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AN INVESTIGATION INTO THE CHALLENGES EXPERIENCED BY
EFL TEACHERS AND THEIR OVERCOMING STRATEGIES IN
EMERGENCY REMOTE EDUCATION DURING THE PANDEMIC
COVID-19 IN TURKEY

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ORDU ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
İNGİLİZ DİLİ VE EDEBİYATI

ACİL DURUM UZAKTAN EĞİTİMDE İNGİLİZCE
ÖĞRETMENLERİNİN KARŞILAŞTIKLARI ZORLUKLAR VE BU
ZORLUKLARA GETİRDİKLERİ ÇÖZÜM STRATEJİLERİNİN
İNCELENMESİ ÜZERİNE BİR ÇALIŞMA

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SCIENTIFIC ETHICS STATEMENT

I declare that I complied with all the rules of academic and scientific ethics from the proposal stage to the completion of this study titled, “An Investigation into Challenges Experienced by EFL Teachers and Their Overcoming Strategies in Emergency Remote Education during the Pandemic Covid-19 in Turkey,” which I prepared as a Master’s thesis, that I obtained all information in terms of the Project within the framework of scientific ethics and traditions, that I showed sources for each quotation I made directly or indirectly in this study I prepared as a Master’s thesis in accordance with the writing rules and that the works which I used are shown in the bibliography.

Emirhan HANGİŞİ

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ÖZET

TURKİYE’DE COVID-19 PANDEMİ SÜRECİNDE İNGİLİZCE ÖĞRETMENLERİNİN ACİL DURUM UZAKTAN EĞİTİMDE YAŞADIKLARI ZORLUKLAR VE BU ZORLUKLARIN ÜSTESİNDEN GELME STRATEJİLERİ ÜZERİNE BİR ÇALIŞMA

Covid-19 salgını ile birlikte yüz yüze eğitim ani bir şekilde yerini uzaktan eğitime bırakmıştır. Bu durum bir çok İngilizce öğretmenini, deneyim eksikliğinden kaynaklanan bir dizi zorluklar ile karşı karşıya bırakmıştır. Bu nitel durum çalışmasının amacı, Covid-19 salgını sırasında Türkiye’de İngilizce öğretmenlerinin acil durum uzaktan eğitimde karşılaştıkları zorlukları ve karşılaşılan bu zorlukların üstesinden nasıl geldiklerini araştırmaktır. Katılımcılar Türkiye’de 2020-2021 eğitim öğretim yılının ikinci döneminde acil durum uzaktan eğitim sırasında, üç farklı hizmet bölgesinde (Türkiye Cumhuriyeti Milli Eğitim Bakanlığı tarafından okulun içerisinde bulunduğu bölgenin öğretmen ihtiyacı, coğrafi durum, ekonomik ve sosyal yönden gelişmişlik düzeyi ve ulaşım şartları göz önünde bulundurularak gruplara ayrılması) ilkökul, ortaokul veya lise ile çevrimiçi öğretim deneyimine daha önce sahip olmayan 17 İngilizce öğretmendir. Katılımcıların belirlenmesinde amaca uygun örneklem, ikna edici örneklem ve kartopu örnekleme yöntemleri kullanılmıştır. Veri toplama araçları, bireysel gözlem ile gönderilen ses kayıtları, çevrimiçi bireysel görüşmeler ve çevrimiçi bir odak grup tartışmasından oluşmaktadır. Araştırmacı verilerin analizinde kodlama ve tema oluşturma yöntemini kullanmıştır. Bu çalışmada temalar tekrar eden ifadeler kullanılarak belirlenmiştir. Bulgular, çevrimiçi ders oturumlarına katılımın az olması veya hiç olmamasının en yaygın karşılaşılan zorluk olduğunu gösterirken en az karşılaşılan zorluğun ders kitaplarının e-book formatlarına erişememe olduğunu göstermiştir. Ek olarak bulgular, İngilizce öğretmenlerinin kullandığı en yaygın çözüm stratejisinin öğrencilerin ailelerini telefon ile aramak olduğunu gösterirken en az kullanılan çözüm stratejisinin derse geç başlamak olduğunu göstermektedir. Bu çalışma online eğitim sırasında İngilizce öğretmenlerinin ne tür zorluklarla karşılaşabilecekleri ve bunların üstesinden gelebilecek çözüm stratejilerinin neler olduğu hakkında çıkarım yapmasını sağlayabilir.

Anahtar Kelimeler: İngilizce öğretmenleri, Covid-19, zorluklar, üstesinden gelme stratejileri, Türkiye

ABSTRACT

AN INVESTIGATION INTO THE CHALLENGES EXPERIENCED BY EFL TEACHERS AND THEIR OVERCOMING STRATEGIES IN EMERGENCY REMOTE EDUCATION DURING THE PANDEMIC COVID-19 IN TURKEY

The recent emergency remote education replaced face-to-face education immediately with the breakout of the Covid-19 pandemic, and recent research reported challenges because of their lack of experience in teaching through online teaching platforms. This qualitative case study aims to investigate the challenges experienced EFL teachers have faced in emergency remote education in Turkey during the Covid-19 pandemic and how they have overcome these challenges. The participants were 17 EFL teachers who did not have online teaching experiences before the emergency remote education. They work in primary, secondary, or high schools in three different service areas (categorized based on their economic and social condition, location, developmental level, and providing service needs) in Turkey during emergency remote education in the second term of the 2020-2021 academic year. Purposive and convincing sampling methods were used to determine participants. Instruments were self-observation voice records, individual online interviews, and an online focus group discussion. The researcher used the coding approach and classified the data. First, codes were developed by using repetitive phrases then the codes were classified. Findings showed that the main challenge was less or no participation in the online sessions; however, being unable to reach e-book formats had the least frequency. Next, although the most common strategy to overcome participation-based challenges was calling students' parents, the least common overcoming strategy was starting the lecturing late. The study provided implications for EFL teachers on what challenges they may face and how they can overcome them during distance education.

Key Words: *EFL teachers, Covid-19, challenges, overcoming strategies, Turkey*

ABBREVIATIONS

EBA	Educational Informatics Network
ERE	Emergency remote education
EFL	English as a Foreign Language
MEB	Ministry of Education in Turkey
Ss	Students

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1. INTRODUCTION

The Covid-19 pandemic disease has affected almost all sectoral activities, including education. United Nations (2020) declared the number of students who have been affected by Covid-19 as 1.6 billion. To reduce the spread of the coronavirus, all educational institutions immediately launched alternative ways to move the physical learning environment, such as classrooms, into online platforms (Toquero, 2020). These online platforms, such as the Zoom, EBA, and Microsoft Team, were used during the emergency remote education. Distance education differs from country to country depending on technological infrastructures and the number of students and teachers. Some countries used TVs, radios and the Internet to reach students; however, countries such as China, Italy, and South Korea used their distance education infrastructures (Emin & Altunel, 2021).

Turkey is one of the countries which immediately reacted to these developments by moving all educational activities to online platforms. After the first coronavirus case was declared in Turkey on 11th March 2020, the Ministry of National Education in Turkey forced all education institutions to suspend school-related activities to prevent the spread of Covid-19. On the 16th of March 2020, the Ministry of National Education declared a weeklong halt in Turkey. During that period, Educational Informatics Network TV (EBA TV) consisted of channels airing on TV throughout the day, and an online platform called Educational Informatics Network (EBA) that provided various learning materials to both students and teachers since 2011 (Özer, 2020) were prepared for distance education. In addition, three new channels were added and designed for grades by the Turkish Radio and Television Association (Tanık-Önal & Önal, 2020). After that, online lessons replaced face-to-face ones for nearly 18 million students and more than one million teachers in Turkey (Akbulut, Şahin, & Esen, 2020).

In the following days, all institutions in Turkey started synchronous and asynchronous distance lecturing on the 23rd of March 2020. All institutions continued distance education until the end of the academic year. Kindergartens and primary schools started face-to-face education on the 21st of September 2020; it was called ‘school adjustment week’. On the 12th of October 2020, face-to-face teaching began for the 2nd, 3rd, 4th, 8th, and 12th grades but only two days a week. On the 2nd

of November 2020, the 5th and 9th grades students started face-to-face education too.

After a weeklong halt, 16-23 November 2020, distance education replaced face-to-face education again. Then, after the 1st of February 2021, the 8th and 12th grades started face-to-face education. Then, on the 29th of April 2021, distance education replaced face-to-face education again; however, on the 17th of May 2021, 8th and 12th grades back to school for support and training courses. Finally, after the 1st of June 2021, primary school a week later, on the 7th of June 2021, secondary and high school started face-to-face education two days a week. (Gencer, Kesbiç, & Arık, 2021). Table 1 shows the timetable of distance education in Turkey.

Turkey was one of the OECD countries with the longest distance education period (TEDMEM, 2021). MEB (2020) reported that 2516 hours of pre-recorded lessons were aired on EBA TV for primary, secondary, and high school students. In addition, more than 7 million students used the Educational Informatics Network (EBA) during ERE in Turkey.

Table 1.

The timetable of distance education

12 March 2020	Starting of a weeklong halt because of the Covid-19
23 March 2020	EBA TV started to air, and the website prepared
19 June 2020	Summer vacation started
21 September 2020	Face-to-face education started for kindergarten and 1 st -grade students.
12 October 2020	2 nd , 3 rd , 4 th , 8 th , and 12 th -grade students started face-to-face education
2 November 2020	5 th and 9 th -grade students started face-to-face education
16-23 November 2020	A weeklong vacation
1 February 2021	Primary schools, 8 th and 12 th grades started face-to-face education
29 April-17 May 2021	Distance education period for all grades
17 May 2021	8 th and 12 th grades started face-to-face education on support and training courses
1 June 2021	Kindergarten and primary schools started face-to-face education(2 days a week)
7 June 2021	Secondary and high school grades started face-to-face education (2 days a week)

1.1. THE BACKGROUND OF DISTANCE EDUCATION

Distance education is a platform that brings planned and structured learning to physically distant learners via multiway mediated media channels, including video conferences, social media channels, and discussion forums (Saykılı, 2018). In other words, distance education is described as an educational system in which teachers and students interact with each other via devices simultaneously, although they are far from each other (Dinçer, 2016). A study by Saykılı (2018) divided the development process of distance education into three steps; proliferation of postal

service, technologies of radio and television, and development of two-way communication technologies. First, in the postal service process, learners reached printed materials, which helps them study individually (Anderson & Simpson, 2012). Secondly, the development of radio and television refers to the one-way communication period of distance education, and instructors designed their materials depending on one-way communication devices, such as TV and radio (Saykılı, 2018). The first and the second periods of distance education were dominated by instructors based on delivering materials and one-way communication devices (Anderson & Simpson, 2012). Unlike the first and the second period of distance education, the third period is associated with asynchronous computed-assist audio/video conferences (Saykılı, 2018). New developments in distance education have brought some challenges such as the engagement of learners (Yılmaz & Banyard, 2020), low internet access (Çakın & Akyavuz, 2020; Sari & Nayır, 2020; Süğümlü, 2021; Trust & Whalen, 2020), and lack of interaction (Başaran, Doğan, Karaoğlu, & Şahin, 2020; Sepulveda-Escobar & Morrison, 2020; Süğümlü, 2021).

1.2. THE BACKGROUND OF DISTANCE EDUCATION IN TURKEY

Distance education is not a new phenomenon in Turkey. The developments of distance education were examined in four stages in Turkey. The first was the conceptual period(1923-1955), the second was the letter (writing) period(1956-1975), the third was the audio-visual tools period(1976-1995), and the fourth was the Internet/Web-based technology period(1996-) (Bozkurt, 2017). Although distance education is integrated at each level in Turkey, it is mainly used for higher education (Özbay, 2015). More than seventy-eight higher education institutions have been using distance education on their bachelor's, master's, and associate degrees (Bilgic & Tuzun, 2020). Furthermore, more than half of all students have enrolled the distance education programs over the last 20 years in Turkey (Zawacki-Richter et al., 2015); however, asynchronous and synchronous online lessons are new experiences for most teachers.

Before Covid-19, people who were busy but wanted to increase their knowledge preferred distance education (Behzadi & Ghaffari, 2011); however, in the spread of Covid-19, nearly all learners experienced remote education (Sutiah,

Slamet, Shafqat, & Supriyono, 2020). Thus, a few research (Chen, Fang, & Lockee, 2015; Farisi, 2013; Fresen, 2018) investigated distance education, but several recent research (Hernández & Flórez, 2020; Hijazi & AlNatour, 2021; Nartiningrum & Nugroho, 2020) concentrated on distance education with the Covid-19 pandemic. These urgent and global educational changes created unprecedented challenges (Carrillo & Flores, 2020; Luy, 2022), such as getting used to technology, lack of face-to-face interactions, and lack of discipline (Cooper & Tschobotko, 2020; Luy, 2022).

1.3. A NEW PHENOMENON, ‘EMERGENCY REMOTE EDUCATION’

Emergency refers to unusual situations such as wars, catastrophes, and pandemics, and ‘Remote’ represents an on-distance mode of teaching (Mohammed, Khidhir, Nazeer, & Vijayan, 2020). Although distancing between learners and teachers was a common aspect of distance education and emergency remote education (ERE), distance education was distinguished from emergency remote education (ERE) in plan and design (Hodges et al., 2020). In contrast to ERE, online teaching is defined as planned courses and designed virtually for delivery thanks to multimedia tools such as letters, radio, TV, and the Internet (Altıparmak, Kurt, & Kapıdere, 2011).

Most ERE courses lack a careful design process (Hodges et al., 2020) because school environments suddenly shifted to online; however, online courses need detailed lesson plans and teaching materials (Bao, 2020). As a result, instructors have faced several challenges during emergency remote education (ERE), such as preparing materials, teaching plans, and assessments in a short time (Forrester, 2020). In addition, instructors must know how to use technology and integrate their pedagogical knowledge into the online platforms for better learning environments (Hutchison & Reinking, 2011); however, most teachers suffered from the lack of guidelines for teaching online during the ERE. On the other hand, to overcome these challenges, governments and institutions started training teachers on what and how to teach, but even with training, most teachers thought they were insufficient to teach effectively (Forrester, 2020).

1.4. THE RATIONALE OF THE STUDY

Previous research has frequently investigated the challenges teachers have faced during distance education (e.g. Sari & Nayır, 2020; Almaiah & Althunibat, 2020; Guangul, Suhail, Khalit, & Khidhir, 2020; Landicho, 2021; Süğümlü, 2021). Similarly, some studies investigated challenges EFL teachers faced during the Covid-19 ERE (e.g. Forrester, 2020; Ng, 2020; Hazaea, Bin-Hady, & Toujani, 2021). However, very few studies investigated the challenges EFL teachers have faced and their strategies to overcome the challenges in the Turkish context (e.g. Ayaz, Ozkardas, & Ozturan, 2019; Şanlı, 2021).

Based on the literature review on challenges and overcoming strategies during the ERE, there is a need to reach a detailed description of challenges EFL teachers have faced in Turkey and an in-depth analysis of the data set for challenges and overcoming strategies. Therefore, by collecting introspective data from self-observation voice records, this case study aims to bridge this research gap by investigating the challenges EFL teachers faced and how they reacted to overcome challenges during the Covid-19 ERE in Turkey.

1.5. PURPOSE OF THE STUDY

Because of the COVID-19 pandemic, governments in many countries such as England, Chile, Namibia, Oman, and Turkey forced all educational institutions to move face-to-face classes to virtual classes via digital tools such as smartphones, tablets, computers, or televisions. These urgent changes in education brought some challenges. The current study investigates challenges EFL teachers have faced during emergency remote education and their overcoming strategies in Turkey. The main research questions were what challenges EFL teachers have faced during the Covid-19 ERE in Turkey and how they have overcome them. Investigating the differentness of challenges among primary, secondary and high schools is not the purpose of this study; therefore, all grades were included in this study for determining challenges as many as possible.

1.6. RESEARCH QUESTIONS

1. What challenges did EFL teachers in primary, secondary and high school experience in emergency remote education during the Covid-19 pandemic in Turkey? (e.g. lack of online course experiences, lack of technology literacy, lack of internet)

2. What were EFL teachers' overcoming strategies on challenges they faced during the emergency remote education, and how did EFL teachers overcome students' problems in distance education?

2. LITERATURE REVIEW

2.1. RESEARCH INTO DISTANCE EDUCATION CHALLENGES EXPERIENCED BY TEACHERS AND STUDENTS

Distance education plays an essential role in the education system, especially after the technological developments, which let institutions move school environments to online platforms. Therefore, several studies investigated distance education in various aspects, such as the differences between distance education and traditional education (Duffy, 2002), the advantages and disadvantages of distance education (Altıparmak, Kurt, & Kapidere, 2011), benefits and challenges of distance education (Jones, 2015), and distance education challenges (Trammell & LaForge, 2017).

Advantages and Disadvantages of Distance Education

Altıparmak, Kurt and Kapidere (2011) investigated the advantages and disadvantages of e-learning and listed disadvantages of distance education. The study indicated that the expensiveness of technological devices and using the internet, technical problems, teachers' and students' incompetencies in technology, and lack of teachers' and students' experiences were the disadvantages of e-learning.

