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Investigation of EFL Students' Readiness and Metaphorical Perceptions for Emergency Remote Teaching

Yabancı Dil Öğrencilerinin Acil Uzaktan Öğretime Yönelik Hazırbulunuşluklarının ve Metaforik Algılarının Belirlenmesi

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Abstract. The study aimed to determine english as a foreign language (EFL) students' readiness and metaphorical perceptions of emergency remote teaching (ERT). Multiple research methods were used for this purpose. In this context, the survey model was used to determine students' readiness for ERT, and the phenomenological design was used to determine students' metaphorical perceptions. The study sample consisted of 411 students studying in the English Language and Literature department at a state university. In data collection, a scale was used to reveal students' readiness for ERT and the form "Emergency Remote Teaching is like ..... because....." was used to shed light on their metaphorical perceptions of it. While descriptive and predictive analysis methods were used to analyse quantitative data, metaphorical analysis was used to analyse qualitative data. As a result of the study, a significant difference was found in terms of students' readiness according to the grade level, the device used, and the perception of computer and technology usage skill competence, while no significant difference was found between the groups in terms of gender and distance education experience. It was also observed that the students' readiness score for ERT (X=3.27) was above the average. As for the qualitative data analysis results, most participants had negative perceptions of ERT, but some positive metaphors with favourable connotations regarding it emerged. To illustrate, in the study on metaphorical perception, it was seen that not only negative perceptions, such as challenging, inadequate, ineffective, unsystematic, and limited, but positive perceptions, such as comfortable, effective, supportive, and developing also emerged.

Keywords: Distance education, Emergency remote teaching, Higher education, Readiness, Metaphorical perspective.

Öz. Çalışmada yabancı dil öğrencilerinin acil uzaktan öğretime (AUÖ) ilişkin hazırbulunuşluklarının ve metaforik algılarının belirlenmesi amaçlanmıştır. Bu amaçla çoklu araştırma yöntemi kullanılmıştır. Bu kapsamda öğrencilerin AUÖ'e yönelik hazır bulunuşluklarını belirlemek için tarama modeli, öğrencilerin metaforik algılarını belirlemek için ise fenomenolojik desen kullanılmıştır. Araştırmanın örneklemini bir devlet üniversitesinin İngiliz Dili ve Edebiyatı bölümünde öğrenim gören 411 öğrenci oluşturmaktadır. Verilerin toplanmasında öğrencilerin AUÖ'e yönelik hazır bulunuşluklarını ortaya koymak için bir ölçek ve metaforik algılarına ışık tutmak için "Acil Uzaktan Öğretim..... gibidir çünkü....." formu kullanılmıştır. Nicel verileri analiz etmek için betimsel ve kestirimsel analiz yöntemleri kullanılırken, nitel verileri analiz etmek için metaforik analiz kullanılmıştır. Çalışma sonucunda, öğrencilerin hazırbulunuşlukları açısından sınıf düzeyi, kullanılan cihaz ve bilgisayar ve teknoloji kullanım becerisi yeterlilik algısına göre anlamlı bir fark bulunurken; cinsiyet ve uzaktan eğitim deneyimi açısından gruplar arasında anlamlı bir fark bulunmamıştır. Ayrıca öğrencilerin AUÖ'e yönelik hazırbulunuşluk puanının (X=3.27) ortalamanın üzerinde olduğu görülmüştür. Nitel veri analizi sonuçlarına göre, katılımcıların çoğu AUÖ'e ilişkin olumsuz algılara sahip olmakla birlikte, olumlu çağrışımlara sahip bazı metaforlar da ortaya çıkmıştır. Örneğin, metaforik algı çalışmasında, sadece zorlayıcı, yetersiz, etkisiz, sistematik olmayan ve sınırlı gibi olumsuz algıların değil, aynı zamanda rahat, etkili, destekleyici ve geliştirici gibi olumlu algıların da ortaya çıktığı görülmüştür.

Anahtar Kelimeler: Uzaktan eğitim, Acil uzaktan öğretim, Yükseköğretim, Hazırbulunuşluk, Metaforik algı.

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Genişletilmiş Özet

Giriş. Ülkemizde birbiri ardına meydana gelen salgın hastalıklar, sel ve deprem gibi afetler sonucunda eğitimin sürdürülebilirliğinin sağlanmasında uzaktan öğretimin önemi ortaya çıkmıştır. Son olarak Kahramanmaraş merkezli depremlerin ardından yükseköğretim kurumları AUÖ'e geçti. Pandemi sürecinde uygulanan uzaktan öğretimde, acil geçiş nedeniyle öğrencilerin bu sürece uyum sağlamakta zorlandıkları gözlemlenmiştir. Bunun temel nedenlerinden biri hazırbulunuşluklarının az olması ya da hiç olmamasıdır (Aslan, 2022). Bu nedenle pandemi sonrası tekrar deprem ile acil uzaktan öğretime geçiş yapan öğrencilerin algılarının belirlenmesi önemli görülmektedir. Bu durum göz önünde bulundurulduğunda, literatürde pandemi sürecinde uzaktan öğretim deneyimi yaşayan öğrencilerin deprem sonrasındaki yansımalarını ele alan bir çalışmaya rastlanmamıştır. Bu nedenle çalışmada yabancı dil öğrencilerinin AUÖ'e ilişkin hazırbulunuşluklarının ve metaforik algılarının belirlenmesi amaçlanmıştır.

