given collectively and faster within face-to-face education, distance education requires providing detailed feedback for each and every student. Again, too much work." (I-2, reflective journal-1)

(13) "I realized one more time how time-consuming it is to give individual feedback to students within distance education. I don't know the other instructors, but with the education being online, I feel like I need to give more comprehensive homework assignments and feedback to prevent students becoming estranged from education since I'm worried that they would not attend the classes. This being the case, my workload has increased considerably compared to face-to-face education." (I-1, reflective journal-3)

(14) "I try to be more attentive on part of feedback in here [the ERT practice]. Because during our face-to-face classes, I would discuss the papers with students for almost two hours and small notes would work, but here having only one hour of teaching and this being online make it a bit impossible to do that and it seems time-consuming. Therefore, I need to give explanations for the problematic parts on each paper." (I-3, reflective journal-2)

Another aspect that resulted in an increase in the workload for the instructors during the compulsory online education has been identified as course planning and preparation as stated by 3 of the participants (I-2, I-3, I-4). For instance, I-2 summarized planning and preparation components that led to a considerable increase in workload as in the following excerpt:

(15) "... when I consider the preparation phase of each class, I can say that it is very time-consuming. There are many things to do like preparing PowerPoint™ presentations in line with the content and requirements of the lesson, and writing messages and notifications for the live sessions. Conducting online meetings with all the instructors teaching the same course prior to some classes is also among these things." (I-2, reflective journal- 1)

Similarly, editing, sorting, and uploading live session contents to an online platform became another factor that expanded the amount of working hours for the instructors as stated in:

(16) "I want to arrange and upload my Zoom recordings on Mergen, but it seems impossible for now as the classes made me feel tired, I guess. As the workload increased, everything piled up." (I-3, reflective journal-1)

Two of the instructors commented on the extra time they had to spend to communicate with students via emails and messages. I-1 identified vague hours of work as a problem in the following quote:

(17) "As instructors we have such a disadvantage: our shift does not end. We have such a problem [...] Students send e-mails, messages, upload homework assignments... Normally, you finish your classes at 6 in the evening, then at least you have a couple of hours for yourself, and then you do your preparations, but it was not the case here [the ERT practice]. The computer is always on and as I've said earlier it does not matter whether it is night time, early in the morning, or the weekend." (I-1, focus group discussion)

Agreeing with I-1, I-2 also complained about spending most of her time in front of the computer to reply students' messages as observed below:

(18) "I agree with I-1. Sure, we do respond to students, they constantly send messages to ask about something or we write messages to remind them of stuff. I mean, being in

front of the computer all the time is also a huge disadvantage for me as I don't have my own personal time. We were always busy with work." (I-2, focus group discussion)

In relation with increase in the workload, two participants' complaints about **physical distress** have emerged as a sub-category of self-related problems. Common types of distress include migraine as well as eye, back, and neck pain, which were attributed to the time spent in front of the computer as cited in the following quotes by I-1 and I-4:

(19) "Health issues become increasingly more severe day by day due to being more exposed to the screen. My eyes hurt, back and neck pain became a part of my life." (I-1, reflective journal-4)

(20) "I am lecturing on the big screen since I might not be able to see the details on the small screen. However, especially when I teach in a row, being close to the screen, the light, the heat, and my unidirectional lecturing during at least half of the class time are all physically disturbing and cause migraine." (I-4, reflective journal-1)

Among the issues identified within self-related problems, **lack of technological know-how** on part of the instructors induced concerns for two of the participants. Both I-3 and I-4 noted how they felt insecure about the use of technology instruments:

(21) "I still do not feel completely competent in terms of technology use." (I-3, reflective journal-1)

(22) "When we transitioned to such a system [ERT], I really panicked since I don't know much about technology." (I-4, focus group discussion)

4.3.1.3. Student-related problems

Students' **reluctance to join with cameras and microphones** during lectures has been reported by all four instructors as one of the student-related problems. All the participants stated that some of their students were reluctant to join the online lessons with their webcams and microphones on:

(23) "... and there are students who are unwilling, resisting to turn on their cameras." (I-1, reflective journal-1)

(24) "I ask them 'why aren't you turning on your microphones?', and they don't answer. Some say 'I don't have a microphone.', some say 'I'm not available' or something, but I can say that our students failed in terms of turning on their cameras and microphones." (I-2, focus group discussion)

(25) "I regard it as disrespect when some students still do not join classes via video. I believe it's a requirement of a class. After all, it's not something like a seminar." (I-3, reflective journal-1)

I-4 believed that this reluctance could be attributed to students' concerns regarding their private lives:

> **(26)** "Well, I'm not that involved but I'm familiar with some like tiktok and stuff where teachers are mocked. Students share their photos and videos on the internet, so they are scared, and they don't want to turn on their cameras. They do not want their images, voices to be shared and used against them somewhere else. This is a new setting, and they probably used to have their own friend groups during their senior year of high school. They go through some other stuff, and they probably don't want all of these to come out." (I-4, focus group discussion)

Students' reluctance to turn on their cameras and microphones during the lectures was also noted during the virtual classroom observations as the instructors kept asking the students to turn on their cameras and microphones;

> "I still see some of you resisting to turn on your cams. C'mon turn on your cams. Let's see each other". (I-1, classroom observation, 10.22.2020)
>
> "Guys, please turn on your cameras and microphones." (I-2, classroom observation, 12.09.2020)
>
> "S1, turn on your webcam please." (I-3, classroom observation, 11.11.2020)

Among the student-related problems – **lack of preparation** has surfaced as another common problem for 3 of the participating instructors. I-2 and I-3 wrote how boring and time-consuming it was to teach students who had not read the assigned texts prior to the lessons as can be observed in the following quotes:

> **(27)** "It's very boring to have classes with students who don't read the assigned units because I cannot get responses to my questions, or 2-3 students read them, and always the same ones answer me." (I-2, reflective journal-4)
>
> **(28)** "This week, I had some difficulty not during my other courses but the Reading Skills course since most of the students came unprepared and most part of the lesson comprised of reading the passages and giving time for the questions." (I-3, reflective journal-4)

In the same vein, I-1 underlined that his lessons did not turn out as fruitful as planned since students had ignored fulfilling their responsibilities for each week's live lessons as observed below:

> **(29)** "When I consider the Pronunciation course, I prepared it very ideally at the beginning of the term. Everything was brilliant. They were supposed to watch 3 to 5 videos lasting around a total of half an hour or 20-25 minutes. We were supposed to talk about them. They were supposed to bring examples, like 2 to 3 examples, for each of the new topics and any new information they have learned. We were supposed to talk about them, but the examples never came." (I-1, focus group discussion)

Students' lack of preparation was also verified by the same instructor's remark during one of the virtual classroom observations as highlighted below:

> "I can tell that again you haven't watched this week's videos." (I-1, Classroom observation, 11.12.2020).

Poor attendance has emerged as another issue expressed by two of the participating instructors. I-1 states that the number of students who attended the live sessions tended to decrease during the term, especially towards the end as noted in:

> **(30)** "If I were to draw a gradually declining graph, the graph would probably show a downward arrow regarding both interest and attendance [...] As I've said, it was not that bad at the beginning, but I think there was a decrease in attendance towards the end." (I-1, focus group discussion)

Likewise, I-2 also observed a gradual decrease in the class size and expressed her concern in both her journals and during the virtual focus group discussion as follows:

> **(31)** "I have observed a decrease in attendance during the classes. There are mostly the same students, however there is a decrease in the number of the students who join from time to time." (I-2, reflective journal-4)

> **(32)** "The freshmen literally started with great interest. For instance, the classes I started with 25-30 students decreased down to 15 at midterm especially in the Reading course. I got angry because I thought I was abused since I was not taking attendance." (I-2, focus group discussion)

It was also observed that there was a decrease in the number of students attending the lessons conducted by I-2 within the 10th (9 students) and 12th (5 students) week of the Fall term.

The final sub-category of student-related problems as described by one of the instructors is **concentration problems**. I-4 pointed that concentration had not been easy for students due to many health issues or problems in their families and technical problems during the outbreak as cited in the following quote:

> **(33)** "I have students who got infected with Covid-19, who were even hospitalized, who had sick family members and funerals more this term compared to the previous ones. I have students who have a hard time concentrating due to technical or family problems at home." (I-4, reflective journal-2)

4.3.1.4. Live session-related problems

The instructors have pointed to **insufficient class-time** as one of the live session-related problems. The university allotted only one hour of live sessions for each lesson

in the Fall term. Three instructors indicated that time allocated for live sessions was not enough for students to internalize what is taught as stated below:

(34) "Though BAUM has suggested all the instructors to conduct one-hour lessons, I do two hours for each class because I need to provide as many opportunities as possible for my student to practice the sound system of English, and one hour is not enough for that." (I-1, reflective journal-1)

(35) "... for now, we follow the coursebook during the lesson, but it is quite time-consuming, and this way we cannot use this short amount of time effectively." (I-3, reflective journal-3)

(36) "... in order not to waste the short amount of time, I feel like rushing. We only have one hour for each class, yet we reached one and a half hours most of the time. Still, the time is not enough for students to process during the live sessions [...] Responsible students might have learned more by using the time effectively, but unprepared students do not have enough time during the live sessions to process the course contents." (I-4, reflective journal-4)

During the observation of Reading Skills course, I-3 had to rush towards the end of the session due to time limitation, and still was not able to cover the subject determined for that week. As a result, she asked the students to complete the rest on their own as an assignment.

Lack of interaction was another issue stated by two of the instructors. As for limited student-student interaction, I-1 and I-2 mentioned their concerns, and I-2 attributed this limitation to students' unfamiliarity with each other:

(37) "One of the most significant problems is that classroom interaction is mostly limited with instructor-student interaction, and there is almost no student-student interaction." (I-1, reflective journal-1)

(38) "... I, unfortunately, have to say something negative about their [freshman students] interaction with each other. Since their interaction is not the same as in the real classroom, some turned on their cameras while some did not. Everybody just answered the questions posed to himself/herself, or raised a hand and shared ideas. Other than that, I realized that they were still not familiar with each other even at the end of the term because when I tried to make them ask questions to each other or tried to play game-like stuff, they say 'I don't know him/her". (I-2, focus group discussion)

In virtual classroom observations, no pair or groupwork activity was observed; therefore, the students did not have the chance to interact with each other. Not only student-student, but also instructor-student interaction was a problem during the live sessions. In one of the observations, the students did not even respond to the instructor's (I-2) greeting. Poor interaction during the live sessions has been attributed to students'

reluctance to join the sessions with their cameras and microphones as presented in the following quotes by two of the participants:

(39) "Though I have said it many times, some of the students do not turn on their cameras by giving several excuses, or they use the chatbox instead of using their microphones. In this case, I sometimes felt like I was giving a lecture to myself or like talking to the walls." (I-2, reflective journal-1)

(40) "[...] When it [the lesson] is not interactive or when they [students] do not turn on their cameras, when they only write comments or barely turn on their microphones, well it became a huge, um, psychological fatigue. I mean, you always talk to an empty black screen, you try to lecture like that for 14 weeks, well this part was really tiring." (I-4, focus group discussion)

The fact that all educational activities have been carried out in a virtual context has also harbored issues regarding **lack of a real classroom atmosphere** as reported by three of the instructors. As for I-1, live sessions hindered the conventional teaching patterns with a blackboard as the main tool and the teacher walking around the physical classroom:

(41) "One of the toughest things for me within this process [ERT] is being deprived of a blackboard. I believe, It's a huge drawback for a teacher not to be able to use a blackboard while teaching. I try to compensate it with various tactics (sharing the screen) but they, of course, cannot replace a blackboard." (I-1, reflective journal-1)

(42) "It may sound ridiculous, but this week I realized that the most annoying thing about the online lessons is sedentary teaching. I have been teaching for 20 years, and up until this year, I have never taught without moving around the classroom." (I-1, reflective journal-4)

In addition, I-1 also pointed out that the ERT practice offered limited opportunities to be a role model for the students, and instead designated instructors with the role of a moderator as observed in the excerpts below:

(43) "I think, being a role model to our prospective teachers within the department might be our most important mission. Emergency Remote Teaching, on the other hand, makes it almost impossible for us to undertake this mission. We cannot build real and genuine relationships with them [students], we cannot closely follow their progress, thereby we either cannot contribute to the process of students to become a good person, citizen, and a teacher, or our contribution is very limited." (I-1, reflective journal-1)

(44) "[…] Actually, we are not a natural part of the context, the concept they refer to as artifact. We are more like an outsider of the classes like moderators because we need to manage the classes. Students cannot understand whom we are looking at and whom we expect answers from." (I-1, focus group discussion)

By the same token, I-4 and I-3 shared their opinions as to the inauthenticity of a virtual classroom atmosphere, and I-3 further noted how that made her feel like an operator as follows:

(45) "I feel like we started to build rapport with students, but I suppose it's a bit difficult to have that naturally occurring rapport here [the ERT practice] as we have in face-to-face education. I also feel like an operator sometimes, like "Yes, how can I help you?" (I-3, reflective journal-1)

(46) "Um, I wish we could do more normal and parallel things to our real face-to-face classes and keep the cameras on all the time. That way it would be better and more motivating for all of us." (I-4, focus group discussion)

A collateral outcome of not being in close proximity with students caused three instructors to experience **difficulty checking understanding** during the live sessions as stated below:

(47) "In this online learning platform, I cannot go near the students, I cannot look over their shoulders while they are doing the exercises and see their mistakes." (I-1, reflective journal-4)

(48) "While teaching in the classroom, I could directly see whether students understood what I taught as I could clearly see their faces, but that was not possible in this setting." (I-2, reflective journal-1)

(49) "It's not possible to get sufficient feedback from students' facial expressions during the classes conducted on Zoom, Mergen, MS teams etc. in order to make some adjustments like speeding up or slowing down the pace of a class, to add or exclude from the course content etc. We mainly carry on based on our assumptions." (I-4, reflective journal-4)

4.3.1.5. Assignment and exam-related problems

The final generic category of disadvantages emerged from the data is assignment and exam-related problems. **Possibility of cheating** has been identified as a common factor exasperating three of the instructors as the online setting is considered more conducive to cheating:

(50) "... the possibility of cheating for students is much higher in this online setting compared to face-to-face settings." (I-1, reflective journal-2)

(51) "... the possibility of cheating for students on the exams conducted in this setting [ERT] is very high." (I-2, reflective journal-2)

(52) "My course contents are suitable for grading through homework assignments and presentations, but if we are to continue with distance education during the spring term as well, I will need to prepare quiz exams requiring short answers. But in that case, we

don't have the necessary technological affordances to prevent students from cheating or getting help. We just try to conduct consistent and valid exams as much as we can." (I-4, reflective journal-2)

Homework assignments were also problematic as pointed out by three of the instructors that online teaching-learning contexts do not bear the means to confirm the **originality of homework assignments**. Relevant concerns of the participants are presented below:

(53) "We cannot confirm whether the homework assignments are done independently or through help." (I-1, reflective journal-1)

(54) "I have been using Turnitin effectively for a long time. However, there is not a key criterion to confirm whether the person preparing the homework assignment or presentation is actually the student himself/herself." (I-4, reflective journal-2)

(55) "By the way, let me add something. For some assignments, well, the ones I give as take-home exams, you give like a two-day time period and as I-4 has said 'are they done independently?'. Seriously, I don't know whether the student is getting help or not." (I-2, focus group discussion)

4.3.2. Advantages

4.3.2.1. Self-related advantages

Although outnumbered by disadvantages as reported above, two kinds of advantages have emerged from the data, namely *self-related* and *live session-related advantages*. One of these positive aspects of the ERT practice as perceived by the three instructors, self-related advantages are based on two sub-categories, **working from home** and **improved technological skills**. As for I-3 and I-2, not leaving one's home when teaching and staying away from the rush hours are stated as a positive side of the lockdown and quarantine:

(56) "If we leave all these [disadvantages] aside, the thing I like most is being in the comfort of home. It actually pleases me a lot. I'm sure I will like this even more when winter draws on." (I-3, reflective journal-1)

(57) "Personally, the only advantage for me was not to be in the traffic. I was able to do my classes without driving in the morning traffic. Well, that's the only advantage." (I-2, focus group discussion)

According to I-4, constant use of technology and technological devices has inevitably enhanced her digital savviness. As observed in the following extracts, this participant stated that ERT has provided an opportunity to improve her technological skills:

(58) "Technology use became more automatized for me and I started to use it more skillfully. However, there still can be technical problems from time to time. Even so, I have more confidence about technology." (I-4, reflective journal-3)

(59) "As we are getting closer to the end of the term, I've felt more competent and sufficient in terms of technological competence in using Mergen and MS Teams during the lectures." (I-4, reflective journal-4)

4.3.2.2. Live session-related advantages

The second positive aspect of the recent compulsory transition of educational activities to an online setting relates to online instructional sessions – live session-related advantages. Two of the participating instructors pointed out to course recordings and lecturing without interruption as an advantage they enjoyed within the ERT practice. The cited quotes below reflect that **course recordings** were useful for not only the students but also for the instructors in that they were the most effective tools to eliminate restrictions in terms of time and place:

(60) "An advantage is that we can record the live sessions while teaching. It has been very useful especially for students enrolling late with additional placement, getting infected with Covid-19, or missing classes due to the earthquake. The others also watch the recordings, and whenever I upload them late they post a question like: 'Are you going to upload the video recordings?'. I guess, one of the biggest advantages is the course recordings." (I-4, reflective journal-1)

(61) "Recording the lessons is something we have never experienced before. This is an advantage. It's an advantage both for the students and as I-4 has said it's an advantage for us. If a student has a question about a specific topic, there is an advantage of saying 'Watch the course recording and if you still have questions, then let's talk'." (I-1, focus group discussion)

As noted by one of the participants, the last sub-category of advantages has emerged as **lecturing without interruption** during the live sessions. Based on the following quote by I-4, some disadvantages reported earlier such as lack of interaction and students' reluctance to join the live sessions with webcam and microphone, indeed, created a quiet setting where the instructor was in total control of the course flow.

(62) "... like having for example more flowing lectures because there is no interaction, sure it is a bad thing on one side, but on the other it just flows, you are not interrupted, not really distracted. These were somehow the good parts." (I-4, focus group discussion)

Analysis of the data indicated that the ERT practice was mostly disadvantageous for the instructors as well. The findings showed that the most frequent issue in terms of

technical problems was system-induced problems. On a personal level, the biggest challenge for the instructors was the struggle to cope with the increase in their workload. Regarding the students, reluctance to join live sessions with camera and microphone was the most common issue the instructors complained about. As for the live sessions, insufficient class time was a major obstacle to conduct an interactive lesson in an unreal classroom atmosphere. Lastly, possibility of cheating and originality of homework assignments were two concerns the instructors raised about the assignment and exam procedures during ERT. Despite the prevalence of disadvantages, the findings also pointed to few advantages. According to the instructors, working from home and course recordings were two significant strengths of the entire process.

CHAPTER 5

5. DISCUSSION AND CONCLUSION

Historically the first global scale ERT practice was initiated at every level of education without the necessary requirements and preparations due to the urgency of school closures as a precaution to slow the spread of the pandemic. The quality of education suffered serious problems because students, teachers/instructors, and educational institutions were unprepared for such a sudden shift (Abbasi et al., 2020; Aboagye et al., 2020). The current study, which investigated freshman ELT students' and their instructors' perspectives, showed that ERT has been a challenging and mostly disadvantageous process for both parties. Similar findings were reported in studies investigating ERT in different contexts (e.g., Alqurshi, 2020; Atmojo & Nugroho, 2020; Bashitialshaaer et al., 2021; Bayburtlu, 2020; Dogar et al., 2020; Kürtüncü & Kurt, 2020).

Some advantages of ERT, although few, are also reported in this study by both the students and instructors. This finding is also in compliance with the findings of other studies (e.g., Karataş & Tuncer, 2020; Kurnaz & Serçemeli, 2020; Mohalik & Sahoo, 2020; Prokopenko & Berezhna, 2020; Rahiem, 2020; Uluöz, 2020).