Benefits and Challenges of Distance Education

Similarly, Jones (2015) investigated the benefits and challenges of distance education based on the researcher's experiences. Online courses were offered for clinical social work students to compare face-to-face education. The researcher designed three online courses at Texas State University. This study revealed that online courses differed from face-to-face courses in the views of quality and quantity. The challenges were adapting the use of role-playing to online courses, interpersonal interactions, and accessing the internet.

Challenges of Distance Education

Trammell and LaForge (2017) investigated common challenges for instructors of high-enrollment online courses and how to increase the effectiveness of online lessons. This study found that creating a class structure was the main challenge

among instructors, and this paper suggested that instructors should develop a standardized curriculum. In addition, encouraging students to make peer-to-peer interactions helps instructors decrease workload. Another challenge was to determine the readiness of an instructor, and the last challenge was the assignment in large online classrooms

2.2.RESEARCH INTO CHALLENGES EXPERIENCED BY TEACHERS AND STUDENTS DURING COVID-19 EMERGENCY REMOTE EDUCATION

Throughout emergency remote education, instructors tried to deliver teaching methods untested and unprecedentedly during the Covid-19 pandemic (Çiçek, Tanhan, & Tanrıverdi, 2020). Therefore, it caused raising the number of challenges educators faced. For example, Başaran, Doğan, Karaoğlu, and Şahin, (2020) investigated the perspectives of students, parents, and teachers about the effectiveness of ERE. In addition, a study by Trust and Whalen (2020) investigated whether teachers were trained enough for distance education. Furthermore, Süğümlü (2021) investigated teachers' status in ERE, and several studies(e.g. Guangul et al., 2020; Sari & Nayır, 2020; Çakın & Akyavuz, 2020) investigated the challenges teachers faced during the ERE.

Perspectives of Emergency Remote Education

Başaran, Doğan, Karaoğlu, and Şahin, (2020) investigated the perspectives of students, parents, and teachers about the effectiveness of distance education during Covid-19 in Turkey. This qualitative case study collected data set by using semi-structured interview forms. Participants were 80 teachers, 80 students and 80 parents. This paper revealed that the common perspective of students and parents on ERE was uninterrupted learning which was a positive aspect of ERE. Still, the negative ones were limited interactions, technical problems, and short lesson time. In addition to uninterrupted learning, teachers found ERE helpful in moving with time and learning to learn. However, teachers suffered from giving less detailed feedback to students, limited interaction between teachers and students, and the unsuitability of some courses to distance education. Besides, equality of opportunity, infrastructure problems, social skills, short course periods, and

counselling services should be improved to have a better learning environment during distance education

Training Teachers in Emergency Remote Education

Trust and Whalen (2020) investigated whether teachers had been trained enough for emergency remote teaching for ERE in the USA. Participants were 325 educators, and the instrument was an online survey on K-12. This study found that challenges teachers faced in ERE were unreliable internet connection, changing personal needs, and unclear or shifting educational or governmental directives. . It also revealed that teachers were unprepared to use remote teaching strategies, and it was hard to adapt teachers' pedagogy to their online courses

Teachers' Status in Emergency Remote Education

Süğümlü (2021) investigated Turkish mother tongue teachers' status in emergency distance education in Turkey. Participants were 30 Turkish teachers who worked at various secondary schools in the first phase and 16 Turkish teachers in the second phase. The instruments of this qualitative study were observation reports and semi-structured interviews. The main challenges were student absenteeism, lack of internet connection, inadequate feedback, and lack of interaction. In addition, the inefficiency of the online courses, lack of motivation, lack of communication, lack of concentration, being unable to practice, teacher-centred courses, insufficient time, insufficient use of technology, and lack of classroom management were other challenges.

Challenges of Emergency Remote Education

Guangul, Suhail, Khalit, and Khidhir (2020) investigated the challenges of remote assessment during the COVID-19 incident in higher education institutions in a case study of Middle East College in Oman. The data set of this study were collected from questionnaires, and 50 responders participated. This study revealed that the main challenges in the remote assessment were academic dishonesty, infrastructure, coverage of learning outcomes, and the commitment of students to submit evaluations.

Sari and Nayır (2020) investigated problems experienced by teachers, administrators, and academics in distance education during the COVID-19 pandemic disease period in Turkey. Participants were 65 teachers working in various cities in Turkey. This study examined the problems into three themes: lack of internet access and lack of infrastructure, classroom management, and human resources. From this perspective, internet-related challenges were connection problems, lack of infrastructure, students who do not have access to the internet, technical difficulties, and lack of technology literacy. On the other hand, problems based on classroom management were listed as follows; lack of communication during lessons, following students, and less participation in online classes. Finally, the inability to use the system effectively and follow lessons were under the theme of human resources.

Çakın and Akyavuz (2020) investigated teachers' problems and motivation strategies in ERE lessons during Covid-19 in Turkey. This study examined issues under three themes: communication problems, parents-related problems, and students' learning process problems. Under the first theme, lack of feedback to students, aggressive interactions, unreachable students, restricted internet access, not being face-to-face, and students' excess numbers on online courses. This paper also revealed that teachers have some problems with parents during ERE, such as lack of support, lack of giving feedback to teachers, being unreachable and uninterested, lack of encouragement to children, insufficient technical knowledge, and being unaware of students' needs. Lastly, students' learning process problems were lack of having required materials at home, adaptation, doing homework entirely, and class environment. In addition, the other challenges were being unsure about the learning process, unable to do all activities properly, bored, and free about grade anxiety. Findings also showed that inability to use technology, having distracting objects at home, being unable to learn new topics, and being unable to determine individual needs were challenges teachers met during the ERE.

Landicho (2021) investigated the challenges and opportunities of distance education in Earth Science in the Philippines. This study found that the significant problem in distance education was the absence of laboratories. Students could not examine natural rock and mineral samples or collaborate with their classmates, and

they could not ask questions to their teacher while being engaged in laboratory exercises. On the other hand, students cannot reach all classroom materials like globes, maps, and other laboratory instruments. School trips to museums and research institutions were also delayed because of travel restrictions, and it was one of the disadvantages of online learning.

Aytaç (2021) investigated challenges teachers faced during emergency remote education. This qualitative study was conducted with 12 preschool teachers, 32 primary school teachers, 28 secondary school teachers, and eight special education teachers. Findings showed that internet connections problems were the main challenges teachers faced during emergency remote education. Lack of motivation, lack of e-learning environments at home, and lack of parents' support for students were the other challenges teachers met.

Concept of Emergency Remote Education

Mohammed, Khidhir, Nazeer, and Vijayan (2020) investigated the concept of emergency remote teaching, including its application and evaluation in Oman. This paper revealed that the lack of advanced technology and experience in online learning platforms were the main challenges educators and academic institutions met. Besides, educators suffer from students with limited or no internet connection in rural areas. Furthermore, the lack of practical exercises during distance education causes minor improvement in students' practical skills, and it was not possible to raise and answer students' questions. Another problem was that students could reach social media quickly, and they could distract students' attention during online courses.

Experiences of Teachers During Emergency Remote Education

Schuck and Lambert (2020) investigated the experiences of two teachers during emergency remote education in the USA, and this qualitative study used interviews and a focus group discussion interview as instruments. This study found that inequality of students to reach online courses, sudden changes in education, and lack of support to the students under pressure were problems for teachers during ERE.

Almaiah and Althunibat (2020) investigated the main challenges and factors that support the usage of e-learning systems during the COVID-19 pandemic in six public universities in Jordan and Saudi Arabia. The thematic analysis method was used in this qualitative research, and interviews were the only instrument to collect data. Researchers interviewed 30 students and 31 experts. Results were change management, e-learning system technical factors, lack of financial support, less efficiency and quality of e-learning system, and e-learning system adaptation. In addition, Almaiah and Althunibat (2020) also revealed that culture, self-efficiency, and trust affected the adaptation of e-learning systems.

2.3. RESEARCH INTO SOLUTIONS TO CHALLENGES EXPERIENCED BY TEACHERS DURING COVID-19 EMERGENCY REMOTE EDUCATION AND DISTANCE EDUCATION

This part examined research into teachers' solutions to challenges they faced during ERE. Some studies (e.g. Almaiah and Althunibat, 2020; Guangul, Suhail, Khalit, & Khidhir, 2020) investigated challenges teachers faced during ERE, but a few studies (Bao, 2020; Landicho, 2021; Sari & Nayır, 2020) motioned overcoming strategies.

Bao (2020) revealed five strategies to overcome students' concentration and engagement problems during online courses. First, teachers should create 'high relevance between online instructional design and student learning. Second, they should use effective delivery methods. Third, students should be supported enough by instructors, participation should be raised to improve students' learning, and teachers should have an emergency plan to overcome unexpected education problems.

Sari and Nayır (2020) revealed that to overcome challenges in classroom management, teachers could change the course plan, motivate their students, force them to attend, prepare activities for the course, and use different course material. In addition, they could try to communicate more with students and parents to overcome communication problems. Furthermore, to overcome technological issues, they could follow new improvements in technology and do some management to access the internet. Finally, they could get help from their colleagues, an expert, or family members to overcome the other issues.

Landicho (2021) found that using google maps to reach laboratory materials in Earth Science lessons during distance education was another method to overcome with challenges experienced by a teacher in the Philippines

Süğümlü (2021) revealed that preparing lesson materials, providing internet access to each student, being ensured about the participation of students, having a feedback system, and raising awareness of the parents can help instructors overcome with challenges they have faced during asynchronous lessons.

2.4.RESEARCH INTO CHALLENGES EFL TEACHERS EXPERIENCED AND THEIR OVERCOMING STRATEGIES DURING COVID-19 PANDEMIC EMERGENCY REMOTE EDUCATION

This part examined research into challenges EFL teachers faced during ERE and their overcoming strategies. The researcher distinguished EFL teachers' challenges and overcoming strategies under this title because language learning was different from other types of learning (Horwitz, 2007)

Attitudes of English Teachers During Emergency Remote Education

Ayaz, Ozkardas, and Ozturan (2019) investigated the attitudes of actual practitioners towards English classes in high schools in Turkey during the ERE. Participants were 13 English language teachers and 55 high school students from different parts of Turkey. Open-ended questions were the instruments to collect data. This study found that coursebooks, crowded classes, quite limited class hours, and unmotivated students were challenges experienced by EFL teachers during the ERE.

Challenges EFL Teachers Faced and Their Overcoming Strategies During Emergency Remote Education

Sepulveda-Escobar and Morrison (2020) investigated the challenges and opportunities of virtual teaching experience in Chile during the Covid-19 pandemic. Participants were 27 EFL teachers. An online questionnaire, a blog entry, and semi-structured interviews were instruments in this mixed-method study. This study indicated that the lack of direct interaction with learners and the sudden change of

setting were challenges experienced by teachers during emergency remote education.

Forrester (2020) investigated challenges and solutions to problems instructors faced during online group speaking assessments at a university in Hong Kong. Findings showed that the main challenges were inactive cameras of students, background noises, lack of technological devices, and internet connection. Furthermore, this study also found that the other challenges were adapting old materials, getting less feedback, using chat rather than talking, being unsure of students' understandings, and ghosting students. This study revealed four ways to evaluate students' speaking skills well during distance education. The first and the second ways were inappropriate for practical, technical, and pedagogical reasons. The most preferred one was the synchronous discussion assessment; teachers were participants and discussed individually with students by creating real conversations such as presentations and job interviews.

Hazaea, Bin-Hady, and Toujani (2021) investigated the challenges faced by EFL teachers in Arab language countries and how they overcome these challenges. This paper revealed that low-tech and high-tech Arab countries suffered from the unavailability of technologies, such as a lack of technological infrastructure and devices. Still, only high-tech countries reported some challenges related to pedagogy. These challenges were as follows; preparing materials, missing power points presentations, absence of planning, and absence of teaching strategies during distance education. Furthermore, the authors reported that lack of real situations, absence of real communication, and disappearance of modern approaches in ERE were other challenges that EFL teachers met during ERE. Lack of enthusiasm and carelessness and students' assessment were pedagogical challenges. This paper advised raising awareness, empowering instructors and students, and providing learning management systems to overcome challenges.

Preservice EFL Teachers' Challenges During Emergency Remote Education

Ng (2020) investigated the challenges experienced by preservice EFL teachers during online sessions while advocating CLT in online courses. Participants were 15 preservice teachers. The main challenge they faced was a lack of knowledge on facilitating CLT into synchronous online sessions. For example,

instructors cannot see all participants while doing a presentation; if 30 or more students participate in a session, this was a challenge because instructors cannot assess the students' attentiveness. Another one was that zoom does not let more than one participant speak simultaneously, and the last challenge was that students do not activate their cameras.

Students' Challenges During Emergency Remote Education

Balbay and Erkan (2021) investigated foreign language students' challenges and expectations during the ERE in Turkey. Instruments were self-developed surveys that consisted of Likert type questions and interviews in this mixed-method study, and 819 participants completed an online questionnaire. The researchers interviewed 90 students. The results showed that the main challenges were problems based on technology. The other challenges were technical problems, lack of connection, power cutdowns, poor time management, and noisy environments.

Şanlı (2021) investigated problems English teachers faced during emergency remote education and corrective actions to overcome the issues. This qualitative study was conducted with 30 English teachers in a city in Turkey. Findings showed that lack of participation, lack of socializing of students, lack of attention, and lack of classroom management were the students-based challenges EFL teachers faced. In addition, the teachers-based challenge was lack of competence, and challenges based on insufficient infrastructure were lack of materials and infrastructure. Providing students with free internet, training teachers on distance education, and developing available materials were overcoming strategies.

Table 2 shows the details of the literature review of the current study.

Table 2.

Summary of literature review

Researchers & year	Investigation & context	Sampling	Method	Findings
Research into Distance Education Challenges Experienced by Teachers and Students				
Advantages and Disadvantages of Distance Education				
Altıparmak, Kurt & Kapıdere (2011)	Advantages and disadvantages of e-learning		Literature review	The main challenge was technical problems
Benefits and Challenges of Distance Education				
Jones (2015)	The benefits and challenges of distance education		Literature review	The main challenge was accessing the internet

Challenges of Distance Education

Trammell & Laforge (2017)	Challenges for instructors of high-enrollment online courses and how to increase the effectiveness of online courses		Literature review	Course design and instructional effectiveness are two of the most significant challenges, and it is recommended that instructors use small group discussions, collaborative assignments
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Research into Challenges Experienced by Teachers and Students during Covid-19 Emergency Remote Education

Perspectives of Emergency Remote Education				
Başaran, Doğan, Karaoğlu, & Şahin, (2020)	Perspectives of students, parents, and teachers about the effectiveness of distance education during covid-19 in Turkey	80 teachers, 80 students and 80 parents	Qualitative	The main challenge was limited interactions.
Training Teachers in Emergency Remote Education				
Trust & Whalen (2020)	Whether teachers had been trained enough for emergency remote teaching for ere in the USA	325 educators	Quantitative	The main challenge was the unreliable internet connection,
Teachers' Status in Emergency Remote Education				
Süğümlü (2021)	Turkish mother tongue teachers' status in emergency distance education in Turkey	46 Turkish teachers	Qualitative	Student absenteeism was the main challenge
Challenges of Emergency Remote Education				
Guangul, Suhail, Khalit, & Khidhir (2020)	The challenges of remote assessment during the covid-19 in Oman	50 academicians	Quantitative	The main challenge in the remote assessment was academic dishonesty
Sari & Nayır (2020)	Problems teachers, administrators, and academics met and their overcoming strategies in distance education during the covid-19 pandemic in Turkey.	Were 65 teachers working in various cities in Turkey	Qualitative	Lack of internet access was the main challenge, and to overcome communication problems, they could try to communicate more with students and parents
Almaiah & Althunibat (2020)	The main challenges and factors that support the usage of e-learning systems during the covid-19 pandemic in six public universities in Jordan and Saudi Arabia.	30 students and 31 experts	Qualitative	Less efficiency and quality of e-learning system were the main challenge
Çakın & Akyavuz (2020)	Problems experienced by teachers and motivation strategies teachers used during ERE in Turkey	20 teachers in primary or secondary school	Qualitative	Aggressive interactions were the main problems
Landicho (2021)	Challenges and opportunities of distance education in Earth Science in the Philippines	A teacher	Qualitative	The major problem in distance education was the absence of laboratories
Aytaç (2021)	Problems faced by teachers during the Covid-19 pandemic and	80 teachers	Qualitative	The main problem was students' technical and

	discussing their opinions regarding the process in Turkey			hardware problems related to the internet connection
Concept of Emergency Remote Education				
Mohammed, Khidhir, Nazeer, & Vijayan (2020)	The concept of emergency remote teaching, including its application and evaluation in Oman	Online taking random samples of students and educators	Mixed-method	The lack of advanced technology and lack of experience in online learning platforms were the main challenges
Experiences of Teachers During Emergency Remote Education				
Schuck & Lambert (2020)	The experiences of two teachers during emergency remote education in the USA	Two teachers	Qualitative	Inequality of students to reach online courses was the main problems
Research into Solution to Challenges Experienced by Teachers during Covid-19 ERE and Distance Education				
Bao (2020)	Strategies to overcome the concentration and engagement problems of students during online courses in China	Researcher's observation	A case study	Teachers should create 'high relevance between online instructional design and student learning
Sari & Nayır (2020)	Teachers' overcoming strategies to challenges in distance education during the Covid-19 pandemic in Turkey.	65 teachers working in various cities in Turkey	Qualitative	To problems, teachers could try to communicate more with students and parents
Landicho (2021)	Overcoming strategies of distance education in Earth Science in the Philippines	A teacher	Qualitative	Using google maps to reach laboratory materials
Sügümlü (2021)	Turkish mother tongue teachers' overcoming strategies during emergency distance education in Turkey	46 Turkish teachers	Qualitative	Raising awareness of the parents can help instructors to overcome challenges
Research into Challenges EFL Teachers Experienced and Their Overcoming strategies during Covid-19 Pandemic Emergency Remote Education				
Attitudes of English Teachers During Emergency Remote Education				
Ayaz, Ozkardas, & Ozturan (2019)	Attitudes of English teachers towards emergency remote education in Turkey	13 English language teachers and 55 high school students from different parts of Turkey	Qualitative	Quite limited class hours were the main challenges
Challenges EFL Teachers Faced and Their Overcoming Strategies During Emergency Remote Education				
Sepulveda-Escobar & Morrison (2020)	Investigated the challenges and opportunities of virtual teaching experience in Chile during the covid-19 pandemic	27 EFL teachers.	Mixed-method	The lack of direct interaction was the main challenge
Forrester (2020)	Challenges and solutions to problems instructors faced during online group speaking assessments at a university in Hong Kong	4 English language teachers	Qualitative	Adaptation of old materials takes a long time was the main challenge, and synchronous discussion assessment was the most preferred overcoming strategy
Hazaea, Bin-Hady, &	Challenges experienced by EFL teachers in Arab	19 English teachers	Qualitative	Lack of technological