Yöntem. Çalışmada yabancı dil öğrencilerinin uzaktan öğretime hazır olma durumlarını ve metaforik algılarını belirlemek için çoklu araştırma yöntemi kullanılmıştır (Campbell ve Fiske, 1959). Bu bağlamda, öğrencilerin uzaktan öğretime hazır olup olmadıklarını belirlemek için nicel araştırma yöntemlerinden tarama modeli kullanılmıştır (Groves vd., 2011). Ayrıca öğrencilerin metaforik algılarını belirlemek için nitel araştırma yöntemlerinden olgu bilim deseni kullanılmıştır (Patton, 2014). Bu kapsamda bir devlet üniversitesinde İngiliz Dili ve Edebiyatı bölümünde okuyan hazırlık, birinci, ikinci, üçüncü ve dördüncü sınıf öğrencilerinden 411 kişi çalışmanın örneklemini oluşturmaktadır. Katılımcıların çoğu pandemi sırasında uzaktan eğitim deneyimi kazanmış ve depremden sonra tekrar uzaktan eğitime katılmıştır. Bu katılımcılar ile nicel veri toplamak için Hung vd. (2010) tarafından geliştirilen ve öğrencilerin uzaktan öğretime hazırbulunuşluklarını belirlemeyi amaçlayan ölçek kullanılmıştır. İki bölümden oluşan bu ölçek toplam 18 maddeden oluşmuş olup 5'li Likert formatına göre düzenlenmiştir. Yine bu öğrencilerden gönüllü olan 182 kişi ile de metaforik algıları belirlemek için "Metaforik Algı Formu" kullanılmıştır. Her iki veri toplama aracı da öğrencilere İngilizce olarak uygulanmıştır.

Bulgular. Katılımcıların uzaktan öğretim hazırbulunuşları incelendiğinde sınıf düzeyleri arasında farklılık gözlenmiştir. Bu farklılık hazırlık ve üçüncü sınıf grupları arasında olduğu ortaya çıkmıştır. Cinsiyet grupları arasında yapılan analizde ise erkek ve kadın arasında anlamlı farklılık gözlenmemiştir. İncelenen bir diğer değişken olan uzaktan öğretim deneyiminde ise deneyimi olan ve deneyimi olmayan öğrenciler arasında yine cinsiyette olduğu gibi anlamlı farklılık gözlenmemiştir. Uzaktan öğretim deneyiminin aksine öğrencilerin bilgisayar ve teknoloji kullanma becerileri bağlamında yapılan analizde gruplar arasında anlamlı farklılığın olduğu gözlenmiştir. Yani bu becerileri başlangıç, orta ve ileri düzeyde olan öğrencilerin uzaktan öğretime hazırbulunuşlukları arasında anlamlı bir farklılığın olduğunu söyleyebiliriz. Son olarak kullanılan cihaz bağlamında ise akıllı telefon kullanan ile bilgisayar kullananlar arasında bilgisayar kullanımına yönelik anlamlı farklılığın olduğu görülmüştür. Katılımcıların metaforik algıları ise olumlu ve olumsuz diye iki kategoriye ayrılmıştır. Olumlu kategorisi içinde etkili, esnek, destekleyici, konforlu alt kategorileri yer almış ve altı bileşenden oluşmuştur. Olumsuz kategorisi ise yetersiz, etkisiz, katılımı zor, sistematik olmayan, zorlayıcı ve sınırlı gibi sekiz bileşenden oluşmuştur.

