

CHALLENGES EXPERIENCED BY TERTIARY LEVEL EFL INSTRUCTORS
AND STUDENTS DURING COVID-19 PANDEMIC

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Challenges Experienced by Tertiary Level EFL Instructors and Students during
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ABSTRACT**CHALLENGES EXPERIENCED BY TERTIARY LEVEL EFL INSTRUCTORS
AND STUDENTS DURING COVID-19 PANDEMIC**

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MA in Teaching English as a Foreign Language

Advisor: Asst. Prof. Dr. Tijen Akşit

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The aim of this case study was to explore the perceptions and experiences of EFL instructors and students of an English language preparatory program of a foundation university in Turkey regarding the challenges they faced due to the Covid-19 pandemic-induced online education and the solutions they produced to cope with these challenges. For this mixed-methods case study, the quantitative data were collected from 60 instructors and 110 students through instructor and student questionnaires. To gather the qualitative data, focus group interviews were conducted with 12 instructors and individual interviews with 14 students. The quantitative data were analyzed through descriptive and inferential analysis, and content analysis was used for the analysis of the qualitative data. The results revealed that the main difficulties for the participants were a lack of training for online education and internet connection problems. The instructors thought their workload was increased as they had to provide extra guidance to the students. For the students, distractions at home and lack of interaction with their peers were the main challenges. The instructors also had positive experiences about acquiring more competence in teaching online, and the students were satisfied with the support and guidance they received from the instructors.

Keywords: Emergency remote teaching, challenges in online education, teaching during Covid-19, learning during Covid-19

ÖZET

COVID-19 PANDEMİSİNDE ÜNİVERSİTE İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN VE ÖĞRENCİLERİNİN YAŞADIĞI ZORLUKLAR

Ayça Damla Deniz

Yabancı Dil Olarak İngilizce Öğretimi Yüksek Lisans Programı

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Bu vaka çalışmasının amacı, Türkiye'deki bir vakıf üniversitesinin İngilizce hazırlık programında İngilizce hazırlık yapan İngilizce okutmanı ve öğrencilerinin Covid-19 pandemisi kaynaklı çevrimiçi eğitim nedeniyle karşılaştıkları zorluklara ve çözümlerine ilişkin algılarını ve deneyimlerini keşfetmektir. Bu zorluklarla başa çıkmak için üretilmiştir. Bu karma yöntemli durum çalışması için nicel veriler, eğitmen ve öğrenci anketleri aracılığıyla 60 öğretim görevlisi ve 110 öğrenciden toplanmıştır. Nitel verileri toplamak için 12 öğretim elemanı ile odak grup görüşmeleri ve 14 öğrenci ile bireysel görüşmeler yapılmıştır. Nicel veriler betimsel ve çıkarımsal analiz yoluyla analiz edilmiş, nitel verilerin analizi için içerik analizi kullanılmıştır. Sonuçlar, katılımcılar için temel zorlukların çevrimiçi eğitim için eğitim eksikliği ve internet bağlantısı sorunları olduğunu ortaya koydu. Eğitmenler, öğrencilere ekstra rehberlik sağlamak zorunda kaldıkları için iş yüklerinin arttığını düşündüler. Öğrenciler için evde dikkat dağınıklığı ve akranlarıyla etkileşim eksikliği temel zorluklardı. Eğitmenler ayrıca çevrimiçi öğretimde daha fazla yetkinlik kazanma konusunda olumlu deneyimler yaşadılar ve öğrenciler eğitmenlerden aldıkları destek ve rehberlikten memnun kaldılar.

Anahtar kelimeler: Acil uzaktan eğitim, çevrimiçi eğitimde zorluklar, Covid-19 döneminde öğretmenlik, Covid-19 döneminde öğrencilik

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CHAPTER 1: INTRODUCTION

Introduction

In December 2019, with the official announcement of 27 pneumonia cases in Wuhan, China (World Health Organization [WHO], 2020), the whole world witnessed the beginning of a new era, ushered in by a virus called Covid-19 (Şahin et al., 2020). After the emergence of many new cases in China, on 13 January 2020, the virus started to spread to 185 more countries. As a result, World Health Organization confirmed it as a pandemic on 11 March 2020 (WHO, 2020). Struggling with the pandemic, many governments implemented specific measures, forcing their citizens to self-isolate themselves and eventually stay in complete or partial lockdown (Cooper et al., 2020).

The global pandemic has posed many challenges to everyone regardless of their nationality, gender, and level of education (Schleicher, 2020), such as health concerns, restrictions on travel, social and physical distancing, and, most notably, a sense of uncertainty about the future (MacIntyre et al., 2020). In the middle of this crisis, access to education has become another conundrum for many students as the lockdowns have disrupted the traditional education system, with nationwide school closures in many countries (Schleicher, 2020). However, as proclaimed in the 1948 Universal Declaration of Human Rights, education is a fundamental right; therefore, it should be made available and accessible to everyone. Access to education can always be interrupted by natural disasters or external dangers (Ayebi-Arthur, 2017; Meyer & Wilson, 2011; SchWeber, 2008), and institutions should be able to reserve this very right of students'.

In order to ensure that teaching and learning practices can continue remotely, many countries immediately transitioned to online delivery, leaving almost 1.58 billion learners and 63 million primary and secondary teachers with a mountain to climb (The United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Higher education is also not immune to this calamity. Although many universities, prior to the crisis, were already practicing various types of online education and were very quick to respond to the current problem, this sudden migration to distance education has seriously affected them (Schleicher, 2020).

The main challenge with the new online teaching system, called emergency remote teaching (ERT) (Hodges et al., 2020), is that it is not pre-planned and designed as a conventional online delivery mode. This temporary mode utilizes the online teaching tools available to deliver the materials that would, under normal circumstances, be delivered through face-to-face education (Mohammed et al., 2020). While this quick response to the crisis has enabled institutions to carry on educational practices, it has presented educators and learners with adaptation problems (Shim & Lee, 2020).

As Bozkurt and Sharma (2020) clearly state, external dangers like a pandemic, wars, and natural disasters may always threaten the education system and cause interruptions; therefore, it is highly crucial to analyze and comprehend the current situation with its possible implications and solutions. Taking this as an impetus, the current study aims to explore the difficulties experienced by EFL instructors and students of a preparatory program since the beginning of the pandemic and how they handled them.

Background of the Study

Technology has penetrated every aspect of life and become an indivisible part of it. Education, one of the aspects, could not stand aloof and has been affected by technological advances. From the earliest versions, like radio or telephone, to the most recent ones, the internet and computers, technology has provided new insight into education, revolutionizing educational practices (Bozkurt, 2020). Although it does not necessarily mean that learning cannot occur without technology, it creates a meaningful learning environment by bridging the gap between the classroom and the outside world (Wali & Popal, 2020). The language education field, especially English language education, has witnessed the evolution of technology use and Table 1 presents a summary of the stages of this evolution.

Table 1

The Stages of the Evolution of Technology Use in English Language Education

Stages	References
1. Computer-Assisted Language Learning	Dudeny & Hockly, 2012
2. Technology-Enhanced Language Learning	Dudeny & Hockly, 2012
3. Information and Communication Technology	Ko & Rossen, 2017; Son, 2007
4. Web-Based Language Learning	Ko & Rossen, 2017; Son, 2007
5. Online Teaching	Ko & Rossen, 2017; Son, 2007
6. Distance Education	Holmberg, 2005; Schlosser & Simonson, 2006; Shelley, 2013

Table 1 (cont'd)*The Stages of the Evolution of Technology Use in English Language Education*

Stages	References
7. Blended Learning	Brown, 2016; Garrison & Vaughan, 2008; Medina, 2018; Porter et al., 2014; Sharma & Barrett, 2007; Stein & Graham, 2014
8. Emergency Remote Teaching	Bozkurt & Sharma, 2020; Hodges et al., 2020; Whittle et al., 2020

The evolution started with computer-assisted language learning, which emerged around the 1980s, and then moved on to technology-enhanced language learning, beginning in the 1990s (Dudeney & Hockly, 2012). Looking at the current situation, it is plausible to claim that computers have been normalized and become a significant part of the learning process (Bax, 2003). The advent of the internet and the development of information and communication technology manifested themselves in the field, and web-based language learning and then online teaching (Ko & Rossen, 2017; Son, 2007) gained popularity. All these new technologies have offered teachers an alternative to face-to-face instruction.

Often used in the language teaching field, distance education (DE) or distance learning is a prominent learning system implemented by technology. Schlosser and Simonson (2006) define it as a blanket term indicating the physical distance between the teacher and the student. Another definition is that DE is a flexible system enabling learners to study whenever and wherever they want (Shelley, 2013). As Holmberg (2005) elucidates, the primary purpose is to provide opportunities to study

for learners who are either unwilling or simply unable to attend face-to-face teaching. Therefore, employing various nontraditional ways of both teaching and learning, DE is an inherently complex system (Jung, 2019).

As the definition suggests, DE is a propitious opportunity to access education in a geographically distant area. DE "can expand an institution's reach, enhance its stature and satisfy needs for its traditional and nontraditional students" (Kyrish, 2004, p. 2). Additionally, offering lower costs and flexibility, it proves advantageous both for the learner and the institution engaged in distance learning (Oliveira et al., 2018). As DE oftentimes integrates online teaching mode, it also reaps the benefits of online learning, which are enhanced learning quality, learner motivation, and increased engagement (Arasaratnam-Smith & Northcote, 2017).

Abandoning the traditional face-to-face education and adopting DE is a dramatic change for the learner, the teacher, and the institution, constituting particular challenges. Learners in the DE context may face problems pertaining to self-discipline, isolation, less immediate support, and incidental learning (White, 2003). It is also quite challenging to devise the right system with an appropriate technological choice catering to the institution's objectives and pedagogical aims (White, 2006). In addition, the nature of the interaction and the power balance between the learner and the teachers may change because of some teachers' low level of technological literacy (Shelley et al., 2013).

Blended learning (BL), which is oftentimes embodied by DE, is another alternative provided by technology. Since its emergence, various definitions have been put forward by the experts, focusing on different dimensions of it based on its context. The initial and rudiment definition is integrating online tools into face-to-face instruction (Brown, 2016; Garrison & Vaughan, 2008; Medina, 2018; Porter et

al., 2014; Sharma & Barrett, 2007; Stein & Graham, 2014). Nevertheless, some believe that this particular definition is incomplete as it disregards certain aspects of the concept like self-paced and collaborative learning and structured and unstructured learning (Singh & Reed, 2001), or that BL is ill-defined because of the failure to take contextual differences into consideration (Oliver & Trigwell, 2005). As Moskal et al. (2013) stated, due to its dynamic and organic nature, it is not possible to provide a universal definition of BL.

Despite the divergence of the definition of the term, there is not much disagreement on the importance and benefits of BL. It is well-regarded in language education because of its "effectiveness in providing flexible, timely and continuous learning" (Rasheed et al., 2020, p. 1). It provides learners with improved access, facilitates and boosts learning, and decreases costs (Stein & Graham, 2014). Since BL typically requires overhauling the teaching and learning process, it can make ample room for teachers to explore current strategies and tools for teaching (Vaughan, 2010).

On the other hand, embarking on implementing BL in classrooms poses some challenges. With this approach, there is a pressing need for training both on the part of the learner and the teacher (Medina, 2018). Teachers' beliefs and attitudes and lack of self-regulation skills of students, and the technological literacy level of both teachers and students are also important challenges in the face of BL adoption (Rasheed et al., 2020). In addition, it necessitates making adaptations to the conventional teaching methods (Mendieta & Barkhuizen, 2020) and creating "pedagogically sound courses" (Hockly, 2018, p. 100).

The advent of educational technology has attracted English language teaching at all levels, yet higher education has especially become engrossed in it. Due to the

growing interest in BL, this "half bricks and half clicks" (Bleed, 2001, p. 18) model has been adopted and being used in higher education institutions for quite a long time (Porter et al., 2014), as the mission of these institutions is simply to enable learners to have engaging learning experiences that fulfill the current needs of the society (Garrison & Vaughan, 2008). In a similar vein, DE, evolving considerably over time, has been used in higher education institutions since almost the nineteenth century (Schifter, 2004), and they mainly aimed, as Warschauer (2000) asserts, to reach new markets. There are many different motives behind utilizing all these systems, such as aiming to improve the quality of teaching and learning, catch up with the current educational trends, and purely cater to the needs of nontraditional students.

On the other hand, there are times when it is not a matter of choice for institutions to adopt these approaches but a must to maintain 'academic continuity' in the face of an emergency. This 'emergency' could be an incidence of crime or violence, a natural disaster, or a pandemic, disrupting education. Such crises coerce universities into acknowledging the need to carry on providing convenient learning environments when face-to-face education is out of the question (Day, 2015). In emergency cases, academic continuity is generally associated with technology-enhanced and online education (Regehr et al., 2017). Nevertheless, suffice it to say, the technology and internet use in such situations is not the same as it is in regular times because "extraordinary times call for extraordinary measures" (Murphy, 2020, p. 492).

There are many examples of educational disruption caused by various emergencies in history. A notable example is Hurricane Katrina, which hit New Orleans, the USA, in 2005. The hurricane destroyed 110 out of 126 public schools, forcing almost 400.000 children to be displaced to be able to attend school (Oblack,

2019). With the joint effort of some institutions, they created a platform to provide these displaced students with some online courses (Meyer & Wilson, 2011). One year later in a different part of the world, another crisis arose. The Lebanon war was precipitated by a Lebanese group, Hezbollah, killing 8 Israeli soldiers, and during the war, so many towns and villages of both Lebanon and Israel were destroyed (BBC News, 2008). These parties grappled with this emergency by designing and offering online courses to the students in the war zone, and also some Lebanese universities distributed DVDs of faculty lectures to enable local students to watch them (SchWeber, 2008).

Similar to previous emergency cases, the Covid-19 pandemic, the most recent calamity interrupting education all over the world, has quickly induced school and university closures, leaving them with no other option but to switch to distance online education. This new 'extraordinary measure' is called ERT (Bozkurt & Sharma, 2020; Hodges et al., 2020; Whittle et al., 2020). As Bozkurt and Sharma (2020) enunciate, ERT is different from DE in that DL is alternative and flexible, whereas ERT is imperative, requiring different strategies and methods to mitigate the impact of school closures.

Even though not every higher education institution (HEI) was equally prepared for such a sudden transition, they have responded very quickly to the educational problem the pandemic has posed. China, where the pandemic first broke out, was one of the first countries to adopt online education in HEIs upon the government's demand for continuous education during the pandemic (Bao, 2020). HEIs in Italy, one of the countries that were worst hit by the virus, following the guidelines for DL proposed by the Ministry of Education, redesigned their programs and rapidly transformed them into video lessons (Girelli et al., 2020). Turkey's shift

took place on 26 March with the decision of the Council of Higher Education, which provided HEIs with a roadmap to guide them as to 'curriculum, infrastructure, human resources, content and implementation' prior to the decision (Bozkurt et al., 2020).

Dealing with the psychological distress and anxiety caused by the pandemic, students and teachers have also been compelled to tackle the challenges due to the sudden change in the education system. Being dependent on technological devices and having the necessary equipment are significant difficulties for both parties (Babatunde & Soykan, 2020). According to a study conducted by Alvarez (2020), learners mainly suffer from financial issues, lack of internet access, and emotional support. Teachers working at HEIs are challenged by not having online teaching experience, enough preparation time, and emotional and technological support from their institutions (Bao, 2020). As the experiences of each country and institution are unique, the challenges they face are also different. In this regard, English language teaching in HEIs in Turkey deserves assiduous attention in order to better cope with such situations in the future.

Statement of the Problem

DL and online learning play a pivotal role in the higher education context; therefore, the literature is replete with research studies on these, focusing on both the learners' and the teachers' perspectives. The benefits of DL on the part of the students have been put forward by numerous studies (Chang, 2015; Hemmati & Mojarad, 2016; Oliveira et al., 2018), as well as the challenges it has posed (Güneş, 2019; Ilonga et al., 2020). In addition, the learning preferences and habits of distance learners of higher education (Bhebhe & Maphosa, 2020) and their e-learning readiness level (Torun, 2020) have been investigated. In the EFL context, some studies have concentrated on distance learners' language learning strategies (Altunay,

2014) and activities (Altunay, 2013). For teachers, the anxiety of using specific tools, such as learning management systems in a distance education context, has been studied (Bervell & Umar, 2020). A few studies have been conducted to examine the language teachers' perceptions of distance learning programs (Hemmati & Mojarrad, 2016) and their shifting roles in a virtual learning environment (Comas-Quinn et al., 2012).

Concerning DL, online learning has also attracted the attention of researchers. Most research studies have revolved around the adoption and acceptance of online distance learning (Gerasimova et al., 2018; Kang & Shin, 2015; Moreno et al., 2017; Sivo et al., 2018), readiness of the students (Firat & Bozkurt, 2020), and factors affecting their decision to receive whether online or face-to-face instruction (Artino Jr., 2010). Moreover, the effect of using different tools like podcasts (Makina, 2020) and social media (Kenney et al., 2013; Schroeder et al., 2010) have been studied. As for teachers, the attitudes towards and experiences of online distance learning (Harrison et al., 2017) and their perceptions of the factors affecting online learning success (Barberà et al., 2016) have been explored. For English language teaching, there are some studies mainly aiming to measure the effects of online learning and online distance learning on certain aspects of language learning like oral skills (Marcum & Kim, 2020). Also, learner satisfaction with some online programs has been evaluated (Gyamfi & Sukseemuang, 2018).

Although the studies aiming to explore the online distance learning practices are abundant, there is very little research on the transition process and the subsequent challenges teachers and learners have experienced, especially if the transition is forced on them due to an emergency. Due to the Covid-19 pandemic, almost every higher education institution worldwide, including Turkish ones, is undergoing the

same rapid transformation to ERT. This sudden educational disruption has presented serious challenges, yet there is little empirical evidence regarding the issue (Martin, 2022). Considering the recentness of the phenomenon, it is only natural that there is a gap in the literature (Bawa, 2020), especially a contextual one, about the possible effects of this forced transition, particularly on EFL learners and teachers. There are very few, if any, studies conducted mainly in the Turkish EFL context. Therefore, to shed light on the experiences of teachers and learners compelled to adopt and adapt to ERT during the pandemic, there is a burning need for research.

Aim of the Study

This particular study has been devoted to examining the challenges EFL instructors and learners of an English language preparatory program of a foundation university in Ankara have faced during the time of the Covid-19 pandemic and exploring the ways these instructors and learners fight off these challenges.

Research Questions

- 1) What are the challenges an English language preparatory program of a foundation university in Ankara face in the time of COVID-19 pandemic within the scope of the Open Challenges Framework by Ferri et al. (2020) as perceived by
 - a) instructors?
 - b) students?
- 2) How are these challenges addressed by
 - a) instructors?
 - b) students?
- 3) Is there a significant difference between the instructors and the students in terms of their experiences regarding

- a) technology?
- b) pedagogy?
- c) social environment and social interactions?

Significance of the Study

Throughout history, many pandemics, wars, and natural disasters have befallen the world, the latest example of which is the Covid-19 pandemic. As long as the world continues existing, there is always a strong likelihood that these unfortunate events will recur and disrupt education worldwide. Bearing this in mind, humanity should always be prepared to be able to carry on educational activities. In order to do so, they need to learn lessons from their previous experiences. In this respect, exploring the challenges faced during a pandemic is very valuable as it has some salutary lessons to teach for all levels of education. Higher education institutions, having relative autonomy compared to other levels, have the potential to develop their own methods to fight off these challenges and facilitate educational practices carried out under such difficult conditions. Therefore, this study might serve as an elementary source which HEIs can make use of to build greater awareness of the real experiences and turn it into an opportunity for betterment rather than just an immediate response to a crisis.

On a smaller scale, the study can help the EFL instructors and learners become highly conscious of the difficulties they have encountered due to the pandemic and gain new insight into how they have been grappling with them. It is crucial for them to increase their awareness because, as Hockly and Clandfield (2010) state, language teachers and learners should be able to contemplate and adjust their current options, compulsions, and immediate possibilities. In addition, the study can provide helpful information to better understand how they perceive the

challenges they face. Only then can they take control of the situation and take an active role in the fight against the adverse effects of the pandemic on education. All in all, this study serves both academic and professional purposes by filling a significant gap in the literature and helping administrators, teachers, and teacher educators develop cognizance of the circumstances they have been under.

Definition of Key Terms

BL (Blended learning): Blending face-to-face education with online activities to cater to learning objectives (VanDerLinden, 2014).

CALL (Computer-assisted language learning): An approach to using computers in order to complement face-to-face language education (Thornbury, 2006).

DE (Distance Education): A program in which the teacher and the learners are separated in terms of space and time and communicate and interact through technology (Shelley, 2013).

EFL (English as a Foreign Language): For learners English is taught as a foreign language that is not an official communication language in their countries (Thornbury, 2006).

Emergency: Sudden catastrophic events caused by natural disasters like earthquakes and floods or by humanity like wars or genocide (Obura, 2003).

ERT (Emergency Remote Teaching): A temporary shift to online education due to a crisis as an alternative to face-to-face education (Hodges et al., 2020).

ICT (Information and communication technology): Communication networks and technological tools used to process, transmit and retrieve information (Dudeney & Hockly, 2007).

TELL (Technology-enhanced language learning): An approach to using various technological tools and media in language education (Dudeney & Hockly, 2007).

CHAPTER 2: LITERATURE REVIEW

Introduction

This study aims to explore the challenges instructors and students of a preparatory program of a foundation university in Ankara have experienced due to the sudden shift to online education during the Covid-19 pandemic. So as to conduct this study and better understand the whole concept of ERT, it is essential to examine the previous modes of instruction thoroughly and explore the connection among them. Accordingly, the first section centers on DE, starting with the various definitions and interpretations of the term. Then, the historical evolution and the theories of DE will be presented. The first section ends with the empirical studies conducted in distinct contexts and on different aspects of DE. The second section concentrates on BL. Following its definitions and different applications, the benefits and shortcomings it has posed will be elucidated, and a selection of empirical studies will be presented. In the third section, synchronous and asynchronous learning will be delineated, and the research on these concepts will be described. Finally, by offering a glimpse of a very recent delivery mode, ERT and its implications will be explained, and some empirical studies on ERT will be expounded.

Distance Education

Distance learning has been in existence for quite a long time and even so, there is still no complete agreement regarding the actual term and its definition. In most cases, distance learning and DE are considered to be synonyms and used interchangeably (White, 2003). However, it is argued that the former puts the student at the center of education, disregarding the role of the teacher, and therefore, the term

DE is more appropriate to emphasize the two-sided nature of education (Moore & Kearsley, 2012). In an effort to define the term, some simply highlight the distance between the teacher and student in terms of space and/or time (Shelley, 2013). Others point out that it is basically a delivery mode, and the only difference is that teachers and students mostly communicate in a mediated way (Garrison, 1993) with the help of technology and institutional organization (Moore & Kearsley, 2012). Holmberg (1995) refers to DE as the "consistent non-contiguous communication between the supporting organization and its students" (p. 2). He elaborates on the types of communication, stating that the first type is one-way as the students interact with the pre-designed materials sent by the organization. The second type, he suggests, is two-way, facilitating real communication between these two parties. While defining DE, Simonson et al. (2015) put forth four fundamental elements: institutional base, separation of teachers and students, interactive telecommunications, and a learning community. The first element indicates that, unlike self-study, DE can only be carried out in an institution which can be a school or even a company. As a second element, he explains the separation and, to time and space, he adds intellectual separation emphasizing teachers' content knowledge that the students do not have. With interactive telecommunications, he stresses the synchronous and asynchronous nature of interaction which plays a significant role in education; however, this duality does not always constitute the most fundamental element of DE. Finally, in order to call the system DE, teachers, students and materials should be interacting with and affected by one another, creating a learning environment.

DE has a long history in which it has evolved and grown dramatically.

Although there is no universal consensus on the borders, the evolution of DE has

been divided into three broad historical generations. Garrison (1985, p.236) describes the term generation as "building upon previous capabilities" and adds that while each generation is developing, new technological advances amalgamate with the older ones, improving the delivery mode and interaction. The first generation started with correspondence study and was also referred to as home study and independent study (Moore & Kearsley, 2012) as it provided a chance for adults who wanted to receive some sort of education at home from a distant teacher. By definition, it was carried out through the printed educational materials delivered through the post, and the communication between students and teachers was mainly one-way (White, 2003).

One of the earliest examples took place in Sweden in 1833 with a newspaper advertisement, 'Composition through the medium of the Post' and after that, it started to appear in different countries (Simonson et al., 2015). The next generation was marked by the integration of broadcast technologies like radio and television into DE (Anderson & Simpson, 2012). Although not having solved the problem completely, these technologies helped accelerate the interaction process (Garrison, 1985). This era was also fruitful for language education since delivery modes varied, focusing on writing, listening, speaking, and reading (Wang & Sun, 2001). As White (2003) puts forth, the hallmark of the third one is generally accepted to be the enhanced teacher-student and student-student interaction through "computer-mediated communication". With the developing technology and the internet, many higher education institutions ventured into what they called open distance learning.

Holmberg (1995) claims that British Open University, the most reputed one, and other similar institutions blurred the lines between open education and DE although the former is quite distinct from the other as it entails openness regarding place, time and educational content. Also, online and offline delivery modes came into existence

in this period, and both teachers and students became more familiar with different types of computer-assisted learning and teaching (Wang & Sun, 2001). Moore and Kearsley (2012) add two more generations, the fourth focusing on interactive teleconferencing and the fifth revolving around the online classes with the growing interest in DE.

Theories of Distance Education

Throughout generations, with growing interest, DE has become a common practice in many institutions. However, when it first started to prevail, the research conducted in the field of DE was very scarce, and only the practitioners attempted to take a closer look at their practice with a critical eye (Simonson et al., 2015). A burning need for a theoretical base arose at the time, and some scholars embarked on the process of theory development. Although various theories approach DE from different perspectives, three main theories contributed substantially to the DE field.

One of the earliest theories is Charles A. Wedemeyer's theory of autonomy and independence or independent study, the term he used instead of correspondence study. A pioneer of DE, he considered it a revolution granting learners independence (Holmberg, 1995). Wedemeyer (1981) described DE as 'learning at the back door' and asserted that this new nontraditional way of education provides many choices to learners, which necessitates an active role for them. He elucidated that students should take on the responsibility for their learning, but he also stated that their differences as learners need to be acknowledged, and they need to be provided with some opportunities to study at their own pace (Burton, 2010). In his theory, autonomous and independent learning through DE can also entail lifelong learning as long as learners develop their own learning skills (Diehl & Cano, 2019). On the part of the teachers, he emphasized that with learners' assuming more responsibility,

teachers can focus on their own teaching presence and the quality of education they provide (Latchem, 2019). Wedemeyer, throughout his career, was in contact with and significantly influenced many distance theorists and educators, including Michael G. Moore, Börje Holmberg, and Otto Peters (Diehl & Cano, 2019).

Another prominent theory, transactional distance, belongs to Michael G. Moore, who worked with Wedemeyer as a research assistant. Developing and adding a different dimension to the theory of independent study, he concentrated on the term transaction, which he describes as an interplay between teachers and students in a DE environment using technology as the medium of communication (Moore, 2019). The separation of teachers and learners in terms of location exerts a profound effect on education, interaction, course design, and organization of materials (Moore & Kearsley, 2012). Nevertheless, in DE, what is more important is the transactional distance which encompasses psychological and cognitive distance and has the potential to create a communication gap between these parties (Latchem, 2019). He postulates that this gap can be bridged by the appropriate structure, which is the organization of the program and its elements, and the dialogue, the way of interaction teachers develop while utilizing technology in their teaching practice (Moore, 2019). Influenced by Wedemeyer's theory, Moore adds learner autonomy to his theory and posits that it can be directly affected by the two factors, structure and dialogue (Falloon, 2011).

Guided didactic conversation, proposed by Börje Holmberg, has also been considered a noteworthy distance education theory. Holmberg's primary focus was the dialogue between teachers and students (Moore & Kearsley, 2012), for he believed that the way of teaching which is conversational in nature should take the place of typical DE teaching, relying solely on the printed materials and books (Diehl

& Cano, 2019). He called this conversation 'non-contiguous communication', referring to the distance between the parties, and propounds that to be able to foster learning and boost motivation, teachers should develop a personal relationship with students (Amundsen, 1993). This guided didactic conversation can be realized through self-check materials designed appropriately and two-way communication fostered by the teacher, entailing some colloquial language that is easy to retain (Latchem, 2019). Having already acknowledged the importance of learner independence (Holmberg, 1995), he emphasized that learners need to be supported and encouraged in DE through courses designed by teachers with an empathetic approach to the students' individual differences (White, 2005).

Unlike other theorists, Otto Peters, having an unconventional point of view, formulated the theory of 'industrialization of distance education'. Analyzing the institutions of DE for quite a long time, Peters draws an analogy between the DE process and industrial production (Simonson et al., 2015) and applies some business terms to the DE context to explain the process. He suggests that the process of organizing a DE course is very similar to preparing for the production, and just like the assembly line, putting each piece together systematically, teachers' work is divided into different sections and carried out by certain experts (Peters, 1993). Mechanization is crucial as technological equipment and machines are a prerequisite for DE to produce and transport materials and facilitate communication between teachers and learners (Zawacki-Richter, 2019). Also, just like mass production, high demand for DE requires institutions to analyze the needs of consumers, i.e., distance learners, and check the quality through regular evaluations (Diehl & Cano, 2019). Thus, he argues that for a DE program to be successful, it should employ industrial techniques.

Empirical Studies on Distance Education

DE has been studied extensively from different angles, both internationally and locally. At the global level, the qualitative study by Ames et al. (2021) aimed to explore the perceptions of Australian primary and secondary distance education teachers' perceptions about how they utilize technology to foster learning. Two focus group interviews were held for data collection purposes, and 16 female teachers with different amounts of teaching experience volunteered to be participants. In the discussions, the researchers asked them to talk about the instances when they could engage their learners and to think about the similarities and differences between their teaching practice and the one that is followed in conventional schools that had not adopted distance DE. Participants reported that technology helped them establish relationships with the students and their families, enable the students to interact with their peers, and create lessons tailored to the different needs of the learners. As for challenges, in addition to lack of technology expertise, the participants expressed their concerns over their lessons being recorded and their anxiety. The results clearly indicated that these teachers needed professional development activities designed especially for DE teachers to better support their students.

With a qualitative approach, the study conducted by Madikizela-Madiya and Le Roux (2017) also centers around teachers but in an open distance learning context to provide an insight into the teacher perspectives on the space they work in, which is campus space and home. With the aim of becoming a research institution, the university employed new researchers, which led to insufficient physical space for the teachers. They also encouraged the already recruited teachers to adopt a researcher identity. The researchers of the study, through purposeful sampling, chose six of their colleagues as participants among all the volunteers. Upon analyzing the policy

documents of the institution regarding physical space, they carried out two interviews, semi-structured and one-on-one. The results indicated that while working from home had considerable advantages, isolation and technical problems increasing workload were notable shortcomings. Teachers needed to share their offices while working on campus, but it was found inconvenient while developing an academic identity since it caused disruption and lack of privacy. The research concludes that teachers should be given a say in their working spaces if academic work is expected of them in an online distance learning environment.