To gain further insight about the participants' perspectives, the disadvantages and advantages that are reported by both the students and instructors are discussed separately for each category.

5.1. Disadvantages

5.1.1. Technical problems

The findings of this study show that the technical problems encountered by the participants are system-induced problems, computer-related problems, inadequate technological infrastructure, connection problems, and power cuts. The first three types of technical problems were common for both the students and the instructors, and the final two types were faced only by the students. Rooted in the fact that the transition of educational activities to an online setting was abrupt and there was no time to engage in preparatory phases, system-induced problems mainly concern system crashes due to the heavy demand on the interface. In this sense, the findings are compatible with those of other studies noting that system crash is a common problem in remote education. For

instance, Bayburtlu (2020) concluded that system crashes were frequently experienced when all students tried to log in to the portal at the same time. Likewise, Kürtüncü and Kurt (2020) reported that the participants could not join the live lessons because the system kept crashing.

The issues regarding computers and inadequate technological infrastructure correspond with those reported in the literature (e.g., Bashitialshaaer et al., 2021; Dogar et al., 2020; Kürtüncü & Kurt, 2020; Shin & Hickey, 2020; Uluöz, 2020). The infrastructure problems stated by the instructors mostly referred to the infrastructure of their institution in terms of meeting the excessive demand on the system. Similarly, the participating academics in Kurnaz and Serçemeli's study (2020) underlined the need for a better technological infrastructure on part of their institution. The students in this study, on the other hand, pointed to the lack of internet access or the necessary hardware as an infrastructure problem – infrastructure issues on a more personal level. In that vein, Dogar et al. (2020) also emphasized limited opportunities for students to access the internet and technological devices.

Unlike the results of several studies concluding that connection problems are common for both educators and students during remote education (e.g., Alqurshi, 2020; Atmojo & Nugroho, 2020; Bashitialshaaer et al., 2021; Huang, 2020), the findings of the current research have shown that it is not the instructors but the students who experienced problems due to poor and unstable connection. Power cuts have also been reported as a challenge for the students in accordance with the findings of Bashitialshaaer et al. (2021) and Mohalik and Sahoo (2020).

Although the advancements in technology are presented as a key element in establishing a collaborative teaching environment in an online setting (Maidment, 2006), its efficiency is questionable as technological problems and inadequate technological infrastructure have often been stated and stressed by the participants. In addition, online teaching had been generally used as a supportive tool for face-to-face education; thus, a compulsory shift to online teaching as the only means may not have been affordable for the majority of students. Prior to the pandemic, inequality and diversity in the use of technology in language classrooms was evident in the literature as indicated by Golonka et al. (2014) in their review of 350 articles regarding online learning and teaching. Considering "the digital divide between the technology *haves* and *have-nots*" (Shin & Kang, 2017, p. 7), the issues in accessing necessary

technologies, as also underlined in this research, signify that equity in online education is critical.

5.1.2. Self-related problems

Although the technicalities appear as the utmost concern when moving a conventional learning environment to an online setting, the effect of such a rapid transition can be more significant on individuals as revealed by the research findings. Self-related problems for both the students and instructors include increase in workload, physical distress, and lack of technological know-how. Lack of motivation, lack of self-discipline and concentration, reluctance to join with camera, and hesitancy in communicating with the instructors are among the self-related problems noted by the students only.

In line with the idea that assignments constitute a primal component of remote education in order to have some kind of control over students' learning (Tümen Akyıldız, 2020), both the instructors and students in this study reported that homework assignments were the main factor that increased their workload, which complies with the findings of other studies (Şener et al., 2020; Zhang, 2020). As for the instructors, the main additional layer of the increase in their workload was trying to cope with grading homework assignments and providing each student with detailed feedback. In addition, lesson planning and preparation for an online teaching context was another factor increasing the instructors' workload as they needed to adapt the strategies and techniques of the traditional learning environment to an online learning setting.

Because increase in workload means sitting in front of the computer for longer hours within remote education, almost all the participants referred to several health concerns. Posture issues, eyestrain, weight-gain, headache, backache, and neck pain are common distresses reported in this study, which is compatible with the current literature (Huang, 2020; Karataş & Tuncer, 2020; Mohalik & Sahoo, 2020; Todd, 2020).

For decades, educators' ill-preparedness regarding technology use has been raised as an issue (Foulger, Graziano, Schmidt-Crawford, & Slykhuis, 2017). Some researchers (Abras & Sunshine, 2008; Jones & Youngs, 2006) point out that even the developed countries, such as the United States, fall short in compensating for the lack of technological know-how in teacher preparation programs. Kessler (2006), for instance, underlines that significance of digital knowledge and skills are generally neglected in

language teacher preparation programs. In this regard, the findings of the current study also indicated that some of the instructors, graduates of different teacher training programs, found themselves incompetent in terms of technological know-how. According to Prensky (2001, p. 2), twenty-first century learners are "all 'native speakers' of the digital language of computers, video games, and the internet". Unlike Prensky (2001), the research findings showed that some of the students were not competent in terms of technology use. Although Gu, Zhu, and Guo (2013) state that current students are technologically more able and knowledgeable than their teachers, Bennett, Maton, and Kervin (2008) underline that not all students are universally skilled in technology use, which is also supported by the lack of technological know-how stated by some of the students in this study.

The students indicated the absence of a real classroom as the underlying reason for difficulties they had in concentration and self-discipline throughout their first ERT experience, which is in compliance with the relevant literature (Huang, 2020; Petillion & McNeil, 2020; Santana de Oliveira, Torres Penedo, & Pereira, 2018; Uluöz, 2020). Yet, Prokopenko and Berezhna's study (2020) is also noteworthy to acknowledge the possibility of opposite consequences during the same or similar experiences as the students in their study improved their self-discipline during ERT. As for motivation, comparable findings were attained with Shin and Hickey (2020) and Şener et al. (2020) showing that the students experienced difficulties in either achieving or maintaining their motivation.

Corresponding with those of Şener et al. (2020), the findings of the present study showed that some students reported reluctance to join the live sessions through cameras, which may be related with privacy concerns since they were being recorded and their rooms were seen by their peers. Reluctance to share their video feed with their instructors and classmates can also be a byproduct of being freshman students. Because the setting they were obliged to attend was not familiar, some students were hesitant to reach out to their instructors during or after the online sessions which is similar with the findings of Keskin and Özer (2020) and Tümen Akyıldız (2020).

5.1.3. Student and instructor-related problems

All the student-related problems reported by the instructors are confirmed by the students within self-related problems. Common problems the instructors reported

include students' lack of preparation, poor attendance, lack of concentration, and reluctance to join the lessons with cameras and microphones. Students' lack of motivation, which students themselves also reported, can account for the lack of preparation and poor attendance the instructors underlined. Similarly, the instructors indicated that the students had concentration issues during the ERT practice, which is also confirmed by the students and in line with the findings of Alqurshi (2020). In addition, reluctance to use cameras and microphones during the lessons was reported by the instructors and acknowledged by the students. In contrast to Kurnaz and Serçemeli's (2020) study where the instructors had difficulties sustaining their own motivation, the current research findings indicated that motivation issues were experienced only by the students. Based on the foundational idea that motivation is crucial and critical in any attempt to learn (Ryan & Deci, 2006) as well as in language learning (Dörnyei, 1998), both the students' self-reports and the instructors' remarks about insufficient levels of motivation raise concerns as to the quality and permanence of learning during the ERT practice.

Poor instruction regarding homework assignments was noted among instructor-related problems. In line with Senel and Senel (2021), Alqurshi (2020), and Allo (2020), the research findings showed that the students had problems about the clarity of instructions for the assignments. Moreover, lack of feedback was stated as one of the instructor-related problems by more than half of the students, which is consistent with the relevant literature (Huang, 2020; Keskin & Özer, 2020; Senel & Senel 2021; Shin & Hickey, 2020). Indeed, the findings showed that the students were not content with the feedback procedure conducted by the instructors, especially in the Writing Skills course. According to the students, lack of feedback was associated with the idea that their assignments were not read and evaluated, which deterred them from doing the assignments. Morinaj, Marjin and Hascher (2019) assert that students may feel socially alienated from learning when they perceive little practical value in education, and this alienation may explain why the students in this study stopped doing their homework assignments. Lack of feedback and other similar issues, such as delays in exam assessment (Todd, 2020), are relatable to the increase in the workload of the instructors.

Bandura's Social Cognitive Theory of Learning (1986) suggests that self-regulation bears a definitive role over learning. As for self-regulation, learners' perceived self-efficacy, in other words, beliefs about one's capabilities to learn

(Bandura, 1997) are nurtured through progress indicators, which correspond to feedback and exam results in ERT. Schunk and Zimmerman (2013), in this regard, state that distance and computer-based learning settings are typically deprived of external controls, such as the teacher constantly monitoring, motivating, and guiding the students. Accordingly, lack of feedback loops and delays in performance assessment during the ERT practice may have hindered the continuity of the students' motivation, attendance, and concentration (Schunk & Pajares, 2009).

5.1.4. Live session-related problems

The research findings have pointed to five different problems experienced by the instructors and students during the live sessions. All the participants stated that one-hour time limitation for each live session was insufficient (Bayburtlu, 2020; Roy et al., 2020; Uluöz, 2020), the interaction was poor (Fidan, 2020; Karakaya et al., 2021; Kurnaz & Serçemeli, 2020; Kürtüncü & Kurt, 2020; Santana de Oliveira et al., 2018; Sepulveda-Escobar & Morrison, 2020; Şener et al., 2020), and the live sessions did not compensate for a real classroom atmosphere (Hebebci, Bertiz, & Alan, 2020; Karataş & Tuncer, 2020). In addition, the instructors underlined that it was not easy for them to check students' understanding during the live sessions, which complies with the findings of Huang (2020), Kurnaz and Serçemeli (2020), and O'Lawrence (2005). Lastly, the students had difficulties during the live sessions due to distractors such as background noise (Al-Nofaie, 2020; Huang, 2020; Rahiem, 2020) and family member interference – mostly younger siblings in this case (Sepulveda-Escobar & Morrison, 2020).

In terms of time constraints of the live sessions, the findings have indicated that the students had a difficult time especially in the Reading Skills course. Due to the students' unpreparedness for the Reading course, the passages assigned as homework had to be read during the live sessions, which considerably shortened the course time. One of the reasons for the students' unpreparedness can be rooted in the lack of a real classroom atmosphere, which in turn may have affected their motivation. In face-to-face classrooms, teachers/instructors closely monitor students in terms of preparation and homework assignments. The live sessions were limited to one-hour by the university in the Fall term of 2020. Thus, it may be argued that the duration of live sessions should be lengthened during remote learning.

The lack of a face-to-face classroom may also account for the lack of interaction between/among the instructors and students. O'Lawrence (2005) states that it is not easy for the instructors to react accordingly to their students unless they can see their faces clearly and follow the signs of attention and inattention. Besides, system crashes and poor connection experienced by both the instructors and students can potentially degrade the quality of interaction and collaboration (Comas-Quinn, 2011; Dişli, 2012; Murday et al., 2008).

The significance of interaction in any language learning setting has been emphasized in the literature (Allwright, 1984; Hall & Walsh, 2002; Sundari, 2017; Walsh, 2011), which is established via webcams in online settings. According to Long (2018), interaction among and between students produces a foreign language environment in which students engage in negotiation of meaning. Some studies have shown that relying on solely language input in language classrooms is not as efficient as modified input provided within naturally occurring interaction (Namaziandost, Abdi Saray, & Rahimi Esfahani, 2018; Wang & Castro, 2010). Yet, learners' reluctance to turn on their cameras makes it even harder for the instructors to set up an interactive online environment (Sun, 2014). In this research, ERT was described unfit by the instructors as opportunities to be a role-model for their students were limited, which is in compliance with Kurnaz and Serçemeli's study (2020) where academics reported that they did not have the chance to be role-models for their students. The limited nature of interaction (Alqurshi, 2020, Huang, 2020; Kurnaz & Serçemeli, 2020; Kürtüncü & Kurt, 2020; Mohalik & Sahoo, 2020; Petillion & McNeil, 2020) and different dynamics in online settings in comparison to conventional classrooms (Şener et al., 2020) may have impeded Zone of Proximal Development (ZPD) opportunities for the students from a Vygotskian view (Vygotsky, 1978). However, in this context, the term Zone of Proximal Development could have been compensated with peer mediation. One of the core premises of peer-mediation includes expert-novice interaction, yet in the form of comprehensible output (Swain & Lapkin, 1995). Unfortunately, lack of interaction during the live sessions may have decreased the benefits that the students would readily attain from the comprehensible outputs of their peers in a conventional classroom.

5.1.5. Assignment and exam-related problems

The students were generally worried about the fairness of examination procedures because the online platform was highly conducive to cheating, which overlaps with the findings of Kürtüncü and Kurt (2020). The instructors raised issues in terms of cheating and originality during exams and other assessment procedures, which comply with the findings of Harrison and Bergen (2000). Similar to the findings of Uluöz (2020), the instructors' views of online exams was unfavorable because there was no technology to proctor students during the exams (Bashitialshaaer et al., 2021). Likewise, Guangul et al. (2020) also concluded that cheating and academic dishonesty were common challenges during remote assessment procedures enforced by the pandemic. The current findings have shown that not only the instructors but also the students had concerns about the possibility of cheating during online examinations.

Although the instructors' concerns about assignment and exam procedures were confined to only cheating and originality issues, the students noted insufficient exam time, no access to previous questions, no preview function, challenging take-home exams, and groupwork issues. In line with Senel and Senel (2021), time pressure has been identified as a common problem the students experienced during online examinations. According to the students, time allocated for online exams was very limited due to cheating concerns. As there was no preview function, the students were not allowed to return to the questions at their will and they were not able to plan their time in accordance with the exam questions. Besides, the students emphasized that technical problems should also be taken into consideration when specifying exam duration, which is consistent with several studies stating that power cuts and connection problems are important obstacles during online exams (Bashitialshaaer et al., 2021; Mohalik & Sahoo, 2020). Temporal issues the students suffered during online exams may be attributed – to some extent – to the instructors' limited experience in designing and applying online tests (Bashitialshaaer et al., 2021). Apart from complaints regarding online exams, the students also emphasized that take-home exams were challenging and time-consuming. In accordance with this finding, Cabı (2016) also concluded that time-consuming take-home assignments are among the problems the students experience within digital education practices. Lastly, designing and applying groupwork assignments were also problematic since the students could not access the group members due to unfamiliarity in their freshman year.

All in all, it is reasonable to conclude that the ERT practice has been more challenging specifically for the students based on the fact that they had to cope with two major transitions – from conventional teaching to ERT and from high school to university. According to Cumulative Stress Theory (Eccles, Lord, & Midgley, 1991), individuals undergo more negative experiences when they have to overcome multiple transitions. Considering the fact that freshman year at a university is noted as one of the most stress evoking periods in life (Dyson & Renk, 2006; Hicks & Heastie, 2008), this dual transition may have influenced the ERT experience more negatively for the freshman students.

5.2. Advantages

5.2.1. Self-related advantages

Despite numerous disadvantages, both the instructors and students noted several advantages of the ERT practice. For instance, working from home and improving technological skills were stated as advantages by the instructors. According to the instructors, it was advantageous not to struggle with the rush hour to go to work, which complies with the findings of Karataş and Tuncer (2020) concluding that the ERT practice offered a comfortable home environment free from stressors. In the same vein, Rahiem (2020) also stated that home comfort was one of the advantages of distance education during the pandemic. The instructors' remarks about improving their technological skills can be regarded as a byproduct of being an active member of the ERT practice. In line with Prokopenko and Berezhna (2020) and Mohalik and Sahoo (2020), gaining experience in terms of conducting online lessons and administering online assessment procedures may have rendered the instructors more competent in technology use.

The students, on the other hand, referred to more advantages when reflecting their views on the ERT practice. Convenience was one frequently noted advantage of remote education. One of the consequences of this convenience is saving time as the students underlined that they did not have to spare time to prepare themselves before the live sessions and that there was no need to commute to school. The participants in Santana de Oliveira et al. (2018) pointed to a similar advantage of distance learning because they were able to attend courses in their homes or even when they were in another city, which bypassed the rigidity of conventional classrooms in terms of time and place.

Another advantage the students noted relates to the fact that they did not have to leave home to start a new life in another city. To put it differently, the cost-efficient nature of the ERT practice was highlighted by the students as an advantage. Similarly, the participants of other studies (Kurnaz & Serçemeli, 2020; Todd, 2020; Uluöz, 2020) also underlined that the ERT was a cost-efficient practice as there was no need to commute to school. A notable finding that the students pointed to was the advantage of having no bias against each other during the ERT experience. According to the students' reflections, unfamiliarity and lack of a physical classroom, which were both viewed as disadvantages, prevented their classmates from creating their own friend groups and excluding the others. As a result, none of the students had either the means or the opportunity to develop biases against the others.

5.2.2. Live session-related advantages

The findings indicated that the participants agreed about the advantage of having the live-sessions recorded. As opposed to the traditional classrooms, course recordings within the ERT practice made it possible for the students to watch the lessons they missed or to review any lesson at any time and place. In this sense, Dogar et al. (2020) also noted corresponding findings as to the benefit of course recordings for both instructors and students. The instructors in the current research underlined how convenient the course recordings were in terms of responding to the students' requests to revisit a specific subject, which is compatible with the findings of Kurnaz and Serçemeli (2020). Similarly, the students stated how advantageous it was to have course recordings when they missed some lessons due to health issues or lost their concentration during the lessons, which is again in total compliance with the findings of relevant studies in the literature (Petillion & McNeil, 2020; Uluöz, 2020). Although no interruption runs the risk of no interaction, one of the instructors noted the smooth flow of lessons as an advantage of the live sessions, which is also underlined by Mohalik and Sahoo (2020).

5.2.3. Exam-related advantages

This subcategory of advantages was stated only by the students. The students found it advantageous to access the results of online exams instantly as opposed to waiting for weeks to learn about their grades. Though take-home exams were regarded

disadvantageous due to their challenging and demanding nature, the students also considered them advantageous as they had more time to think over, prepare, research, and edit their work, which made take-home exams more efficient in terms of effective and permanent learning (Uluöz, 2020). Besides, take-home exams eliminated the risk of power outages and connection problems that happen during online examinations.

5.3. Conclusion

Investigating the views of both freshman ELT students and their instructors regarding the Emergency Remote Teaching (ERT) practice, this qualitative case study has achieved data triangulation through use of three sources, namely reflective journals, virtual focus group discussions, and virtual classroom observations. The data have been analyzed via qualitative content analysis resulting in two main categories: disadvantages and advantages. The findings showed that the disadvantages outnumbered the advantages. The disadvantages include technical, self-related, student and instructor-related, live session-related, and assignment and exam-related problems. The findings comply with those in the relevant literature as these problems appear to persist universally regardless of the context (e.g., Burke & Dempsey, 2020; Carrillo & Flores, 2020; Donitsa-Schmidt & Ramot, 2020; Huang, 2020; Kurnaz & Serçemeli, 2020; Todd, 2020). The advantages, on the other hand, are composed of self-related, live session-related, and exam related advantages, all of which are also compatible with the findings of other studies (e.g., Mohalik & Sahoo, 2020; Petillion & McNeil, 2020; Prokopenko & Berezhna, 2020; Senel & Senel, 2021; Uluöz 2021).

Student-student interaction is severely hindered because the freshman students did not have a chance to meet with neither their instructors nor classmates in person. The situation with first-year students is in the main uncharted territory for research in education since they have been sharing a learning environment with complete strangers. Moreover, instructor-student interaction is also confined to group interaction in which the instructor addresses the class as a group due to the nature of online teaching. Crucial aspects of learning such as receiving feedback, checking understanding, evaluating assignments have been significantly impeded for both students and their instructors. The instructors are skeptical as to the integrity of the students' works as they feel they have no means of checking whether the assignment in question is actually done by the student him/herself. The students, on the other hand, do not appear to be satisfied with

the nature of online assignments and examinations. The inability to return to previous questions or to preview all the questions in online exams, in particular, stood as a novel experience different from their habits in conventional exams where it was easier for them to manage their time.