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Tartışma ve Sonuç. Öğrenciler eğitim sürecine ne kadar hazırlıklı olurlarsa ya da yeni ortama ne kadar hızlı adapte olurlarsa, öğrenme çıktıları da o kadar iyi olacaktır (Tu, 2002). Bu nedenle çalışmada katılımcıların AUÖ'e hazırbulunuşlarına ilişkin demografik bilgiler toplanmış ve analiz edilmiştir. İlk analizde sınıflar arası farka bakılmış ve hazırlık sınıfı ile üçüncü sınıflar arasında anlamlı farklılık gözlenmiştir. Bu durum üst sınıfların daha önceden zorunlu ortak derslerini çevrimiçi olarak almaları ile açıklanabilir (Sarıtaş ve Barutçu, 2020). Ayrıca çalışmada cinsiyetin öğrencilerin uzaktan öğretime hazırbulunuşlukları üzerindeki etkisi incelenmiş ve gruplar arasında anlamlı bir farklılık gözlenmemiştir ($p>.05$). Literatürde bu çalışma ile aynı sonuçlara sahip çeşitli çalışmaların olduğu görülmektedir (Chung vd., 2020; Tang vd., 2021; Yakar ve Yakar, 2021). Yine uzaktan eğitim deneyimi olan ve olmayan öğrenciler arasında farklılık tespit edilmiş ama bu fark anlamlı bulunmamıştır (>.05). Bu çalışmaya benzer bulgulara sahip çalışmalar olduğu gibi (Adnan ve Yaman, 2017; Paechter vd., 2010), bu çalışmanın aksine literatürde deneyimin uzaktan öğretime hazırbulunuşluk üzerinde olumlu etkiye sahip olduğu çalışmalar da mevcuttur (Yakar ve Yakar, 2021). Öğrencilerin bilgisayar ve teknoloji kullanım becerilerine ilişkin algıları arasında ise gruplar arasında anlamlı bir fark olduğu görülmüştür ($p<.05$). Başka bir deyişle, öğrencilerin bilgisayar ve teknoloji becerileri arttıkça uzaktan öğretime daha hazır oldukları söylenebilir (Ünal vd., 2021). Çalışmada cihazlar arasındaki anlamlı farkı belirlemek için yapılan analizde cep telefonu ile bilgisayar arasında anlamlı bir fark olduğu görülmüştür ($p<.05$). Nitekim Fırat ve Bozkurt (2020) çevrimiçi öğrenmeye hazırbulunuşluk ile öğrencilerin tercih ettikleri teknolojik cihazlar arasında bir ilişki olduğunu ortaya koymuştur. Son olarak uzaktan öğretime hazırbulunuşluk ölçeği puanı, ortalamanın üzerinde çıkmıştır (X=3,27). Literatürde öğrencilerin ortalamanın üzerinde puan alarak uzaktan öğretime hazır oldukları benzer çalışmalara rastlanmıştır (Chung vd., 2020; Fırat ve Bozkurt, 2020; Sarıtaş ve Barutçu, 2020; Ünal vd., 2021; Yakar ve Yakar, 2021). Ders puanlarının ortalamanın üzerinde olması öğrencilerin Covid-19 pandemi sürecinde uzaktan öğretim konusunda deneyim kazanmış olmaları ile de açıklanabilir (Sarıtaş ve Barutçu, 2020; Yakar ve Yakar, 2021). Çalışmanın ikinci araştırma sorusu bağlamında öğrencilerle yapılan görüşmelerin analizi ile metaforik algıları belirlenmiştir. Bu doğrultuda katılımcıların daha çok AUÖ'e ilişkin olumsuz algılara sahip olmakla birlikte, olumlu çağrışımlara sahip bazı metaforlar da ortaya çıkmıştır. Örneğin, sadece zorlayıcı, yetersiz, etkisiz, sistematik olmayan ve sınırlı gibi olumsuz algıların değil, aynı zamanda rahat, etkili, destekleyici ve geliştirici gibi olumlu algıların da ortaya çıktığı görülmüştür. Literatürde öğrenciler çevrimiçi öğrenmenin kendilerini daha rahat hissettirdiğini, kendi kendilerini yönlendirebildiklerini ve esnek programlar, seyahat masraflarının azalması ve yeni beceriler edinerek geliştirici gibi çeşitli faydalarla katılımı teşvik ettiğini bildirmişlerdir (Abbasi vd., 2020, Almahasees vd., 2021). Ayrıca Aksoy vd. (2021), öğrenciler arasında internet erişimi ve teknolojik araçlar açısından farklılıkların, öğrencilerin uzaktan öğretime erişim açısından fırsat eşitliğini olumsuz etkilediğini bulmuştur. Çalışmada ortaya çıkan verimsizlik duygusu ise öğretim elemanların dersi yürütecek kadar dijital yeterliliğe sahip olmama durumu ile açıklanmış, Çay ve Tanrıseven (2022) tarafından gerçekleştirilen çalışma ile de desteklenmiştir. Ayrıca öğrencilerin AUÖ'yi yüz yüze eğitimle karşılaştırdıkları ve uzaktan öğretimi kendileri için etkisiz olarak gördükleri gözlenmiştir. Benzer görüş Bozkurt'un (2020) çalışmasında da bulunmuştur. Yine öğrencilerin etkileşim eksikliğini ifade ettikleri ve bu durum literatür ile desteklendiği söylenebilir (Sağlamel ve Çetinkaya, 2022). Çalışmamızda olduğu gibi Çivril vd. (2018) uzaktan öğretimin kendilerine daha esnek ve bireysel hızlarına göre ilerleme fırsatı sağladığı ifade edilmiştir. Son olarak uzaktan öğretimin yüz yüze eğitime alternatif, faydalı bir eğitim şekli olduğu ortaya çıkmış ve alanyazınla bu durum desteklenmiştir (Çivril vd., 2018).