Toujani (2021)	language countries during ERE, and how they overcome these challenges			infrastructure was the main challenge
Şanlı (2021)	What English language teachers think about distance learning, what problems they face regarding distance education, and what corrective actions they believe should be taken in Turkey	30 English teachers	Qualitative	The main challenge was a lack of attendance
Preservice EFL Teachers' Challenges During Emergency Remote Education				
Ng (2020)	The challenges of preservice EFL teachers during their training in advocating Communicative Language Teaching (CLT) in the online sessions	A teacher-trainer	Qualitative	The main challenge they faced was a lack of knowledge on how to facilitate CLT in synchronous online sessions
Students' Challenges During Emergency Remote Education				
Balbay & Erkan (2021)	Challenges experienced by students during the ERE in Turkey	819 participants completed an online questionnaire, and the researchers interviewed 90 students	Mixed method	Technical problems were the main challenges

3. METHOD

3.1. RESEARCH DESIGN

This qualitative case study investigated challenges EFL teachers have faced in distance education¹ during the Covid-19 pandemic and how they overcame them. A qualitative case approach was considered appropriate for this study. Because of its advantage, which helps researchers make a detailed description of participants and in-depth analysis of data set for themes and problems (Creswell, 2008), the researcher preferred the case study. Instruments were; self-observation voice records, individual interviews, and a focus group discussion. Data were triangulated through participants' self-observation, individual online interviews, and an online focus group discussion to provide a comprehensive understanding and increase reliability and validity. While analysing the data set, a coding approach was applied. The decision to use the coding approach was based on deep immersing in the data set and recognizing all aspects of the data (Linneberg & Korsgaard, 2019). One of the strong sides of this study was that five teachers have teaching experience at more than one stage during the research; therefore, participants may compare challenges between two different grades. In this study, the researcher followed ethical research procedures to collect data from participants.

3.2. CONTEXT OF THE STUDY

This study was conducted at schools in three different service areas during the second term of the 2020-2021 academic year in Turkey. 13 of the participants work in various public schools, and four teachers work in private ones. Three teachers work in first service area schools, six teachers work in the second service area schools, and four teachers work in third service area schools (MEB, 2006). A service area is a region categorized based on its economic and social condition, location, developmental level, and providing service needs (MEB, 2015).

¹ In this study 'Online Education', 'Remote Education', and 'Distance Education' were used interchangeability.

Therefore, teachers and students may face various challenges in three different service areas depending on their social and economic conditions.

3.3. SAMPLING

At the beginning of the study, 32 EFL teachers voluntarily accepted to participate; however, 15 teachers dropped out because of unpredictable situations. This current study was completed with 17 EFL teachers working at schools in three different service areas in Turkey. While determining the study samples, the researcher used purposive and convenience sampling methods. Participants who had online teaching experiences during the second term of the 2020-2021 academic year were selected for this study. At the time of the study, all participants have bachelor's degrees. 76.5% (13) of participants work in public schools, 58.8% (10) of teachers graduated from English Language and Literature faculties, but they have pedagogical formation, and 35.3% (6) of them graduated from education faculties. Most of the teachers (82.4%) participated in a professional development seminar about distance education, and all participants believe that they are competent enough in distance education. Table 3 shows the details of participants' profile information. While giving information about the participants, each participant's name was kept secret and numbered by the researcher.

Table 3.

Participants' profile information

	Teaching Experience	Nationality	Degree	Grades
Participant 1	3 years	Turkish	Bachelor degree	9 th , 10 th , and 11 th
Participant 2	3 years	Turkish	Bachelor degree	6 th and 8 th
Participant 3	12 years	Turkish	Bachelor degree	2 nd , 3 rd , 4 th
Participant 4	1 year	Turkish	Bachelor degree	3 rd , 4 th , 6 th , and 7 th
Participant 5	4 years	Turkish	Bachelor degree	9 th , 10 th , 11 th , and 12 th
Participant 6	7 years	Turkish	Bachelor degree	2 nd , 3 rd , 4 th , 7 th , 8 th
Participant 7	3 years	Turkish	Bachelor degree	10 th , 11 th , and 12 th
Participant 8	5 years	Turkish	Bachelor degree	5 th , 6 th , 7 th , 8 th
Participant 9	10 years	Turkish	Bachelor degree	9 th , 10 th , 11 th , 12 th
Participant 10	3 years	Turkish	Bachelor degree	9 th , 10 th , 11 th , 12 th
Participant 11	8 years	Turkish	Bachelor degree	6 th , 7 th , 8 th
Participant 12	1 year	Turkish	Bachelor degree	4 th , 5 th , 6 th
Participant 13	7 years	Turkish	Bachelor degree	4 th , 5 th , 6 th , 7 th , 8 th
Participant 14	7 years	Turkish	Bachelor degree	3 rd , 4 th , 5 th , 6 th , 7 th , 8 th , 9 th , 10 th , 11 th , 12 th
Participant 15	10 years	Turkish	Bachelor degree	5 th , 6 th , 7 th
Participant 16	5 years	Turkish	Bachelor degree	5 th , 6 th , 7 th , 8 th
Participant 17	4 years	Turkish	Bachelor degree	9 th , 10 th , 11 th , 12 th

Table 4 shows the frequencies of school stages, school types, and training for participants' distance education.

Table 4.

Frequency of participants

Variables	Groups	N	%
School Stages	Kindergarten and Primary School	1	5.9
	Secondary School	6	35.3
	Secondary and High School	3	35.3
	High School	6	17.6
	Primary, Secondary, and High School	1	5.9
School types	Public	13	76.5
	Private	4	23.5
Training for Distance Education	Yes	14	82.4
	No	3	17.6

3.4. PERMISSIONS

All the permission documents given are presented in the appendix section of the study. Consent approvals were collected from participants (Appendix D), research permission approval form from National Education Directorate (Appendix E), and ethics committee approval from Ordu University (Appendix F).

3.5. INSTRUMENTS

This study used three different data collection instruments, a) self-observation voice records, b) individual online interviews, and c) an online focus group discussion interview. In addition, the researcher stored the data on a computer and transcribed it. Detailed explanations of data collection instruments are given below.

3.5.1. Self-Observation Voice Records

Using self-observation voice records in the first part of the data collection period was to understand better how EFL teachers commented on a situation they were in (Ekiz, 2017). Seventeen participants recorded their voices with their smartphones and sent them to the researcher via WhatsApp or e-mail weekly. Before starting this data collection period, the researcher had sent a training video to the participants in Turkish about how to make a self-observation. This data collection period lasted six weeks.

3.5.2. Online Individual Interviews

Individual interviews were the second step of the data collection period. The researcher interviewed eight participants on arranged time points for each participant and made all interviews on the Zoom because of the Covid-19 pandemic. Interviews lasted between 16 and 28 minutes. In addition, eleven open-ended interview questions, which were prepared based on an analysis of transcriptions, were asked to the participants.

3.5.3. Online Focus Group Discussion Interview

The last step of the data collection period was an online focus group discussion interview. In this step, the researcher interviewed seven participants on the Zoom to understand how EFL teachers think or feel about the issue (Krueger, Casey, Donner, Kirsch, & Maack, 2001). Therefore, the researcher made an online focus group discussion to reveal participants' opinions (Creswell, 2008). The interview lasted 37 minutes, and participants had a chance to clarify their views. In addition, the researcher moderated the discussion.

3.5.4. DATA COLLECTION PROCEDURE

Data of this study were gathered from multiple sources at various time points during the second term of the 2020-2021 academic year. The researcher gave brief information to participants about the research, and they voluntarily agreed to participate. After they had accepted, the process of data collection started. All data collection was conducted in Turkish, the participants' native language, to avoid possible misunderstandings. First, the researcher sent a video training to participants to inform them about making a self-observation on the 14th of February; then, each participant recorded their voices and sent them to the researcher weekly. The participants were responsible for describing what kind of challenges they have faced and how they have overcome them in their voice records for each grade during their online sessions. The first data collection period lasted six weeks, from 15th February to 27th March. At the end of the first data collection period, the researcher had 216 voice records, 305 minutes and 29 seconds. The researcher transcribed and read all voice records in the printed format to determine possible codes and themes. After the researcher determined the themes, the data was presented to another English teacher to have a chance to discuss the themes determined by the researcher and the English teacher. The second data collection period started on October 2021 because the researcher could not reach participants during the summer vacation.

The researcher conducted online interviews with eight participants individually. Interviews were conducted using web-based video conferencing programs because of the Covid-19 pandemic. The researcher recorded the interviews with the permission of the participants and transcribed them. During an interview, the researcher took notes because of an interviewee's disallowance to record the interview. Participants answered 11 semi-structured interview questions prepared based on literature review and themes, which were determined based on the analysis of self-observation voice records. An expert checked interview questions. Interviews lasted between 16 and 28 minutes. The last data collection period was the online focus group discussion interview on the 9th of December. Seven participants attended. The researcher informed all participants via WhatsApp. Before attending the online focus group discussion, the researcher

numbered all participants to decrease anxiety levels. In the interview, the researcher asked what kind of challenges teachers have faced during the Covid-19 ERE and based on the interviewee's answer, the researcher specialized questions. Table 5 shows details of the data collection period.

Table 5.
Details of Data collection Period

Steps	Dates	Duration
Training Video	14 th February 2021	3mins 11secs
Collecting self-observation voice records	15 th February- 27 th March 2021	Six weeks
Online Individual Interviews	20 th October-9 th November 2021	Three weeks
Online Focus Group Discussion Interview	9 th December	37 minutes

3.6. DATA PREPARATION

First, the researcher collected the data from 17 participants by self-observation voice records and transcribed them. After that, transcribed data was printed out and read line by line. Then the researcher determined the themes. Next, another English teacher read data and determined themes. The researcher and the English teacher compared themes and discussed them. Based on the determined themes, the researcher prepared online individual interview questions. An expert checked them. Online individual interviews were recorded using the 'record the meeting' feature. However, one of the participants did not let the researcher record the interview. The researcher took notes during the last online individual interview. All records were transcribed and made ready to analyse. The final step of data collection was the online focus group discussion. It was also recorded and transcribed. After all, the analysing data period started.

3.7. DATA ANALYSIS

Qualitative data analysis steps, such as coding, categorizing, and creating themes, were applied to analyze the data set. This study developed codes using repetitive phrases to reflect what was in them and be close to them (Linneberg & Korsgaard, 2019). Coding was divided into two by Stemler (2001), which were emergent coding and priori coding. Emergent coding is appropriate for this study because the researcher drew the codes from transcribed data. First, self-observation voice records were transcribed, and codes were determined. Second, the data were presented to an English teacher who determined and classified codes after reading the transcribed data. Then, the researcher categorised the codes and compared them

with the English teacher's one. Next, after reaching all the data set, the researcher transcribed self-observation voice records and online interview questions. Finally, the data set was merged and examined under 11 categories.

3.8. RELIABILITY AND VALIDITY

Data were triangulated to ensure the current study's reliability. The researcher allowed nine months from February to December 2021 to reach the data set. First, an English teacher was trained on determining themes by the researcher (Stemler, 2000). Then, transcribed self-observation voice records were presented to the English teacher to determine the themes (Blair, 2015). After that, themes determined by the English teacher and the researcher were compared and discussed on the differentness. In addition, the purposive and convenience sampling methods were used to reach detailed data set. The study also ensures external ecological validity because future investigations may support the findings. Furthermore, the researcher inferred from participants' speeches and showed the findings without alteration. Finally, two co-advisors checked each step of the data collection period and reporting.

4. FINDINGS

4.1. INTRODUCTION

In this part, the findings were described around the 12 themes developed throughout the thematic analysis of the data and categorized based on research questions. Themes were; participation challenges, technology-based challenges, economic-based challenges, classroom management-based challenges, challenges regarding the uncertainties in the current process flow, contextual-based challenges, students' behaviours-based challenges, motivation-based challenges, communication-based challenges, timing-based challenges, and resources-based challenges.

4.2. RESEARCH QUESTION 1

What challenges did L2 teachers in primary, secondary and high school experience in emergency remote education during the pandemic Covid-19 in Turkey? (e.g. lack of online course experiences, lack of technology literacy, lack of internet)

4.2.1. Participation-Based Challenges

The main challenge EFL teachers have faced during the Covid-19 pandemic ERE in Turkey was participation-based challenges. Under this theme, the researcher revealed six challenges based on analysis of voice records, interviews, and the focus group discussion interview: less/no attendance, no participation, leaving the online session, no response, late attending, and non-class member attendance.

A few or no students attended the online session. 14 EFL teachers stated that they faced this challenge in their voice records. This challenge was also supported in the individual online interviews and the focus group discussion.

Participant 1: "There are 23 students in that class, but just 12 of them attend English classes, and only 3 of 12 students participate actively. The others are just audience."

Participant 7: "Although I started the session, no one attended."

One of the problems they faced was that students could leave the sessions whenever they wanted.

Participant 16: "This week, two students did not attend with audio. I told his name, but he did not respond to me, and one of them attended and then left again."

When EFL teachers asked a question to the students, they did not get any response. As a result, three teachers suffered from this challenge.

Participant 1: "The biggest problem I faced during distance education is getting no response."

Participant 5: "I realized that although students know the answer to the question, they do not give any response."

Participant 8: "When I let the students talk, they do not talk. I warned them many times, but they still do not say anything."

Late attendance was another challenge for teachers. After the lesson began 5 or 10 minutes later, students attended the sessions.

Participant 4: "A student attended 20 minutes after we started the session."

Participant 5: "I realized that some students do not attend online sessions or come late because they forget the time of sessions and adapt themselves to the face-to-face sessions."

One of the problems a participant faced was that a student who was not a class member attended the session.

Participant 4: "I noticed that one student who is not a member of that class attended when we were doing the session on the Zoom."

Table 6 shows the frequently experienced participation-based challenges by EFL teachers during ERE courses.

Table 6.
Participation-based challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
no/less attendance	14(%72.3)	6(%75)	5(%71.4)
late attending	5(%29.4)	4(%50)	
no participation	5(%29.4)		
no response	3(%17.6)	1(%12.5)	
leaving the online session	1(%5.8)		
non-class member attendance	1(%5.8)		
Total	17(%100)	8(%100)	7(%100)

Table 6 showed that Turkish EFL teachers' main challenge was no/less attendance in online sessions. Fourteen teachers mentioned that challenge in the self-observation voice records. In the individual online interviews, six teachers and five teachers in the online focus group discussion supported it. However, non-class member attendance had the minor frequency

4.2.2. Technology-Based Challenges

The technological problems were also challenges experienced by EFL teachers during the ERE. The researcher noted six challenges based on analysis: lack of internet connection, electricity cut down, sound problems, lack of technology literacy, device-based problems, and problems on EBA. For example, some teachers suffered from a lack of internet connection. Because of it, sometimes teachers and students could not connect to web-based video conferences application.

Participant 2: "One of my students lost the connection."

Participant 2: "I noted a problem in my session this week with 7th-grade students. It was based on a connection problem, I guess."

Participant 5 "They told me that they lived in rural areas and had connection problems to the internet."

Participant 14: "There was a connection problem in my first session. That's why students told me that my voice was not clear and I was talking like a robot."