Issues in motivation, participation, feedback, and interaction may indicate that the need for human element has remained constant throughout the ERT practice as also concluded by Ayres (2002), who reported that even students satisfied with online teaching did not believe that their teachers could be replaced by technology. Therefore, the emergence of an extra layer (namely computers or any means of technology) in student-teacher or student-student interaction due to online teaching may cause the involved parties feel alienated. Although it is debatable whether face-to-face conversation in an online platform is essentially the same as in a conventional setting, the fact that students were reluctant to turn on their cameras was a common point of complaint for instructors. This situation is not particular to a specific setting as the problem of reluctance to turn on cameras and microphones have been reported previously (Donitsa-Schmitd & Ramot, 2020; Şener et al., 2020).

Regardless of how prevalent it has become, access to technology is still heavily dependent on one's financial well-being. Many students have reported connection and hardware related problems, and some explicitly stated their financial shortcomings. Another point to take into consideration could be the condition of their surroundings, which could either be regarded as a private area they do not want to be violated, or they could simply feel insecure in terms of the esthetics and quality of their physical environment. As furniture is quite reflective of one's status in society (Aras & Özdemir, 2017; Gürel, 2009), students may be wary of what they allow their instructors or peers to see as they may feel that what is seen would influence the instructors' and peers' perception of their social status.

The implications for the endeavors to compensate for the lack of human element in online teaching include physical distress, excessive homework assignments, and an increase in workload. One of the main premises behind online teaching is that it should be ubiquitous and accessible for everyone at any given time, asynchronous may it be in the form of pre-recorded lectures or exercises. However, the latest ERT practice mandated the production of synchronous teaching materials – another form of labor the instructors felt imposed upon themselves. In addition, this requirement caused physical

distress as the instructors not only had to spend more time in front of a computer screen, but also prepare lessons for the medium with which they were unfamiliar. Similarly, the students had to comply with these novel standards, and the production of new teaching materials meant more homework for them, with which they were significantly unhappy.

In conclusion, the findings of the current study signify that changes in the nature and context of educational environment, be it compulsory or voluntary, should diligently be taken into consideration as such changes can directly influence how the new setting is experienced by teachers and learners. Given the fact that the use of technology and internet in online education dates back more than two decades, one might expect the transition of traditional learning to an online setting would have been smoother. However, the stark difference between offering online education opportunities and adapting a face-to-face curriculum to an online platform resulted in the quality of education to suffer. Therefore, developing back-up plans for possible future emergencies that can lead to suspension of traditional education should be taken seriously by all the stakeholders in education. Such support plans will help countries to be more prepared for any sudden shift in the delivery of educational activities without any loss in the quality of education.

5.4. Implications

The findings of this study can serve as a foundation for probable changes in education on the grounds that Emergency Remote Teaching (ERT), more precisely remote teaching, is regarded as an integral part of university curricula in the future (Telli & Altun, 2020), and because suspension of education cannot be ruled out due to persistent risk of future pandemics (WHO, 2020).

The latest transition of teaching-learning endeavors to digital settings have caused the instructors and students to struggle with several issues, technology to begin with. Since teacher training programs have long been criticized in terms of not equipping pre-service teachers with relevant technological skills (Foulger et al., 2017), efforts to improve teacher candidates' digital skills should be orchestrated through a well-structured plan. Given the prominence of digital literacy skills in the ERT context, not only the students but also the instructors should be trained on technology use in distance education. ICT courses, Web 2.0 tools, online teaching and assessment procedures should be incorporated into the curricula of teacher training programs. It is also

important that during crises, everyone has an equal opportunity to access education. In this regard, disparities in reaching up-to-date technologies among ELT students and their instructors should be taken into account by examining accessible technologies together with their efficacy in terms of realizing the outcomes of an online education (England, 2012). In addition, university administrations and both software and curriculum developers should work closely to improve the infrastructure of the systems and to schedule live sessions in a way that would control and lessen the demand on the interface so that system-induced problems can be minimized.

The findings have clarified that the workload of instructors and students increased dramatically once they were immersed into the ERT practice, which was mainly attributed to homework assignments. As the number of assignments increased for the students, so did the amount of feedback for instructors. Therefore, a plausible cooperation among instructors to organize both the number and scale of homework assignments for different courses can reduce the pressure on students to cope with the requirements of the course and can regulate the feedback procedures at a doable level. In addition, employing combined evaluation methods can be practical, in that students' progress can be assessed across several performances such as PowerPoint™ presentations, online examinations, take-home exams and group projects. In doing so, students should be granted the option to choose between individual and groupwork. Since the students generally referred to the impracticality of group activities in terms of accessing their classmates, the instructors may share the contact details of the students in a group with the group members. Alternatively, group assignments can be posted through applications such as Google Docs™ where members of the group can communicate with each other and contributions of each member can easily be tracked down.

Perander, Londen, and Holm (2020) emphasizes that the instructors in higher education may sometimes overlook the significance of providing detailed and comprehensible instructions in terms of assignments and assessment criteria. Depending on the nature of the shift to an online setting, announcing the learning outcomes of each course and how the students can achieve these outcomes are neglected at times. As a result, the students may become more prone to harbor increasing levels of insecurity, which in turn may downgrade their overall motivation (Zimmerman, 2000). Unless students are explicitly guided towards fulfilling what is expected of them, they may not

be successful (Klassen et al., 2008). In this sense, the instructors may be encouraged to give clear instructions for take-home exams and assignments.

According to Blair (2016), freshman students in all disciplines where lecturing is utilized as the main format of teaching are in need of greater support. The reason, as underlined by the author, is that this format falls short in terms of creating a learning environment where students can feel a shared experience and clearly understand the instructors' expectations. The most significant element missing in ERT as concluded in this research, interaction is the key to establish a nurturing atmosphere conducive to sharing, caring, and improving a sense of belonging. Feedback, in this sense, stands as the critical building block of interaction. However, the findings have indicated that the students experienced a major problem in terms of receiving timely and detailed feedback from their instructors, especially for the Writing Skills course. The instructors can be advised to figure out effective ways to deliver feedback for students' works in the Writing Skills course either through conducting separate online feedback sessions or by employing an automated writing evaluation system (e.g., Virtual Writing Tutor), which can save time and energy at least in terms of spelling, grammar, and punctuation mistakes.

Because students do not become independent learners without guidance, offering more teaching hours and separate online sessions (on ZOOM, for example) could be supportive improving their study skills. Mah and Ifenthaler (2017) draw attention onto the instructors' implicit expectation that university students, even the freshmen, must be good at time-management and self-discipline, which may deter the instructors from providing due support for those in need. Perander et al. (2020) emphasize that freshman students should be given time to adapt to the new learning setting and turn into independent learners.

5.5. Limitations

This research is not without limitations since it has been designed as a small-scale single qualitative case study with its focus on a group of freshman ELT students and their instructors at Anadolu University. Merriam (1998) underlines that case studies run the risk of not being representative of different populations and contexts, in that the findings cannot be generalizable. However, case study design is known for its strength to produce an in-depth description of the case under investigation by utilizing several

sources of data. This detailed description has the potential to serve as a template since the research relates to a language learning and teaching context within ERT.

Although all the participants were requested to provide six separate reflective journals throughout the Fall term, only four journals were collected from the instructors due to their heavy workload. This apparent imbalance in terms of the number of journals from the students and instructors may have narrowed the variety of the data on part of the instructors.

Another limitation is that virtual focus group discussion with the students were conducted with a small sample size because either some students were infected with the Covid-19 or they were exhausted by the end of the term, which may have restricted the scope of the data.

5.6. Suggestions for Further Studies

As this study has employed a qualitative case study design, future studies can be conducted by utilizing mixed-method and quantitative designs accommodating larger samples. Alternatively, future research samples may combine participants selected from state and private universities to compare and identify if the perceived affordances of the students in private universities do lead to differences in how they experience remote education. In addition, pre-service EFL teachers can be the research focus of future studies to investigate how school-practicum courses are experienced within the confines of remote education. Considering that the research sample in this study is a homogeneous group at a state university, further research can be designed with heterogenous groups of students to examine the effect of age, grade, and socio-economic background on how they view remote education, if any. Once the Covid-19 pandemic is over and educational practices resume their face-to-face education, the effect of the ERT practice on both students and instructors/teachers can be investigated.

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APPENDICES

Appendix-1: Background Information Form for Instructors

Appendix-2: Consent Form for Instructors

Appendix-3: Consent Form for Students

Appendix-4: Background Information Form for Students

Appendix-5: Reflective Journal Handout for Instructors

Appendix-6: Reflective Journal Handout for Students

Appendix-7: Classroom Observation Form

Appendix-8: Focus Group Discussion Questions for Instructors

Appendix-9: Focus Group Discussion Questions for Students

Appendix-10: The Research Ethics Approval

Appendix-11: Students' Quotes in English and Turkish

Appendix-12: Instructors' Quotes in English and Turkish

Appendix-1: Background Information Form for Instructors

Katılımcı Bilgi Formu (Öğretim Elemanı)

Lütfen bu formdaki ilgili bilgileri doldurunuz.

1. Adı Soyadı : _____
2. Yaşı   : _____
3. Cinsiyeti   : _____
4. Öğretmenlik deneyiminiz (yıl olarak) : _____

5. Kendinize ait bir masaüstü-dizüstü bilgisayarınız, tabletiniz ya da akıllı telefonunuz var mı? Var ise ilgili kutucuğu/kutucukları işaretleyiniz yok ise boş bırakınız.

   Masaüstü Bilgisayar   ☐
   Dizüstü Bilgisayar   ☐
   Tablet   ☐
   Akıllı Telefon   ☐

6. Bu dönem (2020-2021 Güz Dönemi) hangi derslere giriyorsunuz?
   _____
   _____
   _____

7. Daha önce Web 2.0 araçları, Dijital Eğitim Ortamları vb. gibi dijital öğretimle ilgili bir eğitim aldınız mı? Aldıysanız lütfen detaylandırın.
   _____
   _____
   _____

8. Pandemi döneminden önce herhangi bir çevrimiçi/uzaktan eğitim deneyiminiz oldu mu?
   Evet ☐   Hayır ☐

   Zamanı (sene) ve **süresi** (gün/hafta/ay/yıl): _____
   İçerik (ör. İngilizce Kursu)**:** _____
   Kanal/araç (ör. Zoom, YouTube, Skype, MOOC vb.): _____

Appendix-2: Consent Form for Instructors

Öğretim Elemanı Gönüllü Katılım Formu

Bu araştırma, "**Acil Uzaktan Öğretim ve Öğrenimin Perde Arkası: Birinci Sınıf İngilizce Öğretmenliği Öğrencilerinin ve Öğretim Elemanlarının Görüşleri Üzerine Bir Durum Çalışması**" başlıklı bir tez çalışmasıdır ve "**Birinci sınıf İngilizce öğretmenliği öğrencilerinin ve öğretim elemanlarının Covid-19 döneminde Acil Uzaktan Öğretim uygulamasına ilişkin görüşlerini bulgulamak**" amacını taşımaktadır. Çalışma, **Pınar DİNÇER** tarafından yürütülmekte olup sonuçları ile **Covid-19 döneminde yürütülen Acil Uzaktan Öğretim uygulamalarına dair İngilizce öğretmenliği birinci sınıf öğrencileri ve öğretim elemanlarının deneyimlerini ortaya koyarak bu ve benzeri öğretim uygulamalarına gerek duyulması halinde ne gibi noktaların geliştirilmesi gerektiğine** ışık tutacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, dönem başında "Kişisel Bilgi Formu", dönem boyunca 6 kez yazılacak olan "Yansıtıcı Günlük" ve dönem sonunda yapılacak bir "Odak Grup Görüşmesi" ile *(yüksek lisans tezi kapsamında)* sizden veriler toplanacaktır. Ayrıca kayıt altına alınan bir beceri dersiniz (Dinleme ve Sesletim I, Sözlü İletişim Becerileri, Okuma Becerileri I ve Yazma Becerileri I) araştırmacı tarafından en az 2 kez olmak koşuluyla gözlemlenecek ve "Ders İçi Gözlem Formu" doldurulacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten

rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Bu izin formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Programı öğrencilerinden Pınar Dinçer'e yöneltebilirsiniz.

Araştırmacı Adı: Pınar DİNÇER

Adres: ....

Cep Tel:.......................

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih: ../../2020

Appendix-3: Consent Form for Students

Öğrenci Gönüllü Katılım Formu

Bu araştırma, **"Acil Uzaktan Öğretim ve Öğrenimin Perde Arkası: Birinci Sınıf İngilizce Öğretmenliği Öğrencilerinin ve Öğretim Elemanlarının Görüşleri Üzerine Bir Durum Çalışması"** başlıklı bir tez çalışmasıdır ve **"Birinci sınıf İngilizce öğretmenliği öğrencilerinin ve öğretim elemanlarının Covid-19 döneminde Acil Uzaktan Öğretim uygulamasına ilişkin görüşlerini bulgulamak"** amacını taşımaktadır. Çalışma, **Pınar DİNÇER** tarafından yürütülmekte olup sonuçları ile **Covid-19 döneminde yürütülen Acil Uzaktan Öğretim uygulamalarına dair İngilizce öğretmenliği birinci sınıf öğrencileri ve öğretim elemanlarının deneyimlerini ortaya koyarak bu ve benzeri öğretim uygulamalarına gerek duyulması halinde ne gibi noktaların geliştirilmesi gerektiğine** ışık tutacaktır.

- Bu çalışmaya katılımınız gönüllülük esasına dayanmaktadır.
- Çalışmanın amacı doğrultusunda, dönem başında "Kişisel Bilgi Formu", dönem boyunca 6 kez yazılacak olan "Yansıtıcı Günlük" ve dönem sonunda yapılacak bir "Odak Grup Görüşmesi" ile *(yüksek lisans tezi kapsamında)* sizden veriler toplanacaktır. Ayrıca kayıt altına alınan 4 farklı dersiniz (Dinleme ve Sesletim I, Sözlü İletişim Becerileri I, Okuma Becerileri I ve Yazma Becerileri I) araştırmacı tarafından gözlemlenecek ve "Ders İçi Gözlem Formu" doldurulacaktır.
- İsminizi yazmak ya da kimliğinizi açığa çıkaracak bir bilgi vermek zorunda değilsiniz/araştırmada katılımcıların isimleri gizli tutulacaktır.
- Araştırma kapsamında toplanan veriler, sadece bilimsel amaçlar doğrultusunda kullanılacak, araştırmanın amacı dışında ya da bir başka araştırmada kullanılmayacak ve gerekmesi halinde, sizin (yazılı) izniniz olmadan başkalarıyla paylaşılmayacaktır.
- İstemeniz halinde sizden toplanan verileri inceleme hakkınız bulunmaktadır.
- Sizden toplanan veriler korunacak ve araştırma bitiminde arşivlenecek veya imha edilecektir.
- Veri toplama sürecinde/süreçlerinde size rahatsızlık verebilecek herhangi bir soru/talep olmayacaktır. Yine de katılımınız sırasında herhangi bir sebepten

rahatsızlık hissederseniz çalışmadan istediğiniz zamanda ayrılabileceksiniz. Çalışmadan ayrılmanız durumunda sizden toplanan veriler çalışmadan çıkarılacak ve imha edilecektir.

Bu izin formunu okumak ve değerlendirmek üzere ayırdığınız zaman için teşekkür ederim. Çalışma hakkındaki sorularınızı, Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Programı öğrencilerinden Pınar Dinçer'e yöneltebilirsiniz.

Araştırmacı Adı: Pınar DİNÇER

Adres: ....

Cep Tel:.......................

Bu çalışmaya tamamen kendi rızamla, istediğim takdirde çalışmadan ayrılabileceğimi bilerek verdiğim bilgilerin bilimsel amaçlarla kullanılmasını kabul ediyorum.

(Lütfen bu formu doldurup imzaladıktan sonra veri toplayan kişiye veriniz.)

Katılımcı Ad ve Soyadı:

İmza:

Tarih: ../../2020

Appendix-4: Background Information Form for Students

Katılımcı Bilgi Formu (Öğrenci)
Lütfen bu formdaki ilgili bilgileri doldurunuz.

1. Adı Soyadı / Takma adı   : _____
2. Yaşı   : _____
3. Cinsiyeti   : _____

4. Kendinize ait bir masaüstü-dizüstü bilgisayarınız, tabletiniz ya da akıllı telefonunuz var mı? Var ise ilgili kutucuğu/kutucukları işaretleyiniz yok ise boş bırakınız.

     Masaüstü Bilgisayar   ☐
     Dizüstü Bilgisayar   ☐
     Tablet   ☐
     Akıllı Telefon   ☐

5. Evinizde internet bağlantısı var mı?

     Evet ☐   Hayır ☐

6. Pandemi döneminden önce herhangi bir çevrimiçi/uzaktan eğitim deneyiminiz oldu mu?

     Evet ☐   Hayır ☐

   Olduysa lütfen aşağıdaki maddeler uyarınca detaylandırınız.

     Zamanı (sene) **ve süresi** (gün/hafta/ay/yıl):
     _____

     İçerik (ör. İngilizce Kursu):
     _____

     Kanal/araç (ör. Zoom, YouTube, Skype, MOOC vb.):
     _____

7. 2019-2020 eğitim yılında Pandemi sürecinde;

     a. Lise son sınıf öğrencisiydim   ☐
     b. Lise mezunuydum ve üniversite sınavına hazırlanıyordum ☐
     c. Hazırlık sınıfı öğrencisiydim   ☐
     d. Başka bir üniversitede öğrenciydim   ☐

Appendix-5: Reflective Journal Handout for Instructors

Yansıtıcı Günlük - 1

Adı Soyadı:_____   **Tarih:** 19-23 Ekim

Acil Uzaktan Öğretim sürecinde bu hafta yaşadıklarınızı, duygu, düşünce ve deneyimlerinizi birinci sınıf derslerinizin öncesi-sırası-sonrasını göz önünde bulundurarak (örn. ders hazırlığı, dersin işlenişi ve gereklilikleri, öğrenciler, olumlu/olumsuz yanlar, güçlükler/kolaylıklar vb.) açık sözlülükle ve içtenlikle yazınız.

_____

_____

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Appendix-6: Reflective Journal Handout for Students

Yansıtıcı Günlük - 1

Adı Soyadı/Takma adı:_____   **Tarih:** 12-16 Ekim

Acil Uzaktan Öğretim sürecinde bu hafta ingilizce derslerinizde yaşadıklarınızı, duygu, düşünce ve deneyimlerinizi (örn. dersin işlenişi, ödevler, öğretim elemanı, yükümlülükler, olumlu/olumsuz yanlar, güçlükler/kolaylıklar vb.) açık sözlülükle ve içtenlikle yazınız.

_____

_____

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_____

Appendix-7: Classroom Observation Form

Katılımcı Gözlemci Saha Notları Formu

Ders: _____   **Tarih:** ../../….

Dersi veren öğretim elemanı:

Derste kullanılan *a.* *Araç/kanal* *b.* *Yöntem/teknik* *c.* *Materyal*	*a.* _____ *b.* _____ *c.* _____
Sınıf içi etkileşim *a.* *Öğrenci-Öğrenci* ☐ *b.* *Öğrenci-Öğretmen* ☐	*a.* _____ *b.* _____
Öğretim Tekniği *a.* *Bireysel* ☐ *b.* *Eşli* ☐ *c.* *Grup* ☐	*a.* _____ *b.* _____ *c.* _____
Geribildirim *a.* *Öğretmen-Öğrenci* ☐ *b.* *Öğrenci-Öğrenci* ☐	*a.* _____ *b.* _____
Derse ilgi / katılım	_____ _____ _____

Güçlük / Problem	_____ _____ _____ _____
Yansıtıcı Notlar	_____ _____ _____ _____

Appendix-8: Focus Group Discussion Questions for Instructors

Odak Grup Görüşmesi Soruları (Öğretim Elemanı)

1) Bu dönem uygulanan Acil Uzaktan Öğretim süreci hakkında ne düşünüyorsunuz?

