

COVID-19 PANDEMIC AND EMERGENCY DISTANCE TURKISH TEACHING

Dr. Emrah BOYLU

ORCID: 0000-0001-9529-7369
Faculty of Education
Istanbul Aydin University
Istanbul, TURKIYE

Pinar ISIK

ORCID: 0000-0003-4695-8700
School of Asian Languages and Cultures
Zhejiang International Studies University
Hangzhou, CHINA

Omer Faruk ISIK

ORCID: 0000-0002-3773-4089
School of Asian Languages and Cultures
Zhejiang International Studies University
Hangzhou, CHINA

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ABSTRACT

The aim of this study is to determine the teachers' views on emergency distance Turkish teaching as a foreign language after Covid-19 pandemic. In this context, the quantitative and qualitative data were collected simultaneously in the study, which was created by using the convergent mixed design of the mixed method, which is one of the basic research methods. The study group of the research consisted 137 of teachers who were obliged to switch to emergency distance Turkish teaching while teaching Turkish face to face to international students studying at Turkish Teaching Centers affiliated with universities. According to the findings of the research, it was determined that teachers faced with many technological and pedagogical problems. In addition, it was identified that before the process started, teachers did not receive any training for distance Turkish teaching and therefore started distance teaching without experience. Moreover, it was concluded that class sizes are suitable for distance teaching, writing is the most difficult skill to develop and measure in distance teaching, and there is a lack of materials to be used in distance teaching.

Keywords: Covid-19, distance teaching, foreign language, Turkish teaching.

INTRODUCTION

Considering the history of education, it is seen that teaching activities generally continue in a certain routine without radical changes. However, this current process has passed as an exceptional period in the history of education in general and in the history of educational technology and distance education in particular (Yildirim, 2020). Although there have been epidemics such as Plague, HIV/AIDS, Spanish and Asian Flu, Smallpox, Cholera, Malaria, Typhus, etc. from past to present, such epidemics have not reached the size that will interrupt education and teaching activities for a long time or make a radical change in the teaching method. However, as Karadag and Yuzel (2020) stated, the new type of Corona virus (Covid-19) reported by China in December 2019 has turned into a pandemic affecting the whole world in a few weeks.

Looking at the data published by the World Health Organization, it is clearly understood to what extent this pandemic affected the world. In this context, globally, as of 22 March 2022, there have been 470.839.745 confirmed cases of COVID-19, including 6.092.933 deaths, reported to WHO. In Türkiye, from 3 January 2020 to 22 March 2022, there have been 14.707.959 confirmed cases of COVID-19 with 97.347 deaths, reported to WHO (WHO, 2022). These data clearly reveal how devastating the relevant pandemic has been both globally and in the context of Türkiye. All of a sudden, teachers and students around the globe have to deal with distance teaching and learning during the coronavirus disease crisis as a consequence of a working-from-home policy to prevent further transmission of the virus (Rahmadi, 2021). In this regard, the relevant pandemic caused serious problems in the field of education and teaching, as in every field. So much so that one of the sectors most affected by the Covid-19 pandemic was higher education. Almost all schools in the world were closed to face-to-face education, and almost 2 billion students suddenly switched to compulsory online education (Erkut, 2020). Although the history of distance education goes back approximately 150 years around the world, the pandemic has negatively affected education activities. This is because while traditional distance education activities aim to realize learning, the distance learning activities carried out during the pandemic process aimed to continue the teaching activities and not to distract the students from the process rather than the realization of learning (Yavuz, Kayali, Bala & Karaman 2020). The most fundamental factor underlying such a goal is the thought that the pandemic will decrease significantly, although it will not disappear completely in a short time. However, due to the fact that the situation is not as expected, it can be said that distance education activities, which started about 150 years ago, were seriously interrupted during the Covid-19 process. In this context, the historical ranking of the relevant distance education activities is as follows:

Table 1. Starting Dates and First Applications of Some Distance Education Implementations in the World

Starting Date	First Application Place
1840	England (Pitman Shorthand by Letter)
1874	USA (Illinois Wesleyan University)
1884	Germany (Rustinches Distance Education School)
1898	Sweden (Hans Hermod High School)
1910	Australia (University of Qucensland)
1922	New Zealand (Correspondence School)
1956	Türkiye (Ankara University Banking and Commercial Law Research Institute)
1966	Poland
1972	Spain (National Distance Education University)

Reference (Kaya, 2002:30)

Looking at the table above, the distance education activity, which started with letters in 1840, developed until the establishment of a university in Spain in 1972. However, since the distance education activities that started about 150 years ago have not been a necessity until today, it can be said that they were shaped especially within the framework of the educational understanding of institutions and the needs of learners. However, the Covid-19 pandemic has increased the importance of distance education, which cannot gain much place in every stage of the education and teaching process, and has revealed the readiness of all components of the education system (curriculum, teacher, student, technological infrastructure, etc.) for distance education in order to perform the relevant trainings. According to Rahmadi (2021) it is becoming increasingly important to understand teachers' technology integration and distance learning adaption after a sudden implementation of the working-fromhome policy as a precaution towards the further transmission of the virus. Distance education is not an easy process for the following reasons:

- Learner and teacher are in different places
- Both teachers and learners do not have a good level of technology use skills
- Lack of equal opportunity especially for learners in access to technology

- The need for more interactive materials unlike the materials used in formal education
- Having unique teaching methods,
- Greater responsibility for learners to learn autonomously than in formal education