On the local level, Firat et al. (2017) focused on intrinsic learner motivation in an open DE context. The researchers aimed to examine the intrinsic motivation level of distance learners in e-learning environments. They also wanted to check whether their motivation level was affected by demographic features like gender, the program they were studying at, the type of instruction that could be distance or blended, and their departments. The study was conducted at Anadolu University with 1,639 participants. As a data collection tool, a questionnaire focusing on intrinsic motivation in e-learning was designed and revised after a long feedback process. The final version mainly handles the enjoyment, inherent, interest, satisfaction, and autonomy aspects of motivation. To ensure the instrument's validity, the researchers used principal component analysis as a factor analysis, which showed that it had a strong single-factor structure. For analysis, one-way ANOVA was utilized, as well as independent samples t-test and Pearson correlation analysis. The results revealed that autonomy is the highest average determinant of learners' intrinsic motivation in that particular context and that motivation level is not affected by any of the demographic features examined earlier.

In another study, Adanır et al. (2020) scrutinized the perceptions of students regarding online exams in two different countries: Turkey and Kyrgyzstan. The study also aimed to compare the student experiences in these two countries. In this mixed-methods study, to examine the perceptions, a questionnaire was administered. The qualitative data was gathered through the open-ended questions of the tool. From each university, 185 students participated in the study, and with a total of 370 participants, the study was conducted. The findings revealed that the students' demographic features, like their sex, directly affected their perceptions. It was also found some differences between the students of the two countries. The students studying in Turkey had positive feelings about online exams. The students found them better than traditional exams because they were reliable and less arduous. However, they reported some disadvantages like insufficient time allocated for online exams. The students from Kyrgyzstan thought that traditional exams were more reliable and fair. They also believed that the repetition of the topics included in online exams led them to memorize information, preventing them from learning.

Blended Learning

In a continuum of instruction types, with DE at one end and face-to-face education at the other, BL, also called hybrid learning, is situated somewhere in the middle. Moore (2006) maintains that in order to be able to fully comprehend BL, which necessitates merging conventional face-to-face education with DE, one should not focus only on in-class teaching but also on the practices carried out in DE contexts. The definition of the term varies widely in accordance with the context in which it is used and the focus of the particular program. At first, it was used for a course in a business sector where employees were allowed to work and study, enabling them to access training without impeding their work (Sharma, 2010). Then,

the practice has been applied to higher education, especially to English language teaching (Hockly, 2018).

There are several attempts to define BL, which has been considered the 'new normal' in higher education (Norberg et al., 2011). Hockly (2018) defines it as using 'computer technology' as part of education in students' own time, which does not take place at the same location as traditional education. Similarly, Macdonald (2008, p. 2) suggests that it is the "introduction of online media into a course or program" while sustaining face-to-face education. Garrison and Vaughan (2008) assert that it is not a simple combination of two practices and that what should be blended thoughtfully is oral communication in a face-to-face environment and written communication in an online platform to create a favorable learning environment and to attain learning objectives. Oliver and Trigwell (2005) put forward two more definitions: the blend of media and technological tools of e-learning and the blend of pedagogic approaches, without regard for technology use. Yet, they argue that all these definitions and the term itself are problematic since all learning is blended, and the term BL does not actually concentrate on the learning process as it does on the teaching practices.

Because of the context-dependent nature of the BL approach, some experts have come up with some models to demonstrate the various forms it can take. In Osguthorpe and Graham's (2003) three-step model, the first one includes a blended class with the same students in both face-to-face and online instruction forms. In the second model, some students join the face-to-face class through online tools, while others are in the actual classroom and interact with online students. The last model employs a team teaching method in a face-to-face course where some teachers are in the classroom, and others join the lesson online.

Graham (2006) proposes that there are different levels at which BL is practiced in higher education institutions: activity-level, course-level, program-level, and institutional-level. At a micro level, the BL approach can be employed in a simple activity, requiring a blend of face-to-face and computer-mediated elements. At the course level, both types of elements become the nature of learning activities used in a course. When it takes place at the program level, either it is mandatory or at the discretion of the learners. Finally, some institutions are committed to BL, but to fully engage in BL, there should be a joint effort to help learners gain from both face-to-face and computer-mediated practices.

No matter how one construes the term BL, it is agreed that there are great advantages BL has presented for institutions, teachers, and learners. First of all, the main driver for institutions to adopt the BL approach is the lower costs (Hockly, 2018). By integrating e-learning, teachers can use their class time more effectively and freely (Osguthorpe & Graham, 2003). Also, the BL approach compensates for the lack of interaction in both DE and, as Stein and Graham (2014) suggest, classrooms offer learners different environments where they can feel comfortable and safe. Learners get to work at their own pace and autonomously to decide what and how they will study (Albiladi & Alshareef, 2019; Larsen, 2012; Singh, 2003). In addition, learners are provided with extra learning materials carefully designed to supplement classroom materials they can reach whenever and wherever they wish (Medina, 2018). According to Garrison and Kanuka (2004), the effectiveness of the approach lies in its "ability to facilitate a community of inquiry", which creates a free environment where learners exchange ideas, debate, and negotiate (p. 97). Additionally, BL enables learners to reflect on different forms of communication tools in their communities (Garrison & Kanuka, 2004).

Due to each learner, teacher, or institution's uniqueness, it is almost impossible to find the perfect learning system that fits into every context. Bearing this in mind, it is not surprising to see that BL poses enormous challenges despite its benefits. The first and the foremost difficulty is technology faced by teachers and learners who may lack access to reliable tools (Reid, 2012) or simply lack the competency (Rasheed et al., 2020). As Brown (2016) clearly states, technology is just a medium, and by no means should it take much of teachers' and learners' time and energy. On the part of the teachers, increased workload, stemming from the need for extra time to design and plan courses, and a negative institutional environment usually supposed to encourage and help teachers adopt BL can become serious challenges (Brown, 2016). For learners, the lack of self-regulation skills that BL necessitates can be a significant problem (Rasheed et al., 2020) and also can misguide the teacher regarding the type and amount of guidance these learners need (Graham, 2006). Isolation and absence of physical and social interaction BL environments bring about can indirectly hamper teaching and learning (Aladwan et al., 2018). Lastly, not receiving sufficient support and training may result both in an ineffective program and demotivated and reluctant teachers and learners (Reid, 2012).

Mobile Learning

Mobile learning (ML), or m-learning is a novel concept that is highly associated with BL. The emergence of mobile technologies like smartphones and laptops has facilitated the blending of face-to-face activities with online ones to create a valuable learning experience, which is the primary goal of BL (Stein & Graham, 2014). ML simply can be defined as a way of learning which involves both inside and outside classroom learning through various devices anywhere and anytime

(Hockly, 2012). Listing the essential attributes of ML, Kukulska-Hulme (2005a) accentuates its spontaneous, ubiquitous, and contextual nature. Although initially classified as a form of e-learning, an overarching concept, ML has begun to be differentiated with its idiosyncrasies (Gourova et al., 2013) due to the rapid spread of and the developments in mobile devices.

Employing ML in the classroom brings substantial benefits to learners and teachers. In an ML environment, users can interact with each other in a flexible way and are induced to collaborate (Fombona et al., 2020). It is more personalized than other learning systems, and therefore it can be customized easily to correspond to the needs and interests of the students (Kukulska-Hulme, 2005b). Not only does it enhance learner autonomy, but it also increases motivation and participation (Sato et al., 2020). However, just like in any other system, the way ML is used directly impacts its efficiency (Kukulska-Hulme, 2005c), and the pedagogical approach adopted during implementation and technological acceptance are strong determinants of the success of ML (Rataj & Wójcik, 2020).

Flipped Learning

Another concept that can fall under the umbrella of BL is flipped learning (Brown, 2012). As Sams and Bergmann (2013) state, during a lesson, teachers do not generally have many opportunities to differentiate their instruction or promote critical thinking skills as they are occupied with the delivery. Therefore, in order for teachers to accomplish these and make the most of the lessons, instead of spending this valuable time on presenting a concept, flipped learning comes in handy (Özüdoğru & Aksu, 2020). It requires learners to cover course concepts before the class with the help of online videos or presentations provided by the teacher, as a result of which they find the opportunity to study at their own pace based on their

individual differences (Kim et al., 2014). Therefore, more time can be allocated in the classroom for purposeful and collaborative activities, including debates and task-based learning, to encourage learners to become more active in the lesson (Mulhim & Nasser, 2021). Thus, unlike in traditional classrooms, in flipped learning, teachers ask the students to take responsibility for their own learning, assume the role of a mediator and encourage them to participate in collaborative activities, resulting in increased motivation and enhanced understanding (Jalili et al., 2020). Despite all its benefits, it may be difficult for teachers and students to adopt this model as they lack the necessary skills and persist in their past habits in the traditional classroom (Chen et al., 2014). To overcome this challenge, teachers are to improve their skills in using technology and designing more flexible lessons (Jalili et al., 2020) and encourage learners to develop self-directed learning skills (Chen et al., 2014).

Empirical Studies on Blended Learning

As a concept, BL has drawn the attention of many researchers all over the world. For example, one of the most recent studies has been carried out in Colombia by Mendieta and Barkhuizen (2020). The main aim of the study was to investigate two English teachers' experiences about how they handled the change they faced following their participation in implementing a BL curriculum through the narrative inquiry method. For an entire semester, data were collected through classroom observations and interviews, which were the main sources, and document analysis was used as a secondary source. During the observations, the focal point was how these teachers combine face-to-face and e-learning elements. After each observation, participants attended three interviews, and they talked about the benefits BL provided, the difficulties they encountered, and the methods they used to handle them. The data, analyzed through narrative thematic analytical approach,

demonstrated that both individual and institutional factors affect teachers' experiences and that while developing ownership of BL practices, accordance between teachers' beliefs and the expectations of the institution plays a crucial role.

Broadbent's (2017) study concentrated on self-regulation in two particular environments, BL and online learning in a higher education institution. The main purposes were to identify the differences in how often self-regulated learning strategies were used in these two contexts, the relationship between self-regulated learning and students' grades, and to investigate if these strategies' impact on grades differed in BL and online learning. For the research, 606 BL students and 140 online students were recruited. In the BL system, students had face-to-face instruction, laboratory time, and access to some online materials. In contrast, online students did not have face-to-face classes but received education through an online learning management system. Before data collection, the researcher gathered some information regarding the sample demographics by asking the participants. To assess SRL strategies, a questionnaire developed by Pintrich et al. (1991), Motivated Strategies for Learning Questionnaire, was used. Including cognitive, resource management, and metacognitive strategies, the questionnaire had 50 items. The data collected over 14 weeks were analyzed through ANCOVAs and calculated using partial eta squared. According to the results, compared to BL, online students employed strategies of SRL more, and both online and BL students' academic achievement was affected equally by SRL strategies.

In the Turkish higher education context, the exploratory qualitative case study carried out by Ocak (2011) attempted to shed light on the challenges faculty members of different departments face in BL environments. As the researcher pointed out, higher education institutions were chosen as a case because faculty

members were not generally provided with any training or support yet expected to undertake the BL process. 117 participants coming from four different universities were asked to attend the interview consisting of eight questions which were held face-to-face and through email. Coding reliability was checked during data analysis. In the results, three main categories arose: instructional process, community concerns, and technical issues. For the first category, participants reported the complexity of instruction, lack of planning and effective communication, and the need for more time to design courses as main challenges. Lack of institutional support and changing roles of faculty members were under the second category. Lastly, the technical issues faculty members encountered were the lack of new technological tools and the internet and the difficulty in adopting them.

As for flipped classroom practice, Kurt (2017) conducted a study to compare a flipped and a face-to-face class in pre-service English teacher education and to explore whether there were any differences in self-efficacy beliefs and learning outcomes of the students of these two classes. The research design was quasi-experimental, and the data collection method was mixed. The setting was a state university in Turkey, and 62 pre-service teachers who were all in their second year participated in the study. In the data collection process, which took 14 weeks, Tschannen-Moran and Hoy's (2001) Teachers' Sense of Efficacy Scale, teachers' grades, and focus group interviews were used. The scale was analyzed through descriptive statistics, and an independent sample t-test was computed. Interviews were administered with nine pre-service teachers who were randomly selected to gain an insight into the perceptions of these teachers on flipped classrooms. To analyze the qualitative data, the transcriptions of the interviews were analyzed to identify common themes and disparities. The results indicate that participants who

were a member of the face-to-face classroom had lower grades and less developed self-efficacy beliefs compared to those in the flipped classroom who had a more positive attitude towards the flipped approach.

Synchronous, Asynchronous and Bichronous Learning

Synchronous learning, which complements face-to-face teaching or constitutes the main teaching practice, happens in real-time. In such an environment, learning can take place in various online contexts (Finkelstein, 2006), and the communication is mediated by instant messaging, live audio, or video tools with the instructor and the students online. Just as in the face-to-face mode of instruction, in synchronous learning, learners do not get to decide when to undertake learning activities; however, it frees them from the onus of time management (Negash et al., 2008). Similar to face-to-face teaching, it grants instant access to teachers, peers, and knowledge; however, it has the potential to incorporate numerous participants coming from diverse populations into discussions where they can interact and exchange ideas with one another simultaneously (Finkelstein, 2006). For certain areas, synchronous elements are requisite, and these elements cannot simply be replaced by the other, as in language learning, students need conferencing or other live platforms to enhance their speaking and listening abilities (Weller, 2002).

In an asynchronous learning context, communication between the parties occurs at different times (Beatty, 2010), which means students do not come together physically or virtually with teachers but have access to pre-recorded 'lessons' or materials at any time (Negash et al., 2008). While Pullen and Snow (2007) posit that it consists of a conventional correspondence course and the use of technological tools and the internet, Benbunan-Fich et al. (2005) rejects this definition as it lacks the 'interaction' component, which is a significant part of learning. With the flexibility

asynchronous learning offers (Weller, 2002), students can reach content independently and study at their own pace, which induces self-control and self-directed learning (Lin & Gao, 2020; Pullen & Snow, 2007) and spurs life-long learning (Macdonald, 2008). It also provides an excellent opportunity for reflection on the part of the students as they are not faced with any time constraints (Stein & Graham, 2014). As for challenges, it brings social isolation and may cause learners to lose a sense of community (Er et al., 2009). Technology can also be an issue in both synchronous and asynchronous learning due to a lack of stable internet connection, technological devices, and competency to use them effectively (Lin & Gao, 2020).

With the opportunity to teach and learn anytime, anywhere offered by the internet (Finkelstein, 2006), teachers have come to utilize and blend synchronous and asynchronous communication technologies (Garrison & Vaughan, 2008), on which both DE and BL generally rely on since they include an online aspect. Especially for DE, the main interaction medium in online environments is asynchronous, but these innovations have allowed students and teachers to interact the way they normally do in a traditional setting (Watts, 2016). ‘Bichronous learning’, has recently emerged as a new form of blend as the Covid-19 pandemic has forced distant online education on all stakeholders (Martin et al., 2020). As Martin et al. (2020) suggest, it is a mixture of synchronous and asynchronous learning, which enables learners to study at their own pace and receive immediate feedback. Because it is a new system, there are very few studies in the literature; therefore, bichronous learning needs further research to determine the long-term advantages and disadvantages it has to offer.

Empirical Studies on Synchronous, Asynchronous and Bichronous Learning

Over the last decade, synchronous and asynchronous learning or teaching have become a hot topic for foreign and Turkish researchers. For example, Murphy

et al. (2011) explored the high school DE teachers' perceptions of both forms. The qualitative study took place in Canada with 42 participants who came from different parts of the country and had some online teaching experience. The only instrument was phone interviews which took one hour, concentrating on the comparison between synchronous and asynchronous teaching in terms of time, the conditions, and interaction type. The data were analyzed through open and axial coding. First, the transcripts of the interviews were divided into small units of meaning, keywords were identified, and units were divided into two categories, synchronous and asynchronous teaching. Finally, the data were grouped. The findings showed that asynchronous teaching was more commonly used, and students preferred this particular type. Teachers indicated that as asynchronous teaching was independent of time, it fostered self-regulation and independent learning. The concept of interaction did not emerge as a significant issue during the interviews because, as the researchers suggested, it was pedagogy which controlled the interaction, not the media.

Another quantitative correlational study was conducted by Öztok et al. (2013) to examine the consequences of employing synchronous and asynchronous modes in the same context in a Canadian university. Nine graduate education courses were studied as they all were entirely online. In these courses, the students were provided with synchronous 'private messages' and asynchronous discussion forums as communication tools. The researchers hypothesized that students would use PM for personal communication rather than academic purposes and that for students, it would be easier to read PM than forum discussions. To analyze, they first used Academic Word List and then LIWC software, including dictionaries categorized linguistically, and finally, word count was considered. For data analysis, correlations were calculated between the number of PMs and discussion forum entries. According

to the results, compared to PM, discussion forum entries written in academic language are harder to read. Lastly, the students who used discussion forums a lot also actively used PM.

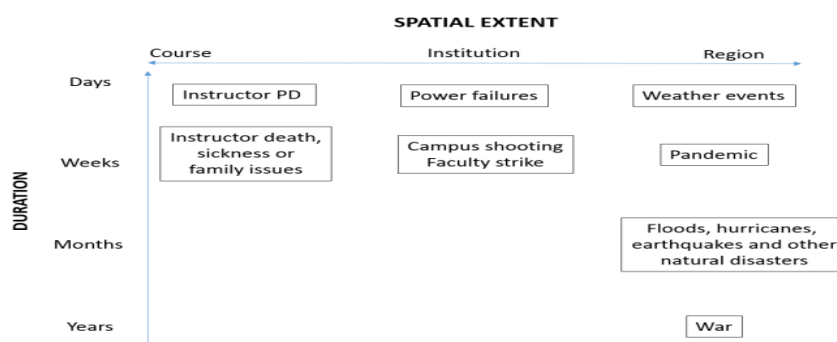
Karaaslan et al. (2018) focused on vocabulary learning experiences in their study and aimed to examine what students think about their vocabulary learning process with games and activities in synchronous (in class) and asynchronous (outside class) environments and whether it enhanced their intrinsic motivation. This eight-week study was conducted in a preparatory program of an English-medium state university in Ankara with 45 students who were in their second year and, therefore, quite unmotivated. The students were given eight-week vocabulary training through various online tools like Quizlet. At the end of the period, the students were asked to fill in a questionnaire including yes-no questions and open-ended ones designed by the researchers based on the intrinsic motivation framework (Malone & Lepper, 1987) and piloted before. The findings revealed that most of the participants enjoyed the games and activities. However, they stated that they preferred synchronous games as they had more fun interacting with their peers in class, creating a sense of community. In line with this result, some participants found asynchronous games very boring and stated that it felt like they were wasting their time.

In a very recent study, Uzun (2022) examined the perceptions of Turkish EFL instructors in a Turkish university on bichronous learning during Covid-19 pandemic. The main goal was to determine whether there is a difference in the perceptions of the instructors because of certain factors like their age and academic qualification. An online questionnaire was administered in an English language preparatory program and 141 instructors participated in the study. The findings

revealed that the instructors had positive opinions regarding bichronous learning; however, their perceptions were affected by their age, qualifications, teaching experience, and perceived competence in educational technology use. The results of the study showed that the instructors needed more training and motivation for bichronous learning.

Emergency Remote Teaching

Most of the previously mentioned systems urge the integration of technology in various degrees into educational practices with the purpose of increasing the quality of teaching and learning. However, during times of a crisis, technology becomes a tool to manage the disruption and ensure academic continuity at every level of education, especially in higher education (Regehr et al., 2017). The crisis can be a natural disaster, pandemic, and an incidence of crime or violence which affects societies psychologically and economically and most importantly causes disruption in education (Day, 2015). In Figure 1, as Day (2015, p. 77) displays, the impact of educational disruption in terms of time and space may vary depending on the nature of the incident. When an instructor is required to attend a professional development event, it may cause a class cancellation for one day. However, an extraordinary incident like a faculty strike may affect the whole institution and lead to more prolonged disruption in education, which may even take weeks. In the case of a natural disaster or a war, the educational activities in a whole region may halt for a longer period depending on the nature of the emergency. At the time of such a crisis, academic continuity requires the educational officials to endeavor to enable instructors and teachers to carry on educational activities despite the crisis threatening institutions' resilience (SchWeber, 2013).

Figure 1*Spatio-Temporal Relationships of Academic Continuity Issues*

Note. From “Academic Continuity: Staying True to Teaching Values and Objectives in the Face of Course Interruptions” by T. Day, 2015, *Teaching & Learning Inquiry*, Volume 3(1), p. 77. Copyright 2015 by the International Society for the Scholarship of Teaching and Learning.

Unfortunately, the world has gone through countless natural and human-made disasters. There are many instances in history where a lot of effort has been put in to secure academic continuity. One of the earliest examples, as SchWeber (2008) states, could be seen in France in 1939, during World War 2, when the government decided to replace face-to-face courses with correspondence courses, the earliest form of DE, which was planned to be carried out through the same curriculum and resources. A more recent example is that when Hurricane Katrina hit New Orleans, the USA, in 2005, universities in the area were rapidly granted funding and, therefore, could carry out online courses, mostly through mobile devices (Bates, 2013). In 2006, during the war between Lebanon and Israel, the faculty members of the universities of the USA, which were located in Lebanon, videotaped their lectures and sent them to Lebanon, and the communication was maintained through email or telephone (SchWeber, 2008). During the H1N1 pandemic, France, assuming that the teachers were all competent in using technology, proceeded to use a digital environment

immediately, and similarly, the USA improved its IT infrastructure and embarked on web-based courses (SchWeber, 2013). The latest crisis, the Covid-19 pandemic, has caused worldwide school closures (Schleicher, 2020) and forced institutions to continue their academic activities online.

Very recently, a new term has entered our lives with the Covid-19 pandemic, a form which looks closely akin to DE or online learning yet has some significantly divergent characteristics, ERT. Hodges et al. (2020) put forth that ERT is not a pre-designed or pre-planned program like online education; on the contrary, it is a temporary remedial form of delivery which will be abandoned when the conditions of education are ameliorated after the emergency. Naidu (2020) defines it as carelessly and hastily transferring what works in traditional face-to-face education to the online delivery mode. Bozkurt and Sharma (2020), calling it "re-engineered distance education" (p. 4), point out that it is a mere quick response to an emergency and distinguished from actual online DE.

Baggaley (2020) and Naidu (2020) express their concern stating that the inexperienced teachers will tend to blame DE practices for the problems they have encountered during the process, which will result in damaged reputation and misconceptions about the DE field. Similarly, Bates (2020) posits that it is erroneous to believe that this form of teaching was practiced in relation to online education prior to the pandemic and that it should be in the post-pandemic period.

Open Challenges Framework

The conceptual framework that defines the boundaries of this current study is the Open Challenges Framework. This framework was devised by Ferri et al. (2020) based on a qualitative study aiming to examine the challenges ERT had posed and the opportunities it had provided. Before collecting data, the researchers, by

analyzing the literature, identified three aspects of online teaching under which the challenges were categorized, technological challenges, pedagogical challenges, and social challenges, and they established the Open Challenges Framework, which also provided the basis of the present study (Table 2).

Table 2

Open Challenges Framework

Aspects	Open Challenges
Technological Challenges	Access to infrastructure such as technological devices and an Internet connection. Teachers' lack of skills in using technology. Need for training and guidelines for teachers and students.
Pedagogical Challenges	Need for teaching materials in the form of interactive multimedia (images, animations, educational games) to engage and maintain students' motivation. Lack of student feedback and evaluation system.
Social Challenges	Lack of suitable home learning environment to study and parents' support.

Note. Taken from "Online Learning and Emergency Remote Teaching: Opportunities and Challenges in Emergency Situations" by Ferri et al, 2020, *Societies*, 10(86), p. 4. Copyright 2020 by Creative Commons Attribution.

The researchers collected data, first from an online discussion forum and then through an additional case study. The study participants were the education and social science experts, including professors and researchers. The results showed that many students' not having access to a stable internet connection and the required technological devices for online education were common technological challenges.

Also, in ERT, teachers' and students' not having necessary technological skills and not being present cognitively and socially were found to be significant pedagogical challenges. Low interaction and motivation and lack of unorganized content were other pedagogical challenges. Finally, not being deprived of human interaction and not having an appropriate environment for online education were the social challenges caused by ERT.

These technological, pedagogical and social aspects are also mirrored in literature in terms of the advantages and disadvantages of ERT. To some, ERT grants an excellent pedagogical opportunity for the students, as it draws students' attention to a real-life issue, making it relevant to them and for the teachers as it allows them to make instructional decisions freely to foster learning (Toquero, 2020). Regarding technology, it also provides a springboard for developing new ways of instruction, making ample room for innovation (Major, 2020), and an opportunity to improve the technological skills of teachers and students (Rodrigues et al., 2022). In terms of social aspect, it has also enabled teachers to deal with uncertainty and improve their crisis management skills, as the Covid-19 pandemic radically transformed education (Wong & Moorhouse, 2020).

Although this remedial delivery mode has somehow ensured academic continuity, there are some grave concerns about the challenges it presents and its potential implications. Related to pedagogy, lacking first-hand experience of online teaching under emergency circumstances, teachers may fail to comprehend students' experiences (Wilcox & Vignal, 2020). Lack of training on online education both for students and teachers is another major concern (Bailey & Lee, 2020). Regarding assessment, the primary disadvantage found in recent studies is that online exams are susceptible to cheating (Georgescu & Berechet, 2022; Ocak & Karakuş, 2021). Also,

because a lack of previous online assessment experience might create a challenge (Romaniuk & Łukasiewicz-Wieleba, 2021), the need for training on taking and administering online exams has emerged as another concern (Mukhtar et al., 2020). As a final pedagogical challenge, the students have suffered from a lack of concentration due to being forced to sit in front of a computer for long hours (Bergdahl & Nouri, 2021). Additionally, as a technological and social challenge, access to the internet and an environment which is convenient for schoolwork are major challenges for students and teachers (Mogodi et al., 2022; Wilcox & Vignal, 2020), in addition to the stress and anxiety they have experienced (Hasan & Bao, 2020). Increased workload for teachers and lack of social life due to being assigned more tasks compared to traditional education for students also have emerged as significant challenges of ERT (Ontong & Mbonambi, 2021). Another social challenge was the burnout teachers have had to experience (Sokal et al., 2020). This lack of social life has led to anxiety and a feeling of loneliness on the part of the students (Sundarasan et al., 2020).

Empirical Studies on Emergency Remote Teaching

Despite its recentness, the studies aiming to explore ERT in different contexts and from different perspectives are quite large in number. They mostly have addressed the challenges students experience or how they perceive the new system, but teachers' perceptions have not been examined thoroughly yet. One qualitative study aiming to explore the teachers' experiences and perceptions on ERT was conducted in an upper secondary school in Sweden by Olofsson et al. (2021). The participants were 16 teachers who were interviewed to collect data. The study's results revealed that this online teaching period enabled the teachers and the institution to hone their digital competence. It also showed that the teachers thought

having a good rapport with the students was a significant element of a successful online class. Another result of the study was the improved collegiality fostered by the ERT. Finally, being forced to fully depend on online tools for instruction and be available to the students all the time for guidance was emphasized as the main challenge.

Another study focusing on the teachers' experiences was conducted by Estrella (2022). In this mixed-methods study, 20 university teachers teaching English took part by answering a questionnaire with Likert-scale items and being interviewed. According to the findings of the study, the teachers overall had a positive experience with this new system. The teachers were happy that the students and they were at home and safely continuing to teach and learn. They could also continue to interact with the students and encourage them to interact with each other. On the other hand, the teachers' readiness level for ERT was low. They reported that the workload increased considerably due to the need for new materials and individualized feedback. Finally, the students got distracted easily at home, and it caused severe concentration problems.

In a phenomenological study (Petillion & McNeil, 2020), the lived experiences of second-year chemistry students of a public university were investigated through surveys and interviews. The results showed that students experienced a decrease in their motivation and interest levels and an increase in their stress and anxiety level. Additionally, they stated that finding a suitable learning environment at home and designing a personal schedule to study were the main challenges ERT led to. Students also indicated that the synchronous part of courses helped them stick to a schedule and spurred interaction. Through asynchronous learning, they enjoyed the flexibility and could study at their own pace.

Similarly, Shim and Lee (2020) concentrated on the experience of college students from various departments and explored the satisfactory and unsatisfactory features of ERT through a semi-structured questionnaire. According to the results, students mostly found attending lessons at home comfortable and convenient, and decreased commuting time enabled them to use that time more effectively and efficiently. The findings revealed that the students also thought the recorded lectures were beneficial as they were able to review the videos as many times as they wished and study independently. On the other hand, they perceived being required to use cameras as an intrusion on their privacy. Moreover, unstable connection, reduced concentration, lack of adequate interaction, and peer feedback among students were the main points leading to dissatisfaction with ERT.

Dvořáková et al. (2021), in their quantitative study, focused on the perceptions of university students on ERT. The findings of the study demonstrated that the students were satisfied with the quality feedback they received from the instructors. They were also happy that the instructors adapted quickly to the new system and improved digital skills to teach online lessons. Nevertheless, when they compared ERT with traditional teaching, the students were not satisfied with the classroom interaction and peer feedback.

Nomnian's (2022) qualitative case study concentrated on the faculty members' and postgraduate students' experiences with ERT. The qualitative data were collected from interviews and a questionnaire with open-ended items. According to the findings, faculty members were quite good at adapting to the ERT and they acquired new technological skills, which was appreciated by their students. The students also had favorable opinions about the new system as it was convenient under the pandemic conditions. Yet, the faculty members and the students thought

they could not interact with each other as they used to in traditional education. In addition, some students felt that their home environment was exposed to their peers and teachers, which caused an intrusion on the privacy of the students.

On the local level, Meç et al. (2020) conducted a study to examine the experiences of 39 instructors teaching English at a private university on the sudden transition to online education due to the Covid-19 pandemic. The specific focus of the study was the difficulties related to technology, teaching, and the institution the instructors were working in. The data were collected through a questionnaire including open-ended and Likert-scale items. The results showed that one main challenge was not having access to technological devices and a stable internet connection required for online teaching. The instructors were also unhappy about the heavier workload they had to cope with. In terms of support, while the instructors were content with the emotional help they provided to each other, they were not satisfied with the financial support supposed to be provided by their institution. The instructors also had difficulties in fostering interaction and autonomy in the classroom.

In another study, carried out in a Turkish higher education context by Elçi (2021), qualitative data were gathered from 364 faculty members through a questionnaire with open-ended items to explore the benefits of DE caused by the Covid-19 pandemic, as well as the needs aroused. The findings of the study revealed that the faculty members thought that they were able to become more competent in DE as they improved their technological skills. However, some faculty members were not fully satisfied and highlighted the need for professional development, especially regarding further improving the technological skills they gained during the

process. Additionally, some faculty members reported their discontent as they believed that the workload increased a lot during DE.

Conclusion

In this chapter, the relevant literature has provided a base for the study by reviewing different forms of teaching related to ERT, which are DE, BL, and synchronous and asynchronous learning. Next, the empirical studies conducted on these concepts have been presented. Finally, ERT and its implications have been discussed.