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Sonuç olarak pandemi döneminde uzaktan eğitim deneyimi kazanan öğrencilerinin deprem sonrası AUÖ 'e hazır oldukları söylenebilir. Ayrıca katılımcının AUÖ ilişkin daha çok olumsuz algı sahip oldukları ortaya çıkmıştır.

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Introduction

Distance education, which emerged to solve educational problems, has been defined as a planned, institutional and managerial process in which students and teachers are not in the same environment, different technologies are used, course designs and teaching methods are determined in accordance with the nature of distance education (Moore & Kearsley, 2011). Its primary purpose is to maintain education and training activities with the help of technologies that can contribute to education by providing people with time-space flexibility (Özbay, 2015). Countries see distance education as a solution in education to prevent the negativity that will occur in situations that will jeopardise public health and safety, mainly due to disasters such as epidemics, earthquakes, fires and hurricanes (Samson, 2020). A coronavirus emerged in China on December 31, 2019 (WHO, 2020). This situation affected the education the most after the health (Telli & Altun, 2020). As a result, it has led to the complete closure of schools in about 190 countries worldwide and partial closure in four countries. This number shows that approximately 91% of students worldwide faced the pandemic's adverse effects (UNESCO, 2020). In Türkiye, similar measures were taken as in the other countries, and distance education was introduced at all levels of education (Akyıldız & Yurtbakan, 2021). It was decided that all universities should take a three-week break from education on March 16, 2020, and that all higher education institutions with distance education opportunities should switch to distance education with digital facilities on 23.03.2020 (YÖK, 2020). The Ministry of National Education (MoNE), on the other hand, decided that schools at the primary and secondary education level will remain closed until the end of May and educational activities are carried out through distance education via the Education Information Network (EIN) as of 23.03.2020 (MoNE, 2020).

These days, when the effects of the pandemic have passed and we are in the process of normalisation (Söğüt, 2020; Şahingöz & Öztürk, 2021), educational activities in our country have been negatively affected by the earthquake. 10 provinces (Kahramanmaraş, Gaziantep, Malatya, Diyarbakır, Kilis, Kilis, Şanlıurfa, Adıyaman, Hatay, Osmaniye and Adana) and many provinces were indirectly affected after the 7.7 and 7.6 magnitude earthquakes that occurred consecutively in Kahramanmaraş on February 6, 2023. It was decided that it would be appropriate to complete the spring semester of the 2022-2023 academic year through distance education by evaluating many factors, such as the accommodation status of students affected by the earthquake, social conditions and sustainable teaching processes (YÖK, 2023a; YÖK, 2023b). For this reason, the transition of post-pandemic education activities to distance education has come to the agenda again after the earthquake. However, the decision taken by the Council of Higher Education to switch to distance education received reactions both in the media and from instructors, students and their families (Telli & Altun, 2023). These reactions can be explained by the meaning attributed to distance education, mistakes from constructing distance education conditions with traditional education (Telli & Altun, 2021) and prejudices against distance education. This situation brings to mind the questions of whether the infrastructure of the institutions is appropriate, the existence of appropriate digital course content and curriculum, whether students are ready for distance education, and how students perceive distance education. Based on these, university students' readiness for emergency distant teaching (ERT) and their metaphorical perceptions regarding it were addressed in this study.

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Readiness and metaphorical perception for distance education

Fer (2011) defines readiness as learners' mental, emotional, and physical appropriateness to acquire new knowledge. In distance education, it is expressed as determining how ready students are to take courses and how adequate they feel before starting this process and providing them with appropriate distance education (Öztürk et al., 2018). Distance education readiness was first put forward by Warner et al. (1998). It is also called e-learning readiness and is defined as "psychological and mental readiness for the e-learning experience" (Borotis & Poulymenakou, 2004).

Due to the pandemic, students are obliged to distance education. This situation requires students to have distance education readiness to be successful in distance education and, accordingly, to be satisfied with the process (Aslan, 2022). According to Alsancak Sırakaya and Yurdugül (2016), students need to be ready for distance education to achieve qualified and successful outcomes in online learning, which is widely used. Readiness has three dimensions. These are listed as (1) being a different type of learning than face-to-face teaching, (2) students' confidence in using electronic communication technologies such as computers and the internet, and (3) having learning responsibility to manage their learning in the learning environment (Warner et al., 1998). In addition to readiness, metaphorical perception is essential in transitioning to distance education as it provides a better comprehension of abstract concepts by connecting them to more genuine and familiar experiences (Saban, 2006). Metaphors are linguistic devices that effectively translate ideas into verbal acts, reinforce expression, and explain ideas by drawing on other concepts. Metaphor is an effective mental model. Because metaphor creates a link between two disparate things, allowing one mental paradigm to be projected onto another. Metaphors allow the mind of a person to shift from one type of understanding to another in this way (Saban, 2008).