Another problem was the electricity. Some teachers suffered from cutting down on electricity. They thought that the problems of mass leaving the session depended on the cutting down of electricity.

Participant 4: "Some students attended, and some left the sessions. Electricity went, and this makes us in trouble. When it is snowy, this usually happens. Students lost their connection when the electricity went, but there was nothing to do."

Participant 16: "In the last session, most attendees left the session simultaneously. I had faced this problem before, and I guess the reason for it is the power cut."

Sound problems also were one of the challenges for EFL teachers. While they were doing activities, their sound could not reach the students, or they could not get the students' answers because of cutting off their sounds, and sometimes the sounds were echoed.

Participant 1: "I got some feedback about the sound I shared, which are it was an echo and cutting off."

Participant 1: "A second problem was on pronunciation activities. I don't think they get the correct pronunciation because the sound is not clear and echoes."

Participant 10: "We usually faced voice cutting off. I work in a rural area, and most of my students live in a village. Most students couldn't attend because of lack of internet connection."

Some students were insufficient in using technology. For example, they could not do the tasks which their teachers gave. It was also a challenge that EFL teachers faced.

Participant 6: “We would do group working in the session. Students were going to prepare presentations, and they had to share them, but some could not manage to share them.”

Participant 11: “We tried it on the board, students tried to draw, but they weren’t successful.”

EFL teachers stated some problems related to their or students’ devices. It was one of the challenges they faced during the ERE. Sometimes they met blue screens on their devices. Sometimes they could not activate their microphone or cameras, or a virus that affected their computers.

Participant 12: “The biggest problem I faced was that my camera didn’t work when I started the session. Then I fixed the problem, but my microphone didn’t work.”

Participant 16: “When I plugged my memory stick to the smartboard, it was affected by a virus and everything in it was deleted”

Participant 16: “This week, my computer crashed, and it shut down itself.”

Table 7 shows the frequently experienced technology-based challenges by EFL teachers during ERE courses.

*Table 7.
Technology-based challenges*

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
sound problems	7(%41.1)	4(%50)	2(%28.5)
lack of internet connection	4(%23.5)	3(%37.5)	2(%28.5)
lack of technology literacy	3(%17.6)	4(%50)	2(%28.5)
device-based problems	5(%29.4)	2(%25)	
problems on EBA	2(%11.7)	1(%12.5)	
electricity cut down	2(%11.7)		
Total	17(%100)	8(%100)	7(%100)

4.2.3. Economic-Based Challenges

Economic-based challenges was another theme the researcher examined some challenges under it. Some EFL teachers suffered from the students who could

not reach the internet at their homes. Because of the lack of home internet Ss could not attend online sessions.

Participant 7: “Many of our students live in rural areas, so they could not reach the internet, so could not attend the online sessions.”

In some families, there were many students, and each of them had to attend the online sessions, but there were not enough devices to connect internet at their homes.

Participant 8: “They don’t have enough devices. Maybe they do not have an internet connection in their houses.”

Participant 10: “One of my students and his brother had to attend the online sessions simultaneously, but they had just one device in their house. The elder one was the 8th-grade student, and online sessions are more important for 8th-grade students. So my student let his brother attend, but he could not attend because there were not enough devices in their house.”

Table 8 shows the frequently experienced economic-based challenges by EFL teachers during ERE courses.

*Table 8.
Economic-based challenges*

THEME	N(%) self-observation voice records	N(%) interviews	N(%) focus-group discussion interview
lack of enough devices at home	2(%11.7)	7(%87.5)	1(%14.2)
lack of home internet	1(%5.8)	2(%25)	1(%14.2)
Total	17(%100)	8(%100)	7(%100)

4.2.4. Classroom-Management Based Challenges

Under this theme, the researcher examined EFL teachers' classroom management challenges during the ERE. One of the challenges was voice overlap. During the sessions, students talked simultaneously, and teachers could not get their answers. Three teachers stated these challenges in their voice records, which was also supported in the interviews.

Participant 2: "This week in class, I realized that when students talk simultaneously, voices overlap and hence create a noise which makes it extremely difficult to understand who is saying what."

Participant 6: "Students are pretty eager to speak; however, they speak simultaneously. Sometimes even I do have difficulty hearing myself in class."

Participant 10: "Since we are not in a real classroom environment, we have this problem; students talk at the same time, which puts some obstructions such as not knowing which student have the right to say, difficulty recognizing which student answered a question and communication in general between S>S and T>S."

Behavioural disorders was another challenge faced by EFL teachers. Some of them suffered from it. For example, students unmuted themselves while watching a video and talked irrelevantly. Another behavioural disorder was annotating the screen while the EFL teacher was lecturing. Three teachers stated this challenge in their voice records and five in the focus group discussion.

Participant 3: "Unfortunately, I have students with behavioural disorders. Therefore, sometimes it is quite rough to maintain classroom management."

Participant 6: "Interestingly, students draw on the screen or write while I am lecturing or while we are practising an activity."

Participant 6: "I told my students that I am muting them while we are watching a video or listening to a song. Today, little did I know that some tried to unmute themselves. Unfortunately, some managed to do so and interrupted the lesson."

Participant 13: "Talking without permission-raising hand is quite common. Answering a question without waiting for the student who is supposed to answer is common too."

One of the challenges was irrelevant speech while lecturing. Four teachers stated this challenge in their voice records and one in the focus group discussion.

Participant 8: “The most obvious problem I face is that students talk during the lesson or talk to each other on irrelevant matters.”

Participant 13: “Conversations between male students on gaming, etc. and their inside jokes which I clearly don’t understand, interrupt the flow of the lesson, they keep their microphones on, and they talk big with each other.”

Participant 14: “The flow of lessons was interrupted. He always asks questions. For example, ‘When is the lesson ending?’ and ‘How many lessons do we have?’”

Participant 15: “They were active and asked whatever came to their minds.”

Being away from the keyboard was another challenge EFL teachers faced. During the sessions, students went away from their devices. One teacher stated this challenge in the voice records.

Participant 12: “I saw some students leaving the computer constantly with excuses.”

EFL teachers also stated that some students paid attention to the other things around them while in the online sessions, so distractibility was also a challenge for EFL teachers. One teacher stated this challenge during the individual interviews.

Participant 14: “While we were lecturing, some students were interested in their mobile phones instead of participating.”

Table 9 shows the frequently experienced classroom-management based challenges by EFL teachers during ERE courses.

*Table 9.
Classroom-Management based challenges*

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
Behavioural disorders	3(%17.6)		5(%71.4)
Irrelevant speech	4(%23.5)		1(%14.2)
Voice overlap	3(%17.6)	2(%25)	
Being away from the keyboard	1(%5.8)		
distractibility		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.2.5. Challenges Regarding the Uncertainties in the Current Process Flow

Uncertainty of the process was also a challenge experienced by EFL teachers. Sometimes they did not know how and what to do. Two teachers stated this challenge in their voice records.

Participant 3: “Fewer people are participating, so it goes like this. It seems as if this semester will continue like this, so frankly, I have no idea what it will be like afterwards.”

Participant 15: “As we cannot see them taking notes, distance education also remains in that gap. We think that everything in the lesson is as if the children are taking notes and listening. But I noticed that in word games today, they forgot.”

Sudden changes in the timetables were another challenge experienced by EFL teachers under the theme of challenges regarding the uncertainties in the current process flow. Two teachers stated in their voice records that they faced this challenge during the ERE.

Participant 3: “ They started to ask more frequently; when our lesson will take place, when it will start, when it will end. Because you know, the program is constantly changing, and the lesson hours are changing. So children are now having a hard time keeping up.”

Participant 16: “Our timetable changes very often. This week, again, our schedule was changed on Sunday evening, so some children did not see the program.

Sometimes EFL teachers were not sure whether students understood the subject or not. It was another challenge two teachers stated in their voice records.

Participant 11: “We have such a hard time that after I explain the subject, there is silence among the students, and I cannot realize whether the students understand the given subject or not. That's why we have to ask each of them individually.”

Participant 6: “I made them listen to a song, but I don't know how much they listened, how they listened, how much they followed. Some of them.”

At the beginning of the ERE, some EFL teachers lacked proficiency in lecturing online. They did not know how to do group activities in the online sessions. One teacher stated this challenge in the self-observation voice records.

Participant 6: “At first, we thought about how we would do group work in distance education and how we should do it.”

The assessment was the main challenge under this theme. One teacher in the self-observation voice records and four in the focus group discussion interview stated this challenge. EFL teachers suffered from not indeed assessments during the ERE.

Participant 15: “How much do students study for their lecture notes, and how well prepared can they come to the classroom? Do they have difficulties in online lessons? Unfortunately, there is a lack on the evaluation part in online lessons.”

Table 10 shows the frequently experienced challenges regarding the uncertainties in the current process flow by EFL teachers during ERE courses.

*Table 10.
Challenges Regarding the Uncertainties in the Current Process Flow*

THEME	N(%) self-observation voice records	N(%) interviews	N(%) focus-group discussion interview
assessment	1(%5.8)		4(%57.1)
uncertainty of the process	2(%11.7)		
Sudden changes of the timetable	2(%11.7)		
understanding of the subjects	2(%11.7)		
lack of competence	1(%5.8)		
Total	17(%100)	8(%100)	7(%100)

4.2.6. Contextual-Based Challenges

Contextual-based challenges were related to the context where students and teachers attend online sessions. Totally four teachers in the voice records, 6 in the individual interviews, and 5 in the focus group discussion interview stated that they

faced challenges related to the contexts. For example, an EFL teacher suffered from her baby. While she was lecturing, her baby cried, and she had to carry with her.

Participant 8: “The biggest challenge I faced this week was my baby. I have a one and a half-year-old baby. This week while I was lecturing, my baby always cried and wanted to do something with me.”

Students’ parents were one of the challenges under this theme. Some EFL teachers stated that parents watched TV, talked with their phones, or did something interesting that caused them to pay other students’ attention while lecturing. One teacher in the voice records and four teachers in the focus group discussion supported it.

Participant 11: “I asked a question to one of my students; however, while he was answering my question, I heard his mother’s voice; she was whispering the answer to the student.”

Participant 4: “I saw even a parent lying on the sofa, and all students were looking at that student’s display surprisingly.”

Another challenge an EFL teacher stated was that students’ pets. Some students were occupied in playing with their pets during the online sessions. It caused to distract both EFL teachers’ and students’ attention. One teacher stated this challenge in the self-observation voice records.

Participant 12: “Another student was occupied with his pet, and it caused him to miss the flow of the session.”

Background voices were the main challenge under this theme. One in the self-observation voice records and five in the individual interviews stated this challenge. EFL teachers could hear any voice coming from students’ microphones, and they caused them to lose both EFL teachers’ and students’ attention.

Participant 16: “One of my students said that he had a loud voice in the room. That’s why he did not activate his microphone.”

Background objects were also a challenge experienced by an EFL teacher. The objects other students could see distracted their attention.

Participant 3: “Some students’ background visuals were complicated, drawing other students’ attention.”

An EFL teacher stated inappropriate context as a challenge. One of the students attended the sessions from a café.

Participant 1: “One of my students attended the session while drinking coffee at a café, and he said he felt more relaxed.”

Table 11 shows the frequently experienced contextual-based challenges by EFL teachers during ERE courses.

Table 11
Contextual-based challenges

THEME	N(%) self-observation voice records	N(%) interviews	N(%) focus-group discussion interview
Background voices	1(%5.8)	5(%62.5)	
Parents	1(%5.8)		4(%57.1)
Pets	1(%5.8)	1(%12.5)	1(%14.2)
Caring their babies	1(%5.8)		
Background objects		1(%12.5)	
inappropriate context		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.2.7. Students’ Behaviours-Based Challenges

Some other challenges EFL teachers experienced during ERE were examined under the theme of students’ behaviours based challenges. There are ten different challenges under this theme. They are; leaving the session without permission, making an excuse, being unprepared for the session, disrespectful behaviour, behaviour disorders, being away from the keyboard, using translation, not paying attention, annotating the screen, and irrelevant chatting on the Zoom chatbox. For example, an EFL teacher suffered from some students leaving the session without permission.

Participant 1: “When they are not happy and satisfied with the session, they leave.”

Some EFL teachers stated that students left the session by making excuses.

Participant 1: “They said they lost their connection even if they didn’t have any connection problem and left the session.”

Participant 8: “Most of the students make excuses during the session such as ‘my battery is about to die’, ‘my mobile phone may turn down any moment’.”

Participant 13: “This week, they refused to activate their cameras by making excuses, but I am sure they did not have any problem before. Furthermore, they said their cameras were not working and had connection problems.”

Being unprepared for the session was one of the challenges EFL teachers stated.

Participant 1: “When I wanted students to check their notes, they asked me whether they could go and bring their notebooks. I released that they did not attend the session without their notebooks.”

Participant 4: “They told me that they have forgotten their coursebook at the school.”

One of the students’ behavioural challenges was disrespectful behaviour of the students. An EFL teacher stated that she suffered from this challenge in the self-observation voice records.

Participant 3: “One of my students said she did it rudely when I asked them whether they had finished writing.”

Some students went away from the keyboard. Three EFL teachers stated in the self-observation voice record that students were going away from the keyboard while in the sessions, which a teacher in the individual interviews supported.

Participant 5: “Some students attended the session, but they put the device somewhere and left.”

Participant 8: “Students leave the device somewhere after attending the session. It means that they attended, but they did not listen.”

Participant 15: “Generally, their cameras and microphone are not activated.”

An EFL teacher stated that students were using translations to participate. It was also one of the challenges examined under the theme of students' behavioural challenges.

Participant 10: "Most students use translations. I can notice that, but I am not sure."

Not paying attention to the session was another challenge stated by an EFL teacher in the self-observation voice records.

Participant 13: "One of my students is not interested in the English sessions. When I want him to activate his camera, he does, but he pays attention to objects around him. When I warn him, he leaves the session."

Some EFL teachers suffered from behaviour disorders of the students. Cavalier behaviours and listening to the session while lying were the challenges EFL teachers experienced. Three teachers stated behavioural disorders challenges in the individual interviews.

Participant 1: "They are certainly too much familiar."

Participant 2: "I think the reason for this behavioural disorder is they are at home, and they are completely comfortable. Anyhow, teachers do not see me."

Participant 3: "They are listening to me by lying on."

Some EFL teachers stated that students were annotating the screen while lecturing. It was another challenge experienced by EFL teachers during the ERE. Three teachers indicated that they faced this challenge in the individual interviews.

Participant 4: "Trying to annotate the screen and sending requests to control the screen were something they were doing in the sessions."

Participant 6: "While lecturing, they annotated the screen and wrote something on it."

Sometimes students were chatting on the chatbox unnecessarily. It was one of the challenges an EFL teacher stated in the individual interviews.

Participant 6: “I realised that they were chatting on the chatbox while I was lecturing.”

Table 12 shows the frequently experienced students’ behaviours-based challenges by EFL teachers during ERE courses.

*Table 12.
Students’ behaviours-based challenges*

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
being away from the keyboard	3(% 17.6)	1(% 12.5)	
making an excuse	3(% 17.6)		
behaviour disorders		4(% 50)	
annotation		3(% 37.5)	
being unprepared for the session	2(% 11.7)		
Leaving the session without permission	1(% 5.8)		
disrespectful behaviour	1(% 5.8)		
using translation	1(% 5.8)		
not paying attention	1(% 5.8)		
irrelevant chatting on the zoom chatbox		1(% 12.5)	
Total	17(% 100)	8(% 100)	7(% 100)

4.2.8. Motivation-Based Challenges

Some kinds of challenges were examined under the motivation-based challenges: cameras acting as mirrors, workload, whining of the students, inequality of education opportunities, and getting tired of attending online sessions. For example, an EFL teacher stated that seeing herself at the camera demotivates her because it acts as a mirror.

Participant 4: “When my camera was on, sometimes I get distracted by looking at myself, how I looked etc. After all, it is a camera because it serves as a mirror somewhere.”

The workload was another factor that caused the decrease the motivation levels. An EFL teacher stated that extra work hours were challenges.

Participant 5: “Normally, we have three different classes in the 9th grade, but this week we had to add one more. We faced some challenges because I don’t know which topic they were on.”

An EFL teacher stated that she had to hear some whining of the students because of their low motivation level of the students.

Participant 1: “I have no problems, but students have. They always say that they are bored. They don’t want to continue to online sessions. I think they lost their motivation.”

Some students complained about inequality of opportunity in education in Turkey, and an EFL teacher stated that challenges caused to decrease motivation level of the students.

Participant 2: “The only reason for the low motivation was the inequality of opportunity in education in Turkey. Students think that other students who live in city centres can reach the internet easily and they can do better than the others.”

Another reason for the low motivation level was getting tired of attending the online session.

Participant 14: “They got tired of being overexposed to computer screens.”

Table 13 shows the frequently experienced motivation-based challenges by EFL teachers during ERE courses.