CHAPTER 3: METHOD

Introduction

The purpose of this current study is to investigate the challenges the Covid-19 pandemic has posed for EFL instructors and students of a preparatory program of a foundation university in Ankara and probe into the ways they deal with these difficulties. In this regard, the study aims to provide answers to the following research questions:

- 1) What are the challenges an English language preparatory program of a foundation university in Ankara face in the time of the COVID-19 pandemic within the scope of the Open Challenges Framework by Ferri et al. (2020) as perceived by
 - a) instructors?
 - b) students?
- 2) How are these challenges addressed by
 - a) instructors?
 - b) students?
- 3) Is there a significant difference between the instructors and the students in terms of their experiences regarding
 - a) technology?
 - b) pedagogy?
 - c) social environment and social interactions?

This chapter seeks to present detailed information regarding the methodology of the study. First, the research design chosen for the study will be explained. Then,

some background information about the setting and the participants will be provided. Lastly, data collection and analysis methods and processes will be described in detail.

Research Design

For the study, case study research method with explanatory mixed-methods design was adopted. With the aim of investigating the challenges experienced by a specific group of people in a certain area, case study research has been found to be the best fit, as it is appropriate for the studies exploring a contemporary issue which the researcher cannot manipulate (Yin, 2002). Through this particular research design, researchers can collect comprehensive information regarding the phenomenon being studied from the participants' viewpoints within the context (Gall et al., 2003). Case study is generally considered qualitative in nature; however, it can also utilize quantitative analysis (Duff, 2008). As Yin (2002) suggests, by employing a mixed-methods design, researchers can concentrate on more convoluted questions and gather more extensive and robust data compared to the cases adopting either qualitative or quantitative methods.

In this particular study, quantitative data was supplemented by qualitative data. First, two questionnaires with Likert-scale items and then semi-structured focus group interviews were administered to collect data. Open Challenges Framework was adopted as a conceptual framework developed by Ferri et al. (2020). The framework concentrates on technological, pedagogical, and social challenges. Intending to help educational institutions to provide efficient and adequate online education for students and decrease isolation and inequality, the framework tries to discover "the opportunities, challenges, and lessons learned" (Ferri et al., 2020, p. 2) in the time of Covid-19 pandemic. In line with this very purpose, two questionnaires

were designed for the particular study to explore the challenges instructors and students had experienced in a specific context during the Covid-19 pandemic. To delve deeper into the perceptions and experiences, based on the framework, semi-structured focus group interviews and individual interview questions were prepared for the instructors and the students.

Context

The study was conducted at the English language preparatory program of a foundation university in Ankara, Turkey, in the academic year 2020-2021. As the Turkish Higher Education Council mandates, these programs offering foreign language preparatory classes are compulsory and must be opened in undergraduate programs where the language of instruction is a foreign language and at least 30% is taught (Eğitim Öğretim Dairesi Başkanlığı, n.d.). The programs are affiliated to their university's governance and responsible for following the rules and regulations of the university.

Upon administering a proficiency exam, the school identifies the students who can start their degree programs. It places those who cannot achieve the required score in one of the five language levels depending on their scores: elementary, pre-intermediate, intermediate, upper-intermediate, and pre-faculty. In the Common European Framework of Reference for Languages terms, these levels correspond to A1-A2, A2+, B1, B1+, and B2, respectively. The students have two academic years to complete the program and pass the proficiency exam. The instructors, on average, teach 15-20 hours a week; in extreme cases, it may go up to 25 hours. The students receive approximately 25 hours of instruction per week. In addition to the usual teaching hours, the instructors also have two office hours in a week which are

utilized for various purposes, such as giving feedback on student work, revising grammar and vocabulary before exams, or getting to know the students better.

The instructors are grouped into nine teaching units, each run by a head teacher. Each unit prepares and edits the materials to be used in the new academic year during summer under the supervision of the head teacher. Some instructors are also members of the testing office and are responsible for preparing for the institutional exams. The students normally take two midterms and one final exam during each course, which may last either 8, 12, or 16 weeks.

The school has been devoting a great deal of effort to integrating technology into instruction. Even before the pandemic started, the students had been assigned weekly tasks through online learning platforms like English Central and Globed. Also, using Web 2.0 tools like Kahoot and Quizlet in the classes to engage students had been a common practice. The instructors had also been using Moodle for various purposes and were provided support and training by the school. To what extent the system or the tools were used depends on the instructor. While some instructors created forum discussions or asked students to create a glossary on Moodle, the others only used the system to upload some documents pertaining to basic course information like course schedules and calendars.

The school has actively engaged in teacher development activities for a long time. These activities include but are not limited to the following: Organizing international conferences and workshops, and being an official center to offer in-service teacher training programs including CELTA (Certificate in Teaching English to Speakers of Other Languages), ICALT (In-Service Certificate in English Language Teaching) and DELTA (Diploma in Teaching English to Speakers of Other Languages).

This school was deliberately chosen as the 'case' of the study. As Yin (2002) suggests, while conducting a case study, selecting a case that will help the researcher gather comprehensive data on the phenomenon being studied and satisfactorily answer the research questions is crucial. Accordingly, a case that fully embarked on online teaching was needed to identify technological, pedagogical, and social challenges that students and teachers faced during the pandemic. Therefore, the particular school was selected as it was one of the few English language preparatory programs of a higher education institution in Turkey that switched to online education within a few days when the pandemic started in March 2020. The universities were decided to stop instruction and have a short break on March 16, 2020. The higher administration of this particular university quickly started planning for the teaching of all courses via an online conferencing tool, Zoom. During this break, several meetings were arranged to help instructors familiarize themselves with Zoom and further explore the different uses of Moodle. A week later, on March 23, the educational activities resumed without decreasing the usual amount of teaching hours, as was done in many countries' corresponding institutions. In the meantime, the instructors were given the opportunity to get a Wacom tablet to be used while teaching and giving feedback. The students and instructors were mandated by the university upper management to keep their cameras on during online lessons. The exams also had to be adapted rapidly as a final exam was approaching. In the end, the teaching period was completed, and the online exams were administered without a major problem in the very first online period. During the pandemic, the online exams were dealt with carefully, and the school paid great attention to the exam administration process. The university higher management arranged a couple of meetings to introduce the new system to the instructors. They also prepared detailed

documents for the instructors and the students to show them how the online exams would be conducted. The number of the exams remained the same; however, the structure was adapted to the online environment by decreasing the number of questions in some exams and the length of the reading texts. The exam procedures changed over time based on the instructor and student feedback and the conditions under which the exams were administered. For example, initially, the instructors were to conduct exams for each student separately. However, later this procedure was abandoned, and the instructors started to conduct the exams for the whole class simultaneously. In order to ensure online exam security, the university upper management required all students to use the mirrors provided by the university during the exam, which enabled the invigilators to see students' computer screens.

In the opening weeks of the 2020-2021 academic year, the school switched to hybrid teaching for a short time, as the number of new Covid-19 cases decreased significantly. The classrooms were re-arranged with desks having fiberglass separator shields. The students in each class were divided into two groups and were asked to come to school on certain days. On the days when they were not coming to the school, they joined the lessons online. The students started to move back to their dormitories. However, with the increase in the number of new cases, the school decided to switch back to full online education after nearly five weeks. Some students preferred to stay in their dormitories during online education. Considering the entire process it went through, this institution was considered to make a valuable case that needed close attention to exploring the challenges faced by students and instructors.

Participants

The school has around 2000 students and 130 instructors. The students are between 18 and 21, and the instructors are between 25 and 60. There is a wide variety in terms of years of teaching experience and professional qualifications. The instructors are primarily graduates of English language teaching departments, and some graduated from American or English Literature departments. Owing to the preparatory program's in-service training courses, most teachers have ICALT, CELTA and/or DELTA qualifications. Also, 21 of the instructors hold or are studying for an MA degree while 11 instructors either hold or are studying for a PhD.

Among these two groups, instructors and students, the participants for the study were chosen through convenience sampling. Although in quantitative research, random sampling is a more desired method, as Gall et al. (2003) state, in the studies conducted in the education field, having large sample groups is not always realistic. Besides, convenience sampling enables researchers to access rich data by working with willing participants (Dörnyei, 2007). In the present study, the questionnaires were sent to every instructor, and 60 instructors responded. Table 3 shows the demographic information of the instructor participants. The participants were predominantly female, and a few of them were L1 speakers of English. Additionally, most of the participants either held an ICALT or DELTA certificate.

Table 3

Demographic Data of the Instructors (Questionnaire)

Variable	Category	<i>n</i>	%
Age	21-30	10	16.7
	31-40	30	50
	41-50	13	21.7

Table 3 (cont'd)*Demographic Data of the Instructors (Questionnaire)*

Variable	Category	<i>n</i>	%
Gender	51 or over	7	11.7
	Female	54	90
	Male	6	10
	Prefer not to say	-	-
L1 Speaker of English	Yes	13	21.7
	No	47	78.3
Highest Educational Degree	B.A.	47	78.3
	M.A.	9	15
	Ph.D.	4	6.7
Qualifications	ICELT	37	61.7
	CELTA	6	10
	DELTA	36	60
	Other	10	16.7
	None	7	11.7
Responsibilities	Management	10	16.7
	Curriculum	4	6.7
	Testing	3	5
	Teacher Training	5	8.3
	None	44	73.3
Years of Experience	1-9	17	28.3
	10-15	23	38.3
	16-20	8	13.3

Table 3 (cont'd)*Demographic Data of the Instructors (Questionnaire)*

Variable	Category	<i>n</i>	%
Levels	21 years or over	12	20
	Elementary	9	15
	Pre-Intermediate	25	41.7
	Intermediate	38	63.3
	Upper-Intermediate	55	91.7
	Pre-Faculty	47	78.3

Of the instructors who completed the questionnaires, 12 volunteered to participate in the focus group interviews. Four focus groups were formed, each of which consisted of three participants. As Dörnyei (2007) highlights, to gather more in-depth information in focus group interviews, the researchers must ensure homogeneity in groups and heterogeneity among the groups as much as possible. Thus, in the study, the group members with similar backgrounds and qualifications were assigned to the same groups to achieve homogeneity. However, heterogeneity could not be fully achieved among groups as the volunteers for the focus group interviews (Table 4) were similar in many aspects, such as gender, age, and qualifications.

Table 4*Demographic Data of the Instructors (Focus Group Interviews)*

Focus Group	Variable	Category	<i>n</i>
1	Age	21-30	2
	Gender	Female	3

Table 4 (cont'd)*Demographic Data of the Instructors (Focus Group Interviews)*

Focus Group	Variable	Category	<i>n</i>
2	L1 Speaker of English	No	3
	Highest Educational Degree	B.A.	1
		M.A.	2
	Qualifications	ICELT	2
		DELTA	1
	Responsibilities	None	3
	Years of Experience	1-9	3
	Levels	Pre-Intermediate	1
	Age	31-40	3
	Gender	Female	3
	L1 Speaker of English	No	3
	Highest Educational Degree	M.A.	3
3	Qualifications	DELTA	3
	Responsibilities	None	3
	Years of Experience	10-15	3
	Levels	Pre-Faculty	3
	Age	21-30	1
		31-40	2
	Gender	Female	1
		Male	2

Table 4 (cont'd)*Demographic Data of the Instructors (Focus Group Interviews)*

Focus Group	Variable	Category	<i>n</i>
4	L1 Speaker of English	Yes	1
		No	2
	Highest Educational Degree	B.A.	1
		M.A.	2
	Qualifications	ICELT	2
		DELTA	1
	Responsibilities	None	2
		Testing	1
	Years of Experience	1-9	1
		10-15	2
	Levels	Upper-Intermediate	2
		Pre-Faculty	1
	Age	21-30	1
		31-40	2
	Gender	Female	3
	L1 Speaker of English	No	3
	Highest Educational Degree	B.A.	1
		M.A.	2
	Qualifications	ICELT	2
		DELTA	1
	Responsibilities	None	2
		Teacher Training	1

Table 4 (cont'd)*Demographic Data of the Instructors (Focus Group Interviews)*

Focus Group	Variable	Category	<i>n</i>
	Years of Experience	1-9	1
		10-15	2
	Levels	Intermediate	1
		Upper-Intermediate	2

The student questionnaire, which was sent to each student via email, was completed by 110 students. As Table 5 displays, the student participants were mostly females and were in their first year. In addition, English proficiency levels were relatively high since a great majority were intermediate, upper-intermediate, and pre-faculty students. The reason was that by the time the study was conducted, all the Elementary and most of the Pre-Intermediate students had already progressed to higher levels.

Table 5*Demographic Data of the Students (Questionnaire)*

Variable	Category	<i>n</i>	%
Gender	Female	63	57.3
	Male	46	41.8
	Prefer not to say	1	0.9
Level	Pre-Intermediate	2	1.8
	Intermediate	16	14.5
	Upper-Intermediate	17	15.5

Table 5 (cont'd)*Demographic Data of the Students (Questionnaire)*

Variable	Category	<i>n</i>	%
Year	Pre-Faculty	75	68.2
	First year	94	85.5
	Second year	16	14.5

14 of the students who participated in the questionnaire were recruited for the semi-structured individual interviews, as they volunteered to participate. The demographic information of the interview participants is presented in Table 6. Almost all of the participants were in their first year, and they were female. The students were studying at high proficiency levels such as upper-intermediate and pre-faculty. Since the study was conducted at the end of an academic year, and few elementary students were left, the participant with the lowest proficiency level was from pre-intermediate.

Table 6*Demographic Data of the Students (Individual Interviews)*

Variable	Category	<i>n</i>
Gender	Female	10
	Male	3
	Prefer not to say	1
Level	Pre-Intermediate	1
	Intermediate	3
	Upper-Intermediate	5

Table 6 (cont'd)*Demographic Data of the Students (Individual Interviews)*

Variable	Category	<i>n</i>
Year	Pre-Faculty	5
	First year	12
	Second year	2

Instrumentation

The data collection instruments were instructor and student questionnaires, semi-structured focus group interviews, and individual interviews. After the items of the questionnaires and the questions of the focus group and individual interviews were piloted and finalized, the permission of the Bilkent University Ethics Committee was sought to conduct the study. Upon obtaining the Ethics Committee's approval, an email was sent to the preparatory program of the university where the study had been planned to be conducted to ask for permission. Also, following the administration of the questionnaires, informed consent of both the instructors and the students was obtained for the focus group and individual interviews. With their approval, all the data were collected through the designed instruments within 20 days.

Methods of Data Collection**Instructor and Student Questionnaires**

As the first data collection instrument, the researcher developed the questionnaires for both the instructors (Appendix A) and the students (Appendix B and C). The items in the questionnaires were based on the Open Challenges Framework, focusing on three aspects: technological, pedagogical, and social since

these had been identified by Ferri et al. (2020) as the main aspects of the challenges posed by ERT.

The framework constructs related to the context in which the particular study was planned to be conducted were used as questionnaire items. With a further review of the literature about the challenges of online education and ERT (Almaiah et al., 2020; Alvarez, 2020; Bailey & Lee, 2020; MacIntyre, 2020; Sahu, 2020), some more issues that are relevant to the context were identified and added to the questionnaires. Additionally, the studies conducted by Ferri et al. (2020) mainly focused on the perspectives of experts like researchers and professors. Therefore, to avoid losing the opportunity to explore students' perspectives, a student version of the questionnaire was also developed.

The first section of the tools requires participants to provide demographic information, such as instructors' ages, genders, qualifications and years of teaching experience, and students' levels and departments to be used for the next data analysis process. The instructor questionnaire consists of 42 items. Five of the items are devoted to technology, 25 of them to pedagogy, and 12 of them to social aspects. In the student questionnaire, there are 37 items, five of which are devoted to technology, 21 to pedagogy, and 11 to social aspects. Both instructor and student questionnaires are comprised of Likert-scale items (1 = *strongly disagree*, 2 = *disagree*, 3 = *neutral*, 4 = *agree*, 5 = *strongly agree*). Most of the items in the two versions of the questionnaires are parallel, but some items related to pedagogy and social life and interactions are not included in the student version (Items 22, 23, 24, 25, 39, 40, and 41). The student questionnaire which was given to upper-intermediate and pre-faculty students, and the instructor questionnaire were in English, as these participants could easily understand the items thanks to their proficiency level.

However, elementary, pre-intermediate and intermediate students were expected to have some difficulty in terms of comprehension; therefore, they were sent the Turkish version, which was translated by an expert. Prior to the application of the tools, expert opinion was sought. The tools were firstly checked by an English language instructor and then by an educational assessment and evaluation expert. Finally, another expert in the field of teaching English reviewed the tools.

All the versions of the questionnaires - instructor and student versions and English and Turkish versions of the student questionnaire - were piloted first to check the validity of the instruments and the consistency of the items. Piloting is a crucial step that should not be skipped, for it enables researchers to identify and address the problems of the tool by making the necessary alterations before it is utilized in the actual study (Dörnyei, 2010; Fraenkel & Wallen, 2009; Mackey & Gass, 2005). The instructor questionnaires were emailed to four instructors who had been informed of the piloting process. Similarly, the student questionnaires in English were sent to two students, and the Turkish version was sent to three students, all of whom had been informed beforehand. Based on the feedback received, no alterations were made to the instructor questionnaire; however, one item was modified in the student questionnaire. To make sure the students fully understand the construct, some extra information was added in parenthesis to the item. For the item regarding *tolerating ambiguity*, the phrase *changes in the decisions* were added, as all the students had difficulty understanding the word *ambiguity*. Following the pilot study, the English and Turkish versions of the student and instructor questionnaires were finalized and created on Google Forms. The website links of the questionnaires were emailed to the participants, and the data were collected within a week for the actual study.

Focus Group Interviews & Individual Interviews

In order to delve into the experiences and the viewpoints of the participants', semi-structured focus group interviews and individual interviews were held. Due to the nature of case study research, interviews constitute the principal source that has the potential to shed light on human actions (Yin, 2002). Unlike individual interviews, focus group interviews provide researchers with access to a variety of different perspectives which emerge during discussions in which participants share and compare their experiences (Morgan & Hoffman, 2018). Accordingly, focus group interviews were administered to accomplish this and stimulate a genuine discussion with the instructor participants. Nonetheless, this type of interaction could easily intimidate students, making them hesitate to participate in the study. Thus, with the student participants, individual interviews were conducted in order not to make them feel uncomfortable.

Similar to the questionnaire items, the focus group and individual interview questions (Appendix D, E, and F) were written within the boundaries of the Open Challenges Framework. There were four leading questions focusing on the three areas of ERT: technology, pedagogy, and social, as well as the participants' feelings during this period. The focus group and individual interviews had a semi-structured nature, which, despite necessitating some questions designed beforehand to direct the conversation, provided a freer environment where the participants were spurred to further elaborate on certain topics (Dörnyei, 2007). 12 follow-up questions were also asked to keep track of the major constructs of the framework and further explore the participants' experiences. The focus group interview questions and the student individual interview questions were all in English; however, for the students with

low proficiency levels, the student interview questions were translated into Turkish by an expert.

The focus group interview questions were piloted with a focus group consisting of three instructors. Having been informed of the piloting process, the three instructors attended a Zoom meeting for the focus group interview, which took 55 minutes. At the end of the meeting, the group members discussed and gave feedback on the questions. Based on their feedback, some sub-questions were added to clarify one of the main questions. The question regarding social environment and social interactions was not specific enough; therefore three sub-questions inquiring about communicating with colleagues, maintaining a healthy work-life balance, and working in a home environment were added. In a similar vein, the student interview questions were piloted through individual interviews with an upper-intermediate and a pre-faculty student in English and with an intermediate student in Turkish, which took 15 minutes on average. After each interview, the students commented on the questions. The main question concerning the social environment and social interactions was not clear enough for the students, just as it had not been for the instructors. As a result, based on the feedback from the students, it was made more specific by adding three sub-questions related to communicating with teachers and classmates, maintaining a healthy education-life balance, and studying in a home environment.

After making the necessary alterations to the questions, the instructor and student participants (see the 'participants' section) were listed and called for the focus group and individual interviews, all of which were conducted on Zoom to avert the risk of contracting the Coronavirus. The data were collected over two weeks. Table 7 shows the duration of the focus group interviews carried out with the instructors. As

mentioned before, each group consisted of three instructor participants, and all the focus group discussions were carried out in English. The total duration of the instructor focus group interviews was 213 minutes.

Table 7

Duration of the Focus Group Interviews with the Instructors

Focus Group	Duration (min.)
1	52:50
2	51:20
3	57:30
4	51:40
Total	213:20

As Table 8 displays, the individual interviews with students took 284 minutes in total. The interviews with high proficiency levels (upper-intermediate and pre-faculty) were administered in English and with low-level students (pre-intermediate and intermediate) in Turkish. Both the focus group and individual interviews yielded 123 pages of written data. The audios of the individual and focus group interviews were recorded and transcribed for data analysis purposes with the informed consent of the participants.

Table 8

Duration of the Interviews with the Students

Level	Student	Duration (min.)
Pre-Intermediate	A	22:10

Table 8 (cont'd)*Duration of the Interviews with the Students*

Level	Student	Duration (min.)
Intermediate	B	35:10
	C	12:05
	D	14:20
Upper-Intermediate	E	17
	F	26:45
	G	18:30
	H	24:20
	I	27:20
Prefac	J	12:45
	K	13:55
	L	15:25
	M	14:05
	N	30:35
Total		284:25

Methods of Data Analysis

The quantitative data collected through the questionnaires were analyzed by means of descriptive and inferential statistics on SPSS (Statistical Package for Social Sciences), which was used to arrange and summarize the data (Gravetter & Wallnau, 2013). For the first research questions, means and standard deviations were calculated separately for all the items of the instructor and student questionnaires.

For the third research question, the common items in both versions of the questionnaires were identified. For instance, in the instructor questionnaire, the item *I have been using Zoom effectively* was also present in the student questionnaire as *my teacher has been using Zoom effectively*. The items that are different were excluded. In the instructor questionnaire, items 22, 23, 24, 25, 39, 40, and 41, and in the student questionnaire, items 29 and 32 were excluded. Finally, the common items were collated, and a new data set was created.

Before running any parametric tests on the new quantitative data set, the normality assumption was checked. Skewness and kurtosis values were checked, and z-scores were calculated. As Gravetter and Wallnau (2013) stated, in order to ensure normal distribution, z-scores should be between 1.96 and -1.96. Accordingly, the data of the particular study were found to be normally distributed, as the z-scores fell within these boundaries.

With the new data set, three different independent samples t-tests were run to compare the means of the instructors and the students for each item related to the three aspects: technology, pedagogy, and social environment and social interactions. Finally, one more independent samples t-test was computed to compare the means for the whole questionnaire. The excluded items were analyzed through descriptive statistics, as mentioned earlier. While computing these t-tests, for some items, the assumption of homogeneity of variance could not be met due to the unequal numbers of instructor ($n = 60$) and student ($n = 110$) participants. In such cases, on the output produced by SPSS, the bottom rows, which did not assume equal variances, were taken into consideration.

The numbers of the participants were not appropriate to conduct any further statistical tests to examine the significant differences of different groups among the

instructor or the student samples. For example, the number of instructor participants whose ages ranged from 31 to 40 was 30; however, the number of those who were 51 or over was only seven. As a result, only the instructor and the students were compared as two groups through t-tests.

To answer the first and the second research questions, the data obtained from the focus group and individual interviews were transcribed via the application, Otter.ai. This application was chosen since it enables users to easily transcribe interviews regardless of length of the interviews, especially those involving more than two speakers. When the transcriptions were received, they were checked by the researcher by listening to the audio and going over the transcriptions simultaneously to ensure they were all correct. The qualitative data were analyzed through content analysis, a method that focuses on the analysis of 'communication' to illuminate the topic being explored (Frankel & Wallen, 2009). As Miles et al. (2014) suggested, before analyzing the qualitative data, the deductive approach was first adopted to create the first version of the list of codes coming from the Open Challenges Framework. The interview questions and the data were based on the framework's three aspects; similarly, under the aspects, some themes from the framework and literature review were predetermined. Table 9 shows the predetermined categories and themes. The list was used as the start list to begin coding the data.

Table 9

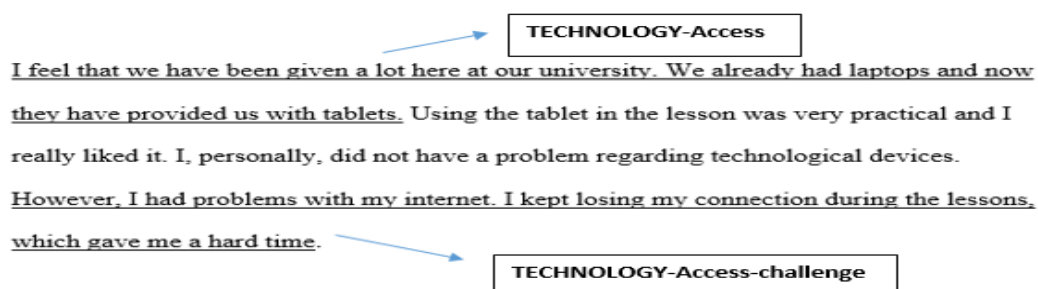
Predetermined Categories and Themes

Aspects	Category	Theme
Technology	Access	Challenges/Solutions
	Support	Challenges/Solutions
Pedagogy	Skills	Challenges/Solutions

Table 9 (cont'd)*Predetermined Categories and Themes*

Aspects	Category	Theme
	Materials	Challenges/Solutions
	Guidance	Challenges/Solutions
	Feedback	Challenges/Solutions
	Assessment	Challenges/Solutions
	Engaging and motivating students	Challenges/Solutions
Social Environment and Social Interactions	Suitable teaching/learning environment	Challenges/Solutions
	Work/Education-life balance	Challenges/Solutions
	Interaction	Challenges/Solutions

After creating the start list, the transcripts of the interviews were coded according to the list. A sample of the analysis and coding can be seen in Figure 2.

Figure 2*Sample Analysis of the Interview Transcripts*

Following the initial coding of the transcripts, to organize the analysis of the data, Microsoft Excel was used (Yıldırım & Şimşek, 2005). Two separate sheets were created, one for the instructor and the other for the student transcripts. The categories were created for the participants, themes and relevant quotations. Throughout the analysis, these sheets were constantly updated after rereading the transcripts. A sample sheet for the analysis is presented in Figure 3.

Figure 3

Sample Sheet for the Analysis of the Interviews

Participants	Parent Category	Sub Parent Category	Sub Sub Parent Category	Code	Stands for	Quotations
Instructor1	Technology (TECH)	Access (A)+ (pe)	Provision (Pr)	tab	Being given a tablet	I spent one course teaching 25 hours without Wacom and now I think about it how I survived that course. Wacom made my life so easy.
Instructor5	Technology (TECH)	Access (A)+ (pe)	Provision (Pr)	tab	Being given a tablet	Also Wacom is amazing. I love it. That is my job. Totally.
Instructor8	Technology (TECH)	Access (A)+ (pe)	Provision (Pr)	tab	Being given a tablet	The tablet that I've been using the one that we used to take notes. And I thought it was very helpful.
Instructor9	Technology (TECH)	Access (A)+ (pe)	Provision (Pr)	tab	Being given a tablet	I also, I want to mention the Wacom is an instructional material. So that's the new material. You know, these are nice points about technology.

During the process of analyzing the qualitative data, the inductive approach, providing an opportunity to uncover what remains unseen in the data (Miles et al., 2014), was also utilized. Following this, the transcripts of the interviews were read and analyzed multiple times. As a result, some new themes emerged along with the sub-themes and sub-sub themes. Table 10 displays a sample of second-level coding categories along with the sub-themes and sub-sub themes that emerged.

Table 10*Sample of Second-Level Coding Categories*

Aspects	Category	Theme	Sub-theme	Sub-sub Theme
Pedagogy	Engaging and Motivating Students Classroom and lesson management	Recommendations Positive Experiences	Concentration Changing attitudes	Employing a flipped learning approach Easy classroom management

As table 9 presents, one new category, classroom and lesson management, and two new themes, positive experiences and recommendations, emerged. In addition to these, all the sub-sub themes and codes emerged during the interviews and they were added to the first list of themes on the Excel sheets. The themes and sub-themes were the same for the interview data of both the instructors and the students. However, the data of these two groups of participants differed in sub-sub themes.

Reliability Analysis

The reliability of the instructor and student questionnaires was checked retrospectively. The instructor and student participant numbers in the pilot study were not enough to compute Cronbach's alpha; therefore, the reliability of the questionnaires could not be checked prior to the data collection process. Hence, it was computed at the end. Table 11 presents the Cronbach's alpha levels for the

instructor and student questionnaires. As Muijs (2004) states, for internal consistency, Cronbach's alpha should be a minimum of .70. According to the results, the alpha levels of the whole questionnaires were well over .70.

Table 11

Cronbach's Alpha Levels for the Questionnaires

Questionnaires	Number of Items	Cronbach's Alpha
Instructor Questionnaire	42	.93
Student Questionnaire	37	.93

Trustworthiness

To answer the research questions thoroughly, quantitative and qualitative designs were utilized to give the researcher a valuable insight into the experiences and perceptions of the instructors and students. However, when it comes to the matter of quality of both designs, it is usually the qualitative design that is found to be more problematic (Dörnyei, 2007). While the validity and reliability of quantitative research can easily be assessed, most of the time, these measures do not apply to qualitative research, in which the primary purpose is to describe a phenomenon as observed by an individual (Fraenkel & Wallen, 2009). To solve this problem, Lincoln and Guba (1985) proposed the term *trustworthiness* in lieu of the terms *reliability* and *validity*. The suggested term encompasses *credibility*, *transferability*, *dependability*, and *confirmability*, which supersede the traditional *internal validity*, *external validity*, *reliability*, and *objectivity* of quantitative research (Lincoln & Guba, 1985).

Credibility refers to the “truth value” in a study (Dörnyei, 2007), which shows how believable and recognizable the findings are to the audience (McGinn, 2010). In order to ensure the credibility of the particular study, specific measures were taken. First of all, the researcher's being an actual part of the culture and the site in real life allowed the researcher to identify distortions and take account of them (Lincoln & Guba, 1985). As another measure, member checking was utilized. Four of the instructor participants were asked to check the interpretation of their interviews and give feedback. Finally, the qualitative data were triangulated with the quantitative data gathered through the questionnaires to support the findings of the individual and focus group interviews.

Transferability indicates that the results of a study can be applicable (Amankwaa, 2016) and also generalizable in a different context (Nowell et al., 2017). To accomplish generalizability, a researcher is to give a thick description so as to help those wishing to transfer the results to their own context (Lincoln & Guba, 1985). The thick description encompasses different perspectives and the essential details of the site and the participants, which help explain the insights gained from the research, thereby enabling the audience to have a great understanding of the research (Mackey & Gass, 2005). In the particular study, the thick descriptions regarding the setting, participants, and the methodology of the research were provided in extensive detail, which could help other researchers make a comparison with their context and decide on the transferability of the findings.