2) Acil Uzaktan Öğretim sürecinde öğrencilerinizin derse **ilgi ve katılımı** hakkında ne düşünüyorsunuz? (Açımlayıcı soru: Daha farklı neler yapılabilir, önerileriniz nelerdir?)

3) Bu dönem uygulanan Acil Uzaktan Öğretim sürecinde öğrencilerinizin birbirleriyle ve sizinle olan **etkileşimi** hakkında ne düşünüyorsunuz?

4) Uzaktan Öğretim sürecinde öğrencilere yaptıkları ödev, sunu, proje vb. gibi etkinliklere **geri bildirimlerde** bulundunuz mu? Bulunduysanız, örnek verebilir misiniz?

5) Acil Uzaktan Öğretim sürecinde kullandığınız **sınav/değerlendirme** yöntemlerinin uygulanabilirliği hakkında ne düşünüyorsunuz?

6) Sizce Acil Uzaktan Eğitimin getirdiği bazı **dezavantajlar** var mı? Varsa nelerdir?

7) Sizce Acil Uzaktan Öğretimin sağladığı bazı **avantajlar** var mı? Varsa nelerdir?

8) Yine olası bir Acil Uzaktan Öğretim sürecinde **öğrencilerden beklentileriniz** neler olacaktır?

9) Acil Uzaktan Öğretim süreci hakkında belirtmek istediğiniz başka görüşleriniz var mı?

Appendix-9: Focus Group Discussion Questions for Students

Odak Grup Görüşmesi Soruları (Öğrenci)

1) Bu dönem uygulanan Acil Uzaktan Öğretim Süreci hakkında ne düşünüyorsunuz?

2) Acil Uzaktan Öğretim sürecinde sınıf arkadaşlarınız ve öğretim elemanlarıyla olan **etkileşiminiz** hakkında ne düşünüyorsunuz?

3) Acil Uzaktan Öğretim sürecinde tüm derslerinizin sorumlulukları kapsamında yaptığınız ödev, sunu, proje vb. gibi etkinliklere dair öğretim elemanlarının verdiği **geri bildirimler** hakkında ne düşünüyorsunuz?

4) Acil Uzaktan Öğretim sürecinde uygulanan **sınav/değerlendirme** yöntemleri hakkında ne düşünüyorsunuz?

5) Sizce Acil Uzaktan Öğretimin getirdiği bazı **dezavantajlar** var mı? Varsa nelerdir?

6) Sizce Acil Uzaktan Öğretimin sağladığı bazı **avantajlar** var mı? Varsa nelerdir?

7) Yine olası bir Acil Uzaktan Öğretim sürecinde **öğretim elemanlarından beklentileriniz** neler olacaktır?

8) Acil Uzaktan Öğretim süreci hakkında belirtmek istediğiniz başka görüşleriniz var mı?

Appendix-10: Ethics Committee Approval

ANADOLU ÜNİVERSİTESI
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN ETİĞİ KURULU
KARAR BELGESİ

ÇALIŞMANIN TÜRÜ:	Yüksek Lisans Tez Çalışması
KONU:	Eğitim Bilimleri
BAŞLIK:	Acil Uzaktan Öğretimin Ekran Arkası: Yabancı Dil Öğrenci ve Öğretim Elemanlarının Görüşleri Üzerine Nitel Bir Çalışma
PROJE/TEZ YÜRÜTÜCÜSÜ:	Doç. Dr. S. İpek KURU GÖNEN
TEZ YAZARI:	Pınar DİNÇER
ALT KOMİSYON GÖRÜŞÜ:	-
KARAR:	Olumlu

Prof.Dr. Emel ŞIKLAR
(Başkan-İkt. ve İdari Bil. Fak.)

Prof.Dr. T. Volkan YÜZER	**Prof.Dr.Esra CEYHAN**
(Başkan Yardımcısı-Açıköğretim Fak.)	*(Eğitim Fak.)*
Prof.Hayri ESMER	**Prof.Dr. M. Erkan ÜYÜMEZ**
(Güzel Sanatlar Fak.)	*(İkt. ve İdari Bil. Fak.)*
Prof.Dr. Handan DEVECİ	**Prof.Dr. Oktay Cem ADIGÜZEL**
(Eğitim Fak.)	*(Eğitim Fak.)*

Appendix-11: Students' Quotes in English and Turkish

DISADVANTAGES

1. <u>**Technical Problems**</u>

- **Subcategory: System-induced problems**

(1) S1: "The system collapsed at the beginning of the week, and no one could have access for a while." (reflective journal-1)

"Haftanın başında sistem çöktü ve hemen hemen hiç kimse erişemedi bir süreliğine."

(2) S4: "...all my instructors start or try to start the classes on time. I say they try because during some hours the system is overloaded and it crashes. Then, we look for some other alternatives, which results in loss of time." (reflective journal-1)

"... tüm öğretmenlerim tam ders saatinde dersi başlatıyor ya da başlatmaya çalışıyor. Başlatmaya çalışıyor diyorum çünkü bazı saatlerde sistem üzerinde baya yoğunluk oluyor ve site çöküyor bu durumda başka alternatifler arıyoruz ve tabi ki bu sürede de zaman kaybediyoruz."

(3) S11: "This week, we had some problems joining the Oral Communication Skills course. First, our instructor couldn't join the class on MS Teams. Then, we decided to meet on Mergen, but we couldn't join there either as the system was overloaded I guess." (reflective journal-3)

"Bu hafta Sözlü İletişim Becerileri dersine girerken biraz sıkıntı yaşadık. Önce MS Teams aracılığı ile yapacağımız derse öğretim elemanımız giremedi. Daha sonra Mergen'de toplanmaya karar verdik fakat sanıyorum sistem yoğunluğundan dolayı derse katılamadık."

(4) S1: "The classes on Mergen were not free of problems for sure; sometimes we couldn't turn on the cameras, sometimes we couldn't hear our intructor, etc." (reflective journal-1)

"Mergen'den katıldığım dersler sorunsuz işlenmedi tabii; bazen kamera açılmadı, bazen hocamızı duyamadık, vesaire."

(5) S8: "Mergen sounded like the oldest radio, and our instructor –I appreciated her effort– kept teaching though we couldn't hear her." (reflective journal-1)

"Mergen icat edilen ilk radyo gibi ses verdi ve hocamız -çabasını takdir ediyorum- onu duymamamıza rağmen anlatmaya devam etti."

(6) S6: "This week, a few people including me couldn't hear the voices on Mergen." (reflective journal-3)

"Bu hafta ben de dahil bir kaç kişi Mergen'de sesleri duyamadı."

(7) S9: "Though we normally could speak with our microphones on, we were not able to use our microphones on Tuesday due to a problem on Mergen." (reflective journal-5)

"Salı günü ise normalde mikrofonlarımız açık konuşabiliyorken mergendeki hata nedeniyle mikrofonlarımızı açamadık."

(8) S10: "We conduct some of our classes on Mergen. Yet, our cameras and microphones are turned off as the system cannot handle it." (reflective journal-5)

"Bazı derslerimizi Mergen'i kullanarak işliyoruz ancak sistem kaldırmadığından mikrofonlarımız ya da kameramız açık olmuyor."

(9) S9: "We had our Reading class on Wednesday morning. Because of a problem on the system, I could see the screen that our instructor shared with a delay and hear her voice later on. To be honest, this caused me some trouble during the lesson" (reflective journal-5)

"Çarşamba günü sabah reading dersimiz vardı. Sistemdeki sıkıntıdan dolayı hocanın paylaştığı ekranı geç görüyor, sesini çok sonradan algılayabiliyordum. Bu da derste bana biraz sorun çıkarmıştı açıkçası."

(10) S6: "Our instructors' camera feed doesn't load instantly. Besides, the same goes for screen sharing. You can see the material a few minutes after the instructor starts lecturing." (reflective journal-2)

"Mergen'de derse girdikten sonra hocanın görüntüsü hemen gelmiyor. Aynı şey ekran paylaşımı için de geçerli. Materyali hoca dersi anlatmaya başladıktan birkaç dakika sonra görebiliyorsunuz."

- **Subcategory: Connection problems**

(11) S2: "This week, I couldn't join a few classes since our residential internet connection was unstable." (reflective journal-6)

"Bu hafta ev internetimiz ara ara kesildiği için birkaç derse giremedim."

(12) S11: "... when we got back to MS Teams, this time we were not able to conduct our lesson due to both the instructor's and my internet connection." (reflective journal-3)

"...MS Teams'e döndüğümüzde bu sefer hem benim hem de öğretim elemanının internet bağlantısı nedeniyle dersi işleyemedik."

(13) S9: "Another negative aspect of distance education is that either our connection or the instructor's connection freezes during the lesson and we miss some important points." (reflective journal-2)

"Uzaktan eğitimin bir diğer kötü yanı da ders esnasında bizim ya da hocanın internetinin donması ve o sırada dersler ilgili önemli bir şeyi kaçırabilmemiz."

(14) S4: "The other day, I again had an internet connection problem during the lesson, probably my bad connection, and I wasn't able to concentrate, I even had to leave for a while." (reflective journal-3)

"Diğer günkü dersimde yine bağlantı sorunu yaşadım sanırım benden kaynaklı ve derse odaklanamadım hatta kısa bir süre çıkmak zorunda kaldım."

(15) S3: "The voices are breaking up during the lessons due to some connection problems. I cannot concentrate, I can barely hear what has been said." (reflective journal-3)

"Bağlantı sorunları nedeniyle derslerde sesler kesik kesik geliyor. Derse odaklanamıyorum, söylenenleri kısmen duyabiliyorum."

(16) S4: It was only the fourth day of the lessons when I wished we had been in face-to-face education because during online classes, especially the ones taught in English, I believe I cannot completely understand the words or the pronunciation, and I guess it's because of poor internet connection." (reflective journal-2)

"Dördüncü günümdeki dersimden sonra keşke yüz yüze eğitim olsa diye düşündüm çünkü online derslerde özellikle İngilizce anlatılan derslerde telaffuzları ya da kelimeleri tam anlayamadığımı düşünüyorum sanırım bu da zayıf internet bağlantısından kaynaklı."

- **Subcategory: Inadequate technological infrastructure**

(17) S4: "I think, some instructors can be more understanding because not everybody has the same financial conditions. I mean, some instructors say like 'You need to have cameras, microphones, you cannot join the classes without them.' Okay, but not everybody can do this, it's not possible." (focus group discussion)

"Bence bazı öğretmenler biraz daha anlayışlı olabilir çünkü herkesin maddi durumu aynı değil. Yani bazı öğretmenlerim şunu diyor işte yok kameranız olacak

yok mikrofonunuz olacak işte olmadan derse giremezsiniz. Tamam ama yani bunu herkes yapamaz yani mümkün değil."

(18) S5: "This week, I had some problems as I don't have a computer. Thus, I missed some classes. It's very hard to join the classes through a phone. Computer is a huge requirement for me in terms of the lessons and assignments." (reflective journal-2)

"Bu hafta bilgisayarım olmadığı için sorunlar yaşadım o yüzden bazı dersleri kaçırdım. Telefondan derslere katılmak çok zor. Ödevler ve dersler konusunda bilgisayar benim için büyük bir ihtiyaç."

(19) S2: "As we don't have residential internet, I used my own internet [smartphone's wireless connection]." (reflective journal-1)

"Evimizde İnternet olmadığı için kendi internetimi kullandım."

(20) S6: "While joining the classes, I generally use an old laptop. When I try to open multiple tabs at the same time, I face problems. Besides, it takes time to connect since the laptop is old. The lessons already begin until I manage to join Zoom." (reflective journal-1)

"Derslere katılırken genelde eski bir laptop kullanıyorum. Aynı anda birden çok sekme açmaya çalıştığımda sıkıntı yaşıyorum. Ayrıca laptop eski olduğu için internete bağlanmak zaman alıyor. Ben Zoom'a bağlanana kadar ders çoktan başlamış oluyor."

- **Subcategory: Power cut**

(21) S2: "This week, the distance education process was a bit strenuous for me because there were power outages in my region. There were power cuts almost every day, and that was very hard for me." (reflective journal-3)

"Bu hafta uzaktan eğitim süreci benim için birazcık zor geçti çünkü bulunduğum bölgede elektrik kesintisi oldu. Neredeyse her gün elektrikler kesildi. Ve gerçekten bu durum benim için çok zor oldu."

(22) S11: "Since the power went off half an hour before the Listening and Pronunciation course, I wasn't able to attend the class." (reflective journal-6)

"Dinleme ve sesletim dersine yarım saat kala elektrik gittiği için katılamadım."

- **Subcategory: Computer-related problems**

(23) S3: "I experienced some technical issues that are part of attending classes in an internet environment. My computer broke down and it was quite difficult to attend the class through my phone. Some of the instructors wanted the Mergen system to be on while they were teaching through Zoom, but since I was joining via my phone, I wasn't able to do that." (reflective journal-1)

> "Sadece internet ortamında derse girmenin bir takım teknik aksaklıklarını yaşadım. Bilgisayarım bozuldu ve telefonumdan derse girmek çok zor oldu. Bazı hocalarımız zoom üzerinden ders anlatırken mergen sisteminin de açık olmasını istediler fakat telefondan girdiğim için bunu yapamadım."

(24) S11: "I wasn't able to participate the Oral Communication Skills course last week due to a problem with my computer's microphone." (reflective journal-6)

> "Sözlü İletişim Becerileri dersine geçen hafta bilgisayar mikrofonumdaki bozukluk yüzünden katılamamıştım."

*S2: "Since there was a problem with our instructor's computer, we couldn't have a class last week, thus we had two classes this week." (reflective journal-5)

> "Öğretmenimizin bilgisayarı ile ilgili bir sorun oluştuğu için geçen hafta ders işleyememiştik bu yüzden bu hafta iki saat ders işledik."

*S6: "... We couldn't have some of the classes in the past weeks as one of the instructor's computer broke down." (reflective journal-5)

> "...geçen haftalarda bir hocanın bilgisayarı bozulduğu için bazı dersleri işleyememiştik."

*S9: "We couldn't have a class on Monday since there was a problem with our instructor's computer during the Writing course [...] There were also some problems due to the instructor's computer issues during the Reading course." (reflective journal-3)

> "Writing dersinde hocamızın bilgisayarında sıkıntı olması sebebiyle pazartesi ders işleyemedik [...] Reading dersinde de hocanın bilgisayar sıkıntısı nedeniyle aksaklıklar oldu."

2. **Self-related problems**

- **Subcategory: Increase in workload**

(25) S1: "... I believe that we are given a bit too much homework. The homework assignments really started to overwhelm me. It is very overwhelming to be under the pressure of doing a new homework every day." (reflective journal-3)

"... ben bize biraz fazla ödev verildiği kanaatindeyim. Verilen ödevler beni gerçekten bunaltmaya başladı. Her gün yeni bir ödev yapma baskısı altında hissetmek çok bunaltıcı gelmeye başladı."

(26) S4: "The instructors give homework assignments like crazy, and due dates for all are 6-7 days later, to be submitted on the same day, but when am I supposed to do all of these? The school, classes, assignments are not my only concern at the moment. Our instructors were supposed to be very understanding, but I see that it's not really the case. Okay, when it's online, assignments must be given a bit more, but not this much! [...] There are always assignments as it is online, yet a person may not have the time to do the assignments for 9-10 courses in a week, it's ridiculous. Sorry, but I really don't feel like a student, I feel like a slave because I always have to do homework in front of the computer in my room. I submit 3 assignments, then I look and again I see 3 more!" (reflective journal-4)

"Deli gibi ödev veren hocaların nerdeyse hepsinin süresi 6-7 gün yani hepsini aynı gün teslim etmem gerekiyor. Fakat ben bunları ne ara yapacağım? Benim tek derdim okul, dersler, ödevler değil şu an. Öğretmenlerin bizi çok iyi anlaması gerekirdi fakat anladığım kadarıyla pek öyle bir şey yok. Tamam online mecbur ödevler biraz daha fazla verilecek de bu kadar da değil. [...] Online olduğu için sürekli ödevler ödevler de yani insanın 9-10 dersi bir haftada yapacak zamanı olmayabilir gerçekten çok saçma. Kendimi hiç öğrenci gibi de hissetmiyorum affedersiniz köle gibi hissediyorum. Çünkü sürekli odamda bilgisayar başında ödev yapmak zorundayım 3 ödevi yolluyorum bakıyorum 3 yeni ödev daha!"

(27) S8: "I don't feel like doing my homework assignments as they are too much." (reflective journal-5)

"Ödevlerimi yapasım gelmiyor çünkü çok fazla."

(28) S9: "The instructors cover the subjects as much as they can due to time limitations, and the rest is given us as homework. (reflective journal-2)

"Hocalar zaman kısıtlaması nedeniyle konunun yetiştirebildiği kadarını anlatıyor ve gerisi bize ödev kalıyor."

(29) S7: "We get notifications about the assignments and class hours but we can either forget or miss them. Therefore, now I constantly check my e-mail, Mergen, Anasis accounts, etc." (reflective journal-2)

"Bu ödevler ve ders saatleri ile ilgili gelen bildirimler oluyor ama insan unutabiliyor ya da gözden kaçırabiliyor, dolayısıyla şimdi de sürekli mail, Mergen, anasis vs. hesaplarımı kontrol etmek zorundayım."

(30) S8: "We are expected to constantly check our e-mails, notifications. Otherwise, you either miss the class or the homework. I don't know how spending a day with our phones in our hands always checking the mails, notification and dear Anasis – which did not let us choose the second foreign language we wanted – suddenly became an everyday activity like drinking and eating..." (reflective journal-1)

"Bizden mailleri, duyuruları sürekli takip etmemiz bekleniyor. Aksi takdirde ya dersi kaçırırsın ya ödevi. Elimizde sürekli telefon her daim mailleri, duyuruları, ikinci yabancı dil seçmemize olanak tanımayan sevgili anasisi kontrol ederek gün geçirmek nasıl bir anda yemek içmek gibi insani bir aktiviteye dönüştü bilmiyorum."

(31) S1: "It was my routine actually. In the evenings, before going to bed, I was checking all 3 of them; Anasis, Mergen, e-mail etc., all of it. I was doing the same thing in the morning when I woke up. Thus, it was troubling." (focus group discussion)

"Benim rutinim olmuştu aslında. Akşam yatmadan önce üç tane; Anasis'i, Mergen'i, epostayı filan, bunların hepsini kontrol ediyordum. Sabah uyanınca yapıyordum aynısını tekrar. O yüzden sıkıntılıydı."

(32) S10: "Whenever education is enhanced with technology, the responsibility of both students and instructors increases. As a student I can say that time to prep-up for my courses has increased immensely." (reflective journal-1)

"Eğitim teknolojik bir boyut aldığında hem öğrencilere hem de öğretmenlere düşen sorumluluk artıyor. Bir öğrenci olarak derse hazırlık sürecimin büyük ölçüde arttığını söyleyebilirim. Ön hazırlık olmadan dersten verim almak, imkân dahilinde olan bir şey değil."

(33) S11: "I've realized that preliminary preparation is a must in this ERT process. When I attend the classes unprepared, I have difficulty understanding what the instructor is teaching." (reflective journal-2)

> "Bu acil uzaktan öğretim sürecinde ön hazırlık olmadan olmuyor ben bunu farkettim. Derse hazırlanmadan geçtiğimde öğretmenin ne anlattığını tam olarak anlamakta güçlük çekiyorum."