*Table 13.
Motivation-based challenges*

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
cameras acting as mirrors	1(%5.8)		
extra workload	1(%5.8)		
whining		1(%12.5)	
inequality of opportunity on education		1(%12.5)	
get tired of		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.2.9. Timing-Based Challenges

Some EFL teachers stated some challenges based on timing, which were fewer lesson hours, shortening the lecture times and inappropriate lesson plans. Five teachers in the self-observation voice records and four in the individual interviews stated timing-based challenges.

Participant 3: “Unfortunately, the lesson that we could not fit into two hours, which is already insufficient, is slipping into one hour.”

Participant 6: “We didn't have enough time, you know, during this distance education process, the course times were shortened, and the students could not train the parts they needed to write.”

Participant 1: “In the first three months, I could not lecture anything. The lessons were suddenly finished.”

Table 14 shows the frequently experienced timing-based challenges by EFL teachers during ERE courses.

*Table 14.
Timing-based challenges*

THEME	N(%)	N(%)	N(%)
timing-based challenges	self-observation voice records	interviews	focus-group discussion interview
shortening the lecture times	4(%23.5)	4(%50)	
fewer lesson hours	1(%5.8)		
inappropriate lesson plan		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.2.10. Communication-Based Challenges

EFL teachers also suffered from challenges based on communication, which were communication problems, lack of interaction and lack of eye contact. Three teachers in the self-observation voice records, 4 in the individual interviews, and 4 in the focus group discussion stated they experienced these challenges during the ERE.

Participant 1: “Because there is a communication problem, it takes 2 minutes to make an example or provide an explanation.”

Participant 5: “We had a communication problem with the students this week because their courses were made online completely, the students could not notice it.”

Participant 11: “Because there is no sufficient interaction.”

Participant 1: “There is no eye contact. When I cannot see the students, I feel like I am talking to myself.”

Table 15 shows the frequently experienced communication-based challenges by EFL teachers during ERE courses

Table 15.
Communication-based challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
lack of S-S interaction	1(%5.8)		4(%57.1)
not being able to reach the Ss	2(%11.7)	3(%37.5)	
lack of eye-contact		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.2.11. Resource-Related Challenges

Some EFL teachers suffered from reaching educational sources in the ERE. The challenges were insufficient resources and not getting the e-book format. One teacher in the self-observation voice records and two teachers in the individual interviews supported these challenges.

Participant 6: "I think the sources on EBA are insufficient, especially for primary schools."

Participant 4: "Exe files don't work on my computer. I wanted the publisher to send me an e-book for mac."

Table 16 shows the frequently experienced resource-related challenges by EFL teachers during ERE courses.

Table 16.
Resource-related challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
insufficient resources	1(%5.8)	1(%12.5)	
not reaching e-book format		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.3. ANSWER TO THE RESEARCH QUESTION TWO

What were L2 teachers' overcoming strategies on challenges they faced during the emergency remote education, and how did L2 teachers overcome students' problems in distance education?

4.3.1. Strategies to Overcome Participation-Based Challenges

To overcome participation-based challenges, teachers developed various strategies. For example, calling their parents, reminding the session time, using web 2.0 tools, giving homework, calling Ss by their names, changing the timetable, weekly reports, calling students' mobile phones, activating waiting room, training programs for parents, starting lecturing later, using the chatbox on zoom, and wanting each student to talk. However, the most preferred overcoming strategy was to call students' parents to inform them. In addition, nine teachers preferred this overcoming strategy in their voice records, and this was also supported in the interviews.

Participant 1: "We developed a strategy like that we called the parents, and they woke students up for morning sessions."

Participant 3: "To remind parents I always type on WhatsApp, but it does not usually work."

Participant 3: "They are so young that's why we cannot reach them directly, so we reach their parents."

Participant 4: "One student attended 20 minutes late, and I called his parents and talked with them."

Participant 6: "We as teachers talked about this topic with our manager and assistant manager in the meeting. We decided that the advisor and guidance counsellor will take action and contact students and their parents about attendance."

Teachers informed the students by sending detailed lesson plans on what they would do during the session via WhatsApp before sessions. It was another overcoming strategy. In the first 10 minutes of the session, they used web 2.0 tools to encourage students to attend the session. Changing the timetable by putting the morning session into the afternoons was also an EFL teachers' strategy.

Participant 8: "I inform the students one night before the session about the time of the session."

Participant 1: "For this reason, we sent them the necessary information on WhatsApp before the session. First 10 minutes of this lesson, we played a game named "Word Search" thus, we found a solution to not leaving the session."

Participant 14: "I prepared a game and activity for the next lesson."

Participant 9: "I tried to delay morning sessions to the afternoon. I thought this would be a solution for students who cannot wake up early in the morning. I wanted to do sessions with two classes. Maybe it helps us to solve this problem."

Participant 15: "I try to do fun things by applying web 2.0 tools so that they can participate more actively in the lessons."

To overcome the challenges related to participation, teachers gave homework or a group task to the students participating in Turkish. In addition, teachers asked a question to the students by calling their names during the activity.

Participant 1: "When I ask the same question to you tomorrow, you will have to give me the same English response you gave me in Turkish now. I said, and I wanted students to make a short presentation."

Participant 9: "To overcome this and improve communication among them better, I give them group homework that forces them to chat with each other."

Participant 5: "Another strategy was calling students by their names during the activity."

Training for parents was another overcoming strategy EFL teachers used during the ERE. Teachers trained parents on issues that parents should consider.

Participant 1: "That's why our solution was the seminar. We organized a seminar for parents to inform them on key issues of ERE."

One of the other strategies EFL teachers used was starting to lecture after 5 or 7 minutes to avoid repeating oneself for each newcomer.

Participant 2: “I started the session on time, but I did not start lecturing. I waited five, six, or seven minutes, and then I started lecturing.”

A teacher gave each student a chance to talk as an overcoming strategy during the session.

Participant 16: “Even I called their names, they did not give any response. Then I decided to give chances to speak one by one.”

Table 17 shows the frequently reacted overcoming strategies to participation-based challenges by EFL teachers during ERE courses.

Table 17.
Overcoming strategies to participation-based challenges

THEME	N(%) self-observation voice records	N(%) interviews	N(%) focus-group discussion interview
calling their parents	9(%52.9)	4(%50)	
reminding the session time	6(%35.2)	2(%25)	
using web 2.0 tools	3(%17.6)	2(%25)	
giving homework	2(%11.7)		
calling Ss by their names	2(%11.7)		
changing the timetable	2(%11.7)		
calling Ss’ mobile phones	2(%11.7)		
weekly report	1(%5.8)		
activating waiting room	1(%5.8)		
training programs for parents		1(%12.5)	
Starting lecturing later		1(%12.5)	
using the chatbox on zoom		1(%12.5)	
want each student to talk			1(%14.2)
Total	17(%100)	8(%100)	7(%100)

4.3.2. Strategies to Overcome Technology-Based Challenges

EFL teachers developed some Strategies to overcome technology-based challenges during the sessions. One of them was repeating sounds. A teacher repeated the sounds because students could not get the sounds.

Participant 1: “Once again, I repeated the same sounds with the microphone, and I wanted them to do the same thing.”

Leaving and reconnecting to the session was another overcoming strategy used by an EFL teacher. For example, if Ss had a problem with their sounds, a teacher wanted them to leave the session and reconnect to overcome this challenge.

Participant 2: “In order to solve this student's problem, I applied what came to my mind at that moment and told the student to leave the session and come back immediately. I asked the student to reconnect.”

Double click was also an overcoming strategy used by an EFL teacher. During the ERE, a student could not see the screen that the teacher shared, and some teachers wanted the student to make a double click. Another teacher overcame this challenge by re-sharing the screen.

Participant 2: “As a solution, as I said before because I have faced this problem previously, I know how to overcome this. I told the student to click on the phone screen a few times, and the student told me that he could see me again after double-clicking and the problem had been solved.”

Participant 4: “After I stopped the sharing again, I solved the problem.”

A teacher used the 'mute all participants' feature of the Zoom to overcome sound problems; otherwise, it echoed. After all of the participants were muted, the teacher let each student talk.

Participant 6: “We decided this, everyone will turn off the microphones, and when they are given the right to speak, everyone will speak by turning on the microphone.”

Sometimes students and teachers had problems with the EBA. For example, they could not attend the session on EBA, and three teachers found the solution by moving the session from the EBA to Zoom.

Participant 6: “Because they could not join the session on EBA, I sent them the Zoom links. They only joined on zoom.”

Participant 8: “I solved this problem by sending a link to EBA via zoom without defining a course, and I enabled the students to participate”.

Participant 16: "Some students weren't able to join on EBA. I sent the zoom link to the group again."

Students had connection problems, so sometimes, they could not catch the flow of the session. Some EFL teachers sent notes on WhatsApp or gave them writing homework to increase the acquisition level.

Participant 10: "I solved with that way. I prepared explanatory notes about the topic. Then, I sent them to the students' WhatsApp Groups, and I also sent a voice record for important points."

Participant 16: "For example, if the students have homework, I sent them the homework on WhatsApp groups for the students who have connection problems and those who couldn't join the lesson."

Participant 11: "They did at their homes, but I could not support them. I gave them writing homework. Unfortunately, we will try to overcome this."

When a teacher faced a problem with the device, the teacher changed the device. It was one of the overcoming strategies

Participant 12: "Turning on the computer, wearing other earphones etc. They took five more minutes, so we started the lesson late."

Delaying the session to another appropriate time was also an overcoming strategy used by an EFL teacher.

Participant 12: "I could not teach. We delayed the lesson to another day."

EFL teachers encourage the students to participate at least in the chatbox to overcome participation challenges. In addition, they thought that Ss feel more relaxing if they give a response on the chatbox.

Participant 16: "The student was able to participate in the lesson on the chatbox."

An EFL teacher used some activities on the net to participate the students in the session more.

Participant 16: "I found some activities on the internet. we moved forward on these activities."

Training on technology literacy was the popular overcoming strategy among EFL teachers. Because the applications they used were in English, students suffered from it. Some teachers recorded videos and sent them to the Ss on WhatsApp groups to teach Ss and parents how to use the Zoom, or during their sessions, the teachers trained Ss on some Zoom features.

Participant 2: "I recorded a video on how students attend any session and sent it to the WhatsApp groups."

Participant 6: "I recorded the screen of my smartphone, and I explained how to use the Zoom. Then I sent the video to the parents."

Participant 14: "We explained for the students who did not know how to use EBA. We gave some instructions."

Participant 15: "Nearly we spent a month explaining how to use EBA and Zoom."

An EFL teacher preferred not to play a video while sharing the screen with the Ss because it caused the teacher's connection to lose, so the teacher tried to complete the sessions without playing video visuals.

Participant 3: "I tried to continue without sharing video visuals."

An EFL teacher checked the updates after the sessions or in the evening to avoid the challenges faced before starting the sessions.

Participant 4: "As a solution, I checked the updates. If there was, I updated them in the evenings or after the sessions."

Table 18 shows the frequently reacted overcoming strategies to technology-based challenges by EFL teachers during ERE courses.

Table 18.
Overcoming strategies to technology-based challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
Training on technology literacy		4(%50)	
Moving the session on Zoom	3(%17.6)		
Delay the session	1(%5.8)	1(%12.5)	
Share lesson topics on WhatsApp	2(%11.7)		
leaving and re-attending	1(%5.8)		
repeating sound	1(%5.8)		
double click	1(%5.8)		
re-sharing the screen	1(%5.8)		
Mute Ss' microphone	1(%5.8)		
Giving homework	1(%5.8)		
Change the device	1(%5.8)		
Let Ss participate in the session on the chatbox	1(%5.8)		
Doing activities on the net	1(%5.8)		
Not sharing video		1(%12.5)	
Checking updates before the session		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.3.3. Strategies to Overcome Economic-Based Challenges

EFL teachers developed various overcoming strategies during the ERE. For example, some teachers reported students' economic status to the governorship and asked for help from the students who did not have enough devices to reach the internet.

Participant 10: "I reported the situation to the school administration, and they will report it to the governorship. They said they would solve this problem."

Some EFL teachers found some institutions and organizations which donate devices to Ss. In addition, some of them collected money from their colleagues and bought devices for the Ss who needed a device to attend online sessions.

Participant 1: "How we overcome this challenge, we reported it to an institution, and they bought a computer for that student."

Participant 2: "Ministry Education of Turkish Republic delivered tablets to the Ss."

Participant 3: "We bought tablets for the Ss who do not have them. There is no one left who does not have any device."

Participant 6: “Tablets were delivered to the students who need a device in June.”

One of the overcoming strategies was encouraging the Ss to use EBA support points in the public schools. These points were used by Ss who do not have an internet connection or device in their houses.

Participant 6: “We have an EBA point of support in our school. Ss who do not have home internet or device came to school and could attend the online sessions using the computer in the EBA point of support.”

Participant 14: “There was an EBA point of support at the school. We called the Ss who do not have home internet or device to the school, and they used computers at the school.”

Some schools did not have EBA support points, especially in rural areas. In that situation, EFL teachers preferred to go the school. So they called the Ss who do not have home internet or device to the school, and they used their internet access on their mobile phones to reach the other students who could access the internet in their houses.

Participant 2: “They don’t have internet access or a device to connect. We as teachers go to school and call the students who cannot access the internet to the school.”

Table 19 shows the frequently reacted overcoming strategies to economic-based challenges by EFL teachers during ERE courses.

Table 19.
Overcoming strategies to economic-based challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
donating devices to the Ss		7(%87.5)	
EBA point of support		2(%25)	1(%14.2)
reporting	1(%5.8)		
going to school instead of online			1(%14.2)
Total	17(%100)	8(%100)	7(%100)

4.3.4. Strategies to Overcome Classroom-Management Based Challenges

Muting the microphone was the most popular overcoming strategy. EFL teachers used the 'mute all' feature in the Zoom to avoid voice overlap and irrelevant speech. Five EFL teachers stated this overcoming strategy in their voice records and three in the individual interviews.

Participant 2: "So, I suddenly muted them all."

Participant 6: "I mute them all while I am speaking."

Participant 8: "I always tell them to turn their microphones off, but they do not. I found the solution by turning their microphones off. They do not care when I warn them, they do not care, so I do it myself."

Participant 10: "We found a solution. I turn the students' microphones off and let them speak when they ask for permission."

Participant 15: "They are too talkative; I sometimes have to mute them all."

Another overcoming strategy was reminding the rules of the student when EFL teachers observed a behavioural disorder. One teacher stated this overcoming strategy in the voice records.

Participant 3: "I reminded them of the rules and that we spent our last 5 minutes for the song. When it gets too loud, I use the "mute them all" button on zoom."

While students were annotating the screen, EFL teachers used the 'disable annotation' feature in the Zoom. After that, the application did not let any participant annotate the screen. One teacher used this method to overcome a behavioural disorder.

Participant 6: "They warn each other like 'do not draw the screen' I use the "disabled annotation" button for this on zoom. So, they cannot write anything on the screen."

EFL teachers also preferred one on one interviews to warn the students who have behavioural disorders. One teacher stated this overcoming strategy in the voice records.

Participant 12: "I had one-on-one interviews with the students about the solution to this."

Warning the students was another overcoming strategy EFL teachers used. They warned students with behavioural disorders when they observed. Two teachers stated in their voice records that they used this strategy to overcome behavioural disorder challenges.

Participant 14: "By warning this student, I told him extra-curriculum questions should be asked at the end of the lesson."

Participant 15: "I usually warn them by asking at the beginning of the lesson 'Do you have something to share?' or at the end of the lesson 'Do you have any questions.'"

Some EFL teachers ignored the challenges and continued lecturing. Two teachers mentioned this strategy in the individual interviews.

Participant 14: "We could not force the students to activate their cameras or microphones, so I did not say anything to them."

Participant 15: "I ignored some of them for just once if I know the student before."

Informing the parents was another strategy EFL teachers used to overcome classroom management-based challenges. They called students' parents and told them of their students' behaviours. One teacher stated this overcoming strategy in the individual interviews

Participant 14: "I contacted their parents. I requested them to warn their students and follow them while in the online sessions."

The last overcoming strategy was moving students out from the sessions. EFL teachers used this overcoming strategy by using the feature of the Zoom.

Participant 2: “I did something that never should be done by a teacher. I moved the student out of my sessions. But, unfortunately, I had to do that.”

Table 20 shows the frequently reacted overcoming strategies to classroom-management based challenges by EFL teachers during ERE courses.

Table 20.
Overcoming strategies to classroom-management based challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
Mute all	5(%29.4)	3(%37.5)	
Ignoring		3(%37.5)	
Warning Ss during the session	2(%11.7)		
Reminding the rules	1(%5.8)		
Disabled annotation	1(%5.8)		
One on one interview	1(%5.8)		
Informing the parents		1(%12.5)	
moving Ss out		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.3.5. Strategies to Overcome Challenges Regarding the Uncertainties in the Current Process Flow

EFL teachers sent some songs or videos to the parents on WhatsApp to increase the learning level of the students. This overcoming strategy was used for preventing a lack of acquisition. One teacher mentioned this overcoming strategy in the self-observation voice records.

Participant 6: “I sent the song to the parents’ WhatsApp groups, which we listened to in the session. I asked the parents to make their children listen to that song repeatedly until our next lesson.”