Dependability, the equivalent of *reliability*, focuses on if the research process is “consistent ... stable over time and across researchers” (Miles & Huberman, 1994, p. 278). Therefore, to ensure dependability, coding was done multiple times and at different times before finalizing the process. Additionally, as Lincoln and Guba

(1985) suggest, an inquiry audit was carried out. The auditor, a disinterested colleague of the researcher, was asked to audit the process and the results to investigate whether the findings were accurate and the interpretations were justified by the collected data.

The last measure, *confirmability*, aims to ensure that the interpretations and the conclusions are not affected by the researcher's bias and that they truly depend on the conditions of the study (Lincoln & Guba, 1985). This concept, which is closely comparable to *external reliability*, involves another external party's examination of the data so that the neutrality of the analysis can be confirmed (Mackey & Gass, 2005). Similarly, with the aim of maintaining objectivity, in the present study, the data analysis process of the interviews, as well as the lists for codes and themes, were audited by an expert.

Conclusion

The methodology of the study has been described in this chapter. This current mixed-methods case study research was carried out in a preparatory program of a foundation university in Turkey to explore the challenges they experienced during the Covid-19 pandemic. While the quantitative data were collected through instructor and student questionnaires, the qualitative data were gathered from the focus group interviews with instructors and the individual interviews with students. The data coming from the questionnaires were analyzed through descriptive and inferential statistics. For the focus group and individual interviews, content analysis was employed.

CHAPTER 4: RESULTS

Introduction

The present study was designed to investigate the challenges EFL instructors and students experienced during the Covid -19 pandemic and how they addressed these challenges. The study has a mixed-methods design as both quantitative and qualitative data were collected to answer the research questions thoroughly. The first set of data was collected through instructor and student questionnaires, and then focus group interviews with instructors, and individual interviews with students were held. All tools were developed by the researcher based on the Open Challenges Framework (Ferri et al., 2020). The questionnaires and the interviews address three main aspects of the challenges: technology, pedagogy, and social environment and social interactions. Throughout the chapter, the terms ‘instructor’ and ‘teacher’ were used interchangeably because although the job title was ‘instructor’ and it is the term used in this study, the direct quotes taken from students sometimes refer to the instructors as ‘teachers’.

The first research question, which aimed to explore the challenges experienced by the instructors and the students, and the third research question, which investigated whether there was a significant difference between the student and instructor experiences, were answered through statistical analysis of the questionnaire data. In addition, the focus group and individual interviews were analyzed through content analysis for the first research question. The second research question, focusing on how these challenges were handled, was answered through content analysis of the interview data.

This chapter aims to present the findings of the study based on the research questions presented before. Firstly, the challenges instructors and students faced regarding technology, pedagogy, and social environment and social interactions are presented through descriptive and content analysis. Then, what the participants did to cope with these challenges is explained, under the same three aspects, based on the analysis of instructor focus group and student interviews. Finally, the independent samples t-test results, comparing the experiences of the instructors and students, are presented and explained. Table 12 presents the overview of how the results were organized and presented throughout the chapter.

Table 12

Overview of the Presentation of the Findings

RQ1a	RQ1b	RQ2a	RQ2b	RQ3
Challenges for instructors	Challenges for students	Instructor solutions	Student solutions	Comparison: instructors and students
a. Technology	a. Technology	Focus group	Interview	1. Questionnaire
1. Questionnaire findings	1. Questionnaire findings	interview findings	findings	findings
2. Focus group interview findings	2. Interview findings			a. Technology Questionnaire findings
b. Pedagogy	b. Pedagogy			b. Pedagogy Questionnaire findings
	1. Questionnaire findings			

Table 12 (cont'd)*Overview of the Presentation of the Findings*

RQ1a	RQ1b	RQ2a	RQ2b	RQ3
Challenges for instructors	Challenges for students	Instructor solutions	Student solutions	Comparison between instructors and students
1. Questionnaire findings	2. Interview findings			c. Social environment
2. Focus group interview findings	c. Social environment and social interactions			and social interactions
c. Social environment and social interactions	1. Questionnaire findings			Questionnaire findings
1. Questionnaire findings	2. Interview findings			
2. Focus group interview findings				

Challenges for Instructors

Technology

Questionnaire Findings

The first five items of the instructor questionnaire examine the instructors' experiences specific to technology. The mean scores and standard deviations of these items as responded by the instructors are presented in Table 13.

Table 13

Instructor Experiences: Technology

Item	<i>M</i>	<i>SD</i>
1. I have access to a reliable internet connection.	4.30	0.86
2. I have access to necessary technological devices for online lessons.	4.38	0.69
3. I have been receiving adequate technical support from my institution before administering online exams.	4.38	0.55
4. I have been receiving adequate technical support from my institution to teach online.	4.13	0.74
5. I have been receiving training for online teaching since the beginning of the switch to online education.	3.28	0.95

The results of the descriptive analyses revealed that most of the EFL instructors 'strongly agreed' that they had the necessary technological devices to teach online, with a mean of 4.38 ($SD = 0.69$). They also thought that their institution provided adequate technical support before administering online exams, with a mean of 4.38 ($SD = 0.55$). The lowest score in the technology aspect belonged to item five,

which was about being given training for online education during this period of the Covid-19 pandemic with a mean of 3.28 ($SD = 0.95$).

Focus Group Interview Findings

The quantitative data gathered through instructor questionnaires were verified by the qualitative data collected through focus group interviews. Under the technology aspect, two categories, access and support, were created. The results are mostly in line with the quantitative data as almost half of the instructors emphasized that they were satisfied with the technological devices they had been given, or they already had. Additionally, most of the instructors were also happy with the technical support they received from their institution while teaching online.

Perceptions on Access. The first category of the technology was access; under this category, a predetermined theme, positive experiences emerged in addition to challenges. The themes, along with the total number of responses for each theme, are presented in Table 14.

Table 14

Most Frequent Themes: Access

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Technological devices	Not having a spare laptop	2
		Costliness of technological devices	1
	Internet	Costliness of internet connection	1
		Internet connection problems	3

Table 14 (cont'd)*Most Frequent Themes: Access*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Positive	Provision	Being given a tablet	4
Experiences		Being given a laptop	1
	Technological devices	No technology related problems	4
	Internet	No internet related problems	2

The internet was the most frequent sub-theme that emerged under challenges during the focus group interviews. Three instructors complained about experiencing internet connection problems, which made them reconnect several times during the lessons. One of the instructors stated that having another person working online simultaneously caused the internet connection to slow down a great deal. The costliness of internet connection emerged in one of the instructor's responses. She said:

I think technology is very expensive in Turkey, even connecting to the internet is very expensive now that we are doing the lessons from home, like we needed to increase the internet speed at home. That is also very expensive. Like every month, we are paying hundreds of liras for that.

Another sub-theme under challenges was technological devices. Two instructors mentioned not having a spare laptop as a challenge. These instructors stated that they had felt quite stressed as the laptops had started updating themselves

from time to time during online lessons and the students had to wait for the instructors to come back online. Finally, one instructor focused on the costliness of technological devices, and she stated that buying a laptop is almost impossible with a normal salary.

According to the findings, the instructors had more positive experiences than negative ones in terms of access. The most frequently observed sub-theme was the provision; half of the instructors reported that they were happy about the technological tools they had been provided. Four of the instructors stated that they were pleased to have also been given a tablet by their institution before starting online teaching. They all emphasized that it enabled them to give feedback on students' work with ease and to share their notes with students during lessons instantly. One of the instructors specifically focused on being given a laptop, and she said, "I feel that we have been given a lot here at our university, and I have been pretty happy about it."

As for the positive experiences related to technological devices and the internet, four instructors stated that they had not experienced any problems with the devices they had been using, and two instructors said that there was no problem with their internet connection.

Perceptions on Support. As for support, the instructors did not report any challenges. On the contrary, most of them emphasized the positive experiences they had had during the online education process. Table 15 shows the three sub-themes that emerged and the numbers of instructor responses.

Table 15*Most Frequent Themes: Support*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	N/A	N/A	0
Positive Experiences	Institution	Receiving support from the IT department	9
	Management	Receiving support from their headteacher	2
		Receiving support before the administration of online exams	1
	Peer	Receiving support from their colleagues	2

Under positive experiences, three sub-themes emerged: institution, peer, and management. Regarding institution, receiving support from the IT department was the sub-sub theme that emerged from the instructor responses. Three-fourths of the instructors were satisfied with the support they had received. Six of these instructors specifically mentioned how helpful and approachable the IT department of the preparatory program was. They all pointed out that they had received immediate help whenever they had had problems. Two of the instructors talked about the IT department of the whole university, and one said:

I think they are very professional. So I feel lucky, you know, whenever I email, they get back to me. And I remember they gave some, like, sessions on

how to use some technological tools, online tools. They were always there.

So I did not have any problems about guidance.

Two instructors talked about management and reported that they received support from their head teacher. Both instructors believed they benefited a lot from the sessions they had with their head teachers where they had tried how to use Zoom together before starting online education. They said they were able to "survive" Zoom lessons thanks to the trial they had had with the head teacher. One instructor pointed out that she was happy they received support before the administration of online exams by the testing office. Moreover, the detailed guidelines on what to do in each stage of the exams enabled the instructors to understand the online exam procedures thoroughly.

The other sub-theme was peer support, and two other instructors stated that they mostly received help from their colleagues. One instructor said:

When we first started for a whole week, I was teaching, but at the same time, I was on WhatsApp because we were trying to help each other. Yes, our institution was as helpful as possible, but because everybody had to just jump in and start education as soon as possible, I feel like we had to get some sort of external help.

Pedagogy

Questionnaire Findings

The next section of the questionnaire contains 25 items related to pedagogy. The first group of items under the pedagogy aspect investigates the effective use of technology and online tools in online lessons. The instructors' calculated mean scores are presented in Table 16.

Table 16*Instructor Experiences: Pedagogy (Part 1)*

Item	<i>M</i>	<i>SD</i>
6. I have been using Zoom effectively.	4.23	0.64
7. I have been using Moodle effectively.	4.16	0.69
8. I have been using course book software programs (Unlock etc.) effectively.	4.13	0.81
9. I have been using Microsoft software programs (Word, PowerPoint etc.) effectively.	4.55	0.53
10. I have been performing basic computer operations (downloading, uploading, sharing data etc.) effectively.	4.75	0.43
11. I have been using Web 2.0 tools (Padlet, Quizlet, etc.) effectively.	3.78	0.95
12. I have been using multimedia (games, animations) effectively to prepare materials that engage and motivate students.	3.30	0.90
13. I have been using online tools (Google Docs, Padlet etc.) effectively to give feedback to students.	3.56	1.01
16. I have been competently using technology for teaching online.	3.98	0.65

A great majority of instructors thought they had been performing basic computer operations effectively, with a mean score of 4.75 ($SD = 0.43$). Similarly, item nine, about using Microsoft software programs, received a high score with a mean of 4.55 ($SD = 0.53$). However, the scores slightly decreased when it comes to

using online tools or multimedia effectively. The lowest score belonged to the item about using multimedia while preparing engaging and motivating materials for students, with a mean of 3.30 ($SD = 0.90$). Also, item thirteen, about using online tools like Google Docs to give feedback, had a mean of 3.56, and the standard deviation ($SD = 1.01$) showed that the instructors had a disagreement in this item.

The rest of the pedagogy items focused on providing support to students, adaptations made for the switch to online education, preparing instructional materials, assessment, motivation, and classroom management. The mean scores for each item are displayed in Table 17.

Table 17

Instructor Experiences: Pedagogy (Part 2)

Item	<i>M</i>	<i>SD</i>
14. I have been providing individual online support to my students effectively through office hours.	4.08	0.78
15. I have been assessing the performance of my students effectively through online exams.	3.73	0.82
17. I have made adaptations to the materials I usually use in face-to-face lessons for online teaching.	4.16	0.71
18. I have made adaptations to my teaching approach I usually use in face-to-face lessons for online teaching	4.06	0.60
19. I have been providing support to my students when they have a technical problem.	3.60	0.90
20. I have been guiding my students to explore online resources for self-study.	4.08	0.69

Table 17 (cont'd)*Instructor Experiences: Pedagogy (Part 2)*

Item	<i>M</i>	<i>SD</i>
21. I have always looked for new teaching strategies to keep myself up-to-date since the beginning of the pandemic.	3.78	0.86
22. I have enough pedagogical knowledge to prepare new materials that are suitable for online teaching.	3.68	0.85
23. I have been eager to prepare new materials that are suitable for online teaching.	3.68	0.79
24. I have had time to prepare new materials that are suitable for online teaching.	2.78	0.95
25. I have had time to explore new online tools to add variety to my lessons.	2.90	0.98
26. I have been promoting interaction and collaboration among students through the tasks I have designed.	3.80	0.70
27. I have been helping my students concentrate on online lessons through engaging tasks.	3.70	0.67
28. I feel motivated to improve my online teaching skills.	3.95	0.72
29. I have been tailoring my teaching style to meet students' new needs that have arisen due to the pandemic.	4.06	0.68
30. I have less classroom management problems in the online learning environment.	3.56	1.04

As shown in Table 17, making adaptations to the materials designed for face-to-face teaching had the highest mean of 4.16 ($SD = 0.71$). Also, the other highest scores belonged to item 14 with a mean of 4.08 ($SD = 0.78$) and item 20 with a mean of 4.08 ($SD = 0.69$), both of which focused on guiding and providing support to students. The item concentrating on having enough time to design new materials appropriate for online education had the lowest mean of 2.78 ($SD = 0.95$). Similarly, the second lowest score belonged to item 25, about having enough time to explore new online tools, with a mean of 2.90 ($SD = 0.98$).

Focus Group Interview Findings

The qualitative data of the pedagogy aspect were divided into seven categories: skills, materials, guidance, feedback, assessment, engaging and motivating students, and classroom management. According to the findings, the qualitative data are highly consistent with the quantitative data regarding these seven categories.

Perceptions on Skills. For pedagogy, the first emerged category was skills. Under this category, instructors mostly expressed their positive experiences and recommendations, and one instructor mentioned a challenge she had encountered. The themes and the instructors' responses are presented below (Table 18).

Table 18

Most Frequent Themes: Skills

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Technology	Feeling peer pressure to learn and use more online platforms	1

Table 18 (cont'd)*Most Frequent Themes: Skills*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Positive Experiences	Technology	Being able to use	3
		technology more effectively	
	Online teaching	Students becoming smart	1
		users of technology	
Recommendations	Online teaching	Developing online	2
		teaching skills	
	Online teaching	Making the most of the	2
		experience gained during the process	

Under challenges, only one instructor stated that she felt under peer pressure to learn and use more online platforms in online lessons. According to her statement, seeing all the other instructors' putting much effort into using a variety of online applications and platforms made her feel stressed and incompetent.

On the other hand, more instructors reported their positive experiences regarding technology and online teaching. Being able to use technology more effectively emerged from the three instructors' responses. One of the instructors put forth that she had not been able to use technology in face-to-face classes as effectively as she did in online education because she was "more focused on the whiteboard". However, she added, in online education, technology use became more

convenient and practical. Additionally, two of the instructors said that although they had already been using technology in face-to-face classes to a certain extent, with online education, they were able to broaden their repertoire in terms of online applications and platforms to use in class. Finally, one instructor focused on the students' becoming smart users of technology and said:

I remember seeing students who use some iPads which they synchronize with their computers and take notes as I do. That is new. So I can say, students have become more smart users of technology and materials because we share lots of websites, and they share with each other a lot of websites.

The second sub-theme under positive experiences was online teaching. Two instructors talked about developing their online teaching skills. One of the instructors stated that the pandemic-induced online teaching period was very fruitful, and they gained a lot of experience. The other instructor put forward that although it was stressful in the beginning, in time, he took it as a challenge, and it turned into a good experience where he had so many learning opportunities to develop his teaching skills.

In addition to positive experiences, some recommendations to the institution also came from two of the instructors. The instructors talked about the significance of making the most of the experience gained during the process, and one of the instructors said:

Now that we have a lot of experience in online teaching, the university can continue using this experience in some way. Even if the pandemic is over, we could continue using this system because we gained a lot of experience in terms of technology use and managing education. There are many things we have learned. So why do we forget about them?

Perceptions on Materials. The next category of the pedagogy aspect was materials. In addition to the predetermined theme challenges, positive experiences also emerged from the data. The details about the themes and the numbers of responses are summarized below (Table 19).

Table 19

Most Frequent Themes: Materials

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Adaptation	Changing the context of the materials	1
		Changing the form of the materials	2
	Time	Not enough time to cover all the materials	1
Positive Experiences	Quality	Using already existing quality materials	4
	Form	Converting the materials into online programs	2

According to the focus group interview results, the main challenge that the instructors reported was making adaptations to the materials, as it increased their workload. Two instructors stated that they had to change the form of the materials, and one said, “[g]iving the students our classic classroom materials and asking them to complete it was a disaster. I had only one or two students doing the material in the

class. I had to adapt the form a lot.” One instructor talked about the need for changing the context of the materials and made the following comment:

We have been through a paradigm shift. Now you can't talk about the same topics that you used to talk about before the pandemic. The basic questions like, what do you like doing in your spare time, are gone. So we had to change the context of the materials. Now, when I'm preparing material, I ask them to compare their friendship with their classmates online and face-to-face.

One instructor also complained about not having enough time to cover all the materials, and she stated, “[e]ven in meetings, we all talked about how we could not finish everything and that time to complete all the materials was very limited for teachers.”

Regarding positive experiences, almost half of the instructors expressed their positive opinions regarding the materials. One-third of the instructors pointed out that they thought the materials they had were of high quality and that they were content with using already existing quality materials. One of the instructors said, "I think the materials we had were already very good quality. I did not do much exactly about preparing materials. I just copied and pasted some things from the existing materials." Similarly, another instructor stated, "We all used the same materials, so the content of the materials has not changed for me much because they were already good materials."

Two instructors commented on the form of the materials, and they stated that all they did was convert the materials into online programs. One of the instructors reported, "[i]t has been mostly making adaptations, for me, at least. We all put the same materials and moved them to online programs like Microsoft Office." The other

instructor said, "[w]e have switched to PowerPoints more, and online platforms where students can contribute, like Padlet or Quizlet. So we just removed the materials we have and put them onto another platform."

Perceptions on Guidance. Another category under pedagogy that yielded some responses concerning the challenges and positive experiences of the instructors was guidance. Table 20 displays the themes and the numbers of responses.

Table 20

Most Frequent Themes: Guidance

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Time	Contacting teachers at inappropriate times	4
		Spending too much time guiding the students	3
		Shy students unwilling to ask for help	2
	Students	Lack of peer guidance	2
	Peers	Not being able to guide and comfort the students	1
		Being available for students	2
Positive Experiences	Teachers	Providing psychological guidance	3

Based on the instructor responses, time was found to be the most frequently raised challenge regarding the guidance provided to students. One-third of the

instructors complained about students' contacting teachers at inappropriate times.

One of the instructors said that although, under normal circumstances, she would not give her phone number to students, she had to share it with them due to possible emergencies caused by the pandemic. She added that she constantly received WhatsApp messages from different students at night. Another instructor explained that he did not share his phone number but instead used email to communicate with students; however, he said, "I ended up getting really frustrated with emails coming at like 10-11 o'clock at night". Similarly, another instructor said:

I gave them my phone number at the beginning. But then, at 1 am, I got some weird messages asking about homework. I am sorry, but I feel like with a pandemic, my phone and I would just become inseparable. It's just another limb. I want to be of help to my students as much as possible, but I have a life.

Spending too much time guiding the students was also another sub-theme that emerged under time. Three instructors pointed out that it was exhausting for them as the students needed more guidance in online education than they usually do in a face-to-face class. One instructor said that she arranged a lot of office hours since the students were anxious about the new online exam system and, with the teaching load they had, it was exhausting. Similarly, another instructor reported that there were instances when students could not focus on the lesson and asked her to teach the same lesson during office hours. She added: "I did not think they should have listened to me in the lesson. I did not want them to be disadvantaged under these extraordinary circumstances, so I helped them." Another instructor stated that she uploaded tasks on Moodle every day so the students could work independently because she felt "they needed individual work time." She also added, "[h]owever,

uploading them, ticking them, checking them, and uploading the answer keys, choosing suitable tasks to help the students... It took a lot of time.”

Some other challenges raised were grouped under the sub-theme, students. Two instructors complained about shy students being unwilling to ask for help and shared their concerns about some students' being unable and also unwilling to ask for help in an online environment. One instructor said she "could have easily missed one or two students as the students did not have enough self-confidence to speak in front of a camera and to say that she could not understand the topic." Reinforcing what the previous instructor had stated, another instructor expressed that in face-to-face education, it was "easy to notice such students, and approach them in the break, but in online education, this was more difficult."

When it comes to the challenges regarding peers, two instructors stated that the students were also unwilling to provide peer guidance to each other. Both instructors explained that the students were "either shy or indifferent to one another, so they did not communicate with each other much outside the class hour, and they solely depended on the teacher."

The last sub-theme was uncertainty, and one instructor stated that not being able to guide and comfort the students was a challenge for her. The instructor expressed her concerns and said she felt incapable of adequately helping her students. She also added:

All I could do was tell them to be patient because everything was up in the air. We had restrictions all over the country, and those restrictions changed all the time. We have to shut the schools and then open them up, and then shut them again. So everything was very vague, and we didn't have any definite answers for anything.

In addition to the challenges, the instructors also expressed their positive experiences and opinions about guiding the student during the pandemic. The most frequently emerged sub-theme was about the type of guidance. One-fourth of the instructors stated that providing psychological guidance was a positive experience for them. One of the instructors said, "[w]e had whole class therapy sessions about how online exams might be difficult, what they should do, and so on. Of course, we provided all sorts of guidance, which, I think, was helpful." Another instructor stated, "I tried to encourage them a lot. You know, we are in this together. We are going to get through these hard times. I tried to encourage and be a chief, which helped students a lot." Another instructor made the following comment:

We spent like 10 minutes in class talking about how they were feeling, especially at the beginning because everybody was anxious. They were stuck at home, and they are young. But we helped them, I think. We are adults, and we manage the situation in our own way, but they are young. So I was happy to provide them with some psychological help.

Under the sub-theme, teachers, being available for students emerged from two instructors' responses. One of the instructors thought that the students benefited a lot from being able to reach their teachers easily. The other instructor stated that the instructors all became "approachable through WhatsApp through mail or Moodle, and they book appointments anytime they want, which provides them with really good benefits in this online learning."

Perceptions on Feedback. Under the feedback category, the only challenge that emerged was related to time, and the only positive experience was about technology. The themes with the numbers of instructor responses are summarized in Table 21.

Table 21*Most Frequent Themes: Feedback*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Time	Spending too much time giving feedback	5
Positive Experiences	Technology	Using technology to give feedback easily and effectively	1

As a challenge, spending too much time giving feedback emerged under the sub-theme, time, in five instructors' responses. These five instructors all stated that the feedback process took much longer than it did in face-to-face education. One of the instructors said that she used to annotate the essays and give oral feedback in class during breaks in face-to-face teaching; however, because this was not convenient and sometimes even impossible in online teaching, she had to write all the justifications and suggestions on each essay. Another instructor also said the students generally wrote their essays on a Word document and that he "ended up writing too many comments in the margins in order to give adequate written feedback, which took so much time." As for the positive experiences, only one instructor mentioned using technology to give feedback easily and effectively. She pointed out that technology enabled her to analyze student work in a much deeper sense and to give extensive feedback on it easily.

Perceptions on Assessment. The assessment was another category of pedagogy. The details about emerged challenges and positive experiences are shown in Table 22.

Table 22

Most Frequent Themes: Assessment

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Practicality	Difficulty of administering online exams to individual students one by one	5
		Difficulty of taking online exams	2
		Exam security	3
	Test items	Difficulty of ensuring safety during exams	3
		Not changing the exam format in online exams	2
		Classroom assessment	1
Positive Experiences	Readiness	Not being able to assess the students in online classes	1
	Classroom assessment	School's not being fully ready for online assessment	1
	Classroom assessment	Using Moodle for quizzes	3
	Exam security	Ensuring safety during online exams	4
	Administration	Offering face-to-face exams	2

Table 22 (cont'd)*Most Frequent Themes: Assessment*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
		Changing the exam procedures	2
	Mode	Schools' success in changing the mode of assessment to online	2

In terms of challenges, the most frequently emerged sub-theme was practicality. Almost half of the instructors complained about the difficulty of administering online exams to individual students one by one during the early stages of the pandemic. One of the instructors stated, “[e]arlier exams where we accept students one by one took so much time. We had to do zillions of things simultaneously, like focusing on the recording and coding the answers in the optic forms.” Another instructor stated that those exams were time-consuming and also stressful for them. One pointed out that earlier exams put so much pressure on the instructors as they were too complicated that they felt anxious during these exams. Under practicality, two instructors talked about the student perspective and focused on the difficulty of taking online exams. One had the opinion that “it was unfair to the students because it is not easy to follow the screen in an online exam. You cannot take notes. When you are reading, you cannot underline or highlight things. It is very difficult.” The other instructor stated, “[d]oing the exam in such a limited time is

very frustrating. It is either you get this question right, or that's it. You do not have time to think about it again, which is what most institutions did."

The second most frequent challenge raised was exam security and the difficulty of ensuring safety during exams. Two of the instructors were concerned that online exams are more susceptible to cheating and that proving that a student cheated in an online exam was difficult. Another instructor was specifically worried about the online exams students take as part of their learning portfolio, like quizzes and she stated that it is almost impossible to prevent cheating in an online quiz.

Test items was another sub-theme, and two instructors put forth that not changing the exam format in online exams was a challenge for them. One instructor said that "being insistent on having the same type of exams we do normally" was not a good decision and that they should have changed the format of the exams. Similarly, the other instructor thought that the item types used in the assessment were suitable for traditional assessment, not for the online one.

The last sub-theme that emerged in the instructors' responses was related to classroom assessment and readiness. One instructor talked about not being able to assess the students in online classes and said, "[y]ou can walk around and see what they are doing in a class. You cannot do that online. I honestly have no idea until I see the exam results, and that is frustrating for me." One other instructor mentioned school's not being fully ready for online assessment and added, "[o]nline assessment is a different story. You need to have your item banks and everything in your hand. You need to have some experience in this area, some expertise. We were not ready like many institutions in the world."

In the focus group interviews, the instructors reported their positive experiences in addition to challenges. The most frequently raised theme was exam

security and ensuring safety during online exams. One instructor emphasized the university's success in maintaining the reliability of the online exams. Another instructor also said that although initially, she had doubts about the effectiveness of using mirrors during the exams, she admitted later that using mirrors was a necessary and effective precaution. Two instructors stated that they believed the university was successful at ensuring safety in online exams, and one instructor added that she had some "student friends from different universities and that they were all talking about how they cheated in the online exams in their schools." In a similar vein, another instructor said:

Compared to the other institutions, we did our best because they didn't have exams at the beginning. And when they started to conduct online exams, they just gave the students the exams, and then they left them alone, let them do the exams on their own. We did not do this. We worked hard for exam security.

Under classroom assessment, three instructors commented that using Moodle for quizzes made it easier for them to prepare, administer and grade quizzes and that all they needed to do was transfer quizzes onto the platform. One participant also said that the students "immediately got feedback on the correct and wrong answers, and it sort of gave them an idea about what they needed to study further."

Another sub-theme which emerged was administration, under which both offering face-to-face exams and adapting exams based on feedback emerged as positive experiences. Two instructors stated that they liked the decision of offering face-to-face exams, and one instructor said that "[g]iving students an option to go to school and take the exam face to face was a good decision, and the students with online exam anxiety benefited a lot from this." Regarding changing exam

procedures, two instructors expressed their contentment with the school's decision to change the exam system after some time, allowing the instructors to administer the exams to the whole class simultaneously instead of taking the students one by one. One of the instructors put forward that the exams became more manageable and less stressful after that decision.

Schools' success in changing the mode of assessment to online emerged in two instructors' responses under mode sub-theme. One of the instructors stated, "[w]e did our best in terms of arranging the assessment in terms of changing the mode of assessments, like we were really great when we compare ourselves with other institutions." The other instructor agreed and added, "I think we were quite good at this, I mean, changing exams into an online form compared to other institutions in the country. I am very happy to be a part of this process."

Perceptions on Engaging and Motivating Students. The next category created under pedagogy was engaging and motivating students. For this category, nothing under positive experiences emerged from the instructor responses. The themes that emerged are summarized in Table 23 below.

Table 23

Most Frequent Themes: Engaging and Motivating Students

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Concentration	Shorter attention span	2
		Distractions	3
		Difficulty of sitting in front of a computer for hours	2

Table 23 (cont'd)*Most Frequent Themes: Engaging and Motivating Students*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
		Lack of interaction	1
	Motivation	Demotivated students	2
Recommendations	Concentration	Employing a flipped learning approach	1

The most frequent sub-theme emerging from the focus group interviews was concentration under the main theme, challenges. One-fourth of the instructors pinpointed the causes of concentration problems of the students and indicated that there were too many distractions during online lessons. One of the instructors said, “[t]he student's attention wanders way more easily because they are in front of the computer, and there are zillions of distractors they will just go into.” Another instructor stated, “[h]alf the time we say, we need you to read this. Then, the students automatically check out. Even if they are focused on it, some friend sends a message, and there they go. Then, their attention is gone.” Similarly, another instructor commented, “I am sure at home for students there are lots of distractions like siblings, or even parents sometimes. They just distract the kids, not on purpose, but because it is home, it is not an academic environment.”

Two instructors agreed that students had a shorter attention span, which precluded them from fully concentrating on the online lessons. One said, “I thought the attention span was a little bit shorter because they have to be looking at the screen all the time, and it is difficult to concentrate.” The other instructor said, “I

remember students complaining about concentration. They say, teacher, I cannot concentrate on this online education system. I cannot focus on lessons for a long time."

The difficulty of sitting in front of a computer for hours and lack of interaction were the other challenges the instructors put forth regarding concentration. Two instructors pointed out that it was not possible to keep the students engaged during online lessons as the students had to study in front of their computers all day long for online lessons. One instructor complained, saying, "[t]he amount of time spent just sitting in front of a screen like that is too much. It is impossible. Even the best students will check out, and I do not blame them." The other instructor said, "[a] human being cannot sit in front of a computer for five consecutive hours. Even if it is not consecutive -you give breaks, and then, you continue again- it is still impossible for students to concentrate like this." As for lack of interaction, one instructor pointed out that the less the students interacted with one another, the less they could concentrate on the lessons.

The last emerged sub-theme was motivation. Two instructors complained about demotivated students and added that it was frustrating to have unresponsive students in online lessons. One instructor said, "[s]ometimes I had only one or two students doing the material in the class because they had this option of getting the answer key and doing it in their own time. They did not want to participate at all."

One instructor made a recommendation as to the concentration problems of the students and suggested employing a flipped learning approach. He said, "[w]e should use flipped learning style, where they are taking the input outside, and you are using the classroom time just for interaction. And that would help keep the students engaged because every class time would be just interaction."

Perceptions on Classroom and Lesson Management. Classroom and lesson management was not initially included in the framework by Ferri et al. (2020) as a main category, but it emerged in the focus group interviews. The themes that emerged under the main category, along with the numbers of the instructor responses, are presented in Table 24 below.