In the context of the above information, it can be said that distance education is a process that requires having sufficient knowledge and experience in addition to having infrastructure, equipment, hardware and software. In this sense, especially Moore and Kearsley (2012) define distance education as follows: “Distance education is planned learning and teaching where the teaching function usually takes place in a different place than learning, requiring communication through technologies as well as a private corporate organization.” This definition can be regarded as the definition that best describes distance education provided by universities as an alternative to formal education, which was interrupted due to the Covid-19 pandemic. The reason is that distance education is mostly seen as a process, in which learners try to learn any subject voluntarily in a different place and time period from the learning environment. While emergency distance teaching activities provided by universities due to the Covid-19 pandemic do not require spatial unity as in formal education, they made it necessary to carry out the lessons in a planned and interactive manner because they include a certain common time, a curriculum that needs to be followed, interaction and a valid-reliable measurement and evaluation. From this point of view, as Karadag and Yucel (2020) stated, although distance teaching is not an easy process and the universities were caught unprepared for distance education due to the fact that YOK (The Council of Higher Education) has allowed distance education up to 30% of formal programs and attached importance to digitalization in the context of internationalization regarding the future of higher education for the last decade, the planning of the relevant process and the distance education of the lessons started in a short time. In this regard, Anadolu University can be cited as an example. Dating back to 1981 Open Education Faculty started its service as the first faculty to provide education in higher education with the principle of equal opportunity with high standards and through open and distance education. In the first year, 29,500 students were enrolled in Economics and Business Administration undergraduate programs (<https://www.anadolu.edu.tr/>). Even though universities have begun to adapt rapidly to the emergency distance teaching process, especially in the context of theoretical courses, the same is not the case for Turkish Teaching Centers operating within their organization. Although the relevant centers started distance teaching in order to prevent interruption of the Turkish learning process of international students, various difficulties were encountered in the process. The target audience’s learning of Turkish as a foreign language, teachers’ lack of experience in distance Turkish teaching, lack of materials for distance Turkish teaching, the inadequacy of the technological infrastructure (programs) used by universities for distance teaching activities in terms of teaching all the listening, reading, speaking and writing skills that should be taken as a whole in language teaching and should be acquired by the student in an interactive way, the necessity for distance language teaching to be carried out simultaneously, Turkish language learners and teachers’ attitudes towards technology, their distance learning and teaching experiences, teachers’ perspectives on distance language learning and teaching, their technology use competence and access to technology, class size and similar issues directly affected the distance Turkish teaching process in language learning and teaching. This is because, as Adiyaman (2002) stated, foreign language teaching through distance education requires special teaching methods and in cases where geographical and administrative factors make distance education preferable, it is extremely important to provide interactive communication in the foreign language learning process for success. Likewise, it is an extremely difficult task to design, prepare and implement a web-based distance language teaching program. Web-based distance language teaching is an interdisciplinary study that brings together educators working in the field of language teaching and experts working in the field of technology (Pilanci, 2015). For this reason, she underlined that effective distance teaching is not an easy matter in language teaching. In addition to this information, Pecenek (2005) lists the features that tools should have when it comes to distance language learning. They should:

- be effective (innovation, change, interesting presentation, attractive content) and applied in an interesting way,
- make the learners feel comfortable,
- develop the learners’ confidence and give a sense of achievement,
- direct the learner to use the original language,

- allow learners to use the target language for communicative purposes,
- allow for individual implementation,
- contain activities that stimulate right-left brain functions,
- allow self-assessment,
- help learners to develop cultural awareness and sensitivity,
- reflect the reality of language use,
- help learners to learn in similar conditions in which they will use the language.

Considering the features listed above, it cannot be said that the emergency distance Turkish teaching activities carried out in Turkish teaching centers fully meet the relevant characteristics. The main reasons for this situation are both the lack of experience of the relevant centers in distance education and an unprepared introduction to the process in the context of Turkish teaching. So much so that this study focused on Turkish teaching in Turkish Teaching Centers after the Covid-19 pandemic in the context of teacher opinions, which is one of the most important pillars of the process. As Baris and Cankaya (2016) stated, the most important actors of the education process are the teaching staff. For this reason, it is of great importance to evaluate the opinions of the relevant lecturers on the implementation of distance education, both in terms of restructuring the ongoing processes and shaping future studies accordingly. In this context, an answer to the question “What are the teachers’ views on distance Turkish teaching after Covid-19?” was tried to be sought in the research.

METHOD

In this study, which was created using the mixed method, one of the basic research methods, quantitative and qualitative methods were used together in collecting the data while determining the views of those who teach Turkish as a foreign language about the emergency distance Turkish teaching after Covid-19. Since the relevant data were collected simultaneously from those who voluntarily participated in the research, the research was designed with the convergent parallel mixed method, which is one of the mixed method types. In the convergent parallel design, quantitative and qualitative data are collected and analyzed at the same time. Both data types are of equal importance to the researcher and the data is not intended to confirm each other. Data analysis is usually done separately and aggregation is done in the process of interpreting the data. The reason for collecting data using both methods in the study is that, as Creswell and Plano Clark, (2007) stated, the use of qualitative and quantitative research methods together or in a blend will provide a better understanding of research problems and questions than using these methods separately. Likewise, Morse (2003) states that more daydetailed and complete information about human behaviors and experiences can be obtained by using more than one method in research, and thus research objectives can be achieved more quickly. In this connection, the steps applied within the scope of the research method are as follows:

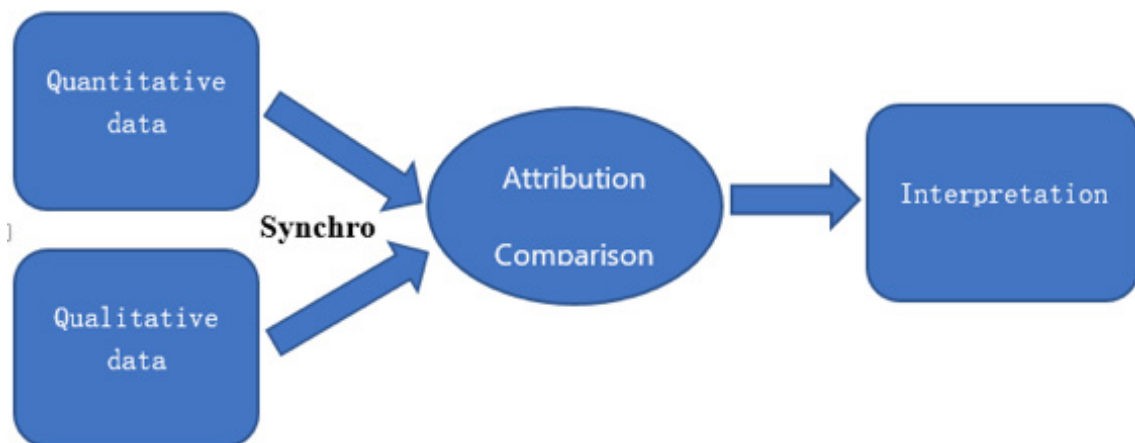


Figure 1. Method design of the research

Data Collection Tools and Collection of Data

In the research, the quantitative data of the teachers were collected with the “Emergency Distance Turkish Teaching Questionnaire after Covid-19” prepared by the researchers. Qualitative data, on the other hand, were collected using a semi-structured interview form created from open-ended questions. The questionnaire consists of 2 parts and 18 questions. In the first part, 6 questions are for the personal information of teachers and 12 questions are for determining their views on distance Turkish teaching. Because the demographic characteristics of the target audience and their views on a subject can be determined through the questionnaire (Buyukozturk, 2005), a questionnaire was used in the relevant study. In this context, the preparation of the relevant questionnaire was carried out in four stages. In the first stage, the difficulties experienced in distance Turkish teaching after Covid-19 were investigated and based on the compiled findings, the second stage of questionnaire development - item writing - was started. After the relevant items were written and the draft form was prepared, expert opinion was consulted and experts were asked to evaluate the items in terms of both content and language control. The questionnaire, which was finalized in line with expert opinions, was filled out by five lecturers working in Aydin TOMER (Istanbul Aydin University Turkish Language Teaching, Application and Research Centre) for pre-application and when no negative opinions were received from the relevant instructors, the questionnaire was finalized and applied to other teachers working in the relevant field via “Google Form”.