Using the ‘Breakout rooms’ feature was another overcoming strategy an EFL teacher stated in the self-observation voice records.

Participant 6: “Afterwards, Zoom has a breakout room feature. Using this feature, we can separate students into groups. In this way, we found a solution to group work.”

The last overcoming strategy was using web 2.0 tools. One teacher mentioned this overcoming strategy in the focus group discussion interview.

Participant 15: “I solved this problem like that, we could not evaluate the students by using classic methods, but I used web 2.0 tools. I were able to evaluate the students via web 2.0 tools.”

Table 21 shows the frequently reacted overcoming strategies to challenges regarding the uncertainties in the current process flow by EFL teachers during ERE courses.

Table 21.
Overcoming Strategies to Challenges Regarding the Uncertainties in the Current Process Flow

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
Asking for help from parents	1(5.8)		
Breakout rooms feature	1(5.8)		
using web 2.0 tools			1(14.2)
Total	17(100)	8(100)	7(100)

4.3.6. Strategies to Overcome Contextual-Based Challenges

To overcome contextual-based challenges, EFL teachers developed five strategies: delaying the session, informing the parents, ignoring, forcing the students to attend at home, and integrating the backgrounds objects in the sessions. The most preferred overcoming strategy was ‘informing the parents’. Four EFL teachers in the individual interviews and 1 EFL teacher in the focus group discussion stated using that strategy.

Participant 4: “Parents were warned that they should be more careful about their attitudes while the students were in the sessions.”

Participant 6: “I talked with the parents in the meeting, and I told them that my students could not focus on the session.”

Postponing the session was another overcoming strategy used by an EFL teacher. She could not do the session because of her baby, and then she talked with the students and delayed the session to another time.

Participant 8: “I postponed most of my sessions to another time. I did the sessions while my baby was sleeping.”

One of the overcoming strategies was ignoring. An EFL teacher stated in the individual interviews that he used this overcoming strategy to avoid discouraging.

Participant 2 “In some situations such as that, I did not say anything not to discourage the students. I faced this challenge, but I did not make an effort to overcome.”

When students attend in an inappropriate context, forcing students to participate at home was an overcoming strategy. The school administration set a rule that all students had to participate in the sessions at their homes. An EFL teacher stated this overcoming strategy in the individual interviews.

Participant 1: “We made a rule. Every student had to attend the online session at their house.”

Integrating background objects into the session was another common strategy among EFL teachers. They preferred integrating things in the sessions, seen in the students’ visuals. Some of the EFL teachers gave homework that they would present the objects, and some of them asked the students to talk about the things in English at that moment. Three EFL teachers in the individual interviews and one in the focus group discussion stated that they used this overcoming strategy.

Participant 3: “I tried to control it by integrating instead of ignoring. I thought that it would be better.”

Table 22 shows the frequently reacted overcoming strategies to contextual-based challenges by EFL teachers during ERE courses.

Table 22.
Overcoming strategies to contextual-based challenges

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
informing parents		4(%50)	1(%14.2)
Delaying the session	1(%5.8)		
integrate background objects into the session		1(%12.5)	1(%14.2)
ignoring		1(%12.5)	
forcing Ss to attend at home		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.3.7. Strategies to Overcome Students' Behaviours-Based Challenges

To overcome the challenges based on students' behaviours, EFL teachers preferred using web2.0 tools, checking students' notebooks, informing the advisor teacher, warning students, blocking the chatbox, ignoring, and using the 'disabled annotation'. Using web 2.0 tools to draw students' attention was the most common strategy used by EFL teachers.

Participant 1: "They leave sessions in the first 10 minutes of each lesson or after 15 minutes, so we played Kahoot together for catching their interests."

Participant 4: "I chose to fill the online class day with a different activity."

Two EFL teachers used Checking students' notebooks regularly to prevent coming to the sessions unprepared.

Participant 1: "We checked the students' notebooks for this. We had such a problem in our lesson on Tuesday this week. So I checked their notebooks on Friday."

Informing advisor teachers was another strategy for overcoming behavioural disorders. Two EFL teachers mentioned this strategy in their self-observation voice records.

Participant 1: "We don't have many choices but to inform the counsellor teachers or talk to their parents about this"

Participant 16 "I stated that I noted down his name. We are talking as teachers, now class teachers are talking to their parents, and we are trying to find a solution."

Two teachers in the self-observation voice records and one teacher in the individual interviews stated they used warning the students during the sessions.

Participant 3: "I said that they could leave the class if they wanted to, or that I could kick them out in an uneasy situation that disrupted the lesson. There was no sound after that."

Participant 8: "I have already warned the students about this. I said that I would not accept such excuses in the next lessons and that they should check these before or hours before attending the lesson, and they should attend the lesson accordingly."

Participant 16: "I warned the student."

To overcome irrelevant chatting on the chatbox, EFL teachers used a feature of the Zoom, and they forbade chatting with each other on the chatbox

Participant 6: "I changed the chat section to which the students can write messages, only to the teacher."

Ignoring was another overcoming strategy used by an EFL teacher.

Participant 3: "I didn't warn the student. Just I checked whether he was listening to me or not."

EFL teachers used the 'disabled annotation' feature on the Zoom to prevent annotating the screen.

Participant 6: "I ticked the disabled annotation. Then they could not annotate the screen."

Participant 15: "When the students discovered annotating the screen, I used to show the annotators feature of the Zoom."

Moving students out of the sessions was another overcoming strategy used by 2 EFL teachers.

Participant 1: "For example, I moved the students out of my session."

Table 23 shows the frequently reacted overcoming strategies to students' behaviour-based challenges by EFL teachers during ERE courses.

Table 23.
Overcoming strategies to students' behaviour-based challenges

THEME	N(%)	N(%)	N(%)
	self-observation records	voice interviews	focus-group discussion interview
using web 2.0 tools	3(17.6)		
using disabled annotation feature on the Zoom		3(37.5)	
warning Ss	2(11.7)	1(12.5)	
move Ss out		2(25)	
checking Ss' notebooks	2(11.7)		
informing advisor	2(11.7)		
blocking the chatbox	1(5.8)	1(12.5)	
ignoring		1(12.5)	
Total	17(100)	8(100)	7(100)

4.3.8. Strategies to Overcome Motivation-Based Challenges

To overcome challenges based on low motivation levels, EFL teachers developed three different ways: using web 2.0 tools, rewarding, and face-to-face interviews. First, they used web 2.0 and rewards to motivate students and avoid the boredom of the online sessions. In addition, an EFL teacher used face-to-face interviews with students to overcome low motivation challenges based on inequality of opportunity in education in Turkey.

Participant 3: "I tried to make the sessions enjoyable as much as possible to motivate the students. We sang songs together, or we played games."

Participant 6: "For example, I used competitions and rewarding methods to learn vocabularies."

Participant 2: "Face-to-face interviews helped me motivate students' motivation levels."

Table 24 shows the frequently reacted overcoming strategies to motivation-based challenges by EFL teachers during ERE courses.

Table 24.
Overcoming strategies to motivation-based challenges

THEME	N(%)		N(%)	
	self-observation voice records	voice records	interviews	focus-group discussion interview
using web 2.0 tools			3(%37.5)	
rewarding			1(%12.5)	
face-to-face interviews			1(%12.5)	
Total	17(%100)		8(%100)	7(%100)

4.3.9. Strategies to Overcome Timing-Based Challenges

EFL teachers used sending written parts on BIP, extra courses, adding additional minutes to the sessions, and well-planned sessions to overcome timing-based challenges.

Participant 6: “After I lectured, I sent parts that students had to write on BIP.”

Participant 6: “We arranged a problem-solving session on the weekend.”

Participant 16: “When I lectured on the Zoom, I added extra minutes.”

Participant 1: “Later, I started to plan the session well. I divided the sessions into parts.”

Table 25 shows the frequently reacted overcoming strategies to timing-based challenges by EFL teachers during ERE courses.

Table 25.
Overcoming strategies to timing-based challenges

THEME	N(%)		N(%)	
	self-observation voice records	voice records	interviews	focus-group discussion interview
sending written part on BIP/WhatsApp	1(%5.8)		1(%12.5)	
well-planned lessons			1(%12.5)	
making extra course	1(%5.8)			
adding extra minutes to a session	1(%5.8)			
Total	17(%100)		8(%100)	7(%100)

4.3.10. Strategies to Overcome Communication-Based Challenges

EFL teachers used five strategies to overcome communication-based challenges: using WhatsApp or BIP, breakout rooms feature on the Zoom, completing dialogues, web 2.0 tools, and group working homework.

Participant 5: “We can just inform the students on WhatsApp groups.”

Participant 12: “I used the breakout room feature on the Zoom. I sent them to the rooms, and I checked whether they were talking with each other or not.”

Participant 2: “I wanted students to complete dialogues by choosing two different students.”

Participant 15: “We played online games like menti-meter. Students can share their ideas.”

Participant 4: “I tried to give group work homework to the students.”

Table 26 shows the frequently reacted overcoming strategies to communication-based challenges by EFL teachers during ERE courses.

*Table 26.
Overcoming strategies to communication-based challenges*

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
breakout rooms feature zoom			3(%42.8)
web 2.0 tools			2(%28.5)
using WhatsApp or BIP	1(%5.8)		
want Ss to call their friends		1(%12.5)	
using chatbox		1(%12.5)	
online meeting with parents in the evenings		1(%12.5)	
dialogues completion			1(%14.2)
group working homework			1(%14.2)
Total	17(%100)	8(%100)	7(%100)

4.3.11. Strategies to Overcome Resource-Related Challenges

EFL teachers developed four different strategies; adding extra papers on EBA, preparing presentations, sending lesson materials to the students' houses, and using PDFs instead of e-books.

Participant 6: “I was using the ‘add content’ feature of EBA.”

Participant 6: “I prepared a presentation before the sessions.”

Participant 1: “I copied and sent materials to their houses.”

Participant 4: “I opened files, then I found the pages and audio files one by one.”

Table 27 shows the frequently reacted overcoming strategies to resource-related challenges by EFL teachers during ERE courses

*Table 27.
Overcoming strategies to resource-related challenges*

THEME	N(%)	N(%)	N(%)
	self-observation voice records	interviews	focus-group discussion interview
adding extra papers on EBA	1(%5.8)		
preparing presentation	1(%5.8)		
sending lesson materials to Ss' houses		1(%12.5)	
using PDF instead of the e-book		1(%12.5)	
Total	17(%100)	8(%100)	7(%100)

4.4. SUMMARY OF FINDINGS

The findings showed that the main challenge EFL teachers suffered from during the emergency remote education in Turkey was less or no participation in the online sessions under the theme of the participation-based challenge. In addition, 14 EFL teachers stated in their self-observation voice records that they suffered from these challenges. This challenge was supported by 6 EFL teachers in the interviews and 5 EFL teachers in the focus group discussion. The other challenges were listed based on their frequencies: technology-based challenges, students' behaviour-based challenges, classroom-management-based challenges, contextual-based challenges, economic-based challenges, communication-based challenges, timing-based challenges, and challenges regarding the uncertainties in the current process flow, motivation-based challenges, resource-related challenges. The research-based challenges had the least frequency among EFL teachers' challenges. Just an EFL teacher mentioned it in the self-observation voice records and individual online interviews.

The most common strategy to overcome participation-based challenges was calling students' parents. 9 EFL teachers stated in the self-observation voice records that they used this overcoming strategy. It was supported by 3 EFL teachers in the

individual interviews. Total 14 EFL teachers developed various strategies to overcome the challenges. However, the theme, challenges regarding the uncertainties in the current process flow, has the least strategies to overcome. For example, just a teacher stated an overcoming strategy in the self-observation voice records, which was supported by an EFL teacher in the focus group discussion.

Table 28 shows the frequency details of challenges and overcoming strategies.

Table28.
Summary of the findings

	N(%)	N(%)	N(%)
Research Question 1: What challenges did EFL teachers in primary, secondary and high school have in emergency remote education during the pandemic Covid-19 in Turkey? (e.g. lack of online course experiences, lack of technology literacy, lack of internet)			
Theme	self-observation voice records	interviews	focus-group discussion interview
Participation-based challenges	14(%82.3)	8(%100)	5(%62.5)
Technology-based challenges	12(%70.5)	7(%87.5)	6(%85.7)
Students' behaviour-based challenges	13(%76.4)	7(%87.5)	
Classroom-Management based challenges	9(%52.9)	3(%37.5)	6(%85.7)
Contextual-based challenges	6(%35.2)	8(%100)	4(%57.1)
Economic-based challenges	3(%17.6)	7(%87.5)	2(%28.5)
Communication-based challenges	4(%23.5)	4(%50)	4(%57.1)
Timing-based challenges	5(%29.4)	5(%62.5)	
Challenges Regarding the Uncertainties in the Current Process Flow	5(%29.4)		4(%57.1)
Motivation-based challenges	2(%11.7)	4(%50)	
Resource-related challenges	1(%5.8)	2(%25)	
Research Question 2 What are EFL teachers' overcoming strategies on challenges they faced during the emergency remote education, and how did EFL teachers overcome students' problems in distance education?			
Overcoming strategies of Participation-based challenges	14(%82.3)	7(%87.5)	1(%14.2)
Overcoming strategies of Technology-based challenges	9(%52.9)	7(%87.5)	
Overcoming strategies of Students' behaviour-based challenges	10(%58.8)	6(%75)	
Overcoming strategies of Classroom-Management based challenges	7(%41.1)	5(%62.5)	
Overcoming strategies of Communication-based challenges	2(%11.7)	3(%37.5)	7(%100)
Overcoming strategies of Economic-based challenges	1(%5.8)	7(%87.5)	2(%28.5)
Overcoming strategies of Contextual-based challenges	2(%11.7)	6(%75)	2(%28.5)
Overcoming strategies of Motivation-based challenges		5(%62.5)	
Overcoming strategies of Timing-based challenges	2(%11.7)	2(%25)	
Overcoming strategies of Resource-related challenges	1(%5.8)	3(%37.5)	
Challenges Regarding the Uncertainties in the Current Process Flow	1(%5.8)		1(%14.2)
Total	17	8	7

5. DISCUSSION AND CONCLUSIONS

5.1. DISCUSSION

This study examined the challenges EFL teachers have faced and their overcoming strategies during the emergency remote education in Turkey. For this purpose, the study includes two research questions. In this part, research questions are discussed using qualitative data.

5.1.1. Discussion of the First Research Question

What challenges did EFL teachers in primary, secondary and high school have in emergency remote education during the pandemic Covid-19 in Turkey? (e.g. lack of online course experiences, lack of technology literacy, lack of internet)

The findings of this study are parallel with findings of some previous studies. For example, lack of technology literacy (Altıparmak, Kurt, & Kapıdere, 2011; Çakın & Akyavuz, 2020; Mohmmmed, Khidhir, Nazeer, & Vijayan, 2020; Sari & Nayır, 2020; Süğümlü, 2021), lack of accessing the internet (Aytaç, 2021; Jones, 2015; Sari & Nayır, 2020; Schuck & Lambert, 2020), lack of interaction (Başaran, Doğan, Karaoğlu, & Şahin, 2020; Jones, 2015; Sepulveda-Escobar & Morrison, 2020; Trammell & LaForge, 2017), inequality of opportunities (Başaran, Doğan, Karaoğlu, & Şahin, 2020), short lesson times (Ayaz, Ozkardas, & Ozturan, 2019; Başaran, Doğan, Karaoğlu, & Şahin, 2020; Süğümlü, 2021), lack of sufficient assessments (Guangul, Suhail, Khalit, & Khidhir, 2020; Ng, 2020), lack of internet connection (Trust & Whalen, 2020), lack of communication (Çakın & Akyavuz, 2020; Hazaea, Bin-Hady, & Toujani, 2021; Süğümlü, 2021), having distracting objects around students (Çakın & Akyavuz, 2020), lack of devices (Almaiah & Althunibat, 2020; Forrester, 2020), giving no response (Forrester, 2020), students' background noises (Forrester, 2020), lack of resources (Hazaea, Bin-Hady, & Toujani, 2021), power cut down, being insufficient of time management (Balbay & Erkan, 2021), less or no participation (Sari & Nayır, 2020; Süğümlü, 2021; Şanlı, 2021), and lack of motivation (Süğümlü, 2021) were challenges teachers faced during the online sessions both before and after Covid-19 pandemic. In addition to the literature, the findings showed that challenges, EFL teachers faced during the ERE, were late attending, leaving the online session without permission, non-class member attendance, sound problems, problems on EBA, behavioural disorders,

irrelevant speech, being away from the keyboard, sudden changes of the timetable, and lack of eye-contact.

5.1.2. Discussion of the Second Research Question

What were EFL teachers' overcoming strategies on challenges they faced during the emergency remote education, and how did EFL teachers overcome students' problems in distance education?