Table 24

Most Frequent Themes: Classroom and Lesson Management

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Student related	Non-participating students	3
		Students using the online environment to make excuses	1
	Teacher related	Too much teacher talking time	3
Positive Experiences	Control	Not being able to monitor students	5
Positive Experiences	Changing attitudes	Easy classroom management	3
		Feeling less pressure	1

The most frequent sub-theme for challenges was control. Almost half of the instructors complained about not being able to monitor students during lessons as they had been in face-to-face education. One instructor said, "I could not see what the students were doing, if they were actually working on the material itself, or if

they were taking it seriously. It was challenging." Similarly, two of the instructors stated that it was very frustrating not to be able to know whether students were focused or "whether they were just watching videos in front of the teacher." Another instructor stated, "[w]hile the students were in the breakout rooms, I could not monitor many people. I could go from one to another, but when I go to the next room, I do not know what the previous one is doing." Another instructor complained about turned-off cameras and added, "[w]hen you are sharing your screen, and you do not see all the students. I see like three or four students on the screen. Sometimes you lose some of the rest. You do not have that control."

The second most frequent sub-theme was student related challenges, and instructors talked about non-participating students and students using the online environment to make excuses. Three instructors thought that non-participating students created classroom management problems in online lessons. Two of the instructors stated that the students were reluctant to show their faces in the camera and remained silent most of the time. The other instructor said, "[t]hey sometimes send their responses to chat or if I use a Jamboard or so, they respond, but they feel a bit shy about speaking in an online classroom. They do not participate. It is a real challenge." The instructors were also unhappy with the students using the online environment to make excuses. One instructor complained, "[s]ome students use online education as an excuse for everything. When they oversleep or miss some points, it all has to do with the online lessons. They use this as an excuse for their own advantage."

Too much teacher talking time emerged in three instructors' responses under the teacher related sub-theme. The three instructors agreed that they talked more in online lessons than in face-to-face ones. One instructor stated that sometimes

students became lazy and did not turn their microphone on to participate in the lessons, as a result of which the teacher talking time increased a lot. Another instructor said that as the students tended to stay quiet in online lessons, it was the teacher talking all the time.

As for positive experiences, changing attitudes was reported in the form of easy classroom management and feeling less pressure. Three instructors reported that managing a class became easier in online education. One instructor said that sometimes she received messages from her students saying, "thank you, teacher, you are nice and patient. I say it is because I do not see you. Normally, I'm very much disciplined. But in online teaching, that has changed because classroom management is not an issue anymore." Another instructor stated that even if there were non-participating students, "they are just silent waiting there with their microphone off and you can see their faces, and they do not disturb the other students or me." For feeling less pressure, one instructor stated that she had felt less pressure to deal with inappropriate behavior in class, and she added:

In the physical classroom it is different because you have this role to attract them and to be present. But in an online class, it is the students' responsibility to listen to the teacher or not, as the things we can do to be present in class are limited.

Social Environment and Social Interactions

Questionnaire Findings

The last aspect examined was the social environment and social interactions. Most of the items related to this aspect received lower means compared to the other two aspects, technology, and pedagogy. The results of the descriptive analysis of the items under this aspect are presented below in Table 25.

Table 25*Instructor Experiences: Social Environment and Social Interactions*

Item	<i>M</i>	<i>SD</i>
31. I have access to a quiet room which is suitable for teaching at home.	4.28	0.95
32. I can focus on teaching easily without getting distracted at home.	3.86	1.08
33. I feel confident of interacting with my students through online platforms.	4.15	0.86
34. I have been making an effort to make students have a sense of belonging to the course during online education.	4.20	0.73
35. I do not feel isolated/disconnected while teaching from home.	3.10	1.25
36. I have adapted easily to work-related changes taking place due to the pandemic.	3.50	1.01
37. I tolerate ambiguity at work caused by the pandemic.	3.56	0.99
38. I have been maintaining a healthy work-life balance since the beginning of the pandemic.	2.73	1.13
39. I have been collaborating with my colleagues since the beginning of the pandemic.	3.76	0.88
40. I have been informed of new online tools that can be used in online lessons by my colleagues.	3.70	1.01
41. I have been informed of new online tools that can be used in online lessons by my institution.	3.50	1.04

Table 25 (cont'd)*Instructor Experiences: Social Environment and Social Interactions*

Item	<i>M</i>	<i>SD</i>
42. I feel motivated and eager to teach during the pandemic.	3.70	0.82

According to the results, in half of the items in this section, standard deviation values were relatively higher, meaning that there were disagreements among the instructors. Most teachers had a quiet room where they could teach online, with a mean of 4.27 ($SD = 0.95$). Also, item 33, about the instructors' being confident of interacting with students online, had the second highest mean, 4.15 ($SD = 0.86$). The lowest score belonged to item 38, which was about maintaining a healthy work-life balance with a mean of 2.73 ($SD = 1.13$), and the high standard deviation revealed that the instructors did not agree with each other.

Focus Group Interview Findings

The qualitative data were in line with the quantitative data collected through questionnaires regarding the social environment and social interactions. The instructors mostly had positive opinions about their teaching environment; however, work-life balance and interaction were raised as major challenges.

Perceptions on Suitable Teaching Environment. One of the categories under social environment and social interactions was suitable teaching environment. In addition to the challenges, positive experiences emerged as another theme. Table 26 shows the themes and the numbers of the instructor responses.

Table 26*Most Frequent Themes: Suitable Teaching Environment*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Teaching at home	Blurred lines between work and home environments	6
		Not being in a professional environment	2
	Learning at home	Students not being in an academic environment	2
		Economic inequality among students	1
Positive Experiences	Teaching at home	Having a quiet environment for teaching	5
		Students' seeing teachers' real life	1
		Having a comfortable environment for teaching	4
		Not having to commute	3

Concerning challenges, the most frequent sub-theme was teaching at home. Half of the instructors complained about blurred lines between work and home environments. They reported that work and home environment became intertwined, and one gave an example, “[i]n the break time you can be chopping onions, and you can come back to the reduced relative clauses, for example.” Another instructor said,

"There is no border at the moment between life and work environment. My life is beyond this table. And my work is in front of the computer." Another instructor stated, "[m]y notebook is on this table, and I keep this place like my office, and I use this table for everything. If my kids come and touch anything, I get angry because I then start forgetting and losing stuff." Another instructor pointed out that having a child at home and teaching simultaneously was very challenging and added, "[t]here is no boundary. I have to be in front of the computer, and my husband deals with my two kids. They have their needs. One of them is hungry, and the other one needs to go to the toilet." Similarly, another instructor said:

When we were going to school, we complained about traffic and stuff. But actually, those are the things that make us alive. You just understand that mentally you are starting your day. Right now I am talking to you, and I am thinking about the clothes that I have to hang at the same time. I do not want that. Everything has to be separated.

Another challenge, not being in a professional environment, emerged under teaching at home. Two instructors pointed out that they favored an academic environment rather than a home environment for teaching. One instructor stated that she found the flexibility and freedom online education provided challenging to manage and that being in an academic environment used to discipline her.

When it comes to learning at home, students not being in an academic environment and economic inequality among students emerged as challenges. Two instructors thought that students not being in an academic environment was quite challenging. One of the instructors said that the situation may have been more problematic for the students with siblings and that once "during an exam, some students' siblings made some noise, like shouting, and the students were really

anxious and very demotivated because of the family condition." The other instructor agreed and added that oftentimes family became a distractor for the students, and, therefore, they could not focus on the lessons. Additionally, one instructor believed that taking online classes at home created economic inequality among students. The instructor stated that online education made the economic inequality among students more obvious as they "somehow compared each other's room and their conditions."

She added:

I remember a student from last year with a very luxurious room who has a rich family, and you know, before an exam the students were supposed to show their rooms with a camera. I was always anxious and felt weird as a teacher because all the students used to see the room of that boy. And I remember he felt embarrassed because of showing such a large room.

Under positive experiences, teaching at home emerged, and almost half of the instructors said that they had a quiet environment for teaching. Three instructors said that because they were living alone, they had a quiet home suitable for online teaching. Another instructor stated that she did not have any problems as she was single and living with her parents "who were respectful and quiet." Similarly, another instructor pointed out that she had fewer responsibilities at home since she was living with her parents, who helped and supported her. Also, she added that she did not suffer because she was not married and had no children.

One-third of the instructors reported having a comfortable environment for teaching. One of the instructors said, "I should admit that it was so much fun teaching in your pajamas, you know, on top wearing something more appropriate." Similarly, another stated, "[t]here are also some advantages like teaching in pajamas, and it feels more comfortable. And we used to always stand, walk around the

classroom and we had limited time for sitting, which was really tiring." One of the instructors explained that before online education, she had to stand and walk around the class most of the time while teaching, and she stated that she enjoyed teaching at home comfortably. Another instructor said: "[t]here are silver linings. It is nice to have your coffee at home. The winter was very nice when we woke up to darkness, and you could just relax and start class at 8:30." Similarly, one said: "I am grateful to be at home and not to have to wake up at 6:15 every day. That was nice, especially in winter, which is something I really appreciate."

Finally, not having to commute and students' seeing teachers' real life emerged as positive experiences regarding teaching at home. Three instructors stated that they were happy to stay at home as they had been spending so much time commuting before. One of the instructors said, "I do not have a car. I do not live close to the campus. It was a problem. Now I feel better because I can get up later. I do not get tired of going back and forth." In addition, one instructor mentioned students' seeing teachers' real life as a positive experience. The participant stated that the instructors' real life might have been exposed in online education, but it did not cause a problem for her. She also said:

I have a daughter who is one and a half years old. And she was in the other room with her father having breakfast, but she started shouting and screaming. It was very chaotic, and the students heard that, and they started giggling and laughing. They like such things, and they know we have a life outside. The students do not feel negative about those things.

Perceptions on Work-Life Balance. Work-life balance was the next category under social environment and social interactions. In addition to the predetermined theme, challenges, recommendations theme emerged in the

instructors' responses. The themes and the numbers of the instructor responses are presented in Table 27 below.

Table 27

Most Frequent Themes: Work-Life Balance

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Challenges	Online teaching	Having too many contact hours	5
		Being online all the time	3
	Heavier workload	Feeling worn out	3
		Online workload being underestimated	2
		Receiving lots of work-related messages	5
	Health	Eye problems	3
		Online fatigue	1
Recommendations	Online teaching	Decreasing the teaching load	3
	Communication	Using email rather than WhatsApp for work	1

Having too many contact hours was one of the challenges regarding online teaching. Almost half of the instructors remarked that it was impossible to maintain work-life balance with a heavy teaching load in online education. One instructor said, “[m]aybe the problem is the teaching hours. I think it was too much for online.

It is a bit against the nature of online teaching. Being 25 hours in front of a device was not acceptable, I think." Similarly, another instructor said, "The biggest challenge I experienced was keeping the same number of contact hours. This should not be the case. I think the nature of online teaching should be different from face-to-face instruction because there are physical issues." Another instructor agreed with the previous comment and added, "[p]eople should acknowledge that preparation, although not as bad as it was at the beginning of the pandemic, still takes a lot of time. And 25 hours of teaching is not 25 hours of teaching." Finally, one of the instructors said that it was difficult to have a balance with 25 hours of teaching and explained, "Because we sit at our tables in the morning at 8:30. And sometimes, until midnight, you are there. And you left that table without finishing your work without finalizing your tasks."

The instructors also talked about heavier workload. Three instructors stated that they were not happy about being online all the time, and one instructor said, "I was always online. I was answering questions all the time; I was sending text messages to students. I was writing emails to everyone. I was giving feedback. I was doing extra work. So it was frustrating." Another instructor said, "[i]t is hard to be online on my computer all the time. It was always on my lap, like my baby. Even when I was watching TV, I was doing things. It has become kind of a body part." The other instructor remarked that she did not like being in different WhatsApp groups as she had to stay online to answer students' questions or talk to colleagues.

Feeling worn out and online workload being underestimated were raised during the focus group interviews. Three instructors felt worn out, and two of them pointed out that this process was especially mentally exhausting, and it was almost impossible to keep the balance. Another instructor said, "I feel like there is no work

and life balance, everything is just, you know, but I feel like my life is just one piece of life with work and whatever else is in it." Two instructors stated that they felt upset due to the online workload being underestimated by other people. One of the instructors said, "I worked more in online education. That is how I feel. Working at home does not mean that you work less. This philosophy is something that we are learning these days." Another instructor said, "[p]eople think that you are just at home. It is not something big that you are doing. What is online teaching anyway? They make it seem like you are not working. But we definitely work much more than normal."

Communication was another sub-theme under challenges. Five instructors remarked on the disturbance caused by lots of WhatsApp messages from the school and colleagues. One said, "[w]e were bombarded with messages related to work late at night, and this kind of invades your personal life unconsciously." Another stated, "I do not like getting involved in many WhatsApp groups. We should not be receiving so many messages at nine in the evening. When I see 15 WhatsApp messages in the same group, I panic." Similarly, another instructor said:

The frustrating part was being in lots of WhatsApp groups. Because I was talking to my colleagues, there was always information coming from different WhatsApp groups from the TU groups, the exam groups, and the class groups from everywhere; it was really tiring and exhausting. I was always on the phone. I did not like that.

The instructors also talked about health; three of them stated that they started having eye problems due to online education. Two instructors stated that she started wearing glasses because of teaching online. Similarly, another instructor remarked, "[m]y eyes just did not stop deteriorating, my eyesight. My eyesight is terrible just

because of looking at the screen all the time." Finally, one instructor mentioned online fatigue and said, "[t]here is too much screen exposure. I am experiencing online fatigue. That was the biggest problem, sitting all the time."

In order to address some of these challenges, one-fourth of the instructors recommended decreasing the teaching load. One said that considering all the extra workload outside class, it is only fair to decrease the teaching load. Another instructor said, "[y]ou just changed the medium. But the mod is the same. Being 25 hours in front of a device was not acceptable. If we have fewer hours, we can work more efficiently."

Another challenge regarding work-life balance was receiving lots of work-related messages, and one instructor made a recommendation. She said, "[i]f it is work related, I feel more comfortable receiving emails, not WhatsApp messages. Email is more professional. If it is an important matter, I believe an email should be sent, and if necessary, a meeting should be held."

Perceptions on Interaction. The last category under social environment and social interactions was interaction. The instructors commented on the challenges and positive experiences they had in communication with/among the students and colleagues and made a recommendation. Table 28 presents themes and the numbers of instructor responses.

Table 28

Most Frequent Themes: Interaction

Theme	Sub-theme	Sub-sub Theme	Instructor
			<i>n</i> =12
Challenges	Social Interaction	Lack of social interaction with colleagues	5

Table 28 (cont'd)*Most Frequent Themes: Interaction*

Theme	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
		Talking about work with colleagues all the time	2
	Class interaction	Lack of social interaction with students	6
		Lack of social interaction among students	7
Positive Experiences	Work-Related Interaction	Easy to communicate with teaching partners	5
	Class interaction	Social interaction among students	2
		Social interaction with students	1
Recommendations	Class interaction	Employing flipped learning approach	1

Regarding challenges to social interaction, five participants stated that there was a lack of social interaction with colleagues. One instructor stated that there was not as much communication as before due to not having an office they shared with colleagues. One instructor also talked about not having an office where colleagues could help each other and remarked, "[w]e used to inspire each other in the break times, and ask for advice or just check things with each other. Now we have less and

less of it." Two instructors agreed that they missed the "human touch," and one added, "[y]ou cannot have a cup of coffee with colleagues. I miss that because if you work too long in an institution, your friends become the people there. But I cannot socialize with them, and it is sad for me." Similarly, another said, "[w]e communicate through WhatsApp mostly. And we got used to these Zoom meetings. Other than that, there was no other way of communicating. I could see my colleagues on exam days, but it was just a glance."

Two instructors stated that they were fed up with talking about work with colleagues all the time. One of the instructors said, "[i]n the past, we had chances to communicate in terms of social topics. But now, our WhatsApp groups are all about what we should do. How are we going to do this? More about online teaching." The other instructor stated that the nature of her social interaction with her colleagues changed greatly as everybody was concerned about teaching online.

The next sub-theme was class interaction. Almost half of the instructors complained about the lack of social interaction with students. One instructor put forward that online education damaged the rapport she had with the students and added, "[n]ormally, I talk a lot with my students during break times. We make jokes, get to know each other, or they tell me about their families or friends. I think those things are important for your presence in class." Another instructor commented on rapport, "[w]e communicate only when necessary outside class. Now, I noticed that I do not remember their names at the end of the year." Two other participants talked about the students' being reluctant to communicate with the instructors, and one said, "[t]he students who are a bit more introverted tend not to contact teachers. I felt I had fewer opportunities to help them unless I forced them. Some students really did not want to communicate." Another instructor agreed and added, "[t]here was not as

much communication with the students as there used to be because the students just did not want to bother to write an email. So they emailed me less, and they communicated with me less." Another instructor said:

When we were in the face-to-face classroom, we were talking more about nonacademic points, which increased their motivation, but in online teaching, the conversations with the students are mostly about how to send an email and how to put the mirror. They were closer to their teacher in the past.

Another sub-theme that emerged in challenges under interaction was the lack of social interaction among students. More than half of the instructors agreed that there was less interaction among students compared to face-to-face education, and one said, "[i]n face-to-face learning they had the chance to interact with their friends during lessons or ask something there on the spot. But now, it is clearly less, and it keeps them from concentrating for a longer time." Another instructor stated, "I put them into breakout rooms on Zoom. And they do not feel comfortable talking and sharing their opinions. They generally tend to remain silent." One instructor focused on losing the variety in interaction patterns in online lessons, and she also pointed out that they preferred to interact with the instructors rather than each other. One instructor said that she lost the variety in interaction and could not make use of different interaction patterns in online lessons. The other instructor focused on the breakout rooms of Zoom and pointed out that her students generally did not feel comfortable interacting with their peers; therefore, they tended to remain silent. Another instructor stated, "[d]uring breaks, students were normally out smoking and having a chat, and when they came to the classroom, they used to smile and be more motivated. They are cognitively more present. But now we do not have that."

Another instructor said:

Because in the online environment, they could not become friends and communicate with each other. So it was like 18 strangers in the same WhatsApp group. They do not want to ask any questions to each other. When they did, the others did not bother to reply. So I feel like they did not have that bond in the classroom.

The instructors also talked about their positive experiences with interaction and commented on work-related interaction. Almost half of the instructors agreed that online education made it easy to communicate with teaching partners. One instructor put forward that the communication with the teaching partners was smooth. Another instructor said, "I feel like I communicated more frequently with my partners. We communicated when we needed very clearly and effectively through WhatsApp groups." Similarly, another instructor said, "[w]e have a WhatsApp group with my partners. But we do not even have to talk there about what to do the following week because we share a weekly schedule and everything on Box." Another instructor stated, "[i]n online education, it is easy to work with the people normally you would not get along with. I worked with different people, and it was so easy. We had the course going, and that was nice."

The second most frequent sub-theme was class interaction, and two instructors commented on social interaction among students. One of the instructors interestingly reported that "in some classes, students made friends, and they helped each other a lot."

Additionally, social interaction with students emerged in one instructor's response, and he believed that interaction with students was easier in online education; he added, "I feel like I communicated more frequently in terms of setting tasks, giving instructions, but I feel like communication became more concise."

Finally, one of the instructors offered to employ flipped learning approach as a recommendation to promote interaction in the classroom. He suggested "taking the input outside and using the class time just for interaction," with the help of which the students would have more opportunities to talk to or do tasks collaboratively.

Challenges for Students

Technology

Questionnaire Findings

Similar to the instructor questionnaire, the technology aspect of the challenges that students faced was examined through the first five items. Table 29 demonstrates the descriptive analysis of the student responses for each item.

Table 29

Student Experiences: Technology

Item	<i>M</i>	<i>SD</i>
1. I have access to a reliable internet connection.	3.70	0.94
2. I have access to necessary technological devices for online lessons.	4.34	0.77
3. I have been receiving adequate technical support from my university before taking online exams.	3.27	1.04
4. I have been receiving adequate technical support from my university for online learning.	3.44	0.95
5. I have been receiving training for online learning since the beginning of the switch to online education.	3.53	0.96

According to the findings, similar to the instructors, students 'strongly agreed' that they had necessary technological devices for online lessons with a mean of 4.34

($SD = 0.77$). However, item three about receiving adequate technical support for online exams, which received the highest score in instructor questionnaires, received the lowest score in student questionnaires with a mean of 3.27 ($SD = 1.04$). A standard deviation above 1.0 may suggest a less agreement among students regarding this item.

Interview Findings

The student responses to the interview questions were mainly in accordance with their questionnaire results. The students generally stated that they had access to necessary devices and some minor internet connection problems. As for support, although the questionnaire received the lowest score (Table 26), in the interviews, no support-related problems emerged.

Perceptions on Access. Access is the first predetermined category under technology. This specific category yielded some responses regarding the challenges and the students' positive experiences. Table 30 shows themes with the numbers of student responses.

Table 30

Most Frequent Themes: Access

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Technological devices	Problems with laptop	3
		Being obliged to buy technological devices	1
		Inequality of opportunities	2
	Internet	Connection problems in dormitories	3

Table 30 (cont'd)*Most Frequent Themes: Access*

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
		Connection problems at home	5
Positive Experiences	Having access	Devices	6
		Internet	2
Recommendations	Technological devices	Taking action to eliminate inequality of opportunities	2

Three students talked about their problems with their laptops under technological devices. One student said she did not have a laptop and had to use her mobile phone to join online lessons. Another student stated that she had a laptop, but “it was really old and difficult to use, especially during online exams as it did not work properly.” Similarly, another student stated that he sometimes had problems with his laptop while doing homework.

Another sub-theme under challenges was being obliged to buy technological devices. Regarding this issue, one student complained, “I can buy all devices like tablets or laptops, but I do not want to. I do not like the feeling of being obliged to buy those things.”

Five students reported that they experienced connection problems at home. One of the students said, “[m]y mom is a teacher and my sister is a student, and we are like four people in the house, like three of us were joining online classes at the same time, and sometimes the connection was lost.” Two other students pointed out

that they lost the internet connection for only two or three minutes, which did not cause a big problem for them. Two students stated that they were sometimes marked absent during online lessons due to connection problems. Three students also raised connection problems in dormitories, and they stated that they were staying in a dormitory during the pandemic and sometimes lost the internet connection during a lesson.

In addition to challenges, positive experiences theme emerged in almost half of the students' responses regarding accessing necessary devices and connection. Almost half of the students pointed out that they had access to all the necessary devices and did not experience any problems during online education. Additionally, two students stated that they had a good internet connection and had no difficulties with it.

The students recommended access to the university, which emerged as a new theme. Taking action to eliminate inequality of opportunities was suggested by two students, and one stated, "[i]t is necessary that the university find an alternative solution to education for those people who cannot find any opportunity to access necessary devices." Another student said, "[o]ur school needs to give more opportunities to some students who live in dormitories and do not have a computer such as open computers labs in order for them to access the online lessons easily."

Perceptions on Support. The other category under technology was support. According to the results of the individual interviews, the student mainly had positive experiences. The themes that emerged under both challenges and positive experiences, along with the numbers of student responses, are shown in Table 31.

Table 31*Most Frequent Themes: Support*

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Technical support	Trying to contact the teacher when there is a technical problem	1
Positive Experiences	Technical support	No need for technical support	8

During the interviews, only one student talked about a challenge she had experienced. Regarding trying to contact the teacher when there is a technical problem, the student stated, "[s]ometimes teachers do not give us their phone number, and then it becomes difficult for us because sending emails takes time if there is a technical problem." As for positive experiences, only no need for technical support emerged. A majority of the students reported that they had not encountered any problems during online education; therefore, they did not feel the need to ask for technical support.

Pedagogy*Questionnaire Findings*

While analyzing the pedagogy aspect, relevant 22 questionnaire items were divided into two parts. In the first part, students' perceptions about their teachers' use of technology and online tools were examined. Table 32 shows the mean scores of the students for these items.

Table 32*Student Experiences: Pedagogy (Part 1)*

Item	<i>M</i>	<i>SD</i>
6. My teacher has been using Zoom effectively.	4.25	0.63
7. My teacher has been using Moodle effectively.	4.27	0.71
8. My teacher has been using course book software programs (Unlock etc.) effectively.	3.85	0.95
9. My teacher has been using Microsoft software programs (Word, PowerPoint etc.) effectively.	4.34	0.72
10. My teacher has been performing basic computer operations (downloading, uploading, sharing data etc.) effectively.	4.38	0.74
11. My teacher has been using Web 2.0 tools (Padlet, Quizlet, etc.) effectively.	4.16	0.80
12. My teacher has been using multimedia (games, animations) effectively to prepare materials that engage and motivate me.	3.53	1.05
13. My teacher has been using online tools (Google Docs, Padlet etc.) effectively to give feedback to me.	3.98	0.86
16. My teacher has been competently using technology for teaching online.	4.21	0.63

The student responses were quite positive and comparable to the instructors' responses. Like the instructors, the students also believed that their teachers performed basic computer operations effectively, with a mean of 4.38 ($SD = 0.74$),

the highest score. Just as instructors, most students also thought that their instructors were good at using Microsoft software programs, with a mean of 4.34 ($SD = 0.72$). The lowest score, a mean of 3.53 ($SD = 1.05$), belonged to the item about using multimedia to engage students, which showed a disagreement between the students as the standard deviation was high.

The results of the second set of items under the aspect of pedagogy are shown in Table 33. These items focus on materials, assessment, and classroom management, and also on their teachers' providing them with support and guidance. The mean scores of the students are listed in the table.

Table 33

Student Experiences: Pedagogy (Part 2)

Item	<i>M</i>	<i>SD</i>
14. My teacher has been providing individual online support to me effectively through office hours.	4.10	0.89
15. My teacher has been assessing my performance effectively through online exams.	3.90	0.94
17. My teacher has been providing us with materials that are well-prepared for online teaching.	4.05	0.81
18. My teacher has an effective teaching approach for online teaching.	3.90	0.96
19. My teacher has been providing support to me when I have a technical problem.	3.93	0.92
20. My teacher has been guiding me to explore online resources for self-study.	3.95	0.87

Table 33 (cont'd)*Student Experiences: Pedagogy (Part 2)*

Item	<i>M</i>	<i>SD</i>
21. My teacher has always looked for new teaching strategies to stay up-to-date since the beginning of the pandemic.	3.76	0.97
22. My teacher has been promoting interaction and collaboration among us through the tasks s/he has designed.	3.84	0.96
23. My teacher has been helping me concentrate on lessons through engaging tasks.	3.63	0.98
24. My teacher has been motivated for online teaching.	3.85	0.94
25. My teacher has been tailoring their teaching style to meet students' new needs that have arisen due to the pandemic.	3.83	0.87
26. My teacher has been managing the classroom effectively.	3.89	0.91

As the table displays, item 16, which was about providing individual support to students, had the highest mean of 4.10 ($SD = 0.89$), which is parallel to the instructors' scores. The students also thought that the materials their teachers provided them with were well-prepared for online education, with a mean of 4.05 ($SD = 0.81$). Yet, the lowest score belonged to item 23, which was about instructors helping students concentrate on lessons through engaging tasks, with a mean of 3.63 ($SD = 0.98$).

Interview Findings

The qualitative results pertaining to pedagogy bear certain similarities to quantitative findings. First, similar to the questionnaire results, students mainly reported positive opinions on overall pedagogy-related categories such as skills, materials, and guidance. However, when it comes to engaging and motivating students, students emphasized the challenges they had experienced more, which is also in line with the questionnaire results.

Perceptions on Skills. The students were asked to reflect on the skills of their teachers, and only positive responses were received. Table 34 displays the emerging themes under positive experiences and the numbers of student responses.

Table 34

Most Frequent Themes: Skills

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	NA	NA	0
Positive Experiences	Teachers	Teachers' good use of online interactive tools	5
		Teachers' good use of technology	6
	Institution	School's success in online education	4

The most common sub-sub theme that emerged under teachers in the interviews were teachers' good use of online interactive tools and teachers' good use of technology. Five students expressed satisfaction with their teachers' use of online

interactive tools. Three of the students stated that they were happy with their teachers' using various interactive tools like Kahoot, Padlet, and Quizlet for different purposes, including assigning homework or assessing the students in the online classroom. Two other students thought that although their teachers first struggled with these tools as they were not used to implementing so many different interactive tools in the face-to-face classroom, they became more accustomed and competent over time.

As for teachers' good use of technology, almost half of the students commented positively on the general use. They all stated that the teachers were competent and used the technology effectively and efficiently. One student said, "[a]ll my teachers are very talented while using technology because I do not know how, but they know all the things they must do. They are familiar with technology and know what they are doing." One student said that teachers were getting better at using technology, and he added, "[a]t first, they had difficulty because they had not been used to using it. But now it is very good. Initially, they just tried, but in the third and fourth period, they could use it very well."

Finally, four students focused on the institution and discussed the school's online education success. One student said, "I think the school managed this online education process very successfully compared to other schools. Of course, there were some little problems, but I think it was quite normal. Nobody had any experience with such a crisis." Similarly, another student said, "[i]t is surprising because it is really efficient. In such a short time in online education, I am qualified in English. Compared with the other peers, other students in preparation programs, our university has done great things so far." Also, another student said, "[t]aking online education never made me feel disadvantaged compared with face-to-face education."

Perceptions on Materials. Another category that was predetermined before the administration of the interviews was materials. The themes and the numbers of student responses are summarized in Table 35.

Table 35

Most Frequent Themes: Materials

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Amount	Unnecessary	3
Positive	Quality	Beneficial	9
Experiences	Amount	Abundant	1

Of all the student interviewees, three students focused on the challenges and stated that there were unnecessary amounts of materials and homework. One student pointed out that having too many materials to do made him feel overwhelmed and bored.

The vast majority of the students talked about their positive experiences and believed that they had beneficial materials. One student stated, “[a]ll of them are so beneficial and enough. I do not need to use any materials except for our teachers' material." One student pointed out that he benefited greatly from the reading course book used in his class. Another commented on the online reading component, Globed, and added, “[i]t is one of the most important and effective materials because reading articles and answering questions enabled us to improve our language." In addition, one student talked about the amount of the materials and said they were abundant. The student said, “[i]n online education, they gave us lots of booklets and

extra materials with vocabulary, grammar, listening and reading practices, so I think they made it easier for us to study. The materials were enough.”

Perceptions on Guidance. In terms of guidance, under both challenges and positive experiences, teachers emerged as the only sub-theme. In addition, the students also mentioned the type and time of guidance under positive experiences. The themes and the numbers of student responses are presented in Table 36.

Table 36

Most Frequent Themes: Guidance

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Teachers	Difficult to reach out to	2
		Lack of adequate guidance	1
Positive Experiences	Teachers	Easy to reach out to	4
		Accessible at any time	3
		Teachers willingness to provide guidance	8
	Type	Psychological guidance	2
	Time	Office hours	5

Two students complained that the teachers were difficult to reach out to. One student said, "[t]here are some teachers who are not very helpful. Even if they have told us to contact her whenever we have a problem, when we send her an email, she does not reply." Similarly, another student stated, "[o]ur teacher told us to send an email to her when we have a problem on a Friday. I sent her two emails on Saturday morning, but she did not reply. It was really important for me." Another challenge

that emerged in one student's response was the lack of adequate guidance. About this issue, one student said, "[i]n the last course I did not receive enough guidance. For example, I had problems with writing. I received little help from my teachers, and they just gave some advice. But I improved my writing mostly on my own."