Students' perceptions and opinions about education systems are crucial in realising activities. Students' perceptions of distance education affect learning outcomes (Offir et al., 2003). Knowing what distance education means and the general characteristics of distance learners are of great importance for achieving success (Kaya, 2020) because directing distance education activities in line with these perceptions is vital in increasing effectiveness and producing positive results (Alan, 2021). Based on this, to be successful in distance education, it is necessary to develop a positive perception towards distance education (İbicioğlu & Antalyalı, 2005). For this reason, metaphor, whose primary purpose is to reveal a partial perception of another experience by using an experience (Elkatmiş & Tanik, 2022), was used to reveal students' perceptions of the ERT. Some of the studies on readiness and metaphor in distance education in the literature are given below.

Related studies

One of the crucial variables examined in distance education are readiness (Arthur-Nyarko et al., 2020; Doe et al., 2017; Fadhilah & Husin, 2023; Joosten & Cusatis, 2020) and metaphorical perception (Bozkus-Genc, 2022; Dönertaş et al., 2022; Topalak, 2022; Ulas et al., 2021). The analysis results of some studies on these variables in the literature are shown in Table 1.

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Table 1.
Related studies

Author	Purpose	Method	Variable	Data Collection Tool	School Level	Sample Size	Conclusion
Sekyere-Asiedu et al. (2022)	To determine whether mechanical engineering program candidates are ready for distance education.	Quantitative-Survey	Readiness	Survey	University	460	It showed that university students' readiness for distance education was positive and that they did not encounter any problems while using the distance education system in their classes.
Banit et al. (2022)	To identify and analyses students' readiness to apply distance education tools while learning English.	Mixed-Triangulation	Readiness	Survey, Interview, Observation	English teacher	158	The study revealed significant gaps in the readiness of students and teachers for distance learning, which became a mandatory measure due to the sudden transition to distance learning. They also considered students' readiness to implement distance learning as a complex of cognitive, motivational, technological and reflexive components.
Çetinkaya (2021)	The study aimed to investigate the readiness levels of Turkish teachers for online learning and to examine the effect of various demographic variables on their readiness levels.	Quantitative-Survey	Readiness	Scale	University	207	It has shown that prospective Turkish teachers have a readiness level above the average. There were statistically significant differences between some demographic characteristics and scale sub-dimensions. In addition, statistically significant differences were found between previous experience of taking distance education courses and the sub-dimensions of learner control, self-directed learning, motivation and online communication self-efficacy.
Demir Kaymak & Horzum (2013)	To investigate the relationship between students' online readiness and their perceived structures and interactions in online learning environments.	Quantitative-Survey	Readiness	Scale	University	1180	It shows that readiness for online learning is important in terms of the structure that affects students' learning outcomes and interaction variables. The study emphasises the importance of considering students' readiness for online learning when designing online learning environments.
Martin et al. (2020)	It is aimed to examine the student's readiness for online learning, the importance given by the student to	Quantitative-Survey	Readiness	Scale	University	177	The study suggests that institutions should consider the importance of online readiness competencies and provide support for students to improve their readiness for online learning. Students appeared to place importance on online student qualifications and technical competencies compared to time management and communication.

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	online learning and the student's readiness measure.						
Elkatmış & Tanık (2022)	To determine the metaphorical perceptions of university students towards the concept of distance education.	Qualitative – Case Study	Metaphorical Perception	Survey	University	180	It was determined that the majority of the metaphors produced, 70%, were negative expressions. It was concluded that the metaphors developed were distributed into 8 categories, the one with the highest number of metaphors was "Distance Education as a Necessity" and the one with the lowest number of metaphors was "Distance Education as Inefficient".
Çivril et al. (2018)	To determine the perceptions of distance education students towards distance education by using metaphor technique.	Qualitative – Case Study	Metaphorical Perception	Survey	University	220	Students' perceptions about distance education were interpreted according to the determined themes and categories. Metaphors were collected in five categories: "Flexibility", "Accessibility", "Educational", "Interaction" and "Affective". It was observed that the majority of the students used positive metaphors and their perceptions towards distance education were positive.
Demirbilek (2021)	To reveal how university students conceptualize their thoughts about the concept of distance education through metaphors.	Qualitative – Case Study	Metaphorical Perception	Survey	University	1449	As a result of the research, university students produced 854 different metaphors about the concept of "distance education". These metaphors created by the students were categorized according to their similarities. According to the similarity of the metaphors created by the university students, 59 different codes and 2 different categories as positive and positive were formed. According to the results of the research, the most common metaphor was produced by the students under the code "inadequate" (f=68). According to the findings of the study, it is recommended that distance education practitioners should be equipped with new skills and roles.
Karakuş & Karacaoğlu (2021)	To evaluate the views of all stakeholders of education (students, teachers and parents) on distance education through metaphors.	Qualitative – Case Study	Metaphorical Perception	Survey	University students, teacher, parent	234	In the metaphorical perception of distance education, it was revealed that it is temporary and inefficient, that it is a substitute for face-to-face education, and that it is expressed as a process without soul, emotion and socialization. In the context of the views of the education stakeholders participating in the research, some suggestions have been made in order to make the process more efficient.
Çokyaman & Ünal (2021)	Metaphor analysis of student and teacher perceptions of distance education activities carried out during the Covid-19 pandemic period was aimed.	Qualitative – Case Study	Metaphorical Perception	Survey	Teacher, Student	263	When the qualities of the metaphors created were analyzed, it was concluded that both students and teachers generally had positive perceptions of distance education. While the majority of students had positive perceptions in the categories of education, access and flexibility, they had negative perceptions in the categories of interaction and affective, whereas teachers had positive perceptions in all categories except access.