The semi-structured interview form, also was composed of 7 items by the researchers in order to reveal in more detail the teachers’ views on distance Turkish teaching after Covid-19. In line with expert opinions, three items were removed and a form consisting of four open-ended questions was prepared. Meetings could not be held face to face due to the epidemic. Therefore, qualitative data were collected by conducting online meetings with each teacher who answered the questionnaire and agreed to be interviewed. In addition, the participants who could not spare time for the online interview were sent the relevant form via the Google form and were asked to reflect their views in writing. In the study, both quantitative and qualitative data on teachers were collected in a period of approximately one month.

Analysis of Data

The data obtained through the “Distance Turkish Teaching Questionnaire after Covid-19” used in the collection of quantitative data in the research were transferred to the Excel table and interpreted by creating a meaningful whole through the tables with percentage (%) and frequency (f). Content analysis was used in the analysis of the data obtained from the semi-structured interview form used to collect the qualitative data of the research. The relevant analysis process was carried out in three stages as code-category-theme, as stated by McMillan and Schumacher (2010). In this context, each participant was numbered in accordance with ethical rules in the data collected. Common codes are categorized in the context of the questions that are sought to be answered in the research. The common codes obtained were themed and transferred to tables. Besides, the qualitative findings obtained were supported by direct or indirect quotations, and at the last stage, associations were made and presented to form a meaningful whole. In this context, the relevant process can be described as follows.

Participants

The study group of the research consisted of teachers who give a distance lecture to foreign students studying at Turkish Teaching Centers affiliated with universities. In this context, in line with the purpose of the research, teaching Turkish with formal education before Covid-19 and with distance education after Covid-19 was deemed necessary for participation in the research. Since participants who fulfill this requirement and who can be reached easily are needed, easily accessible situation sampling, which is one of the purposive sampling methods, was used in the study. Easily accessible situation sampling is often used when the researcher is not able to use other sampling methods (Yildirim & Simsek, 2013). In this context, it was tried to collect both quantitative and qualitative data at the same time from 137 teachers who voluntarily approved to participate in the research. The demographic information of the participants in the research is as follows.

Table 2. Teachers' educational information

Education Status	f	%
Undergraduate	32	23,4
Postgraduate	81	59,1
Doctorate	24	17,5
Total	137	100

Of the 137 teachers participating in the research, 81 have master's degrees, 32 have bachelor's degrees and 24 have doctorate degrees.

Table 3. Information on the departments the teachers graduated from

Department	f	%
Turkish Language and Literature	65	47,4
Turkish Language Teaching	48	35
Any foreign language education department	9	6,6
Linguistics	8	5,8
Contemporary Turkish Language and Literature	2	1,5
Classroom Teaching	2	1,5
Other	3	2,1
Total	137	100

According to Table 3, the departments of the majority of teachers teaching Turkish to foreigners are Turkish Language and Literature (n=65) and Turkish Language Teaching (n=48). Other departments are, respectively, any foreign language education department, Linguistics, Contemporary Turkish Language and Literature, and Classroom Teaching.

Table 4. Information on teachers' experiences in the field

Experience	f	%
0-1 year	19	13,9
1-3 years	31	22,6
3-5 years	33	24,1
Over 5 years	54	39,4
Total	137	100

When Table 4 is examined, it was identified that 39,4% of those who teach Turkish to foreigners have more than 5 years of experience in the field. There are teachers with 3-5 years (24,1%), 1-3 (22,6%) years, and less than 1 year (13,9%) of experience, respectively.

FINDINGS AND INTERPRETATION

Quantitative Findings

Table 5. Information on teachers' training in technology use

	f	Yes	f	No
Have you received training in the use of technology for language teaching?	51	37,2%	86	62,8%
Did you receive in-service training from your institution after the transition to distance education was determined?	44	32,1%	93	67,8%

When Table 5 is examined, it was determined that most of the teachers (62,8%) have not received any training on technology use in language teaching. With this result, it can be interpreted that teachers have learned how to use language teaching in technology with their own means during distance education.

Looking at the same table again, it can be seen that 67,8% of the teachers working in institutions that switched to distance education with the pandemic process did not receive in-service training for distance education from their own institutions.

Table 6. Teachers' experiences of distance Turkish teaching before Covid-19

	f	%
No, I have no experience.	105	76,6
Yes, I have a short-term experience.	19	13,9
Yes, I have more than a year of experience.	13	9,5

It was established that 76,6% of the teachers teaching Turkish to foreigners did not have experience in distance Turkish teaching before the pandemic process. While the rate of teachers with less than one year of experience was 13,9%, the rate of those with more than one year of experience was 9,5%.

Table 7. Information on the number of students in transition to distance education

	f	%
The number of my students has not changed.	41	29,9
The number of my students decreased with distance education.	90	65,7
The number of my students increased with distance education.	6	4,4

With the transition of Turkish lessons to distance education during the pandemic, changes were observed in the number of students attending the lessons. In this context, when Table 7 is examined, it was determined that the number of students of most of the teachers (65,7%) has decreased.

In this section, the opinions of teachers who teach Turkish as a foreign language about distance Turkish teaching after Covid-19 are included.

Table 8. Views on the easiest and hardest skills to develop in distance teaching

	Listening	Reading	Speaking	Writing
Easiest	21,9%	25,5%	50,4%	2,2%
Hardest	16,1%	6,6%	15,3%	62%

When Table 8 is examined, it was identified that teachers think that the easiest skill to develop in distance education is speaking (50,4%) and the hardest is writing (62%). In this context, it can be said that developing narrative skills in distance Turkish teaching is harder than comprehension skills.

Table 9. Views on the ideal class size in distance Turkish teaching

Number of Students	f	%
1-5	20	14,6
6-10	84	61,3
11-15	29	21,2
Over 15	4	2,9

When Table 9 is examined, teachers (61,3%) stated that the ideal class size should be 6 to 10 students. A small group of 2,92% stated that the ideal class size for distance teaching is over 15 students. In this context, it can be inferred that distance Turkish teaching to a student group of 15 or more will not be efficient.

Table 10. Teachers' views on the suitability of class sizes for distance Turkish teaching

View	f	%
Suitable	92	67,2
No	45	32,8

When Table 10 is examined, it was determined that the class sizes are suitable for most of the teachers (67,2%). In this context, it can be said that the classes of the teachers in distance Turkish teaching consist of groups of 6-10 students on average. The reason is that as can be seen in Table 7, teachers stated that the number of students attending the lesson decreased when distance Turkish teaching was started.

Table 11. Views on how measurement takes place in distance education

View	f	%
Process oriented	103	75,2
Result oriented	34	24,8

When Table 11 is examined, it was established that teachers (75%) make measurement and evaluation in the distance education process in a process-oriented manner. In this context, the data showing the criteria of homework, in-class participation, and exam scores that teachers use for process-oriented measurement and evaluation are as follows.