- **Subcategory: Physical Distress**

(34) S1: "I guess it will be highly possible to run into individuals with a hunchback on the campus if the online education process continues this year. Whomever I talk to, they all suffer from backache." (reflective journal-4)

> "Sanırım bu online eğitim süreci bu yıl devam ederse üniversitenin kampüsünde kambur duran bireylere rastlamak çok olası. Kaç tane arkadaşıma sorsam herkes bel ağrısı çekiyor."

(35) S4: "I have become a hunchback at the age of 18, my back really hurts. I've already been wearing glasses, from now on I need to wear two pairs as I sit for 38 hours a day in front of the computer. My eyes burn due to looking at the screen for hours. I am not even going to mention the harmful effects of blue light." (reflective journal-4)

> "18 yaşımda kambur oldum, belim çok fena ağrıyor gerçekten. Zaten gözlük kullanıyordum artık çift gözlük takmam gerekecek günde 38 saat bilgisayar başında olduğum için. Gözlerim yanıyor saatlerce ekrana bakmaktan. Mavi ışığın zararlarına değinmeyeceğim bile."

(36) S5: "... we are constantly exposed to the screen, and reading from the screen really causes eyestrain. At the same time, we are also suffering from neck and back pain." (reflective journal-2)

> "... sürekli ekrana maruz kalıyoruz ve ekrandan okumak gerçekten gözlerimizi çok yoruyor. Aynı zamanda boyun ve sırt ağrılarından da muzdaribiz."

(37) S6: "Maybe it's one of the least mentioned things regarding the distance education process, yet as time passes I've started seeing its effects clearer. We are constantly exposed to the screen and my head and eyes ache due to looking at the screen." (reflective journal-2)

"Bir de belki uzaktan eğitim süreciyle ilgili en az dile getirilen şeylerden biri ama zaman geçtikçe etkilerini daha net görmeye başladım, sürekli ekrana maruz kalıyoruz ve ekrana bakmaktan gözlerim ve başım ağrıyor."

(38) S10: "[...] but literally those eye problems, gaining weight... For instance, I always want to eat something while I'm seated. Especially when the camera is off, I'm having my breakfast here, I eat on the bed, I drink something." (focus group discussion)

"[...] ama gerçekten o göz bozuklukları, kilo almak... Mesela oturduğum yerden sürekli bir şey yemek istiyorum. Özellikle kamera kapalıyken kahvaltımı burada yapıyorum işte yatakta yemek yiyorum, bir şeyler içiyorum."

- **Subcategory: Lack of motivation**

(39) S8: "I cannot follow the morning classes since I have lost my motivation for a while now. I can barely wake up 5 minutes before the classes." (reflective journal-5)

"Bir süredir kayıp olan motivasyonumdan ötürü sabah derslerini takip edemiyorum. Dersten beş dakika önce ancak kalkabiliyorum."

(40) S9: "My motivation for the lessons decreases gradually as they are conducted from a distance now." (reflective journal-6)

"Şuan uzaktan eğitim olması sebebiyle derslere olan motivasyonum da giderek düşüyor."

(41) S11:"... I realized that many people didn't attend the classes. I guess they are tired and don't want to study. To be honest, I'm also losing my motivation day by day. It feels like a torture to wake up and join the classes in the morning. Fortunately, it's almost over." (reflective journal-6)

"... farkettim ki çoğu kişi de derslere girmemiş. Sanırım yoruldular ve çalışmak istemiyorlar. Açıkçası ben de her geçen gün motivasyonumu kaybediyorum. Sabah uyanıp derslere girmek işkence gibi geliyor. Neyse ki az kaldı."

(42) S5: "As I lost my motivation after some time... I mean that must be the case for many people, I didn't feel like attending the classes." (focus group discussion)

"Benim bir zamandan sonra motivasyonum gittiği için yani çoğu insanda böyle olmuştur. Derslere canım girmek istemedi."

- **Subcategory: Lack of self-discipline and concentration**

(43) S5: "... I don't think I can study with discipline in this distance education." (reflective journal-1)

"...disiplinli çalışamıyorum sanki ben bu uzaktan eğitimde."

(44) S9: "In this distance education, one needs to maintain his/her own discipline, and this is pretty difficult." (reflective journal-6)

"Bu uzaktan eğitimde kendi disiplinini sağlamak gerek ve bu oldukça zor."

(45) S6: "I believe that the biggest problem of online classes is not being able to concentrate. It is not like something that I watch to learn, but rather like a video playing in the background, and I try to listen to the instructor while doing other things. Of course, I am aware that it is my problem." (reflective journal-1)

"Online derslerdeki en büyük problemin odaklanamama olduğunu düşünüyorum. Bir şeyler öğrenmek için değil de sanki arka planda ses olsun diye açtığım herhangi bir video gibi başka şeylerle ilgilenirken bir yandan da hocayı dinlemeye çalışıyorum. Tabii ki bunun benden de kaynaklanan bir sorun olduğunun farkındayım."

(46) S8: "The second week of distance education is still strenuous. I have concentration issues while having lessons at home." (reflective journal-1)

"Uzaktan eğitim ikinci haftasında da zor gelmeye devam ediyor. Evde ders işlerken ben odaklanma sorunu yaşıyorum."

- **Subcategory: Reluctance to join with camera**

(47) S1: "... However, being obliged to turn on our cameras during the lessons is a factor that bothers many of us." (reflective journal-1)

"...Fakat derslerde kamera açmak zorunda olmak birçoğumuzun canını sıkan bir unsur."

(48) S9: "Since I'm using a desktop and cannot move it, the room must be neat as it is seen by both my instructors and classmates. Thus, turning on the camera is a negative aspect of the online education for me." (reflective journal-1)

"Masaüstü bilgisayar kullandığım ve bilgisayarı taşıyamadığım için bulunduğum odanın hem hocalar hem arkadaşlarım tarafından görünmesi sebebiyle oda düzgün olmak zorunda ve bu sebepten kamera açmak benim için online eğitimin eksi yönlerinden."

- **Subcategory: Lack of technological know-how**

(49) S7: "I can say that it was a bit challenging for me because I have little knowledge about technology (use of Microsoft Word™, e-mail, Mergen, etc.). As this is my first distance education experience and I haven't been that interested in using computers, it's challenging for me." (reflective journal-1)

> "Benim için biraz zorlayıcı oldu diyebilirim çünkü teknolojik anlamda (word, mail, mergen vs. kullanımı) bilgim çok az. Bu benim ilk uzaktan eğitim deneyimim olduğu ve daha öncesinde bilgisayar kullanımıyla pek alakam olmadığı için bana zor geliyor."

(50) S8: "On Tuesday evening, I had the Listening and Pronunciation exam [...] Apart from that, we were supposed to video-record ourselves reading the sentences assigned by our instructor. It was pretty difficult for a digitally-challenged person like me because I could barely learn how to share a video as a link by asking other people." (reflective journal-4)

> "Salı günü akşam dinleme ve sesletim sınavım vardı [...] Ayrı olarak hocamızın verdiği cümleleri çekip video atmamız gerekiyordu. Benim gibi bilgisayar özürlüsü birisi için oldukça zordu çünkü ben videoyu link şeklinde atmayı bile zar zor, ona buna sorarak ancak öğrenebildim."

- **Subcategory: Hesitancy in communicating with instructors**

(51) S8: "Since we don't know the instructors much, we are scared to ask something, to be honest. Because neither I know the instructors nor they know me. You don't know what to write, there was always a hesitancy between me and my instructors." (focus group discussion)

> "Hocayı da çok tanımadığımız için insan bir şey sorarken çok korkuyor açıkçası. Çünkü, ne ben onu ne o beni tanıyor. Nasıl bir şey yazacağını bilmiyorsun, hep bir çekingenlik vardı tüm hocalarla aramda."

(52) S4: "I agree with S8 because I also hesitated to e-mail my instructors since I don't know them." (focus group discussion)

> "Ben S8'e katılıyorum çünkü ben de bazı hocalara mail atmaktan çekindim, çünkü tanımıyorum yani."

3. Instructor-related Problems

- **Sub-category: Lack of feedback**

(53) S3: "Some of the midterm exam grades have been announced on the system, but we still haven't got feedback for some of them. I think, it would be useful for the finals if we were given feedback." (reflective journal-6)

> "Bazı vizelerin notları sisteme girilmiş ancak hala bazılarına feedback alabilmiş değiliz. Girilen feedbacklerin bize final sınavları için fayda sağlardı diye düşünüyorum."

(54) S5: "I will just shortly, about writing. For example, I'm not expecting from the instructors to give detailed...like 'You used don't instead of doesn't', I'm not expecting them to correct such simple grammar mistakes. I think, considering our current proficiency level, they don't need to explain such details. Yet, let's say the instructor read it, and like 'This part is problematic, it would be better if you wrote this here', stuff like that. It would also be okay for us to receive Turkish feedback, like 'You can give this example.'. It could be something short as well." (focus group discussion)

> "Ben ufacık hemen, writing hakkında. Mesela ben öğretmenlerden detaylı olarak hani işte şurada 'don't yerine doesn't yaptın', öyle o kadar basit gramer hatalarını düzeltmelerini ben beklemiyorum. Bence bu seviyeye geldiysek o kadar ayrıntıları bize atmalarına gerek yok. Ama mesela öğretmen, diyelim okudu mesela. İşte şu bağlamda bir eksiklik hani, 'şuraya şunu yazsan daha iyi olur' diye. Hani Türkçe bir dönüt de biz bekleyebiliriz hani. Şu örneği versen olurdu gibisinden. Kısa bir şey de olabilirdi."

(55) S11: "This week, we read some of the paragraphs of our assignments during the Writing Skills course. I thought we were going to put emphasis on our mistakes, yet we just read them through. We didn't get feedback at all. I want to know about my mistakes, learn about the weaknesses and strengths of my essay, but it's not really happening. I think one of the most negatively influenced courses of distance education is the Writing course." (reflective journal-5)

> "Bu hafta Yazma Becerileri dersinde yapmış olduğumuz ödevlerden bazı paragrafları okuduk. Ben hatalarımızın üzerinde duracağımızı düşünmüştüm. Fakat sadece okuyup geçtik. Hiç dönüt alamadık. Nerede hata yaptığımı bilmek, yazımın zayıf ve güçlü yanlarımı öğrenmek istiyorum ama bu pek mümkün

olmuyor. Bence uzaktan eğitiminden en kötü etkilenen derslerden biri de Yazma dersidir.”

(56) S4: “... I did all my homework assignments for the Writing course, but didn't get any feedback. All I know is that they were graded during the finals. When this is the case, one cannot really improve herself/himself. Therefore, this course, unfortunately, wasn't beneficial for me at all.” (focus group discussion)

“... writing dersinde tüm ödevlerimi eksiksiz yaptım ama hiçbir dönüt almadım. Sadece final zamanı notlandırıldı diye gözüküyor. Böyle olunca da insan gelişemiyor gerçekten. O yüzden benim için hiç faydalı olmadı bu ders maalesef.”

(57) S6: “... the problem is not about doing the assignments; it's about not getting feedback. We were not given feedback for most of the midterm exams and for the assignments submitted before the exams. In the Writing Skills course, our instructor wanted us to do an assignment before the midterm exam. This assignment was supposed to be a practice for the midterm exam. I submitted the assignment, but I did not get feedback.” (reflective journal-5)

“...sıkıntı ödevleri yapmak değil, geri dönüt alamamak. Vizelerin büyük çoğunluğu ve vizelerden önce teslim ettiğim ödevlere feedback verilmedi. Writing dersinde hoca, vizeden önce bir ödev yapmamızı istemişti. Bu ödev, vize ödevi için alıştırma niteliğinde olacaktı. Ödevi teslim ettim ama dönüt gelmedi.”

(58) S10: “... I especially speak for the Writing course. We were not born writing essays. I mean, I didn't know how to write an essay, I didn't go to a prep school, I just passed. All of our instructors said ‘We will give you feedback.’, ‘Send us all your assignments.’, ‘We will get back to you.’ etc. Then, I learnt my midterm grade two days before I learned my final grade. It was pretty awkward; we didn't get feedback at all.” (focus group discussion)

“... özellikle yazma dersi için konuşuyorum. Sonuçta essay yazarak dünyaya gelmedik. Yani, essay yazmayı da bilmiyordum, hazırlık da okumadım, direk geçtim gittim. Ve öğretmenlerimizin hepsi şey diyordu işte ‘biz size feedback vereceğiz, yazdığınız ödevlerin hepsini atın, geri dönüş yapacağız’ falan. Sonra final notumu öğrenmeden iki gün önce vizeyi öğrendim sonra finali öğrendim derken çok acayipti, hiç feedback falan alamadık.”

(59) S8: “I think, I haven't received feedback for most of the courses, especially the Writing course. In my opinion, um, because how can someone fix his/her mistake if s/he

doesn't know what the mistake is. I didn't know how much more I could continue with reading from a PDF. After some time, I also stopped doing my assignments because if I want to improve myself , but cannot get feedback, there is no point in submitting them to the instructor. You don't get feedback anyways..." (focus group discussion)

"Geribildirim, ben çoğu derste alamadığımı düşünüyorum özellikle yazma dersinde. Bence, ııı şey çünkü insan yanlışını bilmeden nasıl düzeltebilir ki. PDF'ten nereye kadar okuyup devam edebilirim onu bilmiyordum. Zaten ben belli bir süreden sonra ödevleri de yapmamaya başladım çünkü kendimi geliştirmek istiyorsam ve geri dönüş almayacaksam hocaya atmanın da bir anlamı yok yani. Almıyorsun sonuçta bir geri bildirim..."

- **Subcategory: Delayed exam assessment**

(60) S5: "Most of the midterm exam results haven't been announced yet. Whenever we have an assignment, we immediately send it on time. However, they get back to us either in one month or sometimes never. This is an annoying situation." (reflective journal-6)

"Hala ara sınavlarımın çoğu açıklanmadı. Bizler bir ödevimiz olduğunda hemen saati saatine atıyoruz. Ancak bize dönüşler 1 ay sonra oluyor hatta bazen hiç olmuyor. Bu can sıkıcı bir durum."

(61) S8: "... the assignments I submit are not checked. I haven't even learned my midterm exam grade yet." (reflective journal-6)

"... attığım ödevlere zaten bakılmıyor kaldı ki daha ara sınav notumu bile öğrenmedim".

(62) S9: "Finals are approaching, but I don't even know if there is a course I failed since some of the instructors still haven't announced the midterm results." (reflective journal-6)

"Finaller de yaklaşıyor ama bazı hocalar daha vizenin sonuçlarını açıklamadıkları için kaldığım ders var mı onu bile bilmiyorum."

(63) S10: "What bothers me is that I learned about my midterm grade 2 days before my final grade. I should have been studying for the finals based on my midterm grade, yet I did it on my own. That was weird." (focus group discussion)

"Benim takıldığım olay şu, final notumu öğrenmeden iki gün önce vizeyi öğreniyorum. Vizeden aldığım notla çalışmam gereken finale de kendi kendime girip çalışıyorum falan böyle, o çok tuhaftı."

- **Subcategory: Poor instruction regarding homework assignments**

(64) S3: "I think the homework assignments are not explained well enough." (reflective journal-3)

"...ödevlerin yeteri kadar iyi şekilde açıklanmadığını düşünüyorum."

(65) S5: "I want to mention a problem of mine: My friends and I face some problems since the instructions of some of our assignments are insufficient. Maybe we make mistakes about a topic we know just because the instruction is insufficient." (reflective journal-3)

"Bir sorunumu dile getirmek istiyorum: verilen ödevlerimizin bazılarının yönergeleri eksik olduğu için ben ve arkadaşlarım sorun yaşıyoruz. Belki de bildiğimiz bir konuyu, yönerge eksik diye yanlış yapıyoruz."

(66) S10: "I didn't get what our instructor wanted from us regarding the assignment in the first e-mail. It wasn't that clear, and also the feedback that I got from our class' chat-group indicated confusion about the homework." (reflective journal-4)

"...ödevde öğretmenimizin bizden istediğini gönderilen ilk mailde anlamamıştım. İstenen pek açık değildi ve sınıf grubundan da aldığım dönütler ödevin açık olmadığı şeklindeydi."

4. <u>**Live session-related Problems**</u>
- **Sub-category: Insufficient class time**

(67) S2: "We had a few classes on Zoom, but since Zoom has a 40-minute time limitation, the class hour was insufficient and thus not very efficient." (reflective journal-1)

"Bir kaç dersi de zoom üzerinden işledik ama zoom kırk dakika süre verdiği için ders süresi çok azdı ve bu yüzden çok verimli olamıyordu."

(68) S4: "... but seriously, I don't think we can get efficiency from online classes because we try to squeeze a 3-hour lesson into 1 hour, we rush, and it's not working." (reflective journal-3)

"... ama gerçekten ben online derslerden verim alamadığımızı düşünüyorum çünkü normalde 3 saatte işlenecek konuyu biz bir saate sığdırmaya çalışıyoruz, acele ediyoruz ve olmuyor yani."

(69) S5: "I prefer some of our classes to be face-to-face because some courses require discussion and time. Applications like Zoom, Mergen, etc. are insufficient in terms of class time, and it just doesn't work this way [...] A class hour is 40 minutes and I'm sure students cannot ask their questions openly so that the topics can be covered. It's a huge problem to have insufficient class time." (reflective journal-2)

"Bazı derslerimizin yüz yüze olması taraftarıyım. Çünkü bazı dersler tartışma gerektiren ve vakit isteyen dersler. Zoom Mergen vb. uygulamalarında süre açısından yetersiz ve bu şekilde olacak işler değil [...]. Ders saati 40 dakika ve eminim ki öğrenciler aklına takılan soruları ders yetişsin diye açıkça soramıyorlar. Ders saatinin az olması büyük bir sorun."

(70) S3: "I think that we don't have enough time to do the activities in the book during the Reading Skills course." (reflective journal-3)

"Okuma becerileri dersinde kitaptaki etkinlikleri yapmak için yeterli ders saatimiz olmadığını düşünüyorum."

(71) S9: "Reading course was not that efficient due to the time limitation of Zoom." (reflective journal-3)

"Reading dersi de zoom da süre sıkıntısı olma sebebiyle çok verimli geçmedi."

(72) S11: "This week, the Reading Skills course was pretty fun, but the class lasting only 40 minutes is very insufficient for me." (reflective journal-3)

"Bu hafta Okuma Becerilerinde ders gayet eğlenceliydi fakat dersin yalnızca 40 dakika sürmesi bana çok az geliyor."

- **Sub-category: Distractors**

(73) S1: "[...] For instance, we had one class on Skype, but the noises from the background both distracted me and decreased the efficiency of the lesson. If this lesson is going to be conducted the same way, I think I won't be able to learn a thing." (reflective journal-1)

"[...] Mesela bir dersi Skype üzerinden işledik ama arkadan gelen sesler hem dikkatimi dağıttı hem de dersin verimliliğini düşürdü ve ben o ders öyle işlenmeye devam ederse hiçbir şey öğrenemeyeceğimi düşünüyorum."

(74) S9: "There isn't supposed to be noise at home during the lectures, but it is impossible on the days when lessons take 5 to 6 hours." (reflective journal-1)

"Ders sırasında evde hiç gürültü çıkmaması gerekiyor ama derslerin 5-6 saat sürdüğü günlerde bu imkansız hale gelebiliyor."

(75) S3: "... there is a lot of noise at home as I have a little sibling, and this is really not cool." (reflective journal-1)

"...evde küçük kardeşim olduğu için çok fazla gürültü oluyor ve bu durum gerçekten hiç hoş değil."

(76) S4: "... there is really a lot of noise at home due to my little siblings. These noises really bother me." (reflective journal-6)

"...evde gerçekten çok fazla ses oluyor küçük kardeşlerim yüzünden. Bu sesler beni gerçekten rahatsız ediyor."