The findings of this study are parallel with findings of some previous studies. For example, overcoming strategies were forcing the students to attend the sessions and well-planned courses (Sari & Nayır, 2020). Furthermore, adding extra minutes (Sügümlü, 2021), creating real conversations (Sepulveda-Escobar & Morrison, 2020), and calling parents (Sari & Nayır, 2020; Sügümlü, 2021) were also strategies used by teachers during the ERE. In addition to literature, findings showed that reminding the time, using web 2.0 tools, changing the timetable, and starting lecturing later were strategies used to overcome participation-based challenges. Delaying the session and integrating background objects into the session were overcoming strategies to contextual-based challenges. Overcoming strategy to technology-based challenges were repeating sounds, changing the device, and training on technology. In addition, donating devices, encouraging the students to use EBA support points, and going to school were overcoming strategies to economic-based challenges. Overcoming strategy to classroom management based challenges was one-on-one interviews. Rewarding was an overcoming strategy to motivation-based challenges. Overcoming strategy to timing-based challenges was making extra courses. Finally, overcoming strategies to communication-based challenges was using WhatsApp or BIP. Based on the findings, it can be inferred that EFL teachers in Turkey faced various challenges during the ERE because most of them were new to online teaching. When they faced challenges, EFL teachers developed their overcoming Strategies to provide continuity of education.

5.2. CONCLUSIONS

This investigation aimed to reveal EFL teachers' challenges and their overcoming strategies during the ERE in Turkey. EFL teachers suffered from participation-based challenges, technology-based challenges, economic-based

challenges, classroom-management challenges, contextual challenges, challenges regarding the uncertainties in the current process flow, research-based challenges, students' behaviour-based challenges, motivation-based challenges, timing-based challenges, communication-based challenges, and resource-related challenges. Findings showed that less or no participation had the highest frequency among the challenges. EFL teachers developed various overcoming strategies to overcome the challenges they faced (e.g. informing parents, training the students, finding charities or organizations to donate devices to students in need, using web 2.0 tools). Therefore, EFL teachers should have in-services training on the challenges they may face during the online sessions, this current study will help trainers to determine the possible challenges EFL teachers will face. This study also provides overcoming strategies for teachers on challenges they face during the online sessions. In addition, EFL teachers may use the strategies that were mentioned in this study or they may develop various overcoming strategies inspired by strategies stated in this study.

5.3. LIMITATIONS

There are four limitations of the current study. First, the significant limitation is participant-related. This study was conducted with 17 EFL teachers. To develop a full picture of challenges EFL teachers have faced and their overcoming strategies during the ERE, additional studies will be needed to reach a large sample size because a higher number of participants or different people of other nationalities may affect the results. Next, only qualitative data were used in the current study. Third, self-observation voice records were collected during six weeks of the second term in the 2020-2021 academic year; therefore, findings may differ in research where the data collection procedure is longer. The final limitation is that retrospective data were collected on individual online interviews and the focus group discussion; therefore, findings may differ when all the data are collected introspectively.

5.4. FURTHER RESEARCH

There are several recommendations for future research. Firstly, future research can increase the number of the sample, which was an implication of the current study. Next, the current research focuses on Turkish EFL teachers'

challenges and overcoming strategies; however, results may be compared to various in-field teachers' challenges in different contexts. Finally, collecting introspective data in further research may affect the results because retrospective data were collected from individual online interviews and the focus group discussion; therefore, some participants may not remember the details.

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APPENDICES

Appendix A: An example of Self-Observation voice record

Participant 9

Merhaba Samsun'da İngilizce öğretmenliği yapıyorum. 11. sınıflarda dersime katılım olmadı çünkü şu anda kar yağışı var ve öğrencilerimizin çoğunluğu kırsal kesimde köylerde yaşadığı için internet erişimleri her zaman olamıyor maalesef. Merkezde yaşayan de internet erişimi olan öğrencilerimiz de bu hafta ilk hafta olması sebebiyle derste katılmadıklarını düşünüyorum ilerleyen haftalarda katılım artacaktır diye düşünüyorum.

10. sınıflarla dersime 5 öğrenci katıldı. Konumuz physical appearance, describing physical appearances öğrencilerin motivasyonlarının düşün olduğunu ve derse katılımlarının çok az gözlemlerim başta konuyu survivor yarışmacılar üzerinden anlatmaya çalıştığımda örnekler verdiğimde daha da katılımlarının arttığını ve motive olduklarını gözlemlerim.

9. Sınıflarla dersine 8 öğrenci katıldı. İki Öğrenci derse aktif katıldı ancak diğer öğrenciler derste sessiz kaldı. Bunun nedeni hem benimle hem sınıf arkadaşlarıyla daha önce yüz yüze hiç ders yapmamış olmaları diye düşünüyorum. Çünkü pandemi dolayısıyla sadece çevrimiçi olarak ders yapabildik bunu aşmaları için de en azından kendi aralarındaki etkileşme artırmaları adına çevrimiçi yazışmalarını gerektirecek grup çalışması ödevleri veriyorum. Bu şekilde kendi aralarında daha fazla diyalog kurabilirler diye düşünüyorum.

10. sınıflarda Okul kuralları konusunu işledik. İlk dersimiz de okul kuralları hakkında bir metin çalışması yaptık öğrenciler Metin okullar ve genelde telaffuz ve spelling hataları olduğunu bildiğim için ikinci ders için yine okul kuralları hakkında bir poster uygulamalarını poster hazırlamaları istedim My Wall uygulamasını kullanarak. Bu poster çalışmasındaki amacım spelling ve pronunciation hatalarını minimuma düşürmekti. Çünkü ikinci derste öğrenciler bu posterlerini sunum yaparak arkadaşlarına anlatacaklar ve telaffuz ve spelling hatalarından kurtulabilirler diye düşündüm böylece.

11. sınıflarda expressing regrets konusunu işledik cümle yapılarına aşina olabilmeleri için öncelikle ünlü kişilerin bazı cümlelerine okuttum onlara I

shouldn't have done ya da I should have done şeklinde cümlelerde bunlar daha sonra birlikte bir context oluşturduk yağmurlu havada yanlış kıyafet seçmiş olmakla ilgili contexti bu yanıma şemsiye almalıydım ya da şunu giymemeliydim şeklinde cümleler kurdum öğrencilerle. 3. Hallerini fiillerin 3. Hallerini hatırlamakta zorluk çektiler bunun içinde kullanacakları fiillerin listesini ben vermişim onlara zaten bunları hatırlamaları için kendilerininde başka contextler oluşturarak farklı cümleler kurmalarını ödev olarak ve ne kadar çok bu kelimeleri kullanırlarsa o kadar aşına alacaklarını böylece daha kolay hatırlayacaklarını söyledim.

9. sınıflarda okuma etkinliği yaptık etkinliğe başlamadan önce öğrencilerime etkinlikten sonra kahoot uygulamasıyla bir kelime quizi yapacağımız söyledim dolayısıyla metni iyice anlamaya ve kelimelerin anlamlarını öğrenmeye odaklanmaları gerektiğini söyledim. Kahoot uygulaması tüm öğrencilerin de yüklü çünkü genelde derslerimizde kullanıyoruz bu uygulamayı etkinliği bitirdik okumamızı yaptık ve 15 soruluk bir quiz yaptık kahoot uygulamasında. En çok doğru kelime bilene performans notu vereceğimi söylemişim böylece okurken daha odaklı ve kelimeleri anlam anlamaya odaklanmışlardı

Konumuz describing a process ilk önce how to make a lemonade hakkında bir worksheet üzerinde çalıştık öğrencilere. Limonata yapımı aşamaları hakkında resimler verdim ve bu resimleri 1,2,3,4 diye numaralandırmalarını istedim önce daha sonra bu resimler hakkında cümleler kurduk beraber. Cümlelerimiz de first then next finally gibi ifadeleri kullandık daha sonra salata yapımı aşamaları hakkında kelimeleri verdim öğrencilere ve kendilerinin de yine bu kelimeleri ve first then next finally gibi ifadeleri kullanarak kendilerinin bir paragraf yazmasını istedim. Kelimeleri önceden verdiğim için ufak tefek spelling hataları dışında bir hataları yoktu konuya anladıklarını gözlemledim.

11. sınıflarda Unreal past events konusunu işledik iki tane karikatür üzerinden cümle yapılarını örnek olarak gösterdim önce cümle yapılarını anlamalarını sağladım daha sonra survivor yarışmacıları üzerinden bir konteks oluşturduk. Öğrencilerin hepsi hemen hemen sıkı bir şekilde takip ettikleri için mikrofonu hep kapalı olan sessiz olan öğrencilerin dikkatini çekmeye düşündüm bu şekilde daha hızlı koşsaydı yarışı kazanabilirdi şeklinde cümleler kurduk beraber. Önce ben

örnek verdim Daha sonra onların cümleler kurmasını istedim dersi bu şekilde işledik.

9. sınıflarda jop interview hakkında bir rol Play çalışması planlamıştım ancak öğrencilerin soru kelimelerini bilmediğini fark ettim o yüzden o konuya dönmem gerekti. Önce soru kelimelerini anlamları ile birlikte verdim daha sonra cevap niteliğinde bir kaç cümle yazdım ve bu cümleleri uygun soru kelimelerini söylemelerini istedim. İlk etapta cümle kurmadan sadece soru kelimelerini söylediler daha sonra bu soru kelimeleri ile ilgili cümleler soru cümleleri kurduk birlikte. Ondan sonra rol play çalışmamıza geçebildik student 1 student 2 şeklinde rol kartlar verdim kullanabilecekleri soru kalıplarına cümle yapılarına söyledim. Kartta yazılı olan şeyler bunlar ve 2 dersimizde bir diyalog oluşturdular rol play çalışmasını yaptılar ciddi anlamda telaffuz telaffuz sıkıntıları olduğunu gözlemledim O yüzden ilerleyen derslerde telaffuz çalışması yapmayı planlıyorum.

11 sınıflarda discovering cities konusunu işledik. Önce İstanbul'u tanıtan bir metin verdim metni beraber okuduk inceledik metinde crowded, developed, busy gibi kelimeleri bold olarak verdim. Metni okuduktan sonra hem comprehension hem vocabulary alıştırmaları yaptık. Daha sonra kullandıkları kelimeler ile cümle yapılarını kullanarak kendilerinin bir paragraf yazmasını istedim herhangi bir şehri tanıtan bir paragraf kelimeleri doğru bir şekilde kullanarak paragraf yazabildiler.

9. sınıflarda jop interview konusuna devam ettik önce 3 tane jop advertisement verdim Bunlardan herhangi bir tanesine başvuracağımız bir diyalog hazırlayacağımız söyledim birlikte bir kişi applying for the jop diğeri employer olacak şekilde bir diyalog yazdık. Birlikte bu diyalogda önce ki derste geçen hafta kullanmış olduğumuz vocabulary ve soru kalıplarını da kullandık hatırlamaları açısından. Daha sonra kendilerinin de yine bu iş ilanlarından başka bir tanesinde başvurarak bir diyalog çalışması yapmalarını istedim. Diyaloğu kendilerinin hazırlamalarını istedim yine aynı soru kalıplarını kullanarak kendi diyaloglarını oluşturdular role play çalışması yaptılar ikinci derste. Böylece hem bu soru kalıplarını pekiştirmiş oldular hem de jop interview hakkında vocabulary bilgilerini geliştirmiş oldular.

10. sınıflarda festivals konusunu işledik Öncelikle farklı ülkelerde yapılan festivallerden görseller göstererek cümlelerle açıklayıcı bilgiler verdim bu

festivaller hakkında daha sonra ülkemizde kutlanan Ramazan Bayramı hakkında kendi hazırlamış olduğum bir posteri yansıttım ekrana. Posterin üzerine resimler koymuştum bu bayramda neler yapıldı ile ilgili ve açıklayıcı cümleler yazdık. Bu resimlerin yanına people visit eachother gibi. Bu posteri beraber tamamladık ve daha sonra kendilerinin de yine poster My Wall üzerinde bir poster hazırlamalarını söyledim. Kendi tasarlayacakları bir festival hakkında bunu yapmalarını istedim bu bir dream festival olabilir istediğiniz şekilde bir kafanızda festival canlandırır ve bunu poster My Wall üzerinde görsellerle ve cümlelerle açıklayın şeklinde ödevlendirdim. Daha sonra linki paylaşarak benimle bunları paylaşabileceklerini söyledim.

9 sınıflarda asking for and giving advice konusunu health problems üzerinden anlatmaya çalıştım. Öncelikle health problems hakkında bir vocabulary çalışması yaptık. Daha sonra örnek diyaloglar inceledik ve bu diyaloglarda asking for and giving advice ile ilgili cümle yapılarının altını çizerek vurguladım. Bu cümleleri tekrardan inceledik daha sonra öğrencilere promslar verdim rol kartlar da verdim ve bu rol kartları çalışarak önümüzdeki hafta için biz bir rol play çalışması hazırlamalarını istedim. Böylece bugünün tekrarını yaparak konuyu daha iyi öğrenebilirler diye düşünüyorum.

11 sınıflarda Extreme Sports hakkında bir writing çalışması yaptık Öncelikle Survivor yarışmacılarından Survivor'dan bazı görsellerle extreme sporlar hakkında bir vocabulary çalışması yaptık. Bu sınıfım özellikle Survivor çok sık takip ettiği için sosyal medyada gözlemlediğim kadarıyla sıkı takip ettiklerini gördüğüm için bu şekilde dikkatlerini çekmeyi denedim ve başarılı olduğumu da gördüm. Vocabulary çalışmasından sonra birkaç tane have you ever tried şeklinde kendi deneyimleri hakkında sorular yönelttim bu sorulara odaklanarak bir paragraf yazmalarını istedim kendi deneyimleri hakkında önümüzdeki haftaya değerlendirmek üzere bu şekilde ödevlendirdim.

10. sınıflarda konumuz narrating past events önce Red Riding Hood hikayesi üzerinden örnek cümleler göstererek cümle yapılarını kavramaları sağladım fiillerin 2. Hallerini listesini vermişim zaten birlikte örnek cümleler yaptık geçmiş zamanda nasıl cümle kurulacağını öğrendi öğrenciler ve daha sonra ekrana story jumber uygulamasını yansıtarak dijital bir kitapçık nasıl oluşturacaklarını öğretim ve kısa

bir hikaye yazarak story jumber üzerinden dijital bir hikaye oluşturmalarını söyledim. Önümüzdeki hafta için bu şekilde ödevlendirdim böylece past tense cümle yapılarını öğrenebileceklerini ve uygulayabileceklerini düşündüm.

Appendix B: Online interview questions

1) Online derslerinizde karşılaştığınız öğrenci katılımlarıyla alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

2) Online derslerinizde karşılaştığınız teknoloji ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

3) Online derslerinizde karşılaştığınız öğrenci ve ailesinin ekonomik durumlarıyla alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

4) Online derslerinizde karşılaştığınız sınıf yönetimi ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

5) Online derslerinizde karşılaştığınız öğrencinin derslere katıldığı ortam(bağlam) ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

6) Online derslerinizde karşılaştığınız zorluklar varsa bilimsel araştırmalarınıza nasıl bir etkide bulunmuştur? Bu etkileri ortadan kaldırmak için nasıl bir çözüm yolu izlediniz?

7) Online derslerinizde karşılaştığınız öğrenci davranışlarıyla alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

8) Online derslerinizde karşılaştığınız motivasyon ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

9) Online derslerinizde karşılaştığınız iletişim ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

10) Online derslerinizde karşılaştığınız zaman yönetimi ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

11) Online derslerinizde karşılaştığınız eğitsel kaynakların ulaşımı ve kullanımını ile alakalı zorluklar nelerdir? Bu zorlukları çözmek için nasıl bir çözüm yolu izlediniz?

Appendix C: An example of Online individual interviews

Participant 6

1. Tabi ki sınıf sınıf farklılaştığı oluyordu ama bence ilkokulda ortaokula göre katılım daha fazlaydı bunun nedeni ise velilerin öğrencilerin başında olması ve onların ders takibini yapmasıydı. İlkokuldakilerin böyle bir avantajı vardı derse katılanlar daha fazlaydı. Katılmayanlar ise problemlerinden bir tanesi internetin çekmemesi. Ben bir ilçede görev yapıyorum küçük bir ilçe öğrencilerimiz taşınmalı geliyor. Yatılı bölge ortaokulu ve ilkokulu. Öğrencilerimizin yaşadığı köylerde internet çekmiyordu. En büyük problemlerden bir tanesi buydu. Zaten normalde de hani bizim öğrencilerimiz yatılı olduğu için yüksek köylerden geliyorlar ve internet problemleri var. İnternet problemleri yanı sıra internete bağlanabilecekleri bir cihazları yok hocam. Cep telefonu olsun tablet olsun bilgisayar olsun. İnterneti bağlayabilecekleri bir cihaz olmaması diğer bir problem. Sonrasından bazı öğrencilerimizin hem imkânı var hem interneti var hem cihazı var ama sırf kendi hani tembellik mi diyeyim kendi istekleri doğrultusunda derse girmeyenler oldu. Derse bağlanmaları için yaptığımız çalışmalar arasında dersi hatırlatma amaçlı 10 dakika sonra dersimiz başlayacak diye hatırlatmalar yaptık. Katılmayan öğrencilerin velisini aradık ama yine de katılmak isteyenler katıldı katılmak istemeyenler katılmadı. Bir de bizim okulumuzda şöyle bir şey oldu haziran ayında okulumuzda tablet dağıtıldı hocam. Yani bizim tüm ortaokul gurubunaydı tablet dağıtıldı ve biz dedik ki herhalde tablet dağıtıldı bizim öğrencilerimizin katılımı artacak yükselecek ama hiç beklediğimiz gibi olmadı. Birkaç öğrenci katıldı ama çoğu katılmadı. Bu da şöyle bir durum var yine bölgesel olarak söyleyebilirim haziran döneminde mayıs döneminde öğrencilerimizin çoğu yaylaya çıktı. Biliyorsunuz karadenizde böyle bir durum var. Öğrencilerimiz yaylaya çıktı ve yine yaylada internet çekmediği için çoğu öğrencimiz maalesef derslere katılmadı. Bir de velilerden şöyle söyleyenler olmuştu şimdi evde birden fazla öğrenci var. Birisi ilkokul işte diğeri ortaokul ders saatleri çakışıyor diyelim evde sınırlı sayıda cihaz var o yüzden derse sadece öğrencinin bir tanesi girebiliyordu diğerleri giremiyordu. Böyle problemler vardı. Şuanda aklıma gelenler bunlar.