Table 12. Average of measurement and evaluation scores in distance education

Implementation	f	%
Exam	47	34,1
In-class participation	46	33,7
Homework	44	32,2

Looking at Table 12, it is seen that in process-oriented measurement and evaluation, 34,1% of the teachers use the exam, 33,7% in-class participation and 32,2% homework as a criterion in terms of measuring.

Table 13. Views on the easiest and hardest skills to measure in distance education

	Listening	Reading	Speaking	Writing
Easiest	13,1%	21,2%	60,6%	5,1%
Hardest	17,5%	10,2%	14,6%	57,7%

Looking at Table 13, teachers stated that the easiest skill to measure in distance Turkish teaching is speaking (60,6%) and the hardest skill is writing (57,7%).

Table 14. Students' adaptation to distance education

	f	%
Yes	45	32,8
No	13	9,5
Partially	79	57,7
Total	137	100

When Table 14 is examined, while more than half of the teachers (57,7%) stated that students partially adapted to distance education, 32,8% of the teachers stated that their students adapted to distance education.

Table 15. Teachers' views on their perspectives on distance education after Covid-19

Perspective	f	%
My perspective was positive before, and it is still positive.	46	33,6
My perspective was negative before, and it is still negative.	25	18,2
Yes, my perspective was negative before, but now it is positive.	53	38,7
Yes, my perspective was positive before, but now it is negative.	13	9,5

When Table 15 is examined, it was determined that Turkish teachers who switched from face-to-face teaching to distance teaching due to Covid-19 had a negative (38,7%) perspective on internet-based distance teaching, but their perspectives turned into positive. Furthermore, it is seen that the perspectives of a section of 33,6% have not changed, that is, their perspectives, which were positive before, are still positive. However, it is noteworthy that the perspective of a group (9,5%) who had a positive perspective before the pandemic changed negatively after the pandemic.

Table 16. Teachers' views on ways of developing themselves in distance Turkish teaching

Development	f	%
I watch what I can do through the videos.	93	67,9
I adapt the applications I have just learned for my own lessons by looking at what is done from the distance education systems of foreign languages.	86	63,5
I attend seminars.	83	60,6
I want help from my colleagues who are experienced in distance education.	63	46,7
I read academic articles.	62	45,3

When Table 16 is examined, it was determined that most of the teachers (67,9%) watched videos about the field in order to improve themselves and learned what they could do with these videos and integrated them into their own lessons. As the second choice, the participants (63,5%) aimed to improve by analyzing the distance education systems in foreign languages and adapting the learned new ideas to their own lessons. In addition, it is observed that teachers try to complete their individual development by reading academic articles, attending seminars on the internet, watching various videos and getting ideas, examining the distance education systems of foreign languages and applying them to their own lessons, getting help from their colleagues or trying to achieve their own development. Moreover, the reason why the frequency sum is not equal to the total participant is that in this item, teachers are given the opportunity to tick more than one option.

Table 17. Views on whether distance Turkish teaching is implemented properly or not

	f	%
Yes, distance teaching is being implemented successfully in the field.	16	11,7
No, there are serious problems in the implementation of distance teaching in the field.	27	19,7
Distance teaching is partially implemented in the field, but there are some deficiencies.	94	68,6

Looking at Table 17, it was identified that 68,6% of the participants have the view that there are deficiencies in distance Turkish teaching. While 19,7% of them argued that teaching could not be achieved successfully, 11,7% of them found the implementation of distance teaching in the field successful.

Table 18. Views on having sufficient course material for distance Turkish teaching

	f	%
Yes	7	5,1
No	78	56,9
Partially	52	38

As can be seen in Table 18, it was determined that more than half of the teachers (56,9%) had the view that the course materials used in distance teaching were not sufficient. 38% of the teachers think that it is partially sufficient. The rate of those who think that there is sufficient material in distance education is 5,1%, which should be emphasized especially. In this context, the views of the teachers regarding the preparation of the course contents in distance Turkish teaching are as follows:

Table 19. Information on the preparation of course contents in distance teaching

	f	%
I am using original material.	102	74,5
I am using a textbook.	96	70,1
I am using ready-made materials for distance teaching.	44	32,8

Looking at Table 19, it was established that teachers first preferred original materials (74,5%) they created to use in distance teaching and they used the textbooks (70,1%) secondly and finally the ready-made materials for distance teaching (32,8%).

Table 20. Views on the 5 most commonly used applications in distance Turkish teaching

Application	f	%
Zoom	52	38
Youtube	41	30,5
Kahoot	33	24,6
Edmodo	18	13,4
Quizlet	17	12,6

When Table 20 is examined, it was determined that “Zoom” application takes the first place with 38% in the first 5 applications that teachers use most in distance teaching. Other applications are Youtube (30,5%), Kahoot (24,6%), Edmodo (13,4%) and Quizlet (12,6%), respectively.

Table 21. Information on whether distance Turkish teaching can replace face-to-face teaching after Covid-19

	f	%
Yes	25	18,9
No	93	68,6
Partially	13	10,2

When Table 21 is examined, it is seen that 68,6% of the teachers stated that face-to-face teaching cannot be replaced by distance teaching after the pandemic is over. In addition to that, 18,9% of the teachers stated that face-to-face teaching might take the place of distance teaching after the pandemic is over.

Qualitative Findings

Views on What is Done to Increase the Motivation of Students in the Process of Distance Turkish Teaching

Table 22. Views on what is done to increase the motivation of students in distance Turkish teaching

Individual interest	(P1, P2, P3, P5, P18, P23, P38, P46, P64, P76, P82, P85, P95, P103, P112, P114)	Using different technology tools	(P9, P26, P27, P35, P48, P96, P97, P108, P115, P119, P120, P128)
Supportive advice			
Applications to increase motivation	(P24, P31, P42, P45, P49, P50, P51, P52, P54, P59, P67, P77, P91, P100, P107, P111, P113)		
Fun activities	(P8, P10, P11, P12, P13, P17, P28, P22, P29, P33, P41, P44, P47, P53, P55, P56, P57, P61, P66, P68, P69, P70, P71, P72, P73, P75, P79, P81, P86, P90, P92, P102, P105, P106, P126, P131)	Awarding	(P4, P25, P80, P109)

When Table 22 is examined, the situations that teachers use to increase students' motivation are divided into 5 themes: individual interest, supportive advice, fun activities, using different technology tools and awarding. In this context, themes are examined below.