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Table 1 gives some studies from the literature on readiness and metaphorical perception variables in distance education. These studies used case studies from qualitative research methods for metaphorical perception, while surveys or questionnaires from quantitative research methods were used in readiness studies. In these studies, it was seen that questionnaires, scales or online forms were generally used. In addition, it can be said that the related studies were generally conducted at universities. Finally, the readiness studies stated that although students were ready for distance education due to their experience after the pandemic, there were gaps in some points. It can be said that especially students with experience in distance education do not have adaptation problems. In the studies related to metaphorical perception, it was observed that positive perceptions, such as flexibility, accessibility, interaction, and efficiency, as well as negative perceptions, such as inefficient, inadequate, temporary, soulless and emotionless, emerged.

As a result of disasters such as pandemics, floods and earthquakes that occurred one after another in Türkiye, the importance of distance education in ensuring the sustainability of education has emerged. Finally, after the earthquakes centred in Kahramanmaraş, higher education institutions switched to ERT. In distance education implemented during the pandemic process, it was observed that students had difficulty adapting to this process due to the urgent transition. One of the main reasons for this is that they have little or no readiness (Aslan, 2022). For this reason, it is important to determine the perceptions of students who switched to emergency distance education after the pandemic. Considering this, no studies in the literature have been observed to address the reflections of students who experienced distance education during the pandemic after the earthquake. For this reason, the study aimed to determine EFL students' readiness and metaphorical perceptions of ERT. In line with this purpose, the following research questions were sought.

RQ1. What is the level of higher education EFL students' readiness for ERT?
- -based on grade level?
- -based on gender?
- -based on distance education experience?
- -based on self-perceived computer and technology usage skills?
- -based on devices used?

RQ2. What are higher education EFL students' metaphorical perceptions of ERT?

Methodology

The study used multiple research methods to determine higher education students' ERT readiness and metaphorical perceptions of it (Campbell & Fiske, 1959). Unlike the mixed method, the multiple research method is not a method in which qualitative and quantitative data are presented together but a method based on the assumption that different studies are data sets that answer the questions (Creswell & Creswell, 2018). In this context, the survey model, one of the quantitative research methods, was used to determine whether students are ready for distance education (Groves et al., 2011). In addition, phenomenology design (Patton, 2014), one of the qualitative research methods, was used to determine students' metaphorical perceptions.

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Participants

The population of the current study consists of students who learn English as a foreign language enrolled in higher education institutions. As for the sample of the study, preparatory, first, second, third and fourth-year students studying at the department of English Language and Literature at a state university were selected as participants to reveal their readiness to ERT. In addition to it, most participants gained experience in distance education during the pandemic and participated in distance education again after the earthquake. The participants were chosen based on convenience sampling method. Also participation to study was on voluntary basis. In the light of these explanations, 411 students participated in the readiness determination phase of the study, while 182 students participated in the metaphorical perception determination phase. The reason for this difference is that only 182 of the 411 students who were sent the metaphorical perception form responded.

Data collection tools

Two data collection tools were used in this study. The first is the scale developed by Hung et al. (2010), which aims to determine students' readiness for distance education. This scale consists of two parts. The first part includes demographic information, and the second includes scale items. The second part consists of a total of 18 items in 5 dimensions: learning motivation (n=4), self-directed learning (n=5), computer and internet use self-efficacy (n=3), online communication self-efficacy (n=3) and learner control (n=3). The reliability coefficient of the scale developed by Hung et al. (2010) was between 0.80 and 0.92. The reliability coefficient for each dimension being greater than 0.70 is shown as evidence of the reliability of the measurement results (Nunnully & Bernstein, 1994). Another data collection tool is the "ERT Metaphorical Perception Form", prepared to reveal students' perceptions of ERT. In the form consisting of a single question, the sentence "Emergency Remote Teaching is like ....., because ....." was included. Both data collection tools were prepared via Google Forms and shared with the students electronically for them to fill in. Both data collection tools were applied in English since all the participants are studying in the English language and literature department and have completed the compulsory English preparatory program. In addition, when the scale items are taken into consideration, they are simple and understandable. For this reason, it was thought that students would not have difficulty in interpreting while filling out the data collection tools then they were administered in English.