The most frequent sub-theme under positive experiences was teachers. A majority of the students mentioned teachers' willingness to provide guidance. Four students pointed out that the teachers tried hard to provide guidance with genuine interest. One student said, "I love all my teachers very much, really. In high school, I did not have teachers like these. They are making much effort for us, and I like it. And our teachers take care of every one individually." Two of the students stated that all their teachers were very nice and helpful to them. The other student said, "[e]ven if I did not take an office hour, they always communicated with me. All my teachers helped me so much; if they were here, I would say thank you to all my teachers."

In contrast to the main challenge, teachers' being difficult to reach out to, raised by two students, a greater number of students reported that the teachers were easy to reach out to. Two students stated that they were always "in touch with their teachers, especially when there was a problem." In a similar vein, another student remarked, "I can always write emails, or I can write on WhatsApp. So when I have some problems, I can text them easily, and they can show me the solutions to me. I can always contact them." The other student said, "[i]t is more beneficial because sometimes in face-to-face classes, teachers do not have enough time to speak to me. But via mail or WhatsApp, the teacher can answer my question whenever he or she wants."

Three students reported that teachers were accessible anytime, even outside of class time. One student said, "I text my teachers late at night, for example, saying,

teacher, I wrote an essay, can you please give feedback. It may not be possible in face-to-face education, but in online education, we can do it." Regarding this, another student remarked:

Some teachers help me even on weekends when I text them. For example, I texted one of my teachers at the weekend and told her that I could not understand a grammar structure we covered in class and asked her to explain it again. We had a short session on Zoom on a Saturday. It was helpful.

Five students believed that the office hours were helpful in terms of guidance. One student stated that office hours allow one to get to know the teachers better and interact with them. Another student stated that he could easily book office hours whenever needed. One student said that when he missed a class, we were able to make up for it through office hours.

Two students talked about how their teachers provided them with psychological guidance. One student said, "[t]hey are excellent guides for me in every kind of aspect, like learning English or the psychological side of learning English." Similarly, another remarked, "[t]hey helped me to manage my student side, and dealt with my psychological problems caused by online education. I think that they were really helpful."

Perceptions on Feedback. Feedback was inquired under the pedagogy aspect. For this category, the students talked about their positive experiences but not challenges. All the information regarding the themes that emerged and the student response numbers are summarized in Table 37.

Table 37*Most Frequent Themes: Feedback*

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	N/A	N/A	0
Positive	Quality	Receiving quality feedback	2
Experiences	Time	Receiving feedback quickly	3

Receiving quality feedback and receiving feedback quickly were the most common sub-sub themes that emerged under feedback. Three students stated that they received feedback quickly. Two students said that they could send essays to their teachers whenever they wanted, and their teachers would usually give feedback quickly as they were already in front of their computers most of the time. The other student stated that this situation gave them a great opportunity, which would not be possible in face-to-face education.

As for receiving quality feedback, two students pointed out that the feedback they received was very detailed and to the point, and one added, "[a]fter every exam, they gave feedback on our essays, and gave lots of opinions about how we can fix the problems we had. So they helped me to change my opinions on essay topics and broadened my horizon."

Perceptions on Assessment. Another category the students reflected on during the interviews was assessment under pedagogy. The students reported both some challenges and positive experiences regarding assessment carried out during pandemic-induced online education. The themes that emerged and the numbers of the student responses are shown below in Table 38.

Table 38*Most Frequent Themes: Assessment*

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Time	Duration of the exams	3
		Exam security	5
	Difficulty level	Using mirrors	5
		Challenging exam procedures	3
		Difficulty of online exams	3
Positive Experiences	Adaptation	Making adaptations to exams	1
	Validity	Measuring learning	3
	Exam security	Using mirrors	5
		Adapting the system to respond to problems	1
	Difficulty level	Easier compared to face-to-face exams	2

The most frequently observed sub-theme under challenges was exam security, and five students talked about using mirrors during online exams. One of the students complained that adjusting mirrors to show their screens and desks during an online exam was disturbing. Another student stated, "[w]hile writing something in the exam, for example, I always worry that I will block the mirror, or I do not know where to put my hands or arms. It puts pressure." Two students pointed out that they became very anxious and stressed during online exams, and on top of that, having to

be careful with the mirrors all the time made them even more anxious and nervous. Another student remarked, "[c]ameras and microphones are on all the time, and also we have mirrors. I think it is too much. Because we have to be careful about the exam procedures, it is difficult to focus on the actual exam."

Under the sub-theme of exam security, challenging exam procedures emerged. Three students stated that the online exam system was very stressful due to all the measures taken to prevent cheating. One of the students said, "[i]n other schools, students do not have to even turn on their cameras during exams, but in our school, we have to keep our cameras and microphones on all the time." Another student said, "I was feeling a bit stressed because the teacher and everyone were checking everything. Like I have to see your hands. I have to see your ears, something like that."

Another challenge that emerged regarding exam security was the duration of the exams. Three students stated that the time allocated for the online exams was not enough, which put a lot of pressure on the students. One student stated, "[t]he duration of the exams is very short, and students panic because of that. For example, one of my friends who studies a lot gets bad grades because she feels anxious during online exams."

As for the difficulty level of online exams, three students believed that online exams were more difficult and complicated than face-to-face exams. One of the students remarked, "[a]ll the exams were harder, and I think it was like this to prevent cheating during this online period."

The students also focused on some positive experiences, and similar to the challenges, under this theme, the most frequent sub-theme was exam security. Five students said they were happy about using mirrors as a precaution and thought it was

necessary and effective. One student said, "[i]n other universities, students can cheat on exams. But online education's quality will be important for employers in the future, and I think this university is very good because of the precaution they take like mirrors." Another student said, "I heard other schools do things like recording their computer screens and sending them online. But, I think using a mirror was a better solution." Similarly, another student made the following comment:

I understand the school about mirrors, and I thought even if the school is too strict, it is really necessary because I know some schools do not care about cheating. My friends say we can pass easily because we can cheat easily. This is not true for me, and this is not learning for me. That is why precautions, especially mirrors, are necessary.

During the interviews, three students talked about the validity of the online exams. Two students stated that the online exams were well-prepared and good at measuring learning. One student said they were "enough to measure what the students really know." Another student stated, "[t]hey were good at coping with the online exam. I thought, in online education, questions might be low-quality. But when I saw the questions, I thought they were really good to measure and suitable for online education."

The other sub-themes that emerged were adaptation and difficulty level. Two students believed that the online exams were more manageable than the face-to-face exam, and one added, "[a]ctually, this is my second year, and I have experienced both face-to-face and online exams. I believe the questions in the online exams are shorter and quite easier compared to face-to-face exam questions." As for adapting the system to respond to problems, one student said that at first, they used to take the online exams one by one, which was challenging, and remarked, "[t]he school

noticed the difficulty we all had. They changed the system quickly, and we started to take exams with our classmates. I feel much better now and am happy they acted quickly."

Perceptions on Engaging and Motivating Students. Engaging and motivating students was another category under pedagogy. The students talked about both the challenges and positive experiences. Table 39 displays the themes along with the numbers of the student responses.

Table 39

Most Frequent Themes: Engaging and Motivating Students

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Engagement	Concentration problems	4
		Difficulty of sitting in front of a computer for hours	4
		Not being in a physical class	2
Positive Experiences	Teachers	Overuse of online tools	2
	Engagement	Using different online tools	6
	Teachers	Teachers to be energetic	1
Recommendations	Teachers	Using fewer online tools to prevent distraction	1

Under the engagement, four students complained about concentration problems. One student stated that it was difficult to focus on the online lessons because "we feel pressure and there are not any activities to chill out." Two students

stated that looking at a screen for a long time made it difficult for them to concentrate, and one added, "[w]e can get easily distracted by other devices and technology like we can go to other webpages during the online lessons, but the class environment provides more motivation and more attention to listening." Finally, one student said, "[i]n online education, teachers play an important role. In my first course, our teacher was very monotonous. He did not use his body language or even change his intonation while speaking. I could not concentrate while he was talking."

The difficulty of sitting in front of a computer for hours emerged as another challenge to engagement. Four students pointed out that because they had to sit in front of a computer for long hours, over time, they became demotivated and did not want to engage in class activities. One of these students said, "[e]specially for energetic people like me, it is very difficult to sit in front of a computer for hours and participate in online lessons." Another student remarked, "I am using the medicine. I also have a hyperactivity problem. That is why it is very difficult for me to sit in front of a computer and join lessons."

Another challenge was not being in a physical class, which emerged in two students' responses. One of the students pointed out that being at home all the time was challenging and that being with the teacher and his friends physically in a classroom would be more enjoyable. The other student said, "[w]hile learning something permanently, we need to see our teacher's body language or the things that our teachers write on the board and make eye contact with our teachers. These are important for learning. Now I get bored."

Overuse of online tools emerged in two students' responses as one of the challenges regarding teachers. One student said, "[w]e always use online applications. When we are learning something new, our teacher says, now we will

work in pairs in Padlet. There are too many online applications, and it is confusing. I lose my motivation." Similarly, another student remarked:

Online interactive tools like Kahoot were fun and interesting in the first course, and it was okay in the second course, but in the third course, I got bored of these online tools. I started to ask, "[w]hy are we using these tools? What are we doing?" But in time, I lost interest in these tools and did not participate in the lessons.

As for the positive experiences, in contrast with the students who complained about the overuse of online tools, almost half of them thought that using different online tools in online lessons keeps them motivated and engaged. One student said, "Kahoot and Socrative are really fun and engaging, and my teacher always used Kahoot for vocabulary and grammar for revision. Also, we are doing our quizzes in Socrative. It is more effective and motivating." Another student said, "[m]y teacher helps us focus on the lessons. We write essays on Google Docs and send them to the teacher. We always write some things on Padlet. With these different tools, we do not get bored." One student stated, "[i]n the last lessons when we lose our focus, the teacher notices that and says, let's play Kahoot and revise all the new words we have learned today. It's beneficial and also fun. So we do not waste our time."

Finally, the students made two recommendations to teachers to deal with concentration problems: being energetic and using fewer online tools to prevent distraction. One student said, "[t]eachers are so important in online learning. For me, teachers should be more effective, energetic, and talkative. They should move their hands, and their voice should be up and down. Otherwise, I get bored and lose my concentration easily." As for the next recommendation, one student remarked, "I

think the teachers should use breakout rooms and online applications less because our concentration is very bad, and we cannot fully focus on the lessons."

Perceptions on Classroom and Lesson Management. The last category under pedagogy was classroom and lesson management. According to the results, the students mostly had positive experiences. The themes that emerged and the numbers of the student responses are presented in Table 40.

Table 40

Most Frequent Themes: Classroom and Lesson Management

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Discipline	Strict teachers	1
Positive Experiences	Rapport	Strong teacher-student relationship	4
		Communicating with students appropriately	1
	Competency	Competent teachers	3

Under the classroom and lesson management, only one student talked about a challenge. The student complained that some teachers were too strict and disciplined, and she remarked, "[w]henver I accidentally turned my camera off for a second, one of my teachers asked me to write a report or scolded me in front of the class. We are not children anymore."

The students also reported the positive experiences they had in terms of classroom and lesson management. Four students mentioned rapport and stated they had a solid teacher-student relationship. One student pointed out that she loved all

her teachers because the teachers built good relationships with the students by providing support and motivation for them. Another student said that their teachers put a lot of effort into taking care of the students individually, which fostered strong relationships between the teachers and the students. Similarly, another student remarked, "[m]y teacher was such a sensitive person that when I looked somewhere, she would understand that I had a question. There was strong communication with my teacher. Somehow she can understand, even though I do not say anything." Additionally, one student said, "[w]hen I have a teacher respecting and supporting me, I respect that teacher, too. When a teacher makes us feel valuable, we feel guilty and never act inappropriately in class. This is the situation with some of my teachers."

Communicating with students appropriately emerged as another challenge under rapport. Regarding this, one student said, "[w]hen some teachers want to talk to us, or when something is wrong, they do not talk in front of the class, but put us in breakout rooms, and we talk privately, which is, I think, the right way."

Three students talked about their positive experiences with the competency of their teachers. One of the students said he is happy about having competent teachers in online education and added, "[o]ur teachers are very able to use online tools and manage the class, the lessons. That is why I think they are really doing their best, and they are really efficient." Also, another student said, "I think our teachers do more than what they can do. This is our first full-time online education year, and this is their first online education, too. But they were still very good at it." Finally, the other student focused on the teachers' performance and stated, "[o]ur main teacher used lots of materials and did lots of things very successfully until the last day, and the

performance of our teachers was very important for our academic development. So this affected my friends and me positively."

Social Environment and Social Interactions

Questionnaire Findings

Table 41 below shows that similar to the student questionnaire results, the means of the students' responses were relatively lower in the social environment and social interactions aspect compared to the ones given to the technology and pedagogy. Student answers were even lower than the instructors' responses.

Table 41

Student Experiences: Social Environment and Social Interactions

Item	<i>M</i>	<i>SD</i>
27. I have access to a quiet room which is suitable for online lessons at home.	4.05	1.08
28. I can focus on lessons easily without getting distracted at home.	2.88	1.28
29. I feel confident of interacting with my peers through online platforms.	3.12	1.24
30. I feel confident of interacting with my teacher through online platforms.	3.61	1.06
31. I have a sense of belonging to the course during online education.	3.19	1.14
32. I feel confident while participating in online discussions.	3.27	1.19
33. I do not feel isolated/disconnected while attending lessons from home.	2.78	1.28

Table 41 (cont'd)*Student Experiences: Social Environment and Social Interactions*

Item	<i>M</i>	<i>SD</i>
34. I have adapted easily to changes taking place due to the pandemic.	2.99	1.27
35. I tolerate ambiguity at school caused by the pandemic.	2.61	1.29
36. I have been maintaining a healthy education-life balance since the beginning of the pandemic.	2.69	1.24
37. I feel motivated and eager to learn during the pandemic.	2.69	1.25

The results suggested rather a wide spread of perceptions among students in each item as the standard deviation values were all above 1.0. The item about having a suitable room for attending online lessons had the highest mean, 4.05 ($SD = 1.08$), which was parallel to the instructors' responses. However, most of the items received rather low means. For example, tolerating ambiguity at school had the lowest mean, 2.61 ($SD = 1.29$). Students also responded negatively to the items about maintaining a healthy education-life balance and being motivated to learn in this period, with mean scores of 2.69 ($SD = 1.24$) and 2.69 ($SD = 1.25$), respectively.

Interview Findings

The interview findings showed that similar to questionnaire findings, the students had more challenges regarding the social environment and social interactions, especially in terms of having a suitable learning environment and keeping an education-life balance. Regarding interaction, however, the students also emphasized the positive experiences, which is different from the questionnaire results.

Perceptions on Suitable Learning Environment. The suitable learning environment was the first category of social environment and social interactions. The themes that emerged under challenges and positive experiences, along with the numbers of the student responses, are presented in Table 42.

Table 42

Most Frequent Themes: Suitable Learning Environment

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Home	Being distracted in a home environment	9
		Lack of discipline	3
		No appropriate room to attend online lessons	1
Positive	Dormitory	Staying in a dormitory	4
Experiences	Home	Staying at home	2
		Not wasting time on the way	1
Recommendations	Home	Attending the lessons in a public area	1

The only sub-theme for challenges under a suitable learning environment was home, and being distracted in a home environment was brought up by the majority of the students. One student stated, “[i]n class, I got distracted a lot because I am in a home environment. Also, I cannot study at home because I cannot adapt to my room.” Two students pointed out that it was really challenging to join lessons at

home where they were too comfortable. One student said, “[s]tudying at home, I can be disturbed by my neighbor, and I cannot hear, and I get distracted. Because of the noise, my motivation and my studying quality dramatically decreased.” Additionally, two students complained about the household's making too much noise while the students were in online lessons. Similarly, another student said, “[m]y little brother sits next to me while I am taking my classes. He plays games or draws, but I get distracted a lot. This affected me negatively.” Another student remarked, “[m]y mother is looking after my niece. When she is home, she always wants to be around me, so I have problems because she always wants to come to my room.” Finally, another student made the following comment:

When we are home, sometimes my mother can forget and come to my room, and I say sorry teacher. Sometimes our door rings, so I have to go for delivery or another thing. I think it is a problem because when we are home, we are children, not students. I cannot concentrate on being a student at home.

Of the student participants, three students complained about the lack of discipline in a home environment. One student said, “[w]hen you are in a learning environment, you expect to become a disciplined person. The only purpose is learning, but here you are in your comfort zone. I think we need to be in a disciplined environment.” Another student said, “[i]t would be better to go to school because our university is different from our homes. But in online education, we are always at home. You have to sleep here and study there. Your home becomes your school.” Similarly, another student remarked, “[i]t is more informal because you can drink coffee. You can lie down while attending classes. So I think online education at home is inappropriate and less disciplined.”

As the final challenge, one student reported that she had no appropriate room to attend online lessons. She said, "I stay with my sister, which is complicated and difficult. I always change my place during the day and morning, and evening. Yes, I always change my place during online lessons to find an appropriate room."

The students also talked about the positive experiences regarding a suitable learning environment. The most frequent sub-theme was the dormitory, and four students talked about the advantages of staying in a dormitory. These students reported that they consider themselves lucky to stay in a dormitory during online education. One student said, "I live in a dormitory, and I can study here. I can use the library and the study areas. That is why it is really good. On the campus, there are many opportunities and areas to study." Another student stated that having roommates in the room during online lessons did not disturb them at all and added, "I think it is really good. I have three roommates, and we do not have any problems with joining lessons. We all have earphones." Another student said, "[w]hen I see my roommate studying, I feel bad and start to study. There are common study rooms in our dormitory. When I go to those rooms and see other students study, I feel motivated to study."

For the next sub-theme, home, two students focused on the advantages of staying at home, and one student talked about not wasting time on the way. One of the students pointed out that she had a suitable environment and said, "[i]t was okay for me because I have an older brother and I am with my mother, just my mother. So it was quiet. I did not have any problems." The other student said they could feel relaxed due to being in a comfortable environment and, therefore, just sit and listen to their teachers. As for not wasting time on the way, the student said, "[t]his process is more beneficial than face-to-face classes because, during the pandemic, teachers

show their slides on our screens. So I can save time, and I do not waste my time on the way."

One of the students recommended staying at home, and he said that the school asked students to be either in a room at home or in their dormitories. The student remarked, "[m]aybe our school can allow us to attend classes in a library or cafe, and it would make more benefits. You dress in your formal clothes or daily clothes, not pajamas."

Perceptions on Education-Life Balance. Education-life balance was the following category of social environment and social interactions. Table 43 shows the themes that emerged under challenges and positive experiences and the student response numbers for each theme.

Table 43

Most Frequent Themes: Education-Life Balance

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Online education	Blurred lines between education and life	1
		No social life due to online lessons	3
		Feeling worn out	2
	Pandemic	No social life due to the pandemic	7
Positive	Pandemic	Staying in a dormitory	3
Experiences	Online education	Fruitful process	2

For challenges, the most frequently observed sub-theme was pandemic, and half of the students reported losing their balance as they had no social life due to the pandemic. One student said, “[s]tudents living with their family, I am sure, are having great difficulties as there is a pandemic and you have to study, and you have your family with you. There is no time to socialize.” Similarly, another student said, “I have a lot of problems. I cannot balance my school life, my health, my family life, and especially my social life because I cannot go outside because of our restrictions.” Four students also stated that being forced to stay at home all the time due to curfews precluded a normal university student life. Regarding this, another student said:

We have a restriction for those under 20, so I cannot go out, and I am very bored at home. Also, I have so many classes and too much homework. So I cannot meet anyone. My family goes out, but I have to stay at home. So I think there was a big problem with balancing.

Another frequent sub-theme under challenges was online education; three students complained that they had no social life due to online lessons. One of the students pointed out that they had too much homework to do and, therefore, they did not have any chance to meet their friends and socialize. Another student stated, “I do not have a social life because of the lessons. We have classes from 8:30 to 16:30, so it is too long. I could not do anything after class as I was tired.” Regarding this, one student remarked, “[i]t is so difficult to balance education and social life because we have twenty-six lessons in a week, and it is challenging to go somewhere and hang out with our friends.”

Under online education, finally, feeling worn out and blurred lines between education and life emerged. Two students reported feeling very tired due to online lessons, which disturbed the balance between education and the life they used to

have. Regarding this, one of the students said, "[w]e are in front of a screen for long hours. After class, we feel tired, and we cannot meet our friends. So it is very difficult to keep a balance." As for the blurred lines between education and life, one student said:

I do not have a balance because my parents go to work when I have classes, and I have two little siblings. My grandmother comes to our house and takes care of my little brother. But until she comes to our house, I have to take care of my brother, and at the same time, I join the lessons.

Two students talked about their positive experiences related to online education and put forth that it was a fruitful process for them. One student said that he studied and learned more than he had done before the pandemic. Similarly, the other student remarked, "[a]ctually, this process is more beneficial for me because I can learn better and balance my life. I take more pleasure from online education."

Staying in a dormitory emerged in positive experiences under the pandemic. Two students stated that staying in a dormitory was an excellent opportunity to socialize during the pandemic, as they were always with their friends. The other student said, "[n]ormally students do not have a problem to balance the social and educational life if they are in a dormitory. I think online education and pandemic are not problems for these students."

Perceptions on Interaction. The last category under social environment and social interactions was interaction. The students talked about the challenges and the positive experiences with interaction. The themes and the numbers of the student responses are shown in Table 44.

Table 44*Most Frequent Themes: Interaction*

Theme	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Challenges	Online communication	Communication problems in online lessons	7
		Class interaction	2
	Class interaction	Being a shy student	2
		Classmates unwilling to interact	3
Positive Experiences	Interaction with teachers	Good communication with teachers	4
		Class interaction	3
	Class interaction	Teachers' promoting interaction	3
		Using online tools for interaction	3
		Good communication with classmates	5
		Being talkative	3

The most frequently observed sub-sub theme in challenges under online communication was communication problems in online lessons. Half of the students pointed out that online interaction made it difficult for them to socialize and build strong relationships. One student said, "I cannot communicate with my classmates. We have WhatsApp groups, but when you do not see other people, relationships with people do not improve enough compared to face-to-face." Another student said,

"[w]e have only breakout rooms to talk in the online class, but the relationship does not become friendship as it does in a face-to-face class. When the class is over, everything is over." Similarly, one student stated, "[w]e have fewer friends than face-to-face education. Sometimes we cannot explain our ideas and feelings easily and clearly. Sometimes it is difficult." Additionally, one student said, "[w]e are all in an online environment, and we do not really know the opinions and feelings of other people. I think everybody has a communication problem, and it is very difficult to solve it." Another student remarked, "[i]f we had face-to-face education, it would be a lot easier and more enjoyable because we would physically be with our friends and teachers and talk to them."

Classmates' unwillingness to interact also emerged in three students' responses as one of the challenges under class interaction. One student complained that his classmates were not friendly and they kept their microphones off all the time. He also said, "[s]o when I went to the breakout room, I was very disappointed. I could not share my answers and talk with them about answers, and I was stressed because I could not communicate with anyone in the class." In addition, another student made a similar point and stated, "I think they were very rude and I tried to do like them and when I got to some breakout rooms, if nobody spoke, I closed my microphone, too." Another student remarked on the teachers' effort to encourage these students to speak in class, and he added, "[m]y teachers tried to push them. But of course, it is about my friends and their psychology. They did not want to speak in the lessons no matter what."

Being a shy student also emerged under class interaction. Regarding shyness, two students pointed out that they did not feel comfortable communicating and interacting with their classmates in an online environment. One student said, "I think

everyone was a bit shy about talking because we do not see each other in real life. We just see ourselves on the screens." Another student said, "[i]n the previous course I was so detached from the class that I did not even know my classmates' names. Even if the teachers tried hard to make everybody speak, I was not brave enough to speak."

Regarding positive experiences, the most frequent sub-theme that emerged was class interaction. Good communication with classmates emerged in five students' responses. One student said, "I had good communication with my friends. We collaborated, and we shared our lesson notes or homework. That is why it was not a big problem for me. I was able to get along well with my classmates." Similarly, another student stated, "I communicated a lot with my friends in online lessons, which is, I think, better than other preparatory programs in other schools."

Teachers' promoting interaction also emerged in three students' responses under class interaction. One student said, "[i]t depends on the teacher's directing the class. If teachers give a say to each and every student, we can get to know the people whom we can become friends with." Another student reported that he liked it when his teachers tried to ask interesting questions to make them speak in class and get to know each other. Another student said, "I think in online learning, the most important thing is the class communication. When teachers use devices like the breakout rooms, we have to talk with each other, and we can have a friendship and have a conversation."

Three students talked about using online tools for interaction as a positive experience under class interaction. Two students pointed out that the breakout room feature of Zoom was very beneficial and created an opportunity for the students to communicate in small groups during the lessons. The other students said, "I think in

online learning, the most important thing is the class communication. Online devices are very useful for this. When teachers use these devices, we have to talk with each other, and we can build a friendship."

Finally, three students focused on the importance of being talkative in an online learning environment. One student pointed out that she interacted with her classmates and made friends very easily because she was very talkative. Another student stated, "I am the most talkative person in the class. When I am not talking in the class, my attention finishes very fast. I am very surprised that in an online class, I communicated a lot." Another student said, "I was courageous to speak with my friends. I was always very talkative. I always talked first in the class, saying good morning. About socializing, I had no difficulty."

With regards to interaction with teachers, four students thought that they had good communication with teachers, and one said, "I have had good communication with all my teachers. We communicated through emails or WhatsApp. I mean communicating, being in touch with my teachers." Another student remarked, "[w]hen I was at Pre-intermediate, my teachers were perfect, and we had very good communication. Even in an online environment, it was easy to communicate and have good relationships with teachers."

Instructor Solutions

Focus Group Interview Findings

During the interviews, the instructors were also asked to reflect on how they dealt with the challenges caused by the switch to online education during the pandemic; therefore, they offered solutions to some of the challenges. The solutions theme is summarized in Table 45, along with the numbers of instructor responses.

Also, the relevant tables for each challenge mentioned were given in the parentheses in the explanation part.

Table 45

Most Frequent Themes: the Solutions Offered by the Instructors

Aspect	Category	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Technology	Access	Internet	Using a mobile phone as a mobile hotspot	1
Pedagogy	Guidance	Time	Not responding to students' messages after work hours	2
	Assessment	Classroom assessment	Providing students with flexibility in classroom assessment	1
	Engaging and motivating students	Adaptation	Adapting the materials	7
		Increasing interaction	Using interactive tools	2
		Lesson structure	Supporting student production	1
	Classroom and lesson management	Online education-related	Using online tools to monitor students	3

Table 45 (cont'd)*Most Frequent Themes: the Solutions Offered by the Instructors*

Aspect	Category	Sub-theme	Sub-sub Theme	Instructor <i>n</i> =12
Social	Interaction	Class	Promoting	3
Environment and Social Interactions		interaction	interaction in class	

One instructor first talked about technology and reported the solutions she produced for the challenges she faced regarding the internet under the access category. She stated that she frequently had internet connection problems (Table 14), and she dealt with the problem by using her mobile phone as a mobile hotspot to contact the students when there was such a problem.

Some instructors talked about the solutions they found for the problems related to guidance under pedagogy (Table 20). The major challenge for the instructors was the students contacting teachers at inappropriate times. To overcome this challenge, two instructors stated that the solution they found was not responding to students' messages after work hours. One instructor said, "[o]n purpose, if they sent me anything at the weekend, I did not reply, showing them that they should not rely on me when they needed something at the last minute." Similarly, the other instructor remarked, "I told them to find the solution by themselves because I will not be around you 24 hours. You cannot write me messages at night. After five, I stopped responding. I said this is a boundary you cannot pass."

The difficulty of taking online exams was raised as a challenge under assessment (Table 22); therefore, as a solution, one instructor stated that she was providing students with flexibility in classroom assessment. She remarked:

At least for my LPs, I tried to give them flexibility. I said look, it does not matter if you are going to turn off your camera, or you can download the quiz, do it on your own in your own time, and then send it back to me. I tried to give them the freedom to at least shut their cameras, relax and do the exams.

One challenge regarding engaging and motivating students under pedagogy was the concentration problems of the students in general (Table 23). More than half of the instructors reported that adapting the materials was a great solution. Two instructors said they shortened the materials as the students had a shorter attention span, which helped them greatly. One instructor stated, "I have realized I should make some adaptations to our materials, and there should be more engaging tasks. I made some adaptations based on interaction and felt that it helped me solve the problem." Two other instructors reported that they changed the form of the materials and converted them from Word documents to some other applications and software programs like PowerPoint slides or Google Docs to attract the students' attention. Similarly, another instructor said, "I adapted materials to make the students interact at the same time. I used Google documents. It worked because the students could see all they were doing at the same time, and I was controlling everything they did simultaneously."

Another solution to the concentration problems of the students, offered by two instructors, was using interactive tools. One instructor stated, "[t]here are so many interactive apps online to spice up your lesson, I think it makes it less

monotonous. I make use of this Jamboard, put them into groups, and the students like it.” Another instructor said, “I used interactive tools like Mentimeter, where students make a word cloud or something. I tried to make it attractive to the students, something that would gain their interest through color code. It worked well so far.”

Supporting student production was another solution offered to cope with the concentration problems of the students. One instructor remarked, "I tried to make the input a little bit shorter so the students could work together and produce something. I have tried to spend more time on students producing something collaboratively, and I can say it worked."

The main challenge under the classroom and lesson management category was not being able to monitor students (Table 24). Three instructors reported that using online tools to monitor students was very effective for the problem. One instructor pointed out that she used Jamboard to monitor the students while working in groups and doing a task. Another instructor stated that Google Docs worked well as she was able to see what the students were actually doing when a task was given. Another instructor said, "I tried Google Docs and Google Slides. I was able to watch them while they were working things out. You can see where they are at and what problems they have at least a little better."

Another category in which the instructors talked about solutions under social environment and social interactions was interaction. One of the challenges experienced by the instructors was a lack of social interaction among students (Table 28), and three instructors believed that promoting interaction in class was an effective solution. One instructor said, “[m]ost people complain about the decrease in student interaction, but I tried to increase student interaction through interactive tools like Jamboard. I put them into groups where they can work collaboratively and

communicate with each other.” Another instructor said, “[c]ommunication is difficult and everything. I incorporate more communication among the students by using more breakout rooms. Also, in class, I had pair work, group work, and everything. I always promote interaction.”

Student Solutions

Interview Findings

The students talked about the solutions they produced for the challenges which emerged during online education. The main theme, solutions, and the numbers of student responses are presented in Table 46. The tables referring to the challenges, which were presented earlier, were also given in the parentheses.