(77) S5: "... I also had problems at home. As I have a little sibling, I had a hard time because there was a lot of noise at home." (reflective journal-1)

"...benim evde yaşadığım sorunlar da vardı. Küçük bir kardeşim olduğu için gerçekten çok zorlandım çünkü çok fazla gürültü oldu evde."

(78) S11: "... having a crowded family and all that family members being at home causes noise and makes it harder for me to concentrate." (reflective journal-3)

"... kalabalık bir aile olmamız ve aile fertlerinin hepsinin evde olması gürültüye neden olup derse odaklanmamı zorlaştırıyor."

(79) S6: "When the lessons are conducted via Zoom, the instructors, unfortunately, expect camera view from students, but then I become distracted as I keep seeing myself on the screen. I keep tidying my hair, or someone from the class can be busy with some other stuff and I get detached from the lesson for a while and watch that person." (reflective journal-1)

"Ders Zoom ile işleniyorsa hocaların ne yazık ki öğrencilerden görüntü beklentisi oluyor ama ben bu sefer de ekranda sürekli kendimi gördüğüm için dikkatim dağılıyor sürekli saçımı düzeltmekle uğraşıyorum ya da sınıftaki başka birisi o sırada bir şeylerle uğraşıyor ben de dersten bir anlığına da olsa kopup o kişiyi izliyorum."

- **Sub-category: Lack of interaction**

(80) S6: "While having classes on Mergen, the students' cameras and microphones are generally off. I don't get what they do during the lessons without interaction and feedback." (reflective journal-1)

> "Mergen üzerinden ders işlenirken genelde öğrencilerin mikrofon ve kameraları kapalı oluyor. Etkileşim ve geri dönüt olmadan nasıl ders işleyebildiklerini anlamış değilim."

(81) S8: "There were some classes with no interaction at all. For instance, the important thing for me was the Writing course. I haven't seen any interaction. I was not able to do anything, thus I bought myself a book and now I follow that." (focus group discussion)

> "Etkileşimin hiç olmadığı dersler vardı. Mesela, benim için önemli olan şey writing dersiydi. Ben hiçbir etkileşim görmedim yani. Hiçbir şey yapamadım, kendime en sonunda bir kitap aldım ve şu an onunla ilerliyorum."

(82) S11: "This week, the Writing Skills course was less efficient compared to Listening and Pronunciation and Oral Communication Skills courses. Though it is a plus for me that the instructor teaches through slides, the fact that the she talks nonstop leaving us little chance to participate made it hard for me to follow the lesson." (reflective journal-1)

> "Bu hafta dinleme ve sesletim dersi ve sözlü iletişim becerileri dersine göre daha az verimli geçen ders yazma becerileriydi. Öğretim elemanının slaytı kullanarak anlatması benim için bir artı oluştururken derse katılma şansımızın olmaması ve öğretim elemanının durmaksızın anlatması dersi takip etmemi zorlaştırdı."

(83) S4: "[...] There was nothing like that [interaction] with some of the instructors. The cameras and microphones were off, things were just read from a presentation; for example, my Writing course. I mean, the instructor was okay, but when things are read from a presentation, learning is not permanent. In the end, we can also read from the presentation." (focus group discussion)

> "[...] bazı öğretmenlerde hiç öyle bir şey [etkileşim] yoktu. Mikrofonlar, görüntüler kapalıydı, yani sadece sunudan okunuyordu. Mesela, writing dersim. Yani, öğretmen iyi aslında ama yani öyle sunudan okununca pek kalıcı olmuyor çünkü biz de okuyabiliyoruz oradan."

- **Sub-category: Lack of a real classroom atmosphere**

(84) S6: "... distance education hasn't been very efficient for me so far because a real classroom atmosphere cannot be provided for most of the classes." (reflective journal-2)

> "...uzaktan eğitim benim için şu ana kadar pek verimli geçmedi çünkü çoğu derste gerçek bir öğrenme ortamı sağlanamıyor."

(85) S7: "We are freshman students and we neither know our instructors nor our classmates. When we are together in the same setting with people that we are unfamiliar with, there can't be a genuine learning atmosphere unfortunately." (reflective journal-1)

> "Biz birinci sınıf öğrencileriyiz ve ne hocalarımızı ne sınıf arkadaşlarımızı tanıyoruz. Tanımadığımız insanlarla aynı ders ortamında olunca da maalesef samimi bir öğrenme ortamı oluşamıyor."

(86) S8: "There is not a real and genuine learning atmosphere at home as there is at school." (reflective journal-1)

> "Okuldaki gibi gerçek, samimi bir öğrenme ortamı yok evde."

(87) S5: "We [freshmen] don't know our classmates and we have seen our instructors for the first time. Therefore, there is a tense atmosphere." (reflective journal-1)

> "Bizler (1.sınıf öğrencileri) hem sınıf arkadaşlarımızı bilmiyoruz hem öğretmenlerimizi ilk defa gördük bu yüzden biraz gergin bir ortam oluyor."

(88) S7: "Since we don't have the chance to meet in person and be friends with anyone, being with many people that I don't know much during the classes, albeit 3 weeks have passed, creates tension in the environment. If we had been in face-to-face education, we would have met in the class and known each other more or less." (reflective journal-2)

> "Kimseyle yüz yüze tanışma, arkadaş olma imkanımız olmadığı için 3 hafta geçmiş bile olsa ders sırasında pek de tanımadığım birçok insanın bulunması ortamı geriyor. Eğer yüz yüze olsaydık sınıf içinde tanışmış, az çok birbirimizi tanıyor olacaktık."

(89) S8: "... The worst is we couldn't meet with either our instructors or classmates since distance education found us in the first year, and this creates a tense environment." (reflective journal-1)

> "... En kötüsü de acil uzaktan eğitim bizim ilk yılımıza denk geldiği için hem öğretmenlerimiz hem de sınıf arkadaşlarımızla doğru düzgün tanışamadık, bu da gergin bir ortama neden oluyor."

5. Assignment and Exam-related Issues

- **Subcategory: Procedural issues**

(90) S7: "... there was a specific time limitation for the online exams. I think, the time allocated for the exam was too short compared to the number of paragraph questions. I couldn't get the grades I wish for due to this time limitation issue." (reflective journal-4)

"... online olarak verilen sınavlarda belirli süre kısıtlaması vardı. Bu verilen sürelerin paragraf sorularının sayısına kıyasla çok kısa olduğunu düşünüyorum. Bu zaman sıkıntısı sebebiyle dilediğim notları alamadım."

(91) S9: "... at 6.30 we had Listening and Pronunciation exam. It was more difficult than I expected and the exam time was insufficient. There was Reading exam on Wednesday. The exam time was insufficient compared to the number of the questions, and I didn't have enough time for most of the questions. Thus, I got a low grade." (reflective journal-4)

"... saat 6.30 da ise dinleme ve sesletim sınavımız vardı. Beklediğimden çok daha zordu ve sınav süresi azdı. Çarşamba günü reading sınavı vardı. Soru sayısına göre süre az gelmişti bana ve soruların birçoğuna zamanın yetmedi. Bu yüzden de düşük aldım."

(92) S10: "The Reading Skills course exam was tense compared to the others. It was a bit challenging and the time allocated for the exam was insufficient." (reflective journal-4)

"Okuma Becerileri dersinin sınavı diğerlerine oranla gergin geçti. Sınav biraz uğraştırıcıydı ve verilen süre yetersizdi."

(93) S8: "I think, it is important to give long time for the online tests because there can be disconnections, or you know the computers might somehow cause trouble." (focus group discussion)

"Online test şeklinde sınavlarda da bence uzun bir süre verilmesi önemli çünkü internet gidebiliyor, işte ne bileyim bilgisayarın herhangi bir şekilde bir sorun çıkartabiliyor."

(94) S6: "The exams were a complete nightmare. The system's biggest problem is not letting us return to previous questions. I'm aware that this is necessary to prevent cheating within the distance education process, but at least we should be allowed to skip one or two questions that we can return to later." (reflective journal-4)

"Sınavlar tam bir kabustu. Sistemin en büyük sorunu yapılan sorulara geri dönmeye izin vermemesi. Uzaktan eğitim sürecinde kopyanın önüne geçmek için gerekli olduğunun farkındayım ama en azından bir ya da iki soruyu boş bırakıp sonradan tekrar dönmemize izin verilmeli."

(95) S10: "Not being able to return to the previous questions during the exams, seems like the worst thing in the world because there are 30 questions and once you pass one question you cannot return. I'm aware that this is a precaution to prevent students from cheating, but even so, in the Pronunciation exam, for instance, I remember a sound, I know how it is written, its phonetics I mean, but when you tick the wrong answer and pass that questions, you feel like...sweat rolls down our spine. Therefore, this returning issue, more precisely, not being able to return to the questions is tough. It's really bad." (focus group discussion)

"Test esnasındaki sınavlarda önceki soruya geri dönememek dünyanın en lanet şeyi gibi geliyor bana. Çünkü 30 tane soru oluyor ve bir gördüğünüz soruyu geçtikten sonra bir daha geri dönemiyorsunuz. Bunun da tabi öğrencilerin kopya çekmesini önlemeye yönelik bir çalışma olduğunu biliyorum. Ama yine de, sesletimde mesela bir sesi hatırlıyorum, nasıl yazıldığını phonetic ini filan, ama yanlış işaretleyip o soruyu geçe basınca böyle şey oluyor... sıcak terler boşalıyor sırtımızdan filan. O yüzden şu geri dönme olayı, daha doğrusu soruya geri dönememe olayı bence zor. Gerçekten kötü bir şey."

(96) S1: "I totally feel the same. Not being allowed to return [to the previous questions] really sucks." (focus group discussion)

"Kesinlikle katılıyorum ben de. Ya dönememek çok berbat bir şey."

(97) S10: "The problem was... even if you plan one minute for a question, you don't know what's coming next. For instance, in the Reading exam, there was a vocabulary part, a vocabulary exercise. Our instructor asked words from the coursebook, she gave the meaning of the words that we hadn't seen or encountered before. A table of words, there were at least 20 words, and the time you need for those 20 words is much more compared to the other questions. You can see that question at the end, you don't know what it is. Well, after I saw that, I got the jitters." (focus group discussion)

"Sıkıntı şuydu... sonuçta siz bir soruyu bir dakikaya planlasanız bile bazı, yani gelecek sorunun ne olduğunu bilmiyorsunuz. Mesela readingde bir kelime kısmı, kelime çalışması vardı. Öğretmenimiz kitaptaki kelimelerin hani böyle

görmediğimiz, karşılaşmadığımız kelimelerin anlamlarını vermişti. Tablo kelimeler, orada yirmi kelime var en az, e bu yirmi kelimeye ayıracağınız sürede çok daha fazla dolayısıyla diğer tek sorulara kıyasla. Bu soruyu son soruda görüyorsunuz, ne olduğunu bilmiyorsunuz, hani bunu gördükten sonra bir korku gelişti bende."

(98) S5: "[...] For instance, if the instructors tell us beforehand like 'The questions you need more time for are in this part.', even just this. Then, we can act accordingly. It would be better if they placed them [time-consuming questions] at the very beginning. When they place them at the end and don't warn us, we feel jammed. How am I going to do that?, How many questions are there? Well, there is one question but splits into 20, or that splits into 10. Therefore, it's tense, I mean waiting for what's coming next." (focus group discussion)

> "Mesela öğretmenler önceden söylese, işte 'çok zaman harcamanız gerektiren sorular şu kısımda' dese sadece bunu dese bile biz ona göre bir şey yapabiliriz. En başta verse onu mesela daha iyi olur. En sona koyduğunda ve söylemediğinde böyle sıkışıyor insan. Nasıl yapacağım? Kaç soru var sonda? İşte bir soru var ama yirmiye bölünüyor işte, o ona bölünüyor. O yüzden gergin oluyor hani o şey, ne çıkacağını beklemek."

(99) S1: "I was going to say the same thing with S10. Since we don't know how many minutes each question will take, or we don't know the next, forthcoming question, we cannot manage the time." (focus group discussion)

> "Ben S10'in söylediğini söyleyecektim. Hangi sorunun kaç dakika alacağını bilemediğimiz için, ya da önümüzdeki, ilerideki soruyu da bilemediğimiz için süreyi ayarlayamıyoruz diyebilirim."

- **Subcategory: Challenging take-home exams**

(100) S1: "Midterm exams for four of the courses were in the form of assignments. The assignments were really detailed and exhausting [...] Some of the assignments were so long and required so much detail that I sometimes thought about not doing them." (reflective journal-4)

> "Dört tane dersin ara sınavını ödev şeklinde hazırladık. Verilen ödevler gerçekten detaylı ve yorucuydu. [...] Verilen ödevlerden bazıları o kadar detay istiyordu ve o kadar uzundu ki bazen yapmasam ne olur acaba diye düşünmedim değil."

(101) S3: "I think that the exams given in the form of assignments are very challenging and detailed." (reflective journal-4)

"Ödev şeklinde verilen sınavların çok zor ve kapsamlı olduğunu düşünüyorum."

(102) S7: "The midterms of most of the courses were assignments due in a couple of days with a specific deadline, which were pretty challenging and time-consuming." (reflective journal-4)

"Çoğu dersin vizesi birkaç gün süre verilen ve belirli bir teslim tarihi olan ödevlerdi ki onlar da bayağı uğraştırıcı ve epey zaman alıcıydılar."

(103) S10: "I had some trouble completing the assignments before the deadline as some of them required an extensive research." (reflective journal-4)

"Ödevlerimin bazıları geniş çapta bir araştırma gerektirdiğinden ödevlerimi yetiştirmekte biraz zorlandım."

- **Subcategory: Groupwork Issues**

(104) S3: "This week, finals were given as groupwork assignments within the ERT process, and I want to talk about its disadvantages. As far as I know, there are students from different departments in the group. We don't know each other, and thus it was a bit difficult to find each other. There are still some that we haven't reached yet. Considering that we will do the parts of our friends whom we couldn't reach, and that the responsibilities will not be shared fairly will make the process rather difficult." (reflective journal-5)

"Bu hafta acil uzaktan eğitim sürecinde final ödevi gruplar şeklinde verildi ve bu durumun dezavantajlarından bahsetmek istiyorum. Anladığım kadarıyla grupta farklı bölümlerden arkadaşlarımız da var, zaten birbirimizi tanımıyoruz ve bu yüzden birbirimizi bulmak biraz zorlaştı. Hala ulaşamadığımız birileri var. Ulaşamadığımız arkadaşlarımızın da ödev yükünün bize kalacak olması, herkesin aynı sorumluluğu almayacak olması süreci biraz zorlaştıracak".

(105) S6: "Though the assignments were not that problematic on the whole, one of them was a group project and it was very problematic. Even though we had meetings on Zoom and decided on every step together, I don't believe we got a satisfying result." (reflective journal-4)

"Ödevler genel olarak çok sıkıntı yaratmasa da bir tanesi grup projesiydi ve çok sorunluydu. Zoom'da toplantılar yaparak her adıma birlikte karar vermemize rağmen tatmin edici bir sonuç aldığımıza inanmıyorum."

(106) S8: "One of our instructors gave us a groupwork assignment as an exam, which I totally found to be wrong. We, as first year students, are not familiar with each other and don't know much about each other, but we try to negotiate on task distribution." (reflective journal-4)

"Bir hocamız sınav için grup ödevi verdi ki kesinlikle yanlış buluyorum. Biz birinci sınıf öğrenciler zaten birbirimizi tanımıyoruz aynı şekilde birbirimizin huyunu suyunu bilmiyoruz bir de anlaşıp ödev dağılımı yapmaya çalışıyoruz."

(107) S9: "... for another course, the instructor gave us a group assignment instead of conducting an exam. Due to distance education and not knowing each other, we had great difficulty while doing the assignment." (reflective journal-4)

"... başka bir ders içinse hoca sınav yapmak yerine bizi gruplayarak beraber yapmamız için bir ödev verdi. Uzaktan eğitim dolasıyla kimsenin birbirini tanımaması nedeniyle çok zorlandık ödev yaparken."

- **Subcategory: Cheating**

(108) S5: "The exam questions are out there. Most of the students complete their exams with help from others, and this is a huge disadvantage for us." (reflective journal-4)

"Etrafta sınav soruları dolaşıyor. Çoğu kişi sınavını yardım alarak tamamlıyor ve bu durum büyük bir dezavantaj bizler için."

(109) S4: "... I don't think that some of the classes are fair because sometimes students can cheat." (focus group discussion)

"... bazı derslerin adil olmadığını düşünüyorum çünkü bazen kopya olabiliyor."

ADVANTAGES

1. <u>**Self-related advantages**</u>
- **Subcategory: Flexibility**

(110) S6: "According to my program the classes start at 9 o' clock every day except for Tuesdays. I don't know if this is the same in face-to-face education, but if so, the education being online is not that bad. At least waking up half an hour before the classes is enough." (reflective journal-1)

"Benim programıma göre dersler salı günleri hariç her gün dokuzda başlıyor. Örgün eğitimde de bu şekilde mi olduğunu bilmiyorum ama eğer böyleyse online olması o kadar da kötü değil, en azından derslerden yarım saat önce uyanmak yeterli oluyor."

(111) S10: "We will wake up early in the morning anyways because we will have classes at 9 o'clock [in face-to-face education]. We are attending the classes on the computer now, but we will get up two hours before the classes during our school life, because there will be transportation, dressing, breakfast, and stuff. Therefore, I can say that it is an advantage to attend the classes with sweatpants under and a t-shirt on top." (focus group discussion)

"Sabah erkenden uyanıp derse sonuçta 9'da da derslerimiz olacak. Sonuçta şu an ne kadar bilgisayardan katılıyorsak da okul hayatımızda da iki saat önceden kalkıp bu sefer işin içine ulaşım girecek, giyim kuşam kahvaltı filan girecek. O yüzden avantajının bu olduğunu söyleyebilirim, altta eşofman üstte t-shirt derse girebilmek."

- **Subcategory: No bias against each other**

(112) S5: "... it is in a way good for socialization. For example, when you get to know other people from a distance, there is no room for biases. There is no profile picture on WhatsApp, you do not know who they are, where they are from. Therefore, everybody responds when somebody raises a question. You don't see things like 'I don't like him/her' due to prejudice. It feels like everybody is getting along well despite some occasional exceptions." (focus group discussion)

"...bu sosyalleşme konusunda bir yandan iyi oldu. Mesela şöyle, insanları karşıdan tanıdığımızda hiç önyargı olmuyor mesela. WhatsApp profil fotoğrafı yok, hiç tanımıyorsun kim, nereden. O yüzden herkes mesela biri soru soruyor herkes cevap veriyor ona. Şey olmuyor işte bunu ben sevmiyorum gibi bir önyargı da yok. Herkes böyle çok iyi anlaşıyor gibi gözüküyor, arada istisnalar çıkabiliyor."

(113) S10: "I totally agree with S5 regarding the interaction with our classmates because when we meet in person there appear a few groups, it is really weird like you find your own group of friends, you listen to the same music bands or you have a similar style etc. So, yes, since we don't know much about each other within distance

education, when one person asks a question, a thousand people reply, or you know everybody gets on well with each other." (focus group discussion)

> "Arkadaşlarımızla olan etkileşim kısmına geldiğimizde de S5'in dediğine kesinlikle katılıyorum çünkü yüz-yüze görüştüğümüz zaman bir gruplaşma falan oluyor çok gerçekten acayip oluyor hani kendi arkadaşlarınızı buluyorsunuz, işte aynı müzik gruplarını dinliyorsunuzdur ya da aynı tarzda takılıyorsunuzdur gibi. Evet bu uzaktan eğitim konusunda birbirimizi fazla tanıyamadığımız için bir kişi soru soruyor bin kişi cevap veriyor. Ya da işte herkes iyi anlaşıyor, aslında şeye amaca bakılıyor."