Data analysis

Both quantitative and qualitative data analysis methods were used in the study. In quantitative data analysis, frequencies, percentages and averages from descriptive analysis and independent groups t-test and One-Way ANOVA tests from predictive analysis were used to determine ERT readiness. In qualitative data analysis, metaphorical analysis was used to examine students' metaphorical perceptions of ERT. Metaphor analysis consists of five steps. These are (1) Coding and sorting, (2) Compiling sample metaphors, (3) Sorting and classifying metaphors, (4) Determining the inter-coder reliability rate, and (5) Quantitatively analysing the data (Saban, 2010).

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Validity and reliability

To ensure validity and reliability in the study, the analysis was conducted by two researchers. Inter-coder reliability was examined here. The analyses conducted by both researchers were compared to see whether there was a consistency. Discrepancies between coders were resolved after a discussion session in which the coders reviewed the codes and reassessed their coding. The Miles and Huberman (2016) formula (consensus/(consensus+disagreement) x 100) was used to measure consensus and calculated as 93%. After the codes and categories were determined, the frequencies of these data were calculated. Microsoft Excel program was used for this. At this stage, categories expressing positive and negative perceptions were discussed.

Ethical approval

Within the scope of the study, ethical permission was received by Bingöl University Social and Human Sciences Scientific Research and Publication Ethics Board, dated 28.02.2023 and numbered 99027.

Findings

In this section, the findings related to readiness and metaphorical perception in ERT are presented under subheadings in accordance with the research questions.

RQ1. What is the level of higher education students' readiness for ERT after the crisis?

To determine the readiness of the students, the scale prepared online was applied to the students. The demographic information in the first part of this scale consists of five questions. The first finding of this demographic information, the distribution of students according to grades, is given below.

Table 2.
One way anova test results based on grade concerning participants' readiness for ERT

Class	*n*	*M*	*SD*	*df1*	*df2*	*F*	*p*
Preparation	100	3.12	.76	4	406	3.04	.01
1	61	3.23	.72				
2	80	3.26	.77				
3	82	3.47	.75				
4	88	3.41	.78				
Total	411	3.30	.77				

Table 2 shows the distribution of the participants according to their grade. Accordingly, it is seen that the sample consists of mostly preparatory class students (N=100). It was followed by fourth grade (N=88), third grade (N=82), second grade (N=80) and first grade (N=61). One Way ANOVA test was applied to determine whether there was a significant difference in the ERT readiness based on students' grades. As a result of the analysis, a significant difference was observed among the classes [F(4,406)=3.04, p<.05]. Tukey HSD test was applied to determine between which groups there was a significant difference. As a result of the test, a significant difference was observed only between

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preparatory class students and third-year students (p<.05). No significant difference was observed between the other groups.

Another variable analysed in this study is gender. The distribution of participants according to gender is given in Table 3.

Table 3.
Independent samples t-test results based on gender concerning participants' readiness for ERT

Gender	***n***	***M***	***SD***	***df***	***t***	***p***
Male	82	3.45	.82	409	2.00	.24
Female	329	3.26	.75			

When Table 3 is examined, it is observed that most participants are Female (N=329). However, it is seen that the mean of Female students (3.26±.75) is lower than the mean of Male students (3.45±.82). Independent samples t-test was applied to determine whether there was a significant difference between the gender of the students and their readiness for ERT. As a result, no significant difference was observed between genders (t(409)=2.00, p=.24).

After gender, another demographic information collected from the participants was their distance education experience. Data on students' experiences are presented in Table 4.

Table 4.
Independent samples t-test results based on participants' distance education experience scores

Experience	**n**	***M***	***SD***	***df***	***t***	***p***
Yes	343	3.36	.76	409	3.56	.88
No	68	3.00	.76			

When Table 4 is examined, it is observed that most of the students have distance education experience. In addition, it was observed that the mean of the students who answered Yes (3.36±.76) was higher than the mean of those who answered No (3.00±.76). An Independent samples t-test was applied to determine whether there was a significant difference between students' experiences and their readiness for ERT. As a result of the analysis, no significant difference was observed between genders (t(409)=3.56, p=.88). After the experience, the question “How do you rate yourself regarding computer usage skills” was asked to students to determine their self-perceptions of computer and technology use skills. The analysis of the responses to this question is shown in Table 5.