Individual Interest: During the pandemic, teachers individually dealt with students who were away from their families for both lesson motivation and general motivation. In their statements, they stated that they dealt with the students individually through different tools: P2 *"Need attention and follow-up. I am dealing with them through all kinds of communication tools"*, P3 *"I am trying to deal with the students individually"*, and P64 *"I dedicate the first 10/15 minutes of my lessons to listening to them. We are chatting and I want them to explain their problems. I am trying to find solutions. We are in contact at all times and I answer every question from either Zoom or Whatsapp"*, P85 *"I'm calling them. It is good to hear each other's voices. We are texting on Whatsapp and I try to answer their questions no matter what time it is"*.

Supportive Advice: The teachers supported the students with encouraging speeches and nice words that gave them hope that they would learn Turkish. In this process, they reminded that they could learn Turkish at home in order to improve themselves and gave various recommendations. They emphasized that they give support and motivation to students with their views: P31 *"I always motivate them by making positive reviews. I make them confident"*, P49 *"Convincing them to believe this by making speeches that they will learn the language, being in good relationship with the student, and continue to follow so that they do not give up"*, P52 *"Giving students encouraging conversations, making them believe they will succeed, and empathizing through one-on-one meetings"*, and P111 *"I talk a lot about the awareness that this process gives us. I make them realize how much they have improved online"*.

Fun Activities: In order to increase the motivation of the students, it was determined that the teachers prepared different contents and benefited from songs, videos and short films. These teachers' views indicate the motivational tools they use against students: P17 *"First I start with the song. Then I occasionally tell about daily life events. Our sine qua non is an anecdote. Occasionally educational games. Finally, short documentaries"*, P33 *"I make them watch theatrical videos, listen to songs, play games, do creative drama and solve puzzles"*, P79 *"I share videos, audio recordings, and news that will attract students' attention. I assign a movie watching homework and talk about the movie. I use images or videos related to the subject I am telling. I definitely ask the students' opinions on the subject and try to keep them active in the lesson"*, and P102 *"I'm trying to create fun games. I have videos on the subject. When I realize that they are bored in the lesson, I have them watch a short animation. I want them to show and interpret different pictures"*.

Using Different Technology Tools: The opinions of the teachers who try to keep students in the lessons and to make a positive contribution to their motivation by using technology-based applications are as follows: P26 *“I use up-to-date resources that will work for them and every opportunity provided by technology. Thus, the lessons are far from monotonous and more creative”*, P27 *“I find materials that may be of interest to them in parallel with the course topics and I want homework related to them. I use Web 2.0 tools more often to place them in the course”*, P35 *“I use videos. I use short movies. I am trying to use Edpuzzle, Padlet, Kahoot etc. I share the latest news. I try to be in constant interaction with Whatsapp”*, and P48 *“I use posters, word programs, listening, writing and reading programs”*.

Awarding: Another element that teachers apply to increase the motivation of students during the pandemic process is awarding. Turkish teachers aimed to change the morale of their students positively with the awards they gave both verbally and via the internet within the limits of their possibilities: P4 *“I give small awards, I praise them a lot”*, P25 *“I give motivating small symbolic prizes to students”*, P80 *“I offer awards such as tea and coffee break”*, and P109 *“I give award points”*.

Views on Ensuring that Students are Active in Distance Teaching

In the distance teaching process, the methods teachers use for their students to be active in the course are interpreted by collecting under 4 themes: individual addressing, encouragement, assignment and creating a competitive environment.

Table 23. Views on what is done for students to be active in distance teaching

Individual addressing	(P4, P5, P6, P9, P11, P14, P20, P21, P28, P32, P45, P51, P74, P75, P79, P86, P115, P134)	Encouragement	(P1, P29, P50, P52, P60, P77, P131)
Themes for students to be active	(P8, P10, P17, P24, P31, P34, P36, P38, P46, P56, P59 P67, P69, P71, P72, P73, P90, P92, P94, P99, P105, P107, P108, P121, P122, P125, P128)	Creating a competitive environment	(P39, P48, P49, P98, P102, P106, P109)
Assignment			

Individual Addressing: Teachers address students individually in order to be active in the lesson. In this context, they tried to attract them to the lesson by giving the right to speak one by one and addressing them with their names: P6 *“I address them by their names”*, P51 *“I talk to the student one to one”*, P79 *“I give the students the right to speak in turn, I get answers to my questions”*, and P134 *“I give the word one by one by addressing their names”*.

Encouragement: As can be exemplified by the following views, teachers try to encourage their students to keep them active during the lesson: P1 *“I encourage them to talk”*, P29 *“I encourage them with motivational words. So I encourage them to attend the class”*, and P77 *“I say words of encouragement at every step”*.

Assignment: Teachers stated that they assign individual tasks to students in distance education as another way to keep students active in the lesson: P10 *“I assign individual tasks in which they will be active”*, P67 *“I have them make presentations at advanced levels one by one”*, P99 *“I make them prepare for the next lesson by assigning them, I have the right to speak during the lesson, I want a written answer during the lesson, I ask true-false, yes-no or multiple-choice instant questions during the lesson”*, and P108 *“I’m sharing events. I give task-oriented assignments. I set time for them to make presentations. Students speak, and students ask”*.

Creating a Competitive Environment: It was determined as another way of keeping students active in the lesson. Teachers tried to keep the students in the lesson with various competitions they held over the internet: P102 “*We organize competitions with different Web 2.0 tools. As the competition increases, the students become more active in the lesson. I give different tasks. I allow them to share screens and make presentations in lectures*”, and P109 “*I organize competitions by including students in games*”.

Views on the Positive and Negative Aspects of Distance Turkish Teaching

Table 24. Positive aspects of distance teaching

	Ease of sharing course material	(P34, P91)	Accessing the course again	(P8, P61, P93, P103, P108, P114, P125, P127, P128)
	Affordability	(P6, P13, P29, P35, P45, P47, P94, P97, P111, P117, P118, P121, P130)	No distance and space problems	(P14, P17, P19, P25, P26, P36, P40, P43, P62, P66, P67, P71, P73, P83, P85, P99, P104, P112)
Positive Aspects	Comfortable environment	(P10, P51, P57, P60, P72, P80, P110, P119, P131)	The diversity of the virtual environment	(P18, P22, P33, P38, P46, P48, P86, P126)
	Free time	(P5, P11, P20, P28, P105, P122)	Being away from in-class negativity	(P24, P106)
			Saving time	(P4, P7, P9, P12, P15, P23, P30, P41, P49, P53, P64, P65, P76, P79, P88, P93, P96, P102, P107, P134)

As can be seen in Table 24, teachers’ views on the positive aspects of distance teaching are grouped under nine different themes. The relevant themes and the views of the teachers under these themes are as follows:

Ease of sharing course material:

P34- “*Since the notes taken in the course are sent as PDF, the student leaves a very nice note like a book at the end of the lesson.*”

P91- “*It provides convenience in terms of material access and sharing during the lesson.*”

Accessing the course again:

P8- “*Students can watch the recording of the course again from wherever they want.*”

P93- “*Since the trainings are recorded, they can be watched over and over again.*”