- **Subcategory: Cost-efficiency**

(114) S10: "I think, financial condition can be what affects most of us. After all, we are home, okay there was this computer purchase thing going on, but you know a new life, a place to stay, food, books, transportation... Always a new financial thing. I think, this can be the best advantage." (focus group discussion)

> "Bence çoğumuzu etkileyen şey maddiyat olabilir. Sonuçta evimizdeyiz tabi şu bilgisayar alma muhabbetleri işin yanı sırası ama sonuçta yeni bir hayat ne bileyim kalacak yer, yiyecek yemek, alınacak kitap, ulaşım... sonuçta yeni bir maddiyat bir şey çıkıyor. Bence en iyi avantajı bu olabilir."

2. <u>**Live session-related advantages**</u>
- **Subcategory: Course recordings**

(115) S1: "I think, the lessons being recorded and we, as the ones who miss the classes, being able to watch them anytime we like is a positive aspect." (reflective journal-1)

> "Derslerin kayıt altına alınması ve bunları dersi kaçıran bizlerin istediği zaman izleyebilecek olması da olumlu bir şey bence."

(116) S9: "Distance education is actually beneficial as the lessons are recorded so that we can watch them later on for revision." (reflective journal-3)

> "Aslında uzaktan eğitim derslerin kayıt edilip daha sonra bunları tekrar etmemiz açısından yararlı."

(117) "The biggest advantage of distance education, the lesson recordings were sort of useful. I could watch the lessons I missed from those recordings." (reflective journal-3)

"Uzaktan öğretimin getirdiği en büyük avantaj olan ders videolarının kayıt edilmiş olması bir nebze fayda sağladı. Kaçırdığım derslerin o kayıtlardan izledim."

3. **Exam-related Advantages**

- **Subcategory: Take-home exams**

(118) S3: "Having homework assignments instead of online exams was more advantegeous for me. In this type of exams, we have more time to think over while doing the assignments." (reflective journal-4)

"... sınavların online sınav şeklinde yapılmasındansa ödev verilerek yapılması benim için daha avantajlı oldu. Bu tarz sınavlarda üzerinde düşünüp değerlendirerek yapmaya daha fazla zamanımız oluyor bu sayede."

(119) S5: "The exam week within online education also has some positive aspects. For instance, many of our exams are in the form of homework assignments instead of synchronous examinations, and this is a nice advantage for us. We prepare our assignments easily by thinking over them, and then send them to our instructors." (reflective journal-3)

"Online vize haftasının bazı olumlu tarafları da var. Mesela sınavlarımızın çoğu senkron bir şekilde değil de ödev verilerek yapılıyor bu da bizler için güzel bir avantaj. Rahat rahat üzerinde düşünerek ödevlerimizi hazırlayıp öğretmenlerimize yolluyoruz."

(120) S7: "The exams of some courses were comprised of assignments, and I had to write many paragraphs and texts this week. I also had to do revisions many times and I think it was beneficial."
(reflective journal-3)

"Bazı derslerin sınavı ödevlerden oluşuyordu ve bu hafta bir hayli paragraf, metin yazmak zorunda kaldım. Bunları yaparken de birçok tekrar yapmam gerekti ve bence yararlıydı."

(121) S8: "I came to believe that doing homework assignments for grading is much more beneficial than exams. We can learn stuff even unintentionally." (reflective journal-6)

"Şuna kanaat getirdim: Not için ödev yapmak sınavdan çok daha katkı sağlıyor. İnsan istemeden bile olsa bir şeyler öğreniyor."

(122) S2: "Our instructors gave us assignments for the midterms in general. I think assignments are much better because there can be power outages or connection issues during the exams." (reflective journal-4)

"Öğretmenlerimiz genel olarak ara sınavlar için ödev verdiler bize. Bence ödev vermeleri çok daha iyi. Çünkü sınav esnasında maalesef elektrik kesintisi ve internet sorunları meydana gelebiliyor."

(123) S8: "As far as I know, most of the exams will be in the form of homework assignments. I absolutely think it's the most reasonable one because we might face connection issues and disconnections during the exams." (reflective journal-3)

"Sınavların birçoğu ödev şeklinde yapılacak anladığım kadarıyla. Kesinlikle en mantıklısı diye düşünüyorum. Çünkü bağlantı sıkıntısı ve kopmalar yaşayabiliyoruz sınav esnasında."

Subcategory: Instant online exam results

(124) S6: "The thing I like most about the system is getting the exam results instantly. The system automatically calculates the scores except for the open-ended questions, and you can learn about your score right after the exam." (S6, reflective journal-4)

"Sistem hakkında en sevdiğim şey sonuçları anında alabilmek. Klasik sorular hariç sistem otomatik hesaplıyor, sınavdan hemen sonra notu öğrenebiliyorsunuz."

(125) S1: "Though we got the feedback for the part assessed by the instructor a bit late, the other part was immediately announced, I mean our exam score, half of the score." (focus group discussion)

"Hocanın yaptığı kısmın dönütünü biraz geç almış olsak da diğer kısım hemen görünüyordu yani sınav sonucumuz, yarısının sonucu görünüyordu."

Appendix-12: Instructors' Quotes in English and Turkish

<center>DISADVANTAGES</center>

1. <u>**Technical Problems**</u>

- **Subcategory: System-induced problems**

(1) I-1: "I was not able conduct any lessons on MERGEN this..this term due to its continuous malfunctioning for 2 weeks." (focus group discussion)

"Ben bu.. bu dönem mesela Mergen'den hiç ders yapmadım çünkü iki hafta boyunca sürekli çöktü."

(2) I-4: "When students were asked to join via both their cameras and microphones, the systems shut down or froze. I was not able to teach that way. Only the ones giving presentations were able to turn on their cameras and microphones." (reflective journal-4).

"Öğrencilere hem kamera hem ses açtırınca sistemler kapandı, dondu. Bu sekilde hic isleyemedim… sunumlu derslerde sunum yapanlar açabildi sadece."

(3) I-2: "... we had experienced many problems stemming from the system. Sometimes, I had to repeat the same things over and over since the students could not hear my voice." (reflective journal-1)

"...sistemden kaynaklanan bir çok sorun yaşadık. Bazen benim sesimi duyamadıkları için aynı şeyleri defalarca tekrar etmek zorunda kaldım."

- **Subcategory: Computer-related problems**

(4) I-1: "... As my laptop's fan was not working properly, I faced problems when it overheated. I had to use a break. I even had to put an icepack under the laptop." (reflective journal- 4)

"... Laptop'ımın fanı düzgün çalışmadığı için çok ısındığı zamanlarda sorunlar yaşadım. Derse ara vermek durumunda kaldım. O kadar ki laptop'ın altına buz torbası koymak zorunda kaldım."

(5) I-4: "The other day, while I was checking the homework assignments of the Writing Skills course, the big screen shut itself down. I thought something exploded, I got scared, it started working again in the evening. Well, we were worn out and so were the technological devices." (focus group discussion).

"Gecen gun tam yazma odevlerini okuyorum buyuk ekran gitti bir kendini kapattı falan. Bir sey patladı zanettim, korktum, aksama toparladı kendini falan. Hani biz tukendik, teknolojik aletler de tükendi."

- **Subcategory: Inadequate technological infrastructure**

(6) I-1: "Well, people can do lots of things, many animations, and other stuff. However, neither we have that infrastructure nor the university to support us." (focus group discussion)

"Yani insanlar neler yapabilir ne animasyonlar neler çalışılabilir filan ama biz hem o altyapıya sahip değiliz hem üniversitenin bu anlamda bizi destekleyebilecek bir altyapısı yok."

2. **Self-related problems**
- **Subcategory: Increase in workload**

(7) I-1: "I think that, as instructors, our workload in AU (Anadolu University) has increased [...] I preferred take-home exams to prevent cheating, but then, it became really time-consuming in terms of both preparation and evaluation. I mean, it was a very hectic week for us regarding workload density as most of the instructors preferred midterm exams in the form of homework assignments/performance due to similar reasons." (reflective journal-2).

"AU içerisinde biz hocaların çalışma yükünün arttığı kanaatindeyim.[...] Kopya çekilmesini engellemek için take home sınavlar tercih ettim ancak bu da hem hazırlık sürecini hem de değerlendirme sürecini çok zaman alıcı hale getirdi. Yani açıkçası hepimizin iş yükünün epey yoğun olduğu bir hafta yaşandı. Çünkü öğretim elemanlarının çoğu aynı sebeplerle ödev/performans şeklinde ara sınav vermeyi tercih ettiler."

(8) I-3: "I haven't started grading students' homework assignments yet because it is very time-consuming. I guess, this will be my ordeal with the online system this week." (reflective journal-1)

"Öğrencilerin ödevlerinin değerlendirilmesine de henüz başlamadım çünkü çok vakit alıyor. Sanırım önümüzdeki hafta online sistemle sınavım o yönde olacak."

(9) I-2: "Grading exams is also a very time-consuming process. Since some exams are either given as homework assignments or demos, it takes a lot of time to read and grade,

which is tiring. It took a whole day to grade only one of my courses, and 3 days for another." (reflective journal- 2)

> "Sınavların değerlendirilmesi de ayrıca çok zaman alan bir süreç. Bazı sınavlar ödev şeklinde ya da demo şeklinde yapıldığı için okuması ve değerlendirmesi de çok zaman alıyor ve yorucu oluyor. Tek bir dersimin sınavını okumak için bir tam gün gerekti. Bir diğeri için 3 gün değerlendirme yaptım."

(10) I-4 "Although it increases workload to grade or give +/- to students who upload their answers for the questions or homework assignments assigned throughout the term, it will be a fairer grading system." (reflective journal-2)

> "Dönem boyu verdigim kısa sorular ve ödevleri cevaplayıp Mergene yükleyen öğrencilere de not veya +/- vermek iş yükünü arttırsa da daha adil bir not sistemi olacak."

(11) I-2: "The homework assignments must certainly be announced again since the ones who do not attend the classes have no other way to access them." (reflective journal-4)

> "Ödevlerin mutlaka mesajla tekrar verilmesi gerek çünkü derse gelmeyenler bunu başka türlü öğrenemezler."

(12) I-2: "...checking and providing feedback for each of the homework assignments was also very time-consuming. While the answers of the homework assignments could be given collectively and faster within face-to-face education, distance education requires providing detailed feedback for each and every student. Again too much work." (reflective journal-1)

> "...verdiğim ödevlerin kontrolü ve tek tek dönüt vermekte çok zaman aldı. Yüz yüze eğitimde verilen ödevlerin cevapları topluca daha hızlı verilebilirken uzaktan eğitimde her bir öğrenciye tek tek detaylı dönüt vermek gerekiyor. Yine çok fazla iş."

(13) I-1: "I realized one more time how time-consuming it is to give individual feedback to students within distance education. I don't know the other instructors, but with the education being online, I feel like I need to give more comprehensive homework assignments and feedback to prevent students becoming estranged from education since I'm worried that they would not attend the classes. This being the case, my workload has increased considerably compared to face-to-face education." (reflective journal-3)

"Bu hafta bir kere daha uzaktan öğretim içerisinde öğrencilere bir bir geri bildirim vermenin ne kadar çok vaktimizi aldığını fark ettim. Eğitimin uzaktan oluyor olması, diğer öğretmenleri bilemem ama, benim üzerimde 'aman öğrenciler kaytarmasın' gibi bir kaygı oluşturduğundan eğitim-öğretimden uzaklaşmalarını engellemek için daha kapsamlı ödevler ve geri bildirimler vermek gereği hissediyorum. Öyle olunca da yüz-yüze eğitime göre iş yüküm epey artmış oluyor."

(14) I-3: "I try to be more attentive on part of feedback in here [the ERT practice]. Because during our face-to-face classes, I would discuss the papers with students for almost two hours and small notes would work, but here having only one hour of teaching and this being online make it a bit impossible to do that and it seems time-consuming. Therefore, I need to give explanations for the problematic parts on each paper." (reflective journal-2)

"Burada sadece dönüt kısmında biraz daha özen göstermeye çalışıyorum çünkü yüz yüze derslerimiz sırasında ders saatinin yaklaşık iki saatini öğrencilerle kağıtlarını tartışmakla geçirdiğim için daha ufak notlar işimi görüyordu ama burada haftada yalnızca bir saat işlememiz ve bunun da online olması bunu yapmamı biraz imkansız kılacağı ve çok fazla zaman harcayacak gibi göründüğü için sıkıntılı kısımları açıklamam gerekiyor her bir kağıtta."

(15) I-2: "... when I consider the preparation phase of each class, I can say that it is very time-consuming. There are many things to do like preparing PowerPoint™ presentations in line with the content and requirements of the lesson, and writing messages and notifications for the live sessions. Conducting online meetings with all the instructors teaching the same course prior to some classes is also among these things." (reflective journal-1)

"...her dersin hazırlığı düşünülünce oldukça zaman aldığını söyleyebilirim. Dersin içeriğine ve gereksinimlere göre derste kullanacağım power point sunularının hazırlanması, önceden gönderilmesi gereken mesajların yazılması, canlı ders duyurularının yazılması gibi bir sürü iş var. Bazı derslerin işlenmeden önce o derse giren tüm hocalarla online toplantıların yapılması da bunların arasında."

(16) I-3: "I want to arrange and upload my Zoom recordings on Mergen, but it seems impossible for now as the classes made me feel tired, I guess. As the workload increased, everything piled up." (reflective journal-1)

"Zoom kayıtlarımı düzenleyip mergene yüklemek istiyorum fakat bunu yapmak şimdilik imkansız gibi çünkü dersler bu hafta bayağı yordu sanırım. İş yükü çok artınca her şey üst üste bindi."

(17) I-1: "As instructors we have such a disadvantage: our shift does not end. We have such a problem [...] Students send e-mails, messages, upload homework assignments... Normally, you finish your classes at 6 in the evening, then at least you have a couple of hours for yourself, and then you do your preparations, but it was not the case here [the ERT practice]. The computer is always on and as I've said earlier it does not matter whether it is night time, early in the morning, or the weekend." (focus group discussion)

"Öğretmenler olarak şöyle bir dezavantajımız var, mesaimiz bitmiyor. Böyle bir sıkıntımız var [...] Çocuk mail attı, mesaj yazdı, ödev yükledi. Yani akşam 6'da dersin biter en azından kendine birkaç saatin kalır ondan sonra hazırlığını yaparsın normalde. Ama burada öyle bir şey olmadı. Her zaman bilgisayar açık ve dediğim gibi gecesi ayrı, sabah erken ayrı, Cumartesi Pazar ayrı."

(18) I-2: "I agree with I-1. Sure, we do respond to students, they constantly send messages to ask about something or we write messages to remind them of stuff. I mean, being in front of the computer all the time is also a huge disadvantage for me as I don't have my own personal time. We were always busy with work." (focus group discussion)

"I-1'a katılıyorum. Yani bunun tabii ki ogrenciye cevap vermemiz var surekli mesaj atıp birsey soruyolar ya da siz birsey hatırlatmak icin mesaj yazıyorsunuz. Yani surekli bilgisayarın basında olmak da bana cok buyuk dezavantaj gibi geldi cunku sahsi kendime ait bir zamanım kalmadı acıkcası. Surekli islerle mesgul olduk."

- **Subcategory: Physical distress**

(19) I-1: "Health issues become increasingly more severe day by day due to being more exposed to the screen. My eyes hurt, back and neck pain became a part of my life." (reflective journal- 4)

"Her geçen gün ekrana daha fazla maruz kalmaktan ötürü sağlık sorunları artarak devam ediyor. Gözlerim ağrıyor, bel ve boyun ağrıları hayatımın bir parçası halini aldı."

(20) I-4: "I am lecturing on the big screen since I might not be able to see the details on the small screen. However, especially when I teach in a row, being close to the screen, the light, the heat, and my unidirectional lecturing during at least half of the class time are all physically disturbing and cause migraine." (reflective journal- 1)

"Küçük ekranda ayrıntıları göremeyebilirim diye büyük ekranda ders yapıyorum, ama özellikle arka arkaya ders yaptığımda büyük ekrana yakınlığımdan ışık, sıcaklık, ve lecture tarzı tek yönlü anlatımım dersin en az yarısını aldığından, fiziksel olarak rahatsız edici oluyor, ve migrene sebep oluyor."

- **Subcategory: Lack of technological know-how**

(21) I-3: "I still do not feel completely competent in terms of technology use." (reflective journal-1)

"Teknolojik olarak ise hala kendimi tam anlamıyla yeterli hissetmiyorum." (I-3, reflective journal-1)

(22) I-4: "When we transitioned to such a system [ERT], I really panicked since I don't know much about technology." (focus group discussion)

"Böyle bir sisteme geçince gerçekten çok panikledim çünkü teknolojik olarak da kendimde eksikliklerim olduğu için teknoloji konusunda."

3. <u>**Student-related problems**</u>
- **Subcategory: Reluctance to join with cameras and microphones**

(23) I-1: "... and there are students who are unwilling, resisting to turn on their cameras." (reflective journal-1)

"...bir de kamera açmaya direnen, istemeyen öğrenciler var."

(24) I-2: "I ask them 'why aren't you turning on your microphones?', and they don't answer. Some say 'I don't have a microphone.', some say 'I'm not available' or something, but I can say that our students failed in terms of turning on their cameras and microphones." (focus group discussion)

"'Niye mikrofonlarınızı açmıyorsunuz?'diyorum cevap da vermiyorlar. Kimileri 'mikrofonum yok' diyor, kimileri 'uygun değilim' diyor bir şey diyor ama mikrofon ve kamera açmakta çok sınıfta kaldılar bizimkiler bunu söyleyebilirim."

(25) I-3: "I regard it as disrespect when some students still do not join classes via video. I believe its a requirement of a class. After all, it's not something like a seminar." (reflective journal-1)

> "Bazı öğrencilerin hala derste video ile katılmamalarını derse yapılmış olan bir saygısızlık olarak algılıyorum. Bunun bir ders koşulu olduğu inancındayım. Sonuçta bu seminer gibi bir şey değil."

(26) I-4: "Well, I'm not that involved but I'm familiar with some like tiktok and stuff where teachers are mocked. Students share their photos and videos on the internet, so they are scared, and they don't want to turn on their cameras. They do not want their images, voices to be shared and used against them somewhere else. This is a new setting, and they probably used to have their own friend groups during their senior year of high school. They go through some other stuff, and they probably don't want all of these to come out." (focus group discussion)

> "İşte ben çok içerisinde değilim bazılarını biliyorum ama mesela tiktok şudur budur işte öğretmenlerle dalga geçiliyor. Kendi fotoğraflarını videolarını internete koyuyorlar filan çocuklar korkuyor yani gerçekten kamera filan açmak istemiyorlar. Kendi işte bir derste yorum yaparken ki görüntülerinin bir seslerinin başka bir yerde aleyhlerine kullanılmasını istemiyorlar. Bu yeni bir ortam hani belki lise sonda kendi içlerinde gruplaşmaları var, başka şeyler yaşıyorlar onlar çıksın istemiyorlardır."

- **Subcategory: Lack of preparation**

(27) I-2: "It's very boring to have classes with students who don't read the assigned units because I cannot get responses to my questions, or 2-3 students read them, and always the same ones answer me." (reflective journal-4)

> "Okumaları gereken üniteleri okumadan gelenlerle ders yapmak çok sıkıcı çünkü hiç bir soruma cevap alamıyorum ya da 2-3 kişi okumuş oluyor ve hep aynı kişiler cevap veriyor."

(28) I-3: "This week, I had some difficulty not during my other courses but the Reading Skills course since most of the students came unprepared and most part of the lesson comprised of reading the passages and giving time for the questions." (reflective journal-4)

"Bu hafta diğer derslerde değil ama okuma becerileri derslerimde biraz zorlandım çünkü öğrencilerin çoğu derse hazırlıksız geldi ve dersin büyük bir kısmı onlara pasajı okutmak, sorular için zaman vermek şeklinde geçti."