2. Şunu çok iyi hatırlıyorum. Yüksek lisansımın başvurusunu yapacağım gün enstitünün önünde sıradayız belgelerimizi vereceğiz bir anda okul grubunu

takip ediyorum o zamanda online eğitimin ilk günüydü. Ben branş öğretmen olduğum için de hem ilkokulda derse giriyorum hem ortaokulda derse giriyorum. Bir sürü veli grubunda ben varım ve gördüğüm kadarıyla en büyük problem ilk gün velilerin Zoom'u kullanmayı bilmiyor olmalarıydı. Öğrencilerin de öyle. Çünkü biliyorsunuz Zoom'un dili İngilizce işte hocam nasıl gireceğiz bu ne demek şu ne demek? Hani orada ben cevap vermeye çalıştım. Kendi telefonumu hemen o esnada ekran kaydı aldım video aldım işte Zoom'da şuraya gireceksiniz buraya basacaksınız. Hani benim yaptığım gibi yapın diye gruplarda paylaştım velilere gönderdim. Birinci problem bence Zoom'u kullanmayı bilmiyor olmalarıydı İngilizce bilmiyor olmaları. İkinci problem dediğim gibi cihaz problemi internet problemi bence bunlar yani.

3. Dediğim gibi bir internet olmayışı iki cihaz olmayışı. Cihaza çözüm olarak bizim okulumuza Ziya Selçuk gelmiş eylül ayında ben de katılmıştım o toplantıya ve öğrencilere tablet dağıtılacağını söylemişti Giresun'da. Bizim de okulumuzda tablet dağıtıldı ama benim de dikaktimi şu çekti bize çok geç bir tarihte dağıtıldı haziran ayında dağıtıldı ki sene sonuna tekavül ediyor. Belki o tabletler daha önce dağıtılmış olsaydı biz bir nebze o ekonomik problemi çözecek olacaktık ama bu bizim elimizde olan bir şey değil tabi ki. Cihaz eksikliği okulumuzda cihaz dağıtıldı buna şey olarak. Okulumuzda EBA destek merkezi vardı. Şu deniyordu böyle öğrencilerimiz de var geldiler okulda derse girdiler gerçekten. Durumu olmayan öğrencilerimize evde bilgisayarı interneti olmayan öğrencilerimiz okulumuza gelip EBA destek sınıfında okulumuzdaki bilgisayarları kullanarak derslere katılabilirler diye yine bir çözüm oldu bize. Sonrasında dediğim gibi Cihaz eksikliği cihazlarda problemler olması. Mesela benim telefonum bozuldu annemin telefonu kırıldı ya da hocam benim telefonum EBA'yı kaldırmıyor Zoom'u kaldırmıyor yükleyemiyoruz. Böyle şeyleri de çok duydum işte başka maddi durum olarak yani dediğim gibi yatılı bir bölge okuluyuz. Öğrencilerimiz uzak köylerden yüksek köylerden geliyor. İnternet problemi var hatta bununla ilgili bizim velilerimizde bakanlığa yazı göndermişler köylerinde internet çekmediğine dair internet olmadığına dair. Yani bununla ilgili birçok çalışma yaptık ama maalesef bence çokta başarılı olmadık.

4. İlk olarak bununla ilgili aklıma gelen yine ilkokuldan başlayayım. İlk okul öğrencileri cıvıl cıvıllar çok sesli çok hareketliler hele ki ben bir etkinlik

yaptığımda bir şey yaptığımda hepsinden ayrı bir ses çıkıyor. Böyle durumlarda ben hepsini mute all yapıyordum yani hepsinin mikrofonlarını kapatıyordum. İlk başta kendim bir instruction vereceğim zaman yönerge vereceğim zaman kapatıp önce beni duymalarını sağlıyordum. Sonrasında eğer söz hakkı almak isteyen olursa parmak kaldıranın mikrofonunu açıyordum. Sonrasında sınıf yönetimi adına Zoom'un breakout özeliğini kullanıyordum. Grup etkinliği yaptırıyordum. Burada mesela işte öğrencilere yönergeleri veriyordum sonra kendi gruplarına gönderiyordum ve ben tek tek grupları dolaşıyordum bir problem var mı bir sorun var mı? Diyerek. Grup çalışması yönetimindeki sınıf yönetimini sağlamaya çalıştım. Bazen chat bölümünü kullandık ses problemlerimiz oluyordu. Ya da ekranda beyaz tahtayı açarak kullandık. [10:00]

5. İlkokuldan bir öğrencim vardı ve derse salondan katılıyordu ve babası arkadan televizyon izliyordu o sesten çocuk dersi duyamıyordu anlayamıyordu sonra derse karşı genel bir olumsuz tutum takındığını düşünüyorum. Bir öğrencim daha vardı ben bunu veli toplantısında velisine de söyledim. Küçük bir kardeşi vardı mesela benim öğrencim derse katılmaya çalışıyordu annesi mutfakta yemek yapıyormuş. O kardeşini öğrencimin yanına veriyor ben kameradan görüyordum mesela defterine saldırıyordu kalemimi almaya çalışıyordu bu gibi davranışları vardı. Ben bu sırada uyardım hatta dediğim gibi veli toplantısında da öğrencinin ismini de verdim velisine de söyledim ders dinleyemediğini derse düzenli katılmadığını kardeşini olumsuz etkilediğini söyledim. Sesli ortamda çalışanda vardı böyle olduğu durumlarda hep uyardım. Televizyonun sesini kısabilir miyiz? Öğrencinin dersi sessiz bir ortamda dinlemesi lazım gibi. Bu şekilde söylemlerde de bulundum.

6. Ben geçen yıl 2 tane çalışma yaptım hocam. Çalışmamın bir tanesi ilkokul üzerindeydi. Morpheme çalıştık. Arada bir yüz yüze eğitim dönemi oldu orada yaptım.

7. Öğrenciler Zoom'un mesajlaşma bölümünde kendi aralarında konuşabiliyorlarmış. Dersteyiz mesela bunları yakaladığımda oldu bir arkadaşına yazıyor oda ona yazıyor. Orada mesaj yazabilir sadece bana yaptığımda yazamıyorlarmış bunu fark ettim ve uyguladım. Sonrasında şöyle bir şey vardı ben ders anlatırken mesela ekranı çiziyorlardı kendileri yazılar yazıyorlardı bir şekilde dikkat çekmeye çalışıyorlardı. Bu şekilde de ekrana yazı yazma kısmında

diğerlerine izin verme diye bir bölüm vardı onda da onu işaretliyordum bu şekilde kendi aralarında veya derse olumsuz bir davranışları olmuyordu bir nebze engelliyordum. Bir ses olduğunda yine mikrofonlarını kapatıyordum.

8. Motive etmek için ödüllendirme yöntemini kullanmışım mesela. İşte kelime yarışmalarına katılınsınlar dedim işte 3 hafta üst üste birinci olana ödül aldım mesela. Gittim ödülleri onlara bıraktım. Mesela kelime öğrenmeleri için bu şekilde yarışmaları kullandım ve ödüllendirme yöntemini kullandım. Aynı şekilde 8. sınıflarım içinde sınavda 8 doğru ve üzeri yapana şöyle yapacağız böyle yapacağız. Denize karşı yemeğe gittik biz de o iyi yapanlarla sınavda. Hepsini motive etmek için ödüllendirme yöntemini çok kullandım. Sonra veli görüşmelerini kullandım. Velileri sık sık arayıp onlarla görüştüm. Öğrencilerle sürekli iletişim halindeydim. Görüşme ve ödüllendirme yöntemini kullandım.

9. Biz derslerin duyularını WhatsApp grupları vardı. WhatsApp'da yapıyorduk şöyle problemler hatırlıyorum. İnterneti yoktu mesajı görmedi dersi unuttu ya da yaylaya çıktı hocam yayladaydım internet yoktu derse katılamadım. Ya da aranızda ulamadığımızda oldu ama bir şekilde şöyle yapıyorduk mesela ben bir öğrencimi arıyordum ulaşamıyordum diyelim. Derse başladığımızda hem sınıf gruplarına mesaj atıyordum hem öğrencilere tek tek mesaj atıyordum yine katılmayan varsa ders başladığında yakın bir arkadaşına nerede bakalım ara sen derse çağırıyorsun. Ya da bir tane öğrenci görevlendiriyordum arkadaşlarının birbirlerinin derse katılmasını sağlıyordum diyebilirim.

10. Zaman yönetimi ile alakalı bir problem derslerin 30 dakika oluşuydu. Ben hesaplıyordum mesela haftada dört saat dersim var bir haftada dört saat 40 dakika çarptım 160 dakika işte bunu 4 haftadan hesaplıyordum bir de 30 dakikadan hesaplıyordum ve şunu çok adaletsiz buluyordum bizden 40 dakikada işlediğimiz müfredatı 30 dakikada yetiştirmemizi bekliyorlardı. Hem de 30 dakika online eğitim yüz yüze de değil. Bunun içerisinde çok fazla teknolojiksel problem internetsel problem işte öğrenci katılımı devamsızlık problemi gibi şeyler var. Bu benim için çok büyük bir zorluktu. Geldiğimizde 30 dakika nasıl geçiyordu öğrencilerimizin hepsinin bağlanması derse geç bağlananlar oluyordu mesela bunlarla geçiyordu. Zamanı etkili kullanabilmek adına öğrencilerin deftere yazacakları şeyleri WhatsApp grubuna gönderiyordum bunu bir dahaki dersimize kadar evde yazıp gelmiş olacaksınız diyordum. Normal okuldayken bunlar deftere

yazıyorlardı. Zoom ekran başında internet başında bunu o esnada yazmak epeyce zaman alıyor yavaş yazan öğrencilerimiz var hızlı yazan öğrencilerimiz var. Bu konuda bir uyum sağlanamıyordu. Yazdıklarını anlamak için liste tutuyordum ödevini yazanlar fotoğrafını çekip bana gönderiyordu. Derste ödev kontrolü gibi bir şey olmuyordu ben onlara bir şey yazdırmıyordum.

11. Hayır, zorluk yaşamadım hatta daha kolaydı.

Appendix D: Consent approvals from participants



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ÜNİVERSİTESİ

BİLGİLENDİRİLMİŞ GÖNÜLLÜ OLUR FORMU

Bu katıldığımız çalışma bilimsel bir araştırma olup, araştırmanın adı “**An investigation into the challenges experienced by Turkish EFL teachers and their overcoming strategies during emergency remote teaching in Turkey**”. Bu çalışma, Ordu Üniversitesi İngiliz Dili ve Edebiyatı Yüksek Lisans öğrencisi Emirhan HANGİŞİ, Ordu Üniversitesi İngiliz Dili ve Edebiyatı Doç.Dr.Öğr.Üyesi Turgay HAN ve Bozok Üniversitesi Yabancı Diller Eğitimi Bölümü Dr.Öğr.Üyesi Özgür ŞAHAN tarafından yürütülen bir çalışmadır. Bu çalışmanın amacı Covid-19 salgın hastalığı sebebi ile acil durum uzaktan eğitime geçen İngilizce öğretmenlerinin karşılaştıkları zorluklar ve bu zorluklara getirdikleri çözüm stratejilerini araştırmaktır. Bu çalışmada sizden ilk olarak kişisel bilgi içermeyen katılımcı bilgi formlarınızı doldurmanız daha sonra araştırmacının belirlediği tarihler arasında haftalık ses kayıtlarınızı araştırmacıya iletmeniz beklenmektedir. Çalışmaya katılım tamamen gönüllülük esasına dayanmaktadır. Sizden kimlik belirleyici hiçbir bilgi istenmeyecektir. Cevaplarınız tamamen gizli tutulacak ve sadece araştırmacılar tarafından değerlendirilecektir ve elde edilecek bilgiler bilimsel yayımlarda kullanılacaktır.

Çalışma, kişisel rahatsızlık verecek unsurlar içermemektedir. Ancak, çalışma sırasında sorulardan ya da herhangi bir nedenden ötürü kendinizi rahatsız hissederseniz çalışmayı yarıda bırakıp çıkmakta serbestsiniz. Çalışma sonunda, bu çalışmayla ilgili sorularınız cevaplanacaktır. Bu çalışmaya katıldığınız için şimdiden teşekkür ederiz. Çalışma hakkında daha fazla bilgi almak ve sorularınız için Emirhan HANGİŞİ' ye ait 0554 629 60 13 numaralı telefon ve hangisiemirhan@gmail.com adresli e-posta ile iletişim kurabilirsiniz.

Bu çalışmaya tamamen gönüllü olarak katılıyorum ve istediğim zaman yarıda kesip çıkabileceğimi biliyorum. Verdiğim bilgilerin bilimsel amaçlı yayımlarda kullanılmasını kabul ediyorum.

Ad-Soyad

Tarih

İmza

Appendix E: Research permission approval form



T.C.
SİVAS VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-92255297-605.01-25469468
Konu : Araştırma İzni (Emirhan HANGİŞİ)

24.05.2021

VALİLİK MAKAMINA

- İlgi : a)Ordu Üniversitesi Rektörlüğü Sosyal Bilimler Enstitüsü Müdürlüğü'nün 28/04/2021 tarihli ve E-38379748-663.08-0592088 sayılı yazısı.
b)Millî Eğitim Bakanlığı Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 21/01/2020 tarihli ve 81576613-10.06.02-E.1563890 sayılı 2020/2 no'lu genelgesi.
c)Valilik Makamının 14/04/2021 tarihli ve E-92255297-605.01-24208414 sayılı onayı.

Ordu Üniversitesi Sosyal Bilimler Enstitüsü İngiliz Dili ve Edebiyatı Ana Bilim Dalı yüksek lisans öğrencisi Emirhan HANGİŞİ, "An Investigation Into The Challenges Experienced By EFL Teachers During Emergency Remote Teaching In Turkey And Their Overcoming Strategies" konulu çalışması kapsamında, ilimiz genelinde bulunan ilkokul, ortaokul ve liselerde araştırma çalışması yapmak istemektedir.

İlgi (a) yazı ekindeki çalışma; Valilik Makamının ilgi (c) onayı ile oluşturulan araştırma değerlendirme komisyonu tarafından incelenmiş olup çalışmanın, eğitim öğretimin aksatılmaması ve katılımcıların izni olmadan resim, video ve ses kayıtlarının alınmaması kaydıyla, ilimiz genelinde bulunan ilkokul, ortaokul ve liselerde uygulanmasında bir sakınca görülmemektedir.

Onaylarınıza arz ederim.

Fatih AYDIN
Müdür a.
Şube Müdürü

Ek: Araştırma Değerlendirme
Formu (1 sayfa)

OLUR
24.05.2021

Ebubekir Sıddık SAVAŞÇI
Vali a.
Millî Eğitim Müdürü

Adres : Muhsin Yazıcıoğlu Bulvarı No:17 SİVAS
Telefon No : 0 (346) 280 38 00
E-Posta: uzgs38@meh.gov.tr; istatistik38@meh.gov.tr
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Appendix F: Ethics committee approval

T.C.
ORDU ÜNİVERSİTESİ REKTÖRLÜĞÜ
Sosyal ve Beşeri Bilimler Araştırmaları Etik Kurulu

OTURUM TARİHİ	OTURUM SAYISI	KARAR SAYISI
25/02/2021	02	2021-32

KARAR NO: 2021-32

Doç. Dr. Turgay HAN'ın "An Investigation Into The Challenges Experienced By EFL Teachers During Emergency Remote Teaching In Turkey And Their Overcoming Strategies" başlıklı çalışması etik yönden incelendi.

Doç. Dr. Turgay HAN'ın "An Investigation Into The Challenges Experienced By EFL Teachers During Emergency Remote Teaching In Turkey And Their Overcoming Strategies" başlıklı çalışmasının etik yönden uygun olduğuna, toplantıya katılanların oy birliğiyle karar verildi.

ASLI GİBİDİR
25/02/2021

Doç. Dr. Hasan Hüseyin MUTLU
Başkan