P61- “*Students make up for their shortcomings with the recorded courses. Accessibility has increased.*”

Affordability:

P13- “*It saves students time and money.*”

P35- “*We can take lessons from our home. Our expenses decreased because we did not leave the house.*”

P117- “*Economically requires less cost.*”

No distance and space problems:

P25- “*Removing the space boundary, eliminating the concept of distance, reaching more people.*”

P66- “*Being able to participate in education from all over the world.*”

P71- *“Location doesn't matter. The course can be attended wherever desired.”*

Creating a comfortable environment:

P51- *“Home comfort. (pyjamas, tea, coffee, how nice!)”*

P60- *“It is a great comfort for students and teachers to be able to take lessons from home.”*

P110- *“I have lessons by drinking coffee and tea, I create a comfortable environment.”*

Benefiting from the diversity of the virtual environment by teachers and students:

P38- *“I direct them to resources and applications that can be accessed and interested in the virtual environment.”*

P46- *“It is easier to attract the attention of the student thanks to different teaching tools.”*

P48- *“You can use many applications at the same time, using the opportunities of the internet is unlimited.”*

Free use of time:

P28- *“There is no time limit, so we can do lessons at any time during the day.”*

P105- *“Lesson hours are more flexible. Being able to extend the time when necessary.”*

P122- *“Flexibility of course hours.”*

Being able to move away from in-class negativity:

P106- *“The noise in the classroom environment is not on the internet, I do not waste time with warnings such as stop-and-shut. Students sitting in the back can listen to the lecture directly. They can adapt to the lesson in a quiet environment.”*

Saving time:

P102- *“In a big city like Istanbul, it is very time consuming to commute to classes, so the time we spend on the road in distance teaching is now left to us.”*

P93- *“It saves time from negativities such as road and traffic.”*

P96- *“The time spent at home is used efficiently.”*

Table 25. Views on the negativities of distance teaching

Technical problems	(P4, P2, P8, P13, P15, P19, P21, P22, P26, P34, P38, P41, P46, P50, P56, P57, P60, P62, P64, P66, P71, P74, P79, P84, P88, P94, P96, P99, P102, P106, P111, P114, P118, P121, P122)
Student participation	(P5, P11, P14, P20, P23, P27, P35, P36, P40, P45, P53, P54, P65, P70, P78, P81, P91, P107, P112, P117, P119, P128, P130, P131)
Lack of course material	(P32, P33, P95, P37, P42, P69, P100, P103, P110, P113, P115, P116, P124, P125, P126, P127, P132, P133)
Low motivated students	(P18, P24, P25, P55, P63, P75, P86, P109, P128)
Class management	(P7, P17, P30, P47, P48, P49, P61, P124)
Lack of writing skills	(P9, P43, P67, P73, P82, P92, P105)
Measurement and evaluation problem	(P10, P12, P28, P41, P83, P113)

As can be seen in Table 25, it was determined that teachers mostly have trouble in distance teaching due to technical problems (32,4%) (P4- *“Voice problem and interaction is weak because students do not open cameras”*, P50- *“The biggest problem at the moment is the lack of technological infrastructure”*). The course, which is affected by the problems in the system, internet speed, and problems with sound and video during distance teaching, constitutes an obstacle to teaching for teachers. Another difficulty was identified as student participation (21,2%) (P23- *“Students are reluctant to participate in the lesson and therefore participation is low”*, P128- *“Students' participation decreases”*). With the comfort of being at home in distance teaching, not being followed by the teacher because the camera is not turned on, laziness and demoralization caused by the pandemic, sufficient participation of the students to the lesson cannot be achieved. For this reason,

teachers had problems as they could not provide mutual active teaching during the course. In addition to these problems, students who do not have necessary materials such as computers and internet for distance teaching (12%) (P32- “Students have lack of microphone and computer”, P103- “Not every student has internet opportunity”), students with low motivation due to the pandemic (8,3%) (P24- “Students cannot catch the motivation in the classroom”, P75- “Writing is a big problem, there are many alternatives, but I think students do not want to do it because their motivation is low. Of course, health anxiety also affected negatively”), teachers who cannot master the classroom because they cannot see everyone at once (7,4%) (P7- “I cannot follow up the student who leaves the class during the lesson”, P124- “Classroom management skills cannot be used in online programs as in formal education”), teachers’ lack of information on how to improve students’ writing skills (6,4%) (P9- “Lack of suitable programs that can support the writing skill”, P105- “Inability to dictate for writing, or evaluate the result of dictation”), inability to make clear measurement and evaluation on the internet (5,5%) (P41- “Reliability problem in measurement and evaluation”, P113- “I think the measurement and evaluation process is difficult”) have been identified as other negatives.

Views on Recommendations for Turkish Teachers who will Teach Turkish for the First Time in Distance Education

Table 26: Recommendations for first-time lecturers in distance education

Recommendations	Individual development	(P1, P18, P24, P33, P75, P86, P95, P109, P124, P126, P128, P132)	Getting training	(P25, P32, P55, P63, P115)
	Creating fun activities	(P37, P42, P69, P100, P103, P110, P125)	Going off the book	(P113, P116, P127, P133)
	Getting help from colleagues	(P3, P5, P11, P14, P20)	Dealing with students individually	(P23, P27, P36, P35, P40, P45, P107)
	Assigning tasks to the students	(P53, P54, P65)	Planning ahead	(P7, P10, P12, P17, P28, P30, P44, P47, P48, P49, P61, P70, P78, P81, P91, P112, P117, P119, P130, P83, P93, P131)
	Preparing original material	(P2, P4, P8, P13, P15, P21, P34, P50, P71, P74, P79, P99, P102,)	Having problem solving skills	(P19, P22, P26, P38, P41, P46)
	Being patient	(P56, P57, P60, P62, P64, P66, P84, P88, P94, P96, P106)	Mastering technology	(P6, P9, P51, P67, P105, P43, P72, P73, P77, P82, P92, P111, P114, P118, P121, P122, P134)
	Making all students talk	(P90, P16, P108)	Managing time well	(P29, P31, P39)

When Table 26 is examined, it was determined that teachers’ recommendations for first-time lecturers in distance education are as follows: individual development, getting training, creating fun activities, going off the book, getting help from colleagues, dealing with students individually, assigning tasks to students,

planning ahead, preparing original materials, having problem solving skills, being patient, mastering technology, making all students talk and managing time well. In this context, teachers suggested the following to their colleagues who will teach Turkish from distance education for the first time:

- Developing themselves both in terms of knowledge and in the field of technology
- Training in technology and computer use, if necessary
- Having the ability to provide immediate solution to any possible problem.
- Being patient no matter what happens
- The necessity of creating original materials and providing fun activities to the lesson
- The necessity of making a plan before each lesson, considering that unplanned lessons will be disrupted.
- Communicating with each student and enabling students to talk one by one and become active in the lesson
- Being able to manage the short lesson time well

DISCUSSIONS AND CONCLUSION

Considering the technological, pedagogical and social difficulties experienced in the distance teaching process (Ferri, Grifoni & Guzzo, 2020), it is seen that one of the most fundamental factors affecting learner success in the distance teaching process is “teacher competence”. This is because, considering that the achievements of the learners are directly affected by the competencies of the instructors, as Gurer, Tekinarslan and Yavuzalp (2016) stated, determining the views of the instructors about the distance education process is important for the improvement and development of the distance education system. In the study conducted in line with this understanding, based on the data obtained from the “Distance Turkish Teaching Questionnaire after Covid-19”, it was identified that the teachers had not received any training for distance Turkish teaching before, but after Covid-19, they were given in-service training for distance Turkish teaching by the institution they worked with. Moreover, due to the fact that most of the teachers do not have experience in distance Turkish teaching, it can be said that the relevant teachers were inexperienced at first, even though distance Turkish teaching activities were started after the Covid-19 pandemic.