(29) I-1: "When I consider the Pronunciation course, I prepared it very ideally at the beginning of the term. Everything was brilliant. They were supposed to watch 3 to 5 videos lasting around a total of half an hour or 20-25 minutes. We were supposed to talk about them. They were supposed to bring examples, like 2 to 3 examples, for each of the new topics and any new information they have learned. We were supposed to talk about them, but the examples never came." (focus group discussion)

"Sesletim dersini düşündüğümde, sesletim dersini ben dönem başında ben kafama göre çok ideal hazırladım. Nefisti her şey. Derse gelmeden önce bir yarım saat falan, toplamda yarım saati bulan ya da bulmayan, yirmi-yirmi beş dakikalık, üç beş parça video izleyeceklerdi, geleceklerdi. O videolar üzerinden konuşacaktık. Oradaki onlara yeni gelen konular, onların videolarda öğrendikleri her bir yeni bilgi için kendileri de birer örnek getireceklerdi. Birer ikişer örnek getireceklerdi. Onlar üzerinden konuşacaktık. Hiç gelmedi bunlar."

- **Subcategory: Poor attendance**

(30) I-1: "If I were to draw a gradually declining graph, the graph would probably show a downward arrow regarding both interest and attendance [...] As I've said, it was not that bad at the beginning, but I think there was a decrease in attendance towards the end." (focus group discussion)

"Giderek azalan bir grafik çizilecek olsa aşağıya doğru giden bir ok gösterir herhalde grafik hem ilgi hem katılıma dair [...] Başta dediğim gibi çok fena değildi ama sona doğru azalan bir katılım olduğunu düşünüyorum."

(31) I-2: "I have observed a decrease in attendance during the classes. There are mostly the same students, however there is a decrease in the number of the students who join from time to time." (reflective journal-4)

"Derslerin işlenmesi aşamasında bazı derslere katılımda azalmalar görmeye başladım. Genelde derslere hep aynı öğrenciler katılıyor ama arada katılanların sayısında azalma var." (I-2, reflective journal-4)

(32) I-2: "The freshmen literally started with great interest. For instance, the classes I started with 25-30 students decreased down to 15 at midterm especially in the Reading

course. I got angry because I thought I was abused since I was not taking attendance." (focus group discussion)

> "Birinci sınıflar hakikaten önce çok ilgiyle başladılar. Mesela atıyorum 25-30 kişiyle başladığım ders sonradan 15 kişiye inmeye başladı dönem ortasında reading'te özellikle. Ben de çok sinirlendim çünkü yoklama almadığım için abuse edildiğimi düşünmeye başladım."

(33) I-4: "I have students who got infected with Covid-19, who were even hospitalized, who had sick family members and funerals more this term compared to the previous ones. I have students who have a hard time concentrating due to technical or family problems at home." (reflective journal-2)

> "Kovid geçiren hatta hastaneye yatıp çıkmış öğrencilerim var, her donemden fazla ailesinde hasta ve cenaze olan öğrencim var, evde teknik veya ailevi sorunları dolayısıyla konsantrasyon zorluğu çeken öğrencilerim var."

4. <u>Live session-related problems</u>

- **Subcategory: Insufficient class time**

(34) I-1: "Though BAUM has suggested all the instructors to conduct one-hour lessons, I do two hours for each class because I need to provide as many opportunities as possible for my student to practice the sound system of English, and one hour is not enough for that." (reflective journal-1)

> "BAUM her ne kadar tüm hocalara sadece bir saat ders yapmalarını tavsiye etmiş olsa bile ben derslerimi 2'şer saat yapıyorum çünkü öğrencilerime İngilizcenin ses sistemini pratik edebilmeleri için olabildiğince fazla olanak sunmam gerekiyor ve 1 saat bunun için yeterli değil."

(35) I-3: "... for now, we follow the coursebook during the lesson, but it is quite time-consuming, and this way we cannot use this short amount of time effectively." (reflective journal-3)

> "... şimdilik bu kitabın sınıfta işlenmesi şeklinde oldu ama o da oldukça zaman alıcı ve kısacık olan zamanı da bu şekilde çok etkili kullanamıyoruz."

(36) I-4: "... in order not to waste the short amount of time, I feel like rushing. We only have one hour for each class, yet we reached one and a half hours most of the time. Still, the time is not enough for students to process during the live sessions [...] Responsible students might have learned more by using the time effectively, but unprepared students

do not have enough time during the live sessions to process the course contents."
(reflective journal-4)

> "...az olan zamanı boşa harcamamak için daha hızlı gitmek zorunda hissediyor
> insan. Zaten derse sadece 1 saat ayrılmış durumda, ve çoğu derste 1.5 saate
> yaklaştık…Gene de canlı ders sırasında öğrencinin sindirme zamanı kısalıyor [...]
> Sorumluluk sahibi öğrenci zamanını verimli kullanarak daha cok sey ogrenmis
> olabilir.. ama hazırlıksız öğrencinin ders sırasında içeriği sindirecek yeterince
> zamanı yok."

- **Subcategory: Lack of interaction**

(37) I-1: "One of the most significant problems is that classroom interaction is mostly limited with instructor-student interaction, and there is almost no student-student interaction." (reflective journal-1)

> "En önemli sıkıntılardan biri bence sınıf içi etkileşimin çoğunlukla öğretmen-
> öğrenci biçimiyle sınırlı kalıyor ve öğrenci-öğrenci etkileşiminin pek
> gerçekleşmiyor olması."

(38) I-2: "... I, unfortunately, have to say something negative about their [freshman students] interaction with each other. Since their interaction is not the same as in the real classroom, some turned on their cameras while some did not. Everybody just answered the questions posed to himself/herself, or raised a hand and shared ideas. Other than that, I realized that they were still not familiar with each other even at the end of the term because when I tried to make them ask questions to each other or tried to play game-like stuff, they say 'I don't know him/her." (focus group discussion)

> "...birbirleriyle olan etkileşimleri konusunda maalesef negatif bir şey söylemek
> zorundayım. Çünkü sınıf içindeki paylaşımları gibi olmadığı için sadece ekranda
> bazıları açtı kamerayı bazıları açmadı. Herkes kendilerine sorulan soruyu ya
> yanıtladı ya da kendileri bir fikirleri varsa el kaldırıp paylaştılar. Bunun dışında,
> birbirlerini tanımadıklarını dönemin sonunda bile anladım. Çünkü bazen
> birbirlerine bir şey mesela sen ona sor sen buna sor gibi, bazen hani oyunvari bir
> şeyler oynatmaya çalıştığımda ben tanımıyorum kendisini dediklerini biliyorum."

(39) I-2: "Though I have said it many times, some of the students do not turn on their cameras by giving several excuses, or they use the chatbox instead of using their

microphones. In this case, I sometimes felt like I was giving a lecture to myself or like talking to the walls." (reflective journal-1)

> "Öğrencilerin bazıları defalarca söylememe rağmen çeşitli sebepler sunarak kameralarını açmıyorlar ya da mikrofon kullanmak yerine yazılı mesajları kullanmayı tercih ediyorlar. Bu durumda bazen kendi başıma yalnız ders işliyor gibi tuhaf bir hisse kapıldım ya da duvara ders anlatıyor gibi geldi."

(40) I-4: "[...] When it [the lesson] is not interactive or when they [students] do not turn on their cameras, when they only write comments or barely turn on their microphones, well it became a huge, um, psychological fatigue. I mean, you always talk to an empty black screen, you try to lecture like that for 14 weeks, well this part was really tiring." (focus group discussion)

> "[...] Hani interactive olmadıkça ya da kamera açmadan onlar (öğrenciler), sadece bir yorum yazarak ya da tek tük seslerini mikrofonlarını açarak bağlanınca büyük bir hani şeye dönüşmeye başladı psikolojik bıkkınlığa, yani kameraya sürekli boş bir siyah ekrana konuşuyorsun 14 hafta boyunca filan lecture yapmaya çalışıyorsun, hani bu kısmı gerçekten çok yorucu oldu."

- **Subcategory: Lack of a real classroom atmosphere**

(41) I-1: "One of the toughest things for me within this process [ERT] is being deprived of a blackboard. I believe, It's a huge drawback for a teacher not to be able to use a blackboard while teaching. I try to compensate it with various tactics (sharing the screen) but they, of course, cannot replace a blackboard." (reflective journal-1)

> "Benim için bu süreçte en zor olan şeylerden birisi de kara tahtadan yoksun olmak. Bir öğretmenin dersini anlatırken kara tahta kullanamaması bence çok büyük bir engel. Çeşitli taktiklerle (ekran paylaşımı) bunu aşmaya çalışıyorum elbette ama tabi ki tahtanın yerini tutamıyor."

(42) I-1: "It may sound ridiculous, but this week I realized that the most annoying thing about the online lessons is sedentary teaching. I have been teaching for 20 years, and up until this year, I have never taught without moving around the classroom." (reflective journal-4)

> "Saçma belki ama çevrimiçi derslerle ilgili beni en çok rahatsız eden şeylerden birinin oturarak ders anlatmak olduğunu fark ettim bu hafta. 20 yıldır ders anlatırım ve bu seneye kadar hiçbir zaman oturarak ders yapmamıştım."

(43) I-1: "I think, being a role model to our prospective teachers within the department might be our most important mission. Emergency remote teaching, on the other hand, makes it almost impossible for us to undertake this mission. We cannot build real and genuine relationships with them [students], we cannot closely follow their progress, thereby we either cannot contribute to the process of students to become a good person, citizen, and a teacher, or our contribution is very limited." (reflective journal-1)

> "Bizlerin bölümdeki adaylarımıza rol model olabilmemiz belki de en önemli misyonumuzdur diye düşünüyorum. Acil Uzaktan Öğretim sistemi ise bu misyonu gerçekleştirmemizi neredeyse imkânsız kılıyor. Kendileriyle gerçek ve içten ilişkiler kuramıyor, gelişimlerini yakından takip edemiyor, dolayısıyla da iyi bir insan, vatandaş ve de öğretmen olmalarına katkı sunamıyoruz ya da katkımız çok sınırlı oluyor."

(44) I-1: "[…] Actually, we are not a natural part of the context, the concept they refer to as artifact. We are more like an outsider of the classes like moderators because we need to manage the classes. Students cannot understand whom we are looking at and whom we expect answers from." (focus group discussion)

> "[…] Aslında biz de ortamın doğal bir parçası artifact dedikleri ortamın doğal bir parçası değiliz de moderatör gibi biraz daha dışarıdan kalmışız gibi aslında derslerde çünkü yönetmemiz gerekiyor. Çocuklar takip edemiyor kime bakıyoruz kimden cevap bekliyoruz."

(45) I-3: "I feel like we started to build rapport with students, but I suppose it's a bit difficult to have that naturally occurring rapport here [the ERT practice]as we have in face-to-face education. I also feel like an operator sometimes, like "Yes, how can I help you?" (reflective journal-1)

> "Öğrencilerle samimiyet kurmaya başladık gibi geliyor fakat yüz yüze eğitimde çok çabalamadan doğal gelişen dozunda samimiyeti burada yakalamak biraz zor gibi sanırım. Ben de bazen kendimi operatör görevlisi gibi hissetmiyor değilim. 'Buyrun nasıl yardımcı olabilirim?' gibi."

(46) I-4: "Um, I wish we could do more normal and parallel things to our real face-to-face classes and keep the cameras on all the time. That way it would be better and more motivating for all of us." (focus group discussion)

"Ee işte keşke teknolojik olarak sürekli kamera açık ve daha normal, gerçek derslerimize yüz-yüze derslerimize daha paralel şeyler yapabilseydik. Öyle daha iyi olacaktı, daha motive edici olacaktı hepimiz için."

- **Subcategory: Difficulty checking understanding**

(47) I-1: "In this online learning platform, I cannot go near the students, I cannot look over their shoulders while they are doing the exercises and see their mistakes." (reflective journal-4)

"Bu online öğrenme platformunda öğrencilerin yanına gidemiyorum, verilen egzersizleri yaparken omuzlarının üzerinden bakıp yaptıkları hataları göremiyorum."

(48) I-2: "While teaching in the classroom, I could directly see whether students understood what I taught as I could clearly see their faces, but that was not possible in this setting." (reflective journal-1)

"Sınıf içinde ders anlatırken öğrencilerin yüzünü net gördüğüm için anlattıklarım ne kadar anlaşılmış ya da anlaşılmamış bunu hemen anlıyordum ama bu ortamda pek mümkün olamadı."

(49) I-4: "It's not possible to get sufficient feedback from students' facial expressions during the classes conducted on Zoom, Mergen, MS teams etc. in order to make some adjustments like speeding up or slowing down the pace of a class, to add or exclude from the course content etc. We mainly carry on based on our assumptions." (reflective journal-4)

"Zoom, Mergen, MS teams vs derslerinde öğrencilerin yuz ifadelerinden dersin islenisini hızlandırmak, yavaşlatmak, derse eklemeler yapmak, dersten çıkarmalar yapmak vs. gibi kararlar alabilmek için yeterli donutu almak cok mumkun değil.. Daha cok varsayımla derse devam ediyoruz."

5. <u>**Assignment and exam-related problems**</u>

*I-3: "I also have a Reading class, and for instance, the quiz-exam we conducted within a limited duration was a bit compelling for me. The students said that they had trouble especially regarding the time. Since this was not something they experienced before, it upset me a bit, but there is nothing to do." (reflective journal-2)

"Reading dersine de giriyorum mesela orada kısa sınav üzerinden sınırlı sürede yaptığımız sınav biraz daha zorlayıcıydı benim için mesela. Öğrenciler zaman konusunda özellikle sıkıntı çektiklerini söylediler. Bu da, onların da daha önce tecrübe ettikleri bir durum olmadığı için, biraz beni üzdü açıkçası ama yapacak bir şey yok."

- **Subcategory: Possibility of cheating**

(50) I-1: "... the possibility of cheating for students is much higher in this online setting compared to face-to-face settings." (reflective journal-2)

"... bu çevrimiçi ortamda öğrencilerin kopya çekme olasılıkları yüzyüze eğitime kıyasla çok daha yüksek."

(51) I-2: "...the possibility of cheating for students on the exams conducted in this setting [ERT] is very high." (reflective journal-2)

"... bu ortamda yapılan sınavlarda öğrencilerin kopya çekme olasılıkları da çok fazla."

(52) I-4: "My course contents are suitable for grading through homework assignments and presentations, but if we are to continue with distance education during the spring term as well, I will need to prepare quiz exams requiring short answers. But in that case, we don't have the necessary technological affordancess to prevent students from cheating or getting help. We just try to conduct consistent and valid exams as much as we can." (reflective journal-2)

"Derslerimin içeriği ödev ve sunum ile not vermeye uygun, ama bahar döneminde de uzaktan devam edeceksek kısa cevaplı ve kısa süreli sınavlar vermem gerekecek. O zaman da sınavlarda öğrencilerin kopya çekmesine ya da yardım almasına engel olabilecek teknolojik vd imkanlara hala tam olarak sahip değiliz, elimizden geldiği kadarıyla geçerli ve tutarlı sınavlar uygulamaya çalışıyoruz sadece."

- **Subcategory: Originality of homework assignments**

(53) I-1: "We cannot confirm whether the homework assignments are done independently or through help." (reflective journal-1)

"Ödevlerin bağımsız mı yapıldığını kopya ile mi tamamlandığını tespit edemiyoruz."

(54) I-4: "I have been using Turnitin effectively for a long time. However, there is not a key criterion to confirm whether the person preparing the homework assignment or presentation is actually the student himself/herself." (reflective journal- 2)

> "Turnitin'i uzun suredir etkili olarak kullanıyorum. Ancak sunumu veya odevi hazırlayanın sorumlu öğrencinin kendisi olduğunu ispatlamamın net bir olcutu yok."

(55) I-2: "By the way, let me add something. For some assignments, well, the ones I give as take-home exams, you give like a two-day time period and as I-4 has said 'Are they done independently?'. Seriously, I don't know whether the student is getting help or not." (focus group discussion)

> "Ha bu arada mesela bir şey ekleyeyim, bazı ödevleri, tabi şey yaparak take home olarak verdiğim ödevlerde, hani kişi kendisi mi yapıyor, hani I-4'ın da dediği gibi, iki günlük bir süre tanıyorsunuz. Hakikaten yardım alıyor mu onu bilmiyorum ki."

ADVANTAGES

1. <u>**Self-related advantages**</u>

- **Subcategory: Working from home**

(56) I-3: "If we leave all these [disadvantages] aside, the thing I like most is being in the comfort of home. It actually pleases me a lot. I'm sure I will like this even more when winter draws on." (reflective journal-1)

> "Tüm bunları bir kenara bırakırsak en hoşuma giden yanı ise ev rahatlığında olmak. Bu bana aslında baya keyif veriyor. Kış geldiğinde eminim bu durum daha da hoşuma gidecek."

(57) I-2: "Personally, the only advantage for me was not to be in the traffic. I was able to do my classes without driving in the morning traffic. Well, that's the only advantage." (focus group discussion)

> "Benim kendi şahsım adına tek avantajlı şey trafiğe çıkmamak oldu. Arabayla sabah trafiğine çıkmadan dersleri yapabildim. Yani, bir tek avantaj o."

- **Subcategory: Improved technological skills**

(58) I-4: "Technology use became more automatized for me and I started to use it more skillfully. However, there still can be technical problems from time to time. Even so, I have more confidence about technology." (reflective journal-3)

"Teknoloji kullanımı daha otomatikleşti benim için ve daha ustaca kullanmaya basladim. Ancak hala ara ara teknik sorunlar olabiliyor. Gene de teknoloji konusunda kendime daha cok güveniyorum."

(59) I-4: "As we are getting closer to the end of the term, I've felt more competent and sufficient in terms of technological competence in using Mergen and MS Teams during the lectures." (I-4, reflective journal-4)

"Donem sonuna yaklaşırken ders işlenişi sırasında Mergen ve MS Teams kullanımında kendimi teknolojik beceri olarak daha etkin ve yeterli hissettim."

2. Live session-related advantages

- **Subcategory: Live session recordings**

(60) I-4: "An advantage is that we can record the live sessions while teaching. It has been very useful especially for students enrolling late with additional placement, getting infected with Covid-19, or missing classes due to the earthquake. The others also watch the recordings, and whenever I upload them late they post a question like: 'Are you going to upload the video recordings?'. I guess, one of the biggest advantages is the course recordings." (reflective journal-1)

"Bir avantaj ise derste dersleri kayıt altına alabilmemiz. Yurt disindan veya ek kontenjanla gec gelen öğrencilere, covid atlatan öğrencilere, deprem dolayısı ile ders kaciran öğrencilere ozellikle cok yararlı oldu. Digerleri de izliyor ve gec yüklediğimde "video kaydını yüklemeyecek misiniz" diye mesaj atıyorlar, sanırım en buyuk avantajlardan biri de bu ders kaydı."

(61) I-1: "Recording the lessons is something we have never experienced before. This is an advantage. It's an advantage both for the students and as I-4 has said it's an advantage for us. If a student has a question about a specific topic, there is an advantage of saying 'Watch the course recording and if you still have questions, then let's talk'." (focus group discussion)

"Dersleri kaydediyor olmamız daha önce yaşamadığımız bir şey, bu bir avantaj. Hem öğrenci için avantaj hem de Hande'nin dediği gibi bizim için bir avantaj. Çocuğun belli bir konuda sorusu olduğu zaman şu ders kaydını bir izle ondan sonra soruların varsa yine konuşalım gibi bir avantajı olabilir diye düşünüyorum."

- **Subcategory: Lecturing without interruption**

(62) I-4: "...like having for example more flowing lectures because there is no interaction, sure it is a bad thing on one side, but on the other it just flows, you are not interrupted, not really distracted. These were somehow the good parts." (focus group discussion)

> "... böyle sınıfta mesela lecture'ların böyle daha akıcı gitmesi çünkü interaction yok, tabi bu kötü bir şey bir yandan ama bir yandan da akıp gitmesi böyle, sözün kesilmiyor efendim, çok fazla dağılmıyor filan. Bir yandan onlar iyi gibi geliyordu."