Table 46

Most Frequent Themes: the Solutions Offered by the Students

Aspect	Category	Sub-theme	Sub-sub Theme	Student <i>n</i> =14
Technology	Access	Internet	Using a mobile phone as a mobile hotspot	1
Social Environment and Social Interactions	Interaction	Class interaction	Communicating through online tools Meeting face-to-face on the campus Creating a study group	5 4 2

The greatest challenge the students faced regarding access under technology aspect was connection problems at home and in dormitories (Table 30). Three

students pointed out that they solved this problem using a mobile phone as a hotspot. They stated that whenever there was a connection problem during an online lesson, they used their mobile phone to connect to the internet, which did not cause any trouble for the students.

Under the social environment and social interactions aspect, students talked about interaction and reported that they adopted some solutions to tackle the communication problems in online lessons (Table 44). Five students stated that communicating through online tools worked well. One student said, “[w]e have a WhatsApp group, and we always talk in our groups. So we communicate through our phones. We sometimes call each other and have some meetings with them on Zoom. It was helpful.” Another student stated, “[i]n online lessons communication was limited. So I did my best and communicated with people via online programs. When I met somebody, I always talked to them through FaceTime to see their body language and gestures.” Two students stated that they used WhatsApp the most to communicate with their classmates, which helped them get to know each other more.

The next solution for the same challenge, reported by four students, was meeting face-to-face on the campus. These students said that as they were living in the dormitories, they were able to meet in person, and one student said, “[w]hen we realized that we liked each other, we started to meet on campus and have a cup of coffee together. I learned more about them than I could in online lessons.”

Creating a study group was another solution, which two students suggested. One student stated that he created study groups and arranged biweekly meetings where they came together on Zoom and studied, which, as he reported, was a great success. Another student pointed out that she was very social and encouraged everybody to join the study group, and she added, “[f]or example, not all class, but

five people who can get along well study together. It is like an online library. Our microphones are off, and cameras are on. We definitely got closer to each other."

Comparison between Instructors and Students

Questionnaire Findings

To be able to compare the ERT experiences of the instructors and the students in a general sense, one independent samples t-test was conducted. The test compared the overall experiences (Table 47).

Table 47

Independent Samples t-test Findings for the Questionnaires (Overall)

Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
Instructors	3.90	0.42	-2.79	146.20	.006
Students	3.69	0.53			

The results indicated a statistically significant difference between what the instructors and the students had experienced during ERT ($t(146.20) = -2.79, p=.006$). The mean score of the instructors ($M = 3.90, SD = 0.42$) was higher than the students' ($M = 3.69, SD = 0.53$). This result made it clear that the instructors had more positive experiences during this process than the students.

3a) Comparison between Instructors and Students: Technology

Independent samples t-tests were run to see if there was a significant difference between the student and the instructor experiences, specifically regarding technology during pandemic-induced emergency remote teaching and learning. Table 48 shows the independent samples t-test results.

Table 48*Independent Samples t-test Findings for Technology (For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
1. Access to a reliable internet connection	Instructors	4.30	0.86	-4.07	168	< .001
	Students	3.70	0.94			
2. Access to necessary technological devices	Instructors	4.38	0.69	-0.39	168	.694
	Students	4.34	0.77			
3. Receiving technical support before online exams	Instructors	4.38	1.04	-9.02	167.90	< .001
	Students	3.27	0.55			
4. Receiving technical support for online teaching/learning	Instructors	4.13	0.95	-5.25	147.40	< .001
	Students	3.44	0.74			
5. Receiving ongoing training for online teaching/learning	Instructors	3.53	0.96	1.57	168	.116
	Students	3.28	0.95			

According to the results of the independent samples t-test (Table 48), three items yielded a statistically significant difference between students' and instructors' experiences. Firstly, there were significantly more instructors who had access to a

reliable internet connection ($t(168) = -4.07, p < .001$) compared to the students. Therefore, the mean score of the instructors ($M = 4.30, SD = 0.86$) was higher than of the students' ($M = 3.70, SD = 0.94$). Also, statistically significant mean differences were observed for receiving technical support before online exams ($t(167.90) = -9.02, p < .001$) and receiving technical support for online teaching/learning ($t(147.40) = -5.25, p < .001$). These results showed that more instructors ($M = 4.38, SD = 1.04$) reported that they received technical support regarding online exams than the students ($M = 3.27, SD = 0.55$). Similarly, the instructors ($M = 4.13, SD = 0.95$) were more positive as to receiving technical support for online teaching/learning than the students ($M = 3.44, SD = 0.74$). When it comes to accessing necessary technological devices exams ($t(168) = -0.39, p = .694$) and receiving ongoing training for online teaching/learning exams ($t(168) = 1.57, p = .116$) no statistically significant differences were observed. This result shows that instructors and students shared similar experiences regarding these issues.

3b) Comparison between Instructors and Students: Pedagogy

The second aspect to be analyzed regarding significant differences between the instructor and student experiences was pedagogy. Thus, an independent samples t-test was computed with the purpose of investigating the differences for each item of the aspect. The results of the t-test are presented in Table 49.

Table 49

Independent Samples t-test Findings for Pedagogy (For Each Item)

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
6. Teachers' using	Instructors	4.23	0.64	0.11	168	.906
Zoom effectively	Students	4.25	0.63			

Table 49 (cont'd)*Independent Samples t-test Findings for Pedagogy (For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
7. Teachers' using Moodle effectively	Instructors	4.17	0.69	0.93	168	.352
	Students	4.27	0.71			
8. Teachers' using course book software programs effectively	Instructors	4.13	0.81	-1.91	168	.058
	Students	3.85	0.95			
9. Teachers' using Microsoft software programs effectively	Instructors	4.55	0.53	-2.19	152.70	.030
	Students	4.34	0.72			
10. Teachers' performing basic computer operations effectively	Instructors	4.75	0.43	-4.07	166.98	< .001
	Students	4.38	0.74			
11. Teachers' using Web 2.0 tools effectively	Instructors	3.78	0.95	2.74	168	.007
	Students	4.16	0.80			
12. Teachers' using multimedia effectively to prepare materials	Instructors	3.30	0.90	1.40	168	.161
	Students	3.53	1.05			

Table 49 (cont'd)*Independent Samples t-test Findings for Pedagogy (For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
13 Teachers' using online tools effectively to give feedback	Instructors	3.57	1.01	2.68	106.25	.009
	Students	3.98	0.86			
14. Teachers' providing individual online support	Instructors	4.08	0.78	0.12	168	.904
	Students	4.10	0.89			
15. Teachers' assessing student performance effectively through online exams	Instructors	3.73	0.82	1.14	168	.253
	Students	3.90	0.94			
16. Teachers' competently using technology	Instructors	3.98	0.65	2.17	119.13	.031
	Students	4.21	0.63			
17. Teachers' providing well- prepared materials	Instructors	4.17	0.71	0.89	168	.371
	Students	4.05	.081			
18. Teachers' having an effective teaching approach	Instructors	4.07	0.60	-1.37	164.64	.170
	Students	3.90	0.96			

Table 49 (cont'd)*Independent Samples t-test Findings for Pedagogy (For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
19. Teachers' providing technical support	Instructors	3.60	0.90	2.21	168	.028
	Students	3.93	0.92			
20. Teachers' guiding students to explore online resources	Instructors	4.08	0.69	-1.12	146.02	.263
	Students	3.95	0.87			
21. Teachers' looking for new teaching strategies	Instructors	3.78	0.86	-0.13	168	.896
	Students	3.76	0.97			
22. Teachers' promoting interaction and collaboration	Instructors	3.80	0.70	0.25	168	.798
	Students	3.84	0.96			
23. Teachers' helping students concentrate on lessons	Instructors	3.70	0.67	-0.56	159.69	.570
	Students	3.63	0.98			
24. Teachers' being motivated for online teaching	Instructors	3.95	0.72	-0.73	149.94	.463
	Students	3.85	0.94			

Table 49 (cont'd)*Independent Samples t-test Findings for Pedagogy (For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
25. Teachers' tailoring their teaching style to meet students' new needs	Instructors	4.07	0.68	-1.96	147.58	.051
	Students	3.83	0.87			
26. Teachers' managing the classroom effectively	Instructors	3.57	1.04	2.01	107.91	.046
	Students	3.89	0.91			

According to the results of the t-test (Table 49), a statistically significant difference between the online education experiences of the instructors and the students was found in seven items. The instructors' using Microsoft software programs ($t(152.70) = -2.19, p = .030$) and their performing basic computer operations ($t(166.98) = -4.07, p < .001$) were found to be statistically significant. These results showed that in terms of the instructors' effective use of Microsoft software programs, the instructors ($M = 4.55, SD = 0.53$) were more positive than the students ($M = 4.34, SD = 0.72$). In a similar way, as for the instructors' performing basic computer operations, there were fewer students ($M = 4.38, SD = 0.74$) who thought that their teachers were performing basic computer operations effectively than the instructors ($M = 4.75, SD = 0.43$).

Teachers' using Web 2.0 tools effectively was another item which yielded a statistically significant difference ($t(168) = 2.74, p = .007$), which means that the number of students who thought teachers had been using Web 2.0 tools effectively ($M = 4.16, SD = 0.80$) was higher than the instructors ($M = 3.78, SD = 0.95$). Also, significant mean differences were observed in terms of the instructors' using online tools effectively to give feedback ($t(106.25) = 2.68, p = .009$), their competently using technology ($t(119.13) = 2.17, p = .031$), their providing support to students when there is a technical problem ($t(168) = 2.21, p = .028$). Regarding teachers' using online tools effectively to give feedback, the students had more positive feelings ($M = 3.98, SD = 0.86$) than the instructors ($M = 3.57, SD = 1.01$). The findings also demonstrated that more students believed that the instructors had been using technology competently ($M = 4.21, SD = 0.63$) than instructors ($M = 3.98, SD = 0.65$). Likewise, the mean score of the students ($M = 3.93, SD = 0.92$) was higher than of the instructors ($M = 3.60, SD = 0.90$) in terms of the instructors' providing support to students when they had a technical problem, showing that the students held more positive opinions regarding this issue than the instructors.

Finally, a statistically significant difference was found for the instructors' managing the classroom effectively ($t(107.91) = 2.01, p = .046$). Regarding this issue, compared to the instructors ($M = 3.57, SD = 1.04$), more students ($M = 3.89, SD = 0.91$) found the instructors successful in managing the classroom effectively.

3c) Comparison between Instructors and Students: Social Environment and Social Interactions

For the final aspect, social environment, and social interactions, an independent samples t-test was computed. The differences were examined for each

item belonging to the aspect. Table 50 summarizes the findings produced by the t-test.

Table 50

*Independent Samples t-test Findings for Social Environment and Social Interactions
(For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
27. Access to a quiet room for online lessons at home	Instructors	4.28	0.95	-1.42	168	.157
	Students	4.05	1.08			
28. Focusing on lessons easily without getting distracted at home	Instructors	3.87	1.08	-5.04	168	< .001
	Students	2.88	1.28			
29. Feeling confident of interacting through online platforms	Instructors	4.15	0.86	-3.59	144.55	< .001
	Students	3.61	1.06			
30. Having/creating a sense of belonging to the course	Instructors	4.20	0.73	-6.98	163.75	< .001
	Students	3.19	1.14			
31. Not feeling isolated/disconnected while attending lessons from home	Instructors	3.10	1.25	-1.55	168	.121
	Students	2.78	1.28			

Table 50 (cont'd)*Independent Samples t-test Findings for Social Environment and Social Interactions**(For Each Item)*

Construct	Participant	<i>M</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>
32. Adapting easily to changes taking place due to the pandemic	Instructors	3.50	1.01	-2.66	168	.008
	Students	2.99	1.27			
33. Tolerating ambiguity caused by the pandemic	Instructors	3.57	0.99	-5.37	148.94	< .001
	Students	2.61	1.29			
34. Maintaining a healthy balance	Instructors	2.73	1.13	-0.21	168	.827
	Students	2.69	1.24			
35. Feeling motivated and eager to learn/teach	Instructors	3.70	0.83	-6.28	161.75	< .001
	Students	2.69	1.25			

As Table 50 displays, a significant difference was yielded by six items. Being able to focus on the lessons easily ($t(168) = -5.04, p < .001$), feeling confident of interacting online ($t(144.55) = -3.59, p < .001$), having/creating a sense of belonging ($t(163.75) = -6.98, p < .001$), adapting easily to changes ($t(168) = -2.66, p = .008$), tolerating ambiguity ($t(148.94) = -5.37, p < .001$), and feeling motivated to teach/learn ($t(161.75) = -6.28, p < .001$) were found to be statistically significant. The findings revealed that the instructors had higher mean scores in all the items

under this aspect than the students, which shows that they had more positive experiences regarding their social environment and interactions.

Summary of the Findings

In line with the Open Challenges Framework (Ferri et al., 2020), the challenges under three aspects of ERT were analyzed: technology, pedagogy, social environment, and social interactions. Both quantitative and qualitative results revealed some similarities and differences between the instructors and students as summarized in Table 51.

Table 51

Major Challenges Experienced by the Instructors and Students

Aspect	Instructors	Students
Technology	Receiving training for online teaching	Receiving adequate technical support before online exams. Internet connection problems
Pedagogy	Lack of time to prepare new materials Administrating online exams Concentration and motivation problems of the students Being in contact with students all the time to provide guidance Spending too much time giving feedback	Teachers' using multimedia to prepare materials Exam safety procedures Concentration and motivation problems

Table 51 (cont'd)*Major Challenges Experienced by the Instructors and Students*

Aspect	Instructors	Students
	Not being able to monitor students	
Social environment and social interactions	Maintaining a healthy work-life balance	Tolerating ambiguity at school
	Blurred lines between work and home environment	Being distracted in a home environment
	Heavier workload	Lack of social life due to the pandemic
	Lack of social interaction	Communication problems in online lessons

Although exploring the challenges was the main of the study, the participants also reported certain positive opinions and experiences related to online education during the pandemic in the interviews. Table 52 compares the instructors' and the students' experiences based on the qualitative data.

Table 52*Major Positive Experiences of the Instructors and Students*

Aspect	Instructors	Students
Technology	Having access to technological devices for online lessons.	Having access to technological devices for online lessons.

Table 52 (cont'd)*Major Positive Experiences of the Instructors and Students*

Aspect	Instructors	Students
Pedagogy	Receiving adequate support	No need for technical support
	Being able to use technology more effectively	Teachers' skills in using technology
	Having quality materials	Having quality materials
	Providing psychological guidance to the students	Teachers' providing adequate guidance
	Ensuring exam security	Ensuring exam security
	Easier classroom management	Receiving adequate feedback
		Teachers' using different online tools to engage students
Social environment and social interactions		Teachers' having good rapport with the students
	Having a suitable room for online education	Having a suitable place for online education
	Easier communication with teaching partners	Good communication with teachers/classmates

As an answer to the second research question, the participants talked about the solutions they were able to produce to address some of the challenges they had to face. The qualitative data are summarized in Table 53 below.

Table 53*Major Solutions Reported by the Instructors and Students*

Aspect	Instructors	Students
Social environment and social interactions	Promoting interaction in class - Adapting the materials to engage students Using online tools to monitor students Not responding to students' messages after work hours.	Communicating through online tools Meeting face-to-face on the campus
Pedagogy	-	-

The instructors and students also made suggestions concerning the challenges they reported. Table 54 shows a summary of a comparison between the participants' recommendations under each aspect.

Table 54*Major Recommendations of the Instructors and Students*

Aspect	Instructors	Students
Technology	-	Taking action to eliminate inequality of opportunities

Table 54 (cont'd)*Major Recommendations of the Instructors and Students*

Aspect	Instructors	Students
Pedagogy	Making the most of the experience gained during the process	Teachers to be energetic
	Employing a flipped learning approach	Using fewer online tools to prevent distraction
Social environment and social interactions	Decreasing the teaching load	Being able to attend the lessons in a public area

As for the final part of the research, significant differences were checked between the instructors and the students. When looking at the questionnaire findings, overall, the instructors seemed to be relatively more optimistic about the process than the students. Table 55 shows the significant differences identified in certain items through quantitative data. The items are categorized under either instructors or students column based on the group of participants who had more positive opinions about them.

Table 55*Significant Differences between the Instructors and Students*

Aspect	Instructors	Students
Technology	Access to a reliable internet connection	-
	Receiving technical support before online exams	
	Receiving technical support for online teaching/learning	
Pedagogy	Teachers' using Microsoft software programs effectively	-
	Teachers' performing basic computer operations effectively	
		Teachers' using Web 2.0 tools effectively
		Teachers' using online tools effectively to give feedback
		Teachers' competently using technology
		Teachers' providing technical support
		Teachers' managing the classroom effectively

Table 55 (cont'd)*Significant Differences between the Instructors and Students*

Aspect	Instructors	Students
Social environment and social interactions	<p>Focusing on lessons easily without getting distracted at home</p> <p>Feeling confident of interacting through online platforms</p> <p>Having/creating a sense of belonging to the course</p> <p>Adapting easily to changes taking place due to the pandemic</p> <p>Tolerating ambiguity caused by the pandemic</p> <p>Feeling motivated and eager to learn/teach</p>	-

CHAPTER 5: DISCUSSION

Introduction

The purpose of this study was to explore the difficulties Covid-19 posed for EFL instructors and students of the English language preparatory program of a foundation university in Ankara and the solutions these parties produced to cope with the challenges. In line with this, the study aimed to answer the following research questions:

- 1) What are the challenges an English language preparatory program of a foundation university in Ankara face in the time of the COVID-19 pandemic within the scope of the Open Challenges Framework by Ferri et al. (2020) as perceived by
 - a) instructors?
 - b) students?
- 2) How are these challenges addressed by
 - a) instructors?
 - b) students?
- 3) Is there a significant difference between the instructors and the students in terms of their experiences regarding
 - a) technology?
 - b) pedagogy?
 - c) social environment and social interactions?

This chapter starts with a discussion of the significant findings of the study, making close references to the relevant literature. Then, the implications for practice,

the implications for further research, and finally, the limitations of the study are presented.

Discussion of the Main Findings

This section presents the experiences of the instructors and the students regarding pandemic-induced online teaching. The challenges they faced, the solutions they produced, and the relationship between their perceptions are discussed concerning technology, pedagogy, social environment, and social interactions by referencing the relevant literature. The findings for each research question will be presented and discussed below.

1) Challenges for Instructors and Students

Overall, the instructors and the students had similar experiences related to the challenges of online education posed by the pandemic; however, their perceptions differed in some specific points. In terms of technology, for the instructors, the need for training for online education stood out. The prominence of providing training for online teaching has also been brought in literature. According to Estrella (2022), switching to online education without adequate training is one of the major stressors for educators. Similarly, as Alvarez (2020), Ames et al. (2021), Bailey & Lee (2020), and Nomnian (2022) put forth in their studies, becoming a competent educator in online teaching necessitates thorough training. For the students, not receiving sufficient technical support before online exams was the main challenge. This result was in line with the previous studies conducted by Mukhtar et al. (2020), showing that it is an undeniable fact that both for formative and summative assessment, students need to be provided with orientation and training for using online tools.

The results suggest that both instructors and the students had access to the required technological devices. However, when it comes to a stable internet

connection, students had great difficulties. Similarly, heavy dependence on a stable internet connection, as the previous studies in literature by Shim and Lee (2020), Ferri et al. (2020), and Ontong and Mbonambi (2021) suggest, is one of the significant disadvantages of ERT that teachers and students face. Additionally, it can be seen that some students were challenged by the inequality of opportunities, and they called for action to be taken by their university about the matter. This new form of education has inevitably increased the gap among the students with different socioeconomic backgrounds, thereby creating considerable inequality, which was also discussed by Ferri et al. (2020). Finally, as for technical support in general, the instructors and the students were satisfied. The results indicated that the instructors received adequate support from their institution and colleagues. Similar to what Olofsson et al. (2021) suggested in their study, this may have resulted from the collegial learning induced by the pandemic, where teachers provided guidance to each other by sharing their first-hand experiences.

For the second aspect, pedagogy, the instructors' and the students' experiences bore some similarities and differences. Both groups had positive experiences regarding the instructors' skills and held the opinion that the instructors skillfully and effectively used technology during this sudden transition to online education. They further developed their online teaching skills over time and contributed to the whole school's adaptation to the process. This finding correlates with previous studies conducted by Dvořáková et al. (2021) and Rodrigues et al. (2022), which showed that the instructors acquired more competence when forced to entirely depend on online tools to teach. The instructors had already been integrating technology into their teaching practices prior to the pandemic, so as Nomnian (2022) suggested, their familiarity might have helped facilitate the adaptation. Additionally,

some recommendations were put forward by some of the instructors about making use of the experience and competence gained after the pandemic, for they may be of use in a possible similar situation in the future, which was also discussed by Rodrigues et al. (2022).

As for materials, although the questionnaire yielded a lower mean score for teachers' using multimedia to prepare materials, the students reported only positive opinions in the interviews. They made it clear that the materials they were provided with throughout online education were beneficial and effective. In this sense, the instructors were also satisfied with the quality of the materials they already had, and all they had to do was simply convert them into online platforms. Only a few instructors were challenged by the task of adapting the materials, as it added to their workload, which was in line with a previous study by Estrella (2022) that revealed that adapting materials substantially increased the instructors' workload. Additionally, preparing new materials suitable for online education was found to be a more significant challenge since it required much time, which was also in line with a previous study conducted by Ocak (2011).

In terms of guidance provided to students, the instructors and the students had different perceptions. While the instructors focused more on the challenging parts, the students were primarily content with the guidance they received. Being available to the students all the time and being easily contacted at inappropriate times were the most significant challenges for the instructors, as they felt upset about sacrificing their personal time to provide additional help to the students. Similarly, Olofsson et al. (2021) state that the pandemic has caused student-teacher interaction to extend beyond the class time. Some of the instructors were also concerned about the risk of not being able to detect the students who needed more guidance but were too

introverted to ask for help. As Bergdahl and Nouri (2021) suggest, online education provides instructors with a limited understanding of the students' progress due to not being physically in a classroom, making it challenging to detect students to be supported. As the results indicated, the students were pleased with the support and help they received from the instructors. Except for very few students, they mostly enjoyed being easily able to reach the instructors whenever needed, regardless of the topic. According to their perceptions, the instructors were genuinely willing to help them, making them feel supported during such hard times. The students also had positive experiences regarding the psychological support they received. In a similar vein, the instructors were also glad they could partly relieve their students' stress and give the message that they were not alone. Considering this massive shift to ERT in such a short period of time, it was only expected that students would feel anxious and need emotional help to adapt to it, which was also discussed by Sundarasan et al. (2020).

Similar to guidance, the students and the instructors had different experiences in terms of feedback. For the instructors, the feedback process was a great challenge; it took much time as they felt the need to give more detailed feedback on the students' work. While it posed a difficulty for the instructors, the students were quite happy with the feedback they were given. As Dvořáková et al. (2021) suggest, this might be because the students need to be acknowledged and become visible in a virtual environment. This result was in line with what Estrella (2022) reported in his study. He stated that having to give different types of individualized feedback is a significant disadvantage of ERT because it takes a lot of time of the teachers.

The students and the instructors also reported their positive and negative experiences regarding assessment. Although they thought the exams were well-

prepared and well-planned, they also faced some difficulties. One of the biggest challenges for the groups was the difficulty of administering and taking online exams. Initially, the online exams were conducted for each student separately, which was changed based on the feedback coming from the instructors and the students. Also, the detailed exam procedures caused frustration in both groups. The reason they experienced difficulty might be their being unfamiliar with online exams and their lack of experience in online exam procedures prior to the pandemic, which was similarly discussed by Romaniuk and Wieleba (2021). Ensuring exam safety was another major challenge for the instructors. As Georgescu and Berechet (2022) suggest, cheating has become a grave concern for universities in such a chaotic time for education. While some instructors were concerned about the issue, more instructors were happy about the precautions taken by their institution. They stressed that using mirrors during online exams worked better than initially expected. In addition to the instructors, the students were also satisfied with using mirrors to prevent cheating. This concern of the students regarding the prevention of cheating can also be found in the study conducted by Ocak and Karakuş (2021), which reveals that students firmly believe that online exams are more prone to cheating than traditional exams. For the students, another main challenge was the lack of enough time allocated for the online exams. This result correlates with a previous study by Adanır et al. (2020) on Turkish students in higher education.

The findings of this study also showed that the instructors found it difficult to engage and motivate students during online education mainly because of the concentration problems students suffered from. They believed that the students had a shorter attention span compared to face-to-face education and that they got distracted easily in a home environment, which was also emphasized by the students as a

challenge. This finding mirrored the results of the study conducted by Shim and Lee (2020), which identified reduced concentration as a significant disadvantage of ERT. Similarly, Estrella (2022) also indicates that students often get distracted by their parents or relatives at home, preventing them from entirely focusing on online lessons. The instructors also acknowledged that it was challenging for the students to sit in front of a computer for long hours, possibly contributing to their lack of concentration. In their study, Bergdahl and Nouri (2021) also found that the students tended to show a lack of motivation due to being forced to sit and look at a screen for long hours. In addition to the challenges mentioned above, some students also got distracted and confused by the instructors' overuse of interactive tools during lessons. In a similar vein, Dvořáková et al. (2021) found that using too many different tools was stressful and that the students offered to have specific rules controlling and limiting the use of such tools during classes. While some students perceived it as a challenge, interestingly, more students enjoyed using various interactive tools; therefore, the results suggest that such tools helped the instructors design and deliver more engaging and exciting lessons, which was in line with the findings of a previous study by Estrella (2022).

The results indicate that the students did not experience significant challenges regarding how their classes were managed. On the contrary, they were content with the instructors' good rapport during online education. According to the results, the students felt more motivated and supported when they had a good relationship with the instructors. These results aligned with what Olofsson et al. (2021) found in their study. The results of his study revealed that the excellent rapport with students is an indispensable element of a practical online class where students become more active participants and contributors. Another positive experience for the students was the

instructors' being competent in online education. Some of the students were impressed and inspired by the instructors handling online teaching successfully, even though it was their first time being a part of fully online education. This might be because of the experience they had to go through because of the pandemic forcing the instructors to develop their digital skills and competence, as mentioned earlier. Similar to Nomnian's study (2022), this result suggests that some students acknowledged and appreciated the instructors' effort to alleviate the disadvantages of ERT. On the other hand, the instructors faced more challenges pertaining to classroom management. They could not monitor students adequately during online lessons either because some students who did not participate in lessons turned their cameras off at times or because of the nature of the online education. Obviously, the instructors felt disappointed because they could not control what the students were doing as they used to do in a traditional classroom. This challenge also came up in previous studies conducted by Estrella (2022) and Nomnian (2022), which similarly showed that the faculty members were upset about the situation as they could not understand if they were focused on the lesson. As a significantly positive experience, some instructors found it easy to manage online classrooms and did not have any issues for which they had to take action. Similarly, a study conducted by Sokal et al. (2020) showed that the teachers' classroom management skills considerably improved since the beginning of the pandemic as they got accustomed to the new online education system.

Another point that the results suggest is that most of the students, either living at home or in dormitories, and the instructors had a suitable room for online education in which they felt comfortable and protected against the virus. Despite a previous study conducted by Petillion and McNeil (2020), which demonstrated that

finding a suitable learning environment was a significant challenge for ERT, some studies support the opposite. For instance, Olofsson et al. (2021) found in their study that the teachers could teach at home comfortably and considered it an opportunity. Similarly, the study carried out by Estrella (2022) revealed that the teachers did not have difficulties finding a suitable place in their homes to teach, and they were happy about staying safe by working from home. Another positive experience for both groups was not having to waste time traveling to the university. The results of some of the previous studies by Estrella (2022) and Nomnian (2022) also indicated that both instructors and the students thought it was a great advantage to stay at home while joining lessons as it was less time-consuming. Regarding the challenges, the instructors' main problem was that the boundary between workplace and home environment was overstepped since they had other responsibilities in addition to teaching. At times, taking care of their children and doing the housework were combined with teaching, which frustrated the instructors. Having to assume different roles simultaneously while teaching at home, an unprofessional environment, was one of the main stressors (MacIntyre et al., 2020). Additionally, having many distractors at home, which was not an academic environment, was the most significant challenge regarding learning in a home environment. This result was in line with some previous studies conducted by Shim and Lee (2020) and Estrella (2022).

Achieving a reasonable balance between work/education and personal life was another severe challenge the instructors and the students had to handle. Especially for the instructors, the main issue was the increased workload caused by too many contact hours and the online work that had to be completed after class which also entailed communicating with colleagues and managers. Some previous

studies by Elçi (2021) and Meç et al. (2020) also showed that online education made the workload heavier for the teachers as it required more time spent both in class for teaching and outside class for planning, grading, and preparing. Additionally, based on the results, it can be understood that having to be online all the time led to a feeling of burnout on the part of the instructors, which was also found in the results of the previous studies conducted by Olofsson et al. (2021) and Sokal et al. (2020). As a result, some of the instructors suggested decreasing the teaching load so that they could spare more time for the outside class tasks they had to do. While the instructors were focused on the workload, the students found it challenging to tolerate ambiguity at school caused by the pandemic. Similarly, Sundarassen et al. (2020) also found that one of the leading causes of stress for students during the pandemic was the uncertainty about school assignments and exams. Another difficulty raised by the students was being forced to sacrifice their social life due to the pandemic and, as a result, online education. In addition to the curfews, the students had many contact hours and assignments, impeding their social life, which was also supported by Ontong and Mbonambi (2021) in their research focusing on the challenges for the students posed by ERT. Unlike the instructors, the students also had some positive experiences about education-life balance. Some students reported that they did not feel stressed about balancing since they were staying in dormitories on the campus. This might be because of what Sundarassen et al. (2020) found in their study. The study revealed that spending time with friends who share each other's loneliness helps foster a sense of belonging, lowering the anxiety level of students.

As for interaction, the instructors and the students mainly shared similar opinions as they both experienced challenges related to it. The most considerable

difficulty both groups struggled with was the lack of interaction among students.

While the instructors felt uncomfortable when the students were unwilling to interact with their peers both in and outside the class, the students were dissatisfied with the superficiality of the relationships they built online, which mostly ended when the course finished. The instructors also reported a lack of social interaction between themselves and the students. These results were parallel to the previous studies conducted by Dvořáková et al. (2021) and Nomnian (2022). The first study demonstrated that ERT significantly impaired the quality of social interaction between the students and the teachers since it was not conducive to nonverbal communication. Similarly, the study carried out by Nomnian (2022) showed that the main challenges for the students were being unable to interact with their peers and teachers adequately as they did in face-to-face classes and feeling anxious and stressed while doing so. Another challenge for the instructors was the lack of interaction with their colleagues. This result was in line with the study by Madikizela-Madiya and Le Roux (2017), which revealed that the teachers felt disadvantaged as they lost the valuable and beneficial interaction with their colleagues, which prevented them from strengthening collegiality and learning from each other. The instructors also had some positive experiences about communicating efficiently with their teaching partners based on the results. They reported that working with other instructors became more manageable as they could communicate and liaise with their partners online without needing to meet in person and have long conversations about the class they shared. This might be partly because of the lack of time and heavier workload caused by the pandemic, which was also suggested by Elçi (2021) and Meç et al. (2020). In addition, it can be understood that, unlike the rest, some students were able to interact with their peers and the instructors, and they

benefitted from online tools to maintain communication. Similarly, Estrella (2022) found in his study that ERT did not negatively impact the interaction between teachers and students. The students also appreciated the instructors' efforts to promote interaction in classes. Similar to the results of the previous studies conducted by Ames et al. (2021) and Nomnian (2022), the instructors actively used digital devices and interactive tools to enable the students to build close relationships with each other.