In the research, it was determined that teachers think that the easiest skill to develop in distance Turkish teaching is speaking, and the hardest is writing. In this context, it can be said that developing narrative skills in distance Turkish teaching is more difficult than comprehension skills. The teachers stated that the ideal class size for distance Turkish teaching should be 6 to 10 students and it was established that their own class sizes were also in this range. In this regard, it can be said that teachers’ classes in distance Turkish teaching consist of groups of 6-10 students on average.

In the research, it was determined that teachers make process-oriented measurement and evaluation in the distance teaching process. Since teachers use homework, participation in class and exam as criteria in process-oriented measurement and evaluation, it can be said that teachers make an appropriate measurement and evaluation for the functioning of distance teaching. In addition to this information, teachers are of the opinion that the easiest skill to measure in distance Turkish teaching is speaking, and the hardest one is writing. In this context, especially the paper-based teaching of writing skill in TOMER and the fact that the distance teaching programs used by the related centers do not have an infrastructure to measure the writing skills are two of the main reasons for this situation. Karakus et al. (2020) identified that almost no activities were carried out for the writing skill in lessons as one of the issues that teacher candidates insistently emphasize. In this context, it can be said that the use of this skill is incomplete since distance education systems do not support writing, which is one of the language skills.

In the research, more than half of the teachers stated that their students partially adapted to distance Turkish teaching. In this sense, it can be interpreted that students’ transition from face-to-face teaching to distance teaching for an unexpected reason negatively affected their adaptation process. This situation reveals the importance of Gurkan’s statement even if there is a spatial difference in distance education, it does not seem possible for the student to learn without mental participation (2020). The reason is that

when students cannot adapt to the lesson, it is difficult to learn adequately. Similarly, Karakus et al. (2020) found that teacher candidates' motivations in the lessons in the distance education process are very low. In this context, it can be said that low motivation in distance education is a general problem. In the research, it was determined that Turkish teachers who switched from face-to-face teaching to distance teaching due to Covid-19 had a negative perspective on internet-based distance education before, but turned into positive later. In this context, it can be said that the related teachers have positive perceptions that Turkish can be taught with distance education. In addition to this information, when we look at the opinions of the teachers about how they improve themselves in distance Turkish teaching, it was established that most of them first watched videos about the field and learned what they could do with these videos and integrated them into their own lessons. Secondly, it is seen that teachers are trying to improve by examining what is done in the distance education systems of foreign languages and adapting the learned new ideas to their own lessons. Apart from these, it was identified that teachers try to complete their personal development by reading academic articles, attending seminars on the internet, watching various videos and getting ideas, examining the distance teaching systems of foreign languages and applying them to their own lessons, getting help from their colleagues or trying to achieve their own development. This situation can be explained by the lack of information about distance education in the relevant field.

In the research, it was determined that some of the teachers have the view that distance Turkish teaching has deficiencies. However, even though there are various deficiencies, the high rate of those who think that distance Turkish teaching is done effectively is an important issue for the related field. In addition to these findings, more than half of the teachers have the opinion that the course materials used in distance teaching are not sufficient. Although instant material sharing in distance teaching is seen as positive both in this study and in the study of Gungor, Cangal and Demir (2020), the lack of material is a very important deficiency in distance Turkish teaching. The fact that the rate of those who think that there is enough material in distance education is very low is an issue that should be especially emphasized because this rate actually gives an important clue about the need for materials prepared for distance Turkish teaching. In this context, considering the findings of teachers' opinions on the preparation of course contents in distance Turkish teaching, it was determined that teachers first preferred the original materials they created to use in distance Turkish teaching. Secondly, it was established that they made use of textbooks and finally, ready-made materials for distance education. In this connection, considering the rate of use of textbooks, it can be said that distance Turkish teaching activities are carried out over the textbooks used in formal education. Within this scope, considering the study of Karadag and Yucel (2020), this problem is actually a result of the transition to compulsory distance teaching. This is because according to the study conducted with 17,939 students in 111 state and 52 private universities across the country, students complained that their faculty members shared the ready-made content instead of producing original content, the material was not relevant to the course, and the content was technically poor.

In the research, it was identified that the "Zoom" application took the first place in the first five applications that teachers use most in distance teaching. When the studies were examined, it was determined that the "Zoom" application made positive contributions to both teachers and students in online education (Nurieva & Garieva, 2020; Ramadani & Xhaferi, 2020). Other applications used by teachers are Youtube, Kahoot, Edmodo and Quizlet, respectively. Ilyas and Putri (2020), Nami (2020), Yuliyanto et al. (2020) stated in their studies that applications such as "Youtube" and "Edmodo" increase students' speaking skills and are complementary elements in language teaching. Considering the applications used in this context, it can be said that the reason for teachers to choose these applications is to increase the interaction with the student more.

Based on the quantitative findings of the research, it was determined that most of the teachers were of the opinion that distance teaching could not replace face-to-face teaching after the pandemic was over. In this sense, it can be inferred that in the context of teaching Turkish after Covid-19, we will switch from distance education to formal education again. The reason for this is that distance Turkish teaching is not efficient compared to face-to-face education, does not provide socialization, and cannot create an emotional bond. Likewise, in recent studies (Karakus et al., 2020), teacher candidates stated the necessity to switch from distance education to face-to-face education.