Table 5.
One way anova test results of perceived computer and technology usage skills level scores

Skills Level	**n**	***M***	***SD***	***df1***	***df2***	***F***	***p***
Beginner	71	2.69	.76	2	408	55.91	.00
Intermediate	265	3.29	.66				
Advanced	75	3.89	.69				
Total	411	3.30	.77				

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When Table 5 is analysed, it is seen that the students see themselves as Intermediate (N=265), Advanced (N=75) and Beginner (N=71) in computer and technology usage skills, respectively. It shows that they have enough computer and technology usage skills not to experience difficulties in the distance education process. In addition, the One-way ANOVA test was applied to determine whether there was a significant difference among the groups. Then, a significant difference was found between the groups [F(2,408)=55.91, p<.05]. Tukey HSD test was employed to find out between which groups there was a significant difference. The test results are as in Table 6.

Table 6.
Tukey HSD test results among self-perceived computer usage skills groups

		M_{diff}	SE	p
Beginner	Intermediate	-.59*	.09	.00
	Advanced	-1.19*	.11	.00
Intermediate	Beginner	.59*	.09	.00
	Advanced	-.60*	.08	.00
Advanced	Beginner	1.19*	.11	.00
	Intermediate	.60*	.08	.00

When Table 6 is analysed, it is observed that there is a significant difference between the Beginner, Intermediate and Advanced groups (p<.05). Finally, the distribution of the devices used by the students in ERT was analysed. The distribution of the devices used is shown in Table 7.

Tablo 7. Device used

Device	n	M	SD	df1	df2	F	p
Mobile Phone	268	3.15	.77	2	408	14,35	.00
Computer	129	3.58	.69				
Tablet	14	3.41	.54				
Total	411	3.30	.77				

When Table 7 is examined, it is seen that students mostly use mobile phones (N=268) in ERT. It is followed by Computer (N=129) and Tablet (N=14). In addition, One Way ANOVA test was applied to determine the significant difference among the groups. Accordingly, a significant difference was observed between the groups [F(2,408)=14.35, p<.05]. Tukey HSD test was applied to determine between which groups there was a significant difference. The test results are as in Table 8.

Table 8.
Tukey HSD test results between groups

		M_{diff}	SE	p
Mobile Phone	Computer	-.42*	.08	.00
	Tablet	-.25	.20	.43
Computer	Mobile Phone	.42*	.08	.00
	Tablet	.17	.21	.68
Tablet	Mobile Phone	.25	.20	.43
	Computer	-.17	.21	.68

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When Table 8 is examined, the effects of the devices used in ERT on readiness were analysed, and a significant difference was observed between the groups. Accordingly, a significant difference was observed between mobile phones and computers ($p<.05$). After the demographic findings, the participants' responses to the scale questions were analysed. The results of the analysis are shown in Table 9.

Table 9.
Students' ERT readiness scores

	Computer/Internet self-efficacy	**n**	***SD***	***M***
1	I feel confident in performing the basic functions of Microsoft Office programs.	411	1.13	3.10
2	I feel confident in my knowledge and skills of how to manage software for online learning.	411	1.08	3.06
3	I feel confident in using the Internet (Google, Yahoo) to find or gather information for online learning.	411	1.03	3.52
Mean				**3.23**
Self-directed learning				
4	I carry out my own study plan.	411	1.07	3.38
5	I seek assistance when facing learning problems.	411	1.00	3.55
6	I manage time well.	411	1.13	2.87
7	I set up my learning goals	411	1.02	3.57
8	I have higher expectations for my learning performance.	411	1.00	3.80
Mean				**3.43**
Learner control (in an online context)				
9	I can direct my own learning progress.	411	1.21	3.02
10	I am not distracted by other online activities when learning online (instant messages, Internet surfing).	411	1.31	2.46
11	I repeated the online instructional materials on the basis of my needs.	411	1.13	3.55
Mean				**3.01**
Motivation for learning (in an online context)				
12	I am open to new ideas.	411	1.08	3.73
13	I have motivation to learn.	411	1.18	3.28
14	I improve from my mistakes.	411	1.17	3.43
15	I like to share my ideas with others.	411	1.29	3.11
Mean				**3.39**

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Online communication self-efficacy				
16	I feel confident in using online tools (email, discussion) to effectively communicate with others.	411	1.20	3.37
17	I feel confident in expressing myself (emotions and humor) through text.	411	1.20	3.39
18	I feel confident in posting questions in online discussions.	411	1.25	3.16
	Mean			**3.30**
		Overall Mean		**3.27**

As seen in Table 9, the overall mean of the scale was above the arithmetic mean of the scale (X=3.27). The means of the five sub-factors of this scale were distributed between 3.01 and 3.43. The factor with the highest value (X=3.43) was "Self-directed learning". The items in this factor ranged from 3.80 (I have higher expectations for my learning performance) to 2.87 (I manage time well). The factor with the lowest value was "Learner control (in an online context)". The items in this factor ranged from 3.55 (I repeated the online instructional materials based on my needs) to 2.46 (I am not distracted by other online activities when learning online (instant messages, internet surfing).