2) Instructor and Student Solutions

To cope with the challenges, some solutions were produced by the instructors and the students. The results showed that both groups addressed the problem of unstable internet connection by using their mobile phone as a hotspot. This result was in line with the previous study conducted by Mogodi et al. (2022), which revealed that teachers and students had to resort to mobile internet as they had connection problems at some point during online lessons.

Another challenge faced by the instructors was being available to the students all the time, which was in line with a study by Olofsson et al. (2021), and the solution found by some instructors was not responding to students' messages after work hours. They made it clear to the students that there were boundaries that they should not cross. One instructor also found it helpful to offer some flexibility to the students during the assessment she carried out in the classroom, like quizzes by, for example, not asking them to turn the cameras on all the time. In this way, she tried to alleviate the students' stress caused by the strict process they had to follow regarding assessment (Rodrigues et al., 2022). Concentration problems were also challenging for the instructors and the students; however, only the instructors were able to offer some solutions for the problem. They mostly dealt with the issue by adapting the

materials so that they could be more engaging and motivating because, as Ferri et al. (2020) proposed, materials tailored for online education help the students stay focused and engaged during online lessons. Additionally, in order to promote and increase the interaction with and among the students, which was also problematic according to the results, the instructors used interactive tools and focused on the student production. This was also in line with previous studies conducted by Ferri et al. (2020) and Estrella (2022), which also demonstrate that interactive tools increasing the collaborative production of students contributed to the class interaction. These tools also helped the instructors to monitor the students. Similar to what Nomnian (2022) and Estrella (2022) found in their studies, checking what the students were doing or whether they were on task or not was great difficulty in online lessons; however, the instructors, as the results indicated, were able to control and manage the students to a certain extent by using these interactive tools. Finally, using online tools, meeting face to face on campus, and creating study groups were proposed by some students as solutions to the lack of interaction. These efforts may have resulted from the needs Ferri et al. (2020) proposed in their study: being in touch with peers and having a sense of belonging to the class through regular interaction during online education.

3) Comparison between Instructors and Students: Technology, Pedagogy, and Social Environment and Social Interactions

For the technology aspect, the results demonstrated significant differences between the instructor and student perceptions. Firstly, accessing a stable internet connection was more problematic for the students compared to the instructors. This may have been caused by the financial constraints of the students. Unlike the instructors, they were financially dependent on their parents or families, which, as

Alvarez (2020) and Ferri et al. (2020) suggested, may have prevented them from having access to a stable internet connection. Additionally, receiving technical support for online exams and online learning was another significant variation. Compared to the instructors, fewer students believed that they received technical support. As Dvořáková et al. (2021) discussed, this situation might have stemmed from either simply the students' lack of need for support or the common generalization which was made by the instructors and the institution about the students' already being tech-savvy. As a result, it is possible to conclude that in terms of technology, the instructors had more positive experiences than the students.

Under the pedagogy aspect, the instructor and student perceptions differed significantly on certain points. The instructors' skills to perform basic computer operations and use Microsoft software programs effectively were acknowledged more by themselves. Conversely, the students were more satisfied when it comes to using technology competently and online tools effectively, especially in order to give feedback. Similarly, the students were more content with the technical support provided by the instructors than the instructors themselves. What caused these disparities in the perceptions of both groups with regards to the instructors' technical skills could be related to the instructor's readiness level. Similar to what Estrella (2022) found in his study, although the instructors were able to use computers effectively, they may not have been ready for the swift transition to fully online courses, making them feel anxious about using new online tools. In addition, the students might have become tolerant and understanding toward the instructors and lowered their expectations about their technical skills as they were aware of the burden the instructors had to take on, which was also discussed by Dvořáková et al. (2021). The final difference related to pedagogy was classroom management. The

students found the classroom management skills of the instructors more successful than the instructors did. This might have been because of the exhaustion the instructors suffered from because, as Sokal et al. (2020) indicated in their study, the burnout teachers experienced could have led to negative self-perception on the part of the instructors about their classroom management skills.

For the final aspect, social environment, and social interactions, the instructors' experiences were more positive than the students'. First of all, the instructors were able to focus on lessons at home more easily than the students. In line with this, Estrella's (2022) study showed that the students were more inclined to lose their concentration at home as they did not have complete control of their home environment, and they could easily be distracted by their parents or siblings. Also, as for interacting online, the instructors felt more confident. Similarly, the instructors were more satisfied with the sense of belonging to online classes they tried to foster than the students. Similarly, Shim and Lee (2020) posited that the interaction in online classes mostly depended on the personality of the students rather than the interactive tools or strategies used for ERT. Therefore, if the students are shy or introverted, it is only normal for them to feel unconfident and lack a sense of belonging to their teachers and peers. Adapting to changes and tolerating ambiguity was easier for the instructors than for the students. This significant difference between these two groups might have been caused by the instructors' commitment to their profession. As Wong and Moorhouse (2020) put forth, it increased the instructors' strength to endure uncertainty and ability to adapt to ERT. In a similar vein, this commitment might have also increased their motivation and eagerness to teach online, which was the last difference between the instructors and the students. Considering all the differences in the perceptions of the instructors and the students

regarding the three aspects, the results suggest that the instructors had a more positive ERT experience.

Implications for Practice

The findings of the present study may have significant pedagogical implications that can improve the online teaching and learning experiences by offering some insights to the instructors, students, teacher trainers, and administrators. As the study revealed, the lack of adequate training for online education was a significant challenge for the instructors. Considering the pandemic circumstances necessitating online education, the importance of a thorough training program cannot be undervalued (MacIntyre et al., 2020). In addition, even though the Covid-19 pandemic is currently fading, it is always possible for humanity to encounter a similar emergency situation in the future which may disrupt education once more. As a result, it is essential to be ready for such situations. Also, even if there is not an emergency, online education can still be an effective alternative to traditional one as it has proved in this pandemic period that it is advantageous. Therefore, training sessions could be arranged for different purposes. For instance, as the instructors stated that they could not engage the students and check what they were doing during class, they could be offered some training on these issues where teacher trainers share some strategies. In addition, instructor support groups can be organized to encourage colleagues to share experiences with each other. As their institutions support them, they may become more competent and confident in helping and supporting their students.

As for the students, the main problem was a lack of motivation and concentration. Accordingly, they could be provided with some strategies by experts to deal with distractors at home and increase their attention span. The students could

also benefit from some help from experts as to creating an environment conducive to studying and making a study plan as they could not maintain a balance between their education and life balance. In this sense, peer guidance could also be helpful to the students. The management can encourage the students to work and reflect on the process together so that they could support and guide each other. The main reason for the lack of motivation was the lack of opportunities for the students to socialize. In line with this, the management could arrange some online social meetings where students from different classes virtually come together and socialize with each other. Such occasions could decrease the feeling of loneliness of the students and help them better cope with the difficulties of these hard times (Sundarasan et al., 2020).

Finally, some effort should be put into restoring the work-life balance of the instructors by the management. The instructors reported that they suffered from exhaustion and burnout due to heavy workload in and outside the class. In this sense, decreasing the workload would increase their efficiency and motivation. It would also enable them to allocate more time to complete class-related tasks, such as giving feedback or preparing new materials. In an effort to ease the instructors' workload, an online handbook for code of conduct can be prepared by the management to be distributed to the students so that they would know when and how to contact the instructors for guidance. Additionally, more appreciation could be shown to the instructors so they could feel the university acknowledged all the hard work they put into this new system.

Implications for Further Research

The findings of the current study may provide some suggestions and guidance for future studies. Firstly, the study was conducted at an English language preparatory program of a foundation university in Ankara. Conversely, to investigate

the potentially different experiences of students and instructors, other case studies could be conducted at a preparatory program of a state university in Ankara or other regions of Turkey. Also, employing multiple case studies and making comparisons across many preparatory programs could help examine how the context affects the results and provide richer data, thereby rendering the results more generalizable. Additionally, rather than limiting the study to preparatory programs, the scope of the research could be broadened and it can be conducted in the faculties to gain a deeper understanding of the experiences of other main stakeholders of higher education. In a further study, a comparison can also be made between the perceptions of different genders to investigate the similarities and differences in their online education experiences.

The participants in the present study were the students and the instructors. Therefore, for further research, the experiences and perceptions of the academic leaders and teachers working at the management positions could be explored to get a fuller picture. Also, the data collection tools of the study were questionnaires and interviews. Further research could involve different methodologies like classroom observations and document analysis. Researchers could observe the stakeholders' experiences first hand and analyze the institutional documents like appraisal forms to triangulate the data collected.

Finally, since most universities in Turkey have recently switched back to face-to-face education, a future study could focus on the perceptions about returning to traditional education. As the stakeholders, especially instructors and students, spent nearly a year and a half in online education, their beliefs and opinions pertaining to traditional education may have changed. Thus, a study examining this

point may reveal how the stakeholders feel about going back to normal and having to adapt their practices again.

Limitations of the Study

The findings of this study should be interpreted with caution as there are certain limitations to it. Firstly, this particular study was designed as a single case study, which directly affected the generalizability of the findings. A multiple case study involving two or more preparatory programs of different universities would have been possible to make comparisons, and more generalizable findings could have been yielded.

Another limitation was the number of participants. Due to the Covid-19 pandemic, the instructors and the students were approached online and asked to participate in the study via email. As it was a time of chaos and stress for everyone, it was very probable that some of these people may have missed or even ignored the emails. Also, it was impossible to reach these parties in person to invite them to participate in the research on account of the lockdowns. As a result, a larger sample size could not be achieved, and there were fewer participants than expected.

Additionally, the numbers of the instructor and the student participants under some demographic categories such as age, years of experience, or department failed to reach the minimum number of 30. Therefore, some other statistical tests could not be computed to make comparisons between and among different groups of participants. For example, a comparison could not be made between the instructors of different ages or between the students in their first and second years. Moreover, the perceptions of the students with low proficiency level could not be investigated as there were no students studying at Elementary level and very few students studying at Pre-Intermediate level by the time the study was conducted.

Lastly, under normal circumstances, the interviewees would use their gestures and body language freely and naturally in a face-to-face meeting, contributing to the study's findings. Nevertheless, the focus group and individual interviews were administered online, limiting the interviewees' body language and preventing the researcher from making precise observations.

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Appendix A

Instructor Questionnaire

Dear Instructor,

This questionnaire was prepared for my thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program. The purpose of the study is to investigate the challenges the Covid-19 pandemic has posed for EFL instructors and students of a preparatory program of a foundation university in Ankara and probe into the ways they deal with these difficulties under the supervision of Asst. Prof. Dr. Tijen Akşit. It will take approximately 15 minutes to complete the questionnaire. In terms of this questionnaire;

- Your identification will never be disclosed.
- Your data will only be accessed by the researcher, will be kept on a password-protected computer, and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and will not affect your working rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I am over 18 years old.

- I have read and understood the information about the study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to the identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed and received ethical clearance through Bilkent University Ethics Committee.

I meet the criteria and agree to participate ☐

Ayça Damla Deniz

e-mail: ayca.kizak@bilkent.edu.tr

Supervisor: Asst. Prof. Dr. Tijen Akşit

Part 1

Please choose the appropriate response for each question.

1. What is your age?

- a. 21-30
- b. 31-40
- c. 41-50
- d. 51 or over

2. What is your gender?

- a. Female
- b. Male
- c. Prefer not to say

3. Are you an L1 speaker of English?

- a. Yes
- b. No

4. What is your highest educational degree?

- a. B.A.
- b. M.A.
- c. Ph.D.

5. Do you hold any of the qualifications below?

- a. ICELT
- b. CELTA
- c. DELTA
- d. Other (please specify): ...

None

6. Do you have any additional responsibilities in one of the following areas?

- a. Management
- b. Curriculum
- c. Testing
- d. Teacher training
- e. Other (please specify):

None

7. How long have you been teaching English?

- a. 1-9 years
- b. 10-15 years
- c. 16-20 years
- d. 21 years or over

8. Which level(s) have you taught since the university switched to online teaching?

- a. Elementary
- b. Pre-Intermediate
- c. Intermediate
- d. Upper-Intermediate
- e. Pre-faculty

Part 2

Please answer the following questions about your technological, pedagogical, and social experiences of online teaching during the Covid-19 pandemic.

Please choose the option that best represents your response.

1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

	1	2	3	4	5
1. I have access to a reliable internet connection.					
2. I have access to necessary technological devices for online lessons.					
3. I have been receiving adequate technical support from my institution before administering online exams.					
4. I have been receiving adequate technical support from my institution to teach online.					
5. I have been receiving training for online teaching since the beginning of the switch to online education.					
6. I have been using Zoom effectively.					
7. I have been using Moodle effectively.					

8. I have been using course book software programs (Unlock etc.) effectively.					
9. I have been using Microsoft software programs (Word, PowerPoint etc.) effectively.					
10. I have been performing basic computer operations (downloading, uploading, sharing data etc.) effectively.					
11. I have been using Web 2.0 tools (Padlet, Quizlet, etc.) effectively.					
12. I have been using multimedia (games, animations) effectively to prepare materials that engage and motivate students.					
13. I have been using online tools (Google Docs, Padlet etc.) effectively to give feedback to students.					
14. I have been providing individual online support to my students effectively through office hours.					
15. I have been assessing the performance of my students effectively through online exams.					
16. I have been competently using technology for teaching online.					
17. I have made adaptations to the materials I usually use in face-to-face lessons for online teaching.					
18. I have made adaptations to my teaching approach I usually use in face-to-face lessons for online teaching.					
19. I have been providing support to my students when they have a technical problem.					

20. I have been guiding my students to explore online resources for self-study.					
21. I have always looked for new teaching strategies to keep myself up-to-date since the beginning of the pandemic.					
22. I have enough pedagogical knowledge to prepare new materials that are suitable for online teaching.					
23. I have been eager to prepare new materials that are suitable for online teaching.					
24. I have had time to prepare new materials that are suitable for online teaching.					
25. I have had time to explore new online tools to add variety to my lessons.					
26. I have been promoting interaction and collaboration among students through the tasks I have designed.					
27. I have been helping my students concentrate on online lessons through engaging tasks.					
28. I feel motivated to improve my online teaching skills.					
29. I have been tailoring my teaching style to meet students' new needs that have arisen due to the pandemic.					
30. I have fewer classroom management problems in the online learning environment.					
31. I have access to a quiet room which is suitable for					

teaching at home.					
32. I can focus on teaching easily without getting distracted at home.					
33. I feel confident of interacting with my students through online platforms.					
34. I have been making an effort to make students have a sense of belonging to the course during online education.					
35. I do not feel isolated/disconnected while teaching from home.					
36. I have adapted easily to work-related changes taking place due to the pandemic.					
37. I tolerate ambiguity at work caused by the pandemic.					
38. I have been maintaining a healthy work-life balance since the beginning of the pandemic.					
39. I have been collaborating with my colleagues since the beginning of the pandemic.					
40. I have been informed of new online tools that can be used in online lessons by my colleagues.					
41. I have been informed of new online tools that can be used in online lessons by my institution.					
42. I feel motivated and eager to teach during the pandemic.					

➤ If you would like to volunteer for a focus group discussion to provide me with further information, please share your e-mail address and phone number below.

E-mail: _____ Mobile: _____

Appendix B

Student Questionnaire (English)

Dear Student,

This questionnaire was prepared for my thesis within the scope of İhsan Doğramacı Bilkent University, Teaching English as a Foreign Language Master's Program. The purpose of the study is to investigate the challenges the Covid-19 pandemic has posed for EFL instructors and students of a preparatory program of a foundation university in Ankara and probe into the ways they deal with these difficulties under the supervision of Asst. Prof. Dr. Tijen Akşit. It will take approximately 15 minutes to complete the questionnaire. In terms of this questionnaire;

- Your identification will never be disclosed.
- Your data will only be accessed by the researcher, will be kept on a password-protected computer, and will only be used for this thesis and possible related conference presentations and journal publication purposes.
- Your answers will not be shared with your school and will not affect your student rights.
- You can leave the questionnaire any time you want.
- The results of the study will be shared with you if you request them. In this case, you can reach me via the e-mail address stated below.

Please tick the box below if you meet the criteria and agree to participate.

Criteria:

- I am over 18 years old.

- I have read and understood the information about the study above.
- I understand that I can withdraw from the study without any consequences at any time.
- I understand who would have access to the identifying information provided and what will happen to the data at the end of the study.
- I understand that this study has been reviewed by and received ethical clearance through Bilkent University Ethics Committee.

I meet the criteria and agree to participa

☐

Ayça Damla Deniz

e-mail: ayca.kizak@bilkent.edu.tr

Supervisor: Asst. Prof. Dr. Tijen Akşit

Part 1

Please choose the appropriate response for each question.

- 1. What is your gender?**
 - a. Female
 - b. Male
 - c. Prefer not to say
- 2. Which level are you studying at?**
 - a. Elementary
 - b. Pre-Intermediate
 - c. Intermediate
 - d. Upper-Intermediate

e. Pre-faculty

3. What is your department?

4. Which year are you in at Bilkent English Language Preparatory Program?

a. The first year

b. The second year

Part 2

Please answer the following questions about your technological, pedagogical, and social experiences of online teaching during the Covid-19 pandemic.

Please choose the option that best represents your response.

1= strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree

	1	2	3	4	5
1. I have access to a reliable internet connection.					
2. I have access to necessary technological devices for online lessons.					
3. I have been receiving adequate technical support from my university before taking online exams.					
4. I have been receiving adequate technical support from my university for online learning.					
5. I have been receiving training for online learning (e.g., workshops on how to study vocabulary) since the beginning of the switch to online education.					
6. My teacher has been using Zoom effectively.					

7.	My teacher has been using Moodle effectively.					
8.	My teacher has been using course book software programs (Unlock etc.) effectively.					
9.	My teacher has been using Microsoft software programs (Word, PowerPoint etc.) effectively.					
10.	My teacher has been performing basic computer operations (downloading, uploading, sharing data etc.) effectively.					
11.	My teacher has been using Web 2.0 tools (Padlet, Quizlet, etc.) effectively.					
12.	My teacher has been using multimedia (games, animations) effectively to prepare materials that engage and motivate me.					
13.	My teacher has been using online tools (Google Docs, Padlet etc.) effectively to give feedback to me.					
14.	My teacher has been providing individual online support to me effectively through office hours.					
15.	My teacher has been assessing my performance effectively through online exams.					
16.	My teacher has been competently using technology for teaching online.					
17.	My teacher has been providing us with materials that are well-prepared for online teaching.					
18.	My teacher has an effective teaching approach for online teaching.					

19. My teacher has been providing support to me when I have a technical problem.					
20. My teacher has been guiding me to explore online resources for self-study.					
21. My teacher has always looked for new teaching strategies to stay up-to-date since the beginning of the pandemic.					
22. My teacher has been promoting interaction and collaboration among us through the tasks s/he has designed.					
23. My teacher has been helping me concentrate on lessons through engaging tasks.					
24. My teacher has been motivated for online teaching.					
25. My teacher has been tailoring their teaching style to meet students' new needs that have arisen due to the pandemic.					
26. My teacher has been managing the classroom effectively.					
27. I have access to a quiet room which is suitable for online lessons at home.					
28. I can focus on lessons easily without getting distracted at home.					
29. I feel confident of interacting with my peers through online platforms.					

30. I feel confident of interacting with my teacher through online platforms.					
31. I have a sense of belonging to the course during online education.					
32. I feel confident while participating in online discussions.					
33. I do not feel isolated/disconnected while attending lessons from home.					
34. I have adapted easily to changes taking place due to the pandemic.					
35. I tolerate ambiguity (i.e., changes in the decisions) at school caused by the pandemic.					
36. I have been maintaining a healthy education-life balance since the beginning of the pandemic.					
37. I feel motivated and eager to learn during the pandemic.					

➤ If you would like to volunteer for an interview to provide me with further information, please share your e-mail address and phone number below.

E-mail: _____ Mobile: _____

Appendix C

Student Questionnaire (Turkish)

Sevgili öğrenci,

Bu anket, İhsan Doğramacı Bilkent Üniversitesi Yabancı Dil Olarak İngilizce Öğretimi yüksek lisans programı kapsamında mezuniyet tez çalışmam için hazırlanmıştır. Çalışmanın amacı, Covid-19 pandemisinin Ankara'daki bir vakıf üniversitesinin hazırlık programı İngilizce öğretim görevlileri ve öğrencileri için yarattığı zorlukları ve bu zorluklarla nasıl başa çıktıklarını Asst. Prof. Dr. Tijen Akşit danışmanlığında incelemektir. Anketi tamamlamak yaklaşık 15 dakika sürmektedir.

Bu ankette

- Kimliğiniz açığa vurulmayacaktır.
- Verilerinize sadece araştırmacının erişimi olacak, şifre korumalı bir bilgisayarda saklanacak ve sadece bu tez ve ilgili konferans sunumları ve dergi basımı amaçları için kullanılacaktır.
- Cevaplarınız okulunuzla paylaşılmayacak ve öğrencilik haklarınızı etkilemeyecektir.
- Anketi cevaplandırmayı isteğiniz zaman bırakabilirsiniz.
- Eğer talep ederseniz, anket sonuçları sizinle paylaşılacaktır. Bu durumda bana aşağıda belirtilen e-posta adresinden ulaşabilirsiniz.

Aşağıdaki kriteri karşılıyorsanız ve katılmayı kabul ediyorsanız lütfen aşağıdaki kutuyu işaretleyiniz.

Kriter:

- 18 yaşından büyüğüm.
- Çalışma ile ilgili bilgilendirmeyi okudum ve anladım.

- Çalışmadan istediğim zaman çekilebileceğimi ve bunun benim için hiçbir zarar teşkil etmediğini biliyorum.
- Kimliğimle ilgili bilgiye kimin ulaşabileceğini ve çalışmanın sonunda verilerime ne olacağını biliyorum.
- Bu çalışmanın Bilkent Üniversitesi Etik Kurulu tarafından incelendiğini ve etik açıdan sorun teşkil etmediğine dair onay aldığımı biliyorum.

Kritleri karşılıyorum ve katılmayı kabul ediyorum ☐

Ayça Damla Deniz

e-posta: ayca.kizak@bilkent.edu.tr

Danışman: Asst. Prof. Dr. Tijen Akşit

1. Bölüm

Lütfen her soru için uygun cevabı seçin.

1. Cinsiyetiniz nedir?

- Kadın
- Erkek
- Belirtmek istemiyorum

2. Hangi seviyede okuyorsunuz?

- Temel düzey
- Orta öncesi düzey
- Orta düzey
- Orta üstü düzey
- Bölüm öncesi düzey

3. Bölümünüz nedir?

4. Bilkent İngilizce Hazırlık Programındaki kaçınıcı yılınız?

- a. 1. Yılım
- b. 2. Yılım

2. Bölüm

Lütfen aşağıdaki Covid-19 pandemi sürecindeki çevirim içi eğitimde teknolojik, pedagojik ve sosyal deneyimlerinizle ilgili soruları cevaplayın.

Lütfen yanıtınızı en iyi yansıtan seçeneği işaretleyin.

1= kesinlikle katılmıyorum, 2 = katılmıyorum, 3 = kararsızım, 4 = katılıyorum, 5 = kesinlikle katılıyorum

	1	2	3	4	5
1. Güçlü bir internet bağlantısına erişimim var.					
2. Çevrimiçi derslere katılabilmek için gerekli teknolojik cihazlara erişimim var.					
3. Çevrimiçi sınavlara girmeden önce üniversitemden yeterli teknik destek alıyorum.					
4. Çevrimiçi öğrenim için üniversitemden yeterli teknik destek alıyorum.					
5. Çevrimiçi eğitime geçilmesinin başından beri çevrimçi öğrenim ile ilgili eğitim (örneğin, nasıl kelime çalışılır konusunda seminer) alıyorum.					
6. Öğretmenim Zoom’u etkili bir biçimde kullanıyor.					
7. Öğretmenim Moodle’ı etkili bir biçimde kullanıyor.					
8. Öğretmenim ders kitabı yazılım programlarını					

(Unlock vs.) etkili bir biçimde kullanıyor.					
9. Öğretmenim Microsoft yazılım programlarını (Word, PowerPoint vs.) etkili bir biçimde kullanıyor.					
10. Öğretmenim temel bilgisayar işlemlerini (veri indirme, yükleme, paylaşma vs.) etkili bir biçimde yürütüyor.					
11. Öğretmenim Web 2.0 araçlarını (Padlet, Quizlet, vs.) etkili bir biçimde kullanıyor.					
12. Öğretmenim ilgimi çeken ve beni motive eden materyaller hazırlamak için multimedyaı (oyunlar, animasyonlar) etkili bir biçimde kullanıyor.					
13. Öğretmenim bana geri bildirimde bulunmak için çevrimiçi araçları (Google Docs, Padlet vs.) etkili bir biçimde kullanıyor.					
14. Öğretmenim bana bireysel çevrimiçi desteği ofis saatleri aracılığıyla etkili bir biçimde sağlıyor.					
15. Öğretmenim çevrimiçi sınavlarla performansımı etkili bir biçimde değerlendiriyor.					
16. Öğretmenim teknolojiyi çevrimiçi öğretim için etkili biçimde kullanıyor.					
17. Öğretmenim bize çevrimiçi dersler için iyi hazırlanmış materyaller sağlıyor.					
18. Öğretmenimin çevrimiçi öğretim için etkili bir öğretme yaklaşımı var.					
19. Öğretmenim teknik bir sorunum olduğunda bana destek sağlıyor.					

20.	Öğretmenim bireysel çalışmam için çevrimiçi kaynakları keşfetmem konusunda bana rehberlik ediyor.					
21.	Öğretmenim pandeminin başından beri güncel kalmak için her zaman yeni öğretim stratejilerini araştırıyor.					
22.	Öğretmenim tasarladığı etkinliklerle arkadaşlarımla aramızdaki etkileşimi ve iş birliğini teşvik ediyor.					
23.	Öğretmenim ilgi çekici etkinliklerle derslere odaklanmama yardımcı oluyor.					
24.	Öğretmenim çevrimiçi öğretim konusunda isteklidir.					
25.	Öğretmenim, pandemi sonucu ortaya çıkan yeni öğrenci ihtiyaçlarını karşılayabilmek için öğretim tarzını uyarlıyor.					
26.	Öğretmenim sınıfı etkin bir şekilde yönetiyor.					
27.	Çevrimiçi derslere uygun olarak evde sessiz bir odaya erişimim var.					
28.	Evde dikkatim dağılmadan derslere kolayca odaklanabiliyorum.					
29.	Çevrimiçi platformlar aracılığıyla akranlarımla etkileşim kurma konusunda kendime güveniyorum.					
30.	Çevrimiçi platformlar aracılığıyla öğretmenimle etkileşim kurma konusunda kendime güveniyorum.					
31.	Çevrimiçi eğitim sırasında derslere aidiyet duygum var.					
32.	Çevrimiçi tartışmalara katılırken kendime güveniyorum.					

33. Derslere evden katılırken kendimi soyutlanmış/ kopuk hissetmiyorum.					
34. Pandemi yüzünden meydana gelen değişikliklere kolayca uyum sağladım.					
35. Okulda pandemi yüzünden kaynaklanan belirsizlikleri (kararlardaki değişiklikler gibi) tolere edebiliyorum.					
36. Pandeminin başından beri sağlıklı bir eğitim ve hayat dengesi kurabiliyorum.					
37. Pandemi sırasında öğrenmek için kendimi istekli ve hevesli hissediyorum.					

➤ Daha fazla bilgi paylaşmak için mülakata katılmak isterseniz, lütfen e posta adresinizi ve telefon numaranızı aşağıda paylaşınız.

E-posta: _____ Cep telefonu numarası: _____

Appendix D

Focus Group Interview Questions (Instructors)

1. What are your feelings about teaching in the time of the COVID-19 pandemic?
2. What do you think about teaching during the pandemic?
 - 2.1 specific to preparing materials that are suitable for online teaching
 - 2.2 specific to synchronous teaching via an online platform (Zoom)
 - 2.3 specific to guiding your students
 - 2.4 specific to assessment
 - 2.5 problems faced / solutions
3. Can you please share your experiences and thoughts specific to technology in the time of the COVID-19 pandemic?
 - 3.1 having access to necessary technological devices
 - 3.2 having technical support
 - 3.3 problems faced / solutions
4. Can you please share your experiences and thoughts specific to your social environment and social interactions in the time of the COVID-19 pandemic?
 - 4.1 communicating with your colleagues and students
 - 4.2 maintaining a healthy work-life balance
 - 4.3 experiences specific to working in a home environment
 - 4.4 problems faced / solutions

Appendix E

Interview Questions (Students/English)

1. What are your feelings about learning in the time of the COVID-19 pandemic?
2. What do you think about learning during the pandemic?
 - 2.1. specific to exams
 - 2.2. specific to your teachers' using technological tools for online teaching
 - 2.3. specific to the materials your teachers provide you with for online learning
 - 2.4. specific to your teachers' guidance during online learning
 - 2.5. problems faced / solutions
3. Can you please share your experiences and thoughts specific to technology in the time of the COVID-19 pandemic?
 - 3.1. having access to necessary technological devices
 - 3.2. having technical support
 - 3.3. problems faced / solutions
4. Can you please share your experiences and thoughts specific to your social environment and social interactions in the time of the COVID-19 pandemic?
 - 4.1. communicating with your teachers and classmates?
 - 4.2. maintaining a healthy education-life balance
 - 4.3. studying in a home environment
 - 4.4. problems faced / solutions

Appendix F

Interview Questions (Students/Turkish)

Interview Questions for Students (Turkish)

1. Covid-19 pandemi sürecinde öğrenme ile ilgili duygularınız nelerdir?
2. Pandemi sürecinde öğrenme ile ilgili ne düşünüyorsunuz?
 - 2.1. sınavlar özelinde
 - 2.2. öğretmenlerinizin çevrim içi eğitim için teknolojik araçlar kullanması özelinde
 - 2.3. öğretmenlerinizin çevrim içi eğitim için sizinle paylaştığı materyaller özelinde
 - 2.4. öğretmenlerinizin çevrim içi eğitimde size yol göstermesi özelinde
 - 2.5. karşılaşılan problemler / çözümleri
3. Covid-19 pandemi sürecinde teknoloji ile ilgili genel deneyimlerinizi ve düşüncelerinizi paylaşabilir misiniz?
 - 3.1. gerekli teknolojik cihazlara erişim
 - 3.2. teknik destek almak
 - 3.3. karşılaşılan problemler / çözümleri
4. Covid-19 pandemi sürecinde sosyal çevre ve sosyal etkileşiminiz açısından çevrim içi öğrenme deneyimlerinizi ve düşüncelerinizi paylaşabilir misiniz?
 - 4.1. sınıf arkadaşlarınız ve öğretmenleriniz ile iletişim kurmak
 - 4.2. sağlıklı bir eğitim-hayat dengesi kurmak
 - 4.3. ev ortamında ders çalışmak
 - 4.4. karşılaşılan problemler / çözümleri