In the quantitative findings of the research, teachers stated that their students partially adapted to distance Turkish teaching. As this situation negatively affects their motivation, teachers stated in qualitative findings that they engage in activities that increase students' motivation. These activities are divided into 5 themes: individual interest, supportive advice, fun activities, using different technology tools and awarding. In this context, teachers stated what they did to increase students' motivation with the following explanations: In the theme of individual interest, the teacher coded P85 said, *"I'm calling them. It is good to hear each other's voices. We are texting on Whatsapp and I try to answer their questions no matter what time it is."* In the theme of supportive advice, the teacher coded P31 said, *"I always motivate them by making positive reviews. I make them confident."* In the theme of fun activities, the teacher coded P33 said, *"I make them watch theatrical videos, listen to songs, play games, do creative drama and solve puzzles."* In the theme of using different technological tools, the teacher coded P35 said, *"I use videos. I use short movies. I am trying to use Edpuzzle, Padlet, Kahoot etc. I share the latest news. I try to be in constant interaction with Whatsapp."* Finally, in the theme of awarding, the teacher coded P109 said, *"I give award points."*

When the findings of teachers' opinions about ensuring the students to be active in distance Turkish teaching were examined, the results were collected under four themes: individual addressing, encouragement, assignment, and creating a competitive environment. In this context, when looking at what teachers do to minimize the problem of not participating actively in the lesson, which is one of the most important negative aspects of distance education, it can be seen what teachers do with the following explanations: In the theme of individual addressing, the teacher coded P134 said, *"I give the word one by one by addressing their names."* In the theme of encouragement, the teacher coded P77 said, *"I say words of encouragement at every step."* In the theme of assignment, the teacher coded P108 said, *"I'm sharing events. I give task-oriented assignments. I set time for them to make presentations. Students speak, and students ask."* Finally, in the theme of creating a competitive environment, the teacher coded P102 said, *"We organize competitions with different Web 2.0 tools. As the competition increases, the students become more active in the lesson."*

In addition to the above information, distance Turkish teaching has positive aspects such as ease of material sharing, accessing the course again, diversity of the virtual environment, free time, lack of distance and space problems, saving time, affordability, stress-free environment and being away from in-class negativity. There are also negative aspects such as technical problems, less participation in class, lack of course material, low motivation, difficulty of classroom management and measurement and evaluation problem. In this context, considering the existence of both positive and negative aspects of distance education, this result is similar to other studies (Ozkose, Ari, Cakir, 2013; Ozbay, 2015; Baris & Cetinkaya, 2016; Paydar & Dogan, 2019; Gungor, Cangal & Demir, 2020; Karakus et al. 2020; Kaya, 2020; Erzen & Ceylan, 2020; Er Turkuresin, 2020; Sumardi & Nugrahani, 2020; Balbay & Erkan, 2021).

Verification of the problems in the quantitative findings of the research also with qualitative data is very important in terms of seeing the source of the problems experienced in distance Turkish teaching. Examples of these problems are having too many deficiencies in distance Turkish teaching, the fact that writing skill is the most difficult skill, and low motivation of students. In this context, teachers suggested the following to their colleagues who will teach Turkish from distance education for the first time:

- Developing themselves both in terms of knowledge and in the field of technology
- Training in technology and computer use, if necessary
- Having the ability to provide immediate solution to any possible problem.
- Being patient no matter what happens
- The necessity of creating original materials and providing fun activities to the lesson
- The necessity of making a plan before each lesson, considering that unplanned lessons will be disrupted.
- Communicating with each student and enabling students to talk one by one and become active in the lesson
- Being able to manage the short lesson time well

Also in the study of Baris and Cetinkaya (2016), it was concluded that an instructor with distance education should be in the position of a teacher who uses technology, shares information, prepares course content and materials, and can use different teaching methods. In this context, it can be said that the basic pedagogical competencies expected from teachers in distance education (Ferri, Grifoni & Guzzo, 2020) are similar. Based on all these information and findings, the following suggestions can be given.

Suggestions to Instructors:

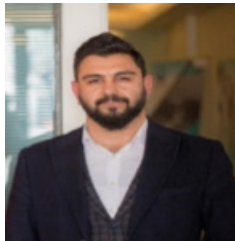
- In-service trainings to increase teacher competencies for distance Turkish teaching should be organized.
- Programs that allow the development of writing skills should be used in distance teaching.
- There should be studies aimed at minimizing the negative aspects of the distance Turkish teaching process.
- Material development studies should be carried out for distance Turkish teaching.
- Studies should be conducted to minimize motivation and adaptation problems in distance Turkish teaching.

Suggestions to Researchers:

Studies should be conducted on the following subjects in distance Turkish teaching:

- Student opinions
- Determination of instructional competencies
- Material design and effectiveness
- Measurement and evaluation implementations
- Tools to be used in developing language skills

BIODATA and CONTACT ADDRESSES of AUTHORS



Dr. Emrah BOYLU graduated from the Gazi University Faculty of Education Turkish Language Teaching program in 2012. In 2015, the author earned a master's degree from Gazi University; in 2019, he graduated with a doctorate from Canakkale Onsekiz Mart University. Between 2012 and 2013, the author lectured at the Tehran Yunus Emre Institute Turkish Cultural Center. From 2013 to 2015, he served as the center's education coordinator, and from 2015 to 2017, he served as the education coordinator at Istanbul Aydin University Turkish Teaching Application and Research Center. The author has continued to serve as this unit's principal since 2018 and also teaches "Teaching Turkish as a Foreign Language" in the undergraduate and graduate Turkish Language Teaching programs at the affiliated university. He has completed numerous academic studies in the area.

EMRAH BOYLU

Istanbul Aydin University, Faculty of Education, Department of Turkish Language Education

Address: Istanbul Aydin University, No: 38. Kucukcekmece, Istanbul, Turkiye.

Phone: +90 5070358768

E-mail: emrahboylu@aydin.edu.tr



Pinar ISIK works as a lecturer in the Turkish Department of Zhejiang International Studies University. She completed her master's degree at the Department of Teaching Turkish as a Foreign Language. She has written multiple articles, symposium papers and book chapters related to the field. Her areas of interest are teaching Turkish, distance education and educational technologies.

Pinar ISIK

Zhejiang International Studies University, School of Asian Languages and Cultures, Department of Turkish
Address: Xiaoheshan Campus, Hangzhou, Zhejiang, CHINA
Phone: +86 0571-88218248
Email: pinarisik@zisu.edu.cn



Omer Faruk ISIK is a lecturer in the Department of Turkish, School of Asian Languages and Cultures at Zhejiang International Studies University, China. He earned his master's degree in Teaching Turkish as a Foreign Language from Canakkale Onsekiz Mart University, Türkiye. He teaches courses on Turkish Language, Turkish Culture, Society and Economy. He has been teaching Turkish as a foreign language since 2013. He has published multiple articles, symposium papers and book chapter related to the field. Previously, he worked as a lecturer and a coordinator of Turkish Language Application and Research Center at Istanbul Aydin University. His research interests are Turkish teaching, Turcology, educational technologies and Chinese studies.

Omer Faruk ISIK

Zhejiang International Studies University, School of Asian Languages and Cultures, Department of Turkish
Address: Xiaoheshan Campus, Hangzhou, Zhejiang, CHINA
Phone: +86 0571-88218248
Email: omerfarukisik@zisu.edu.cn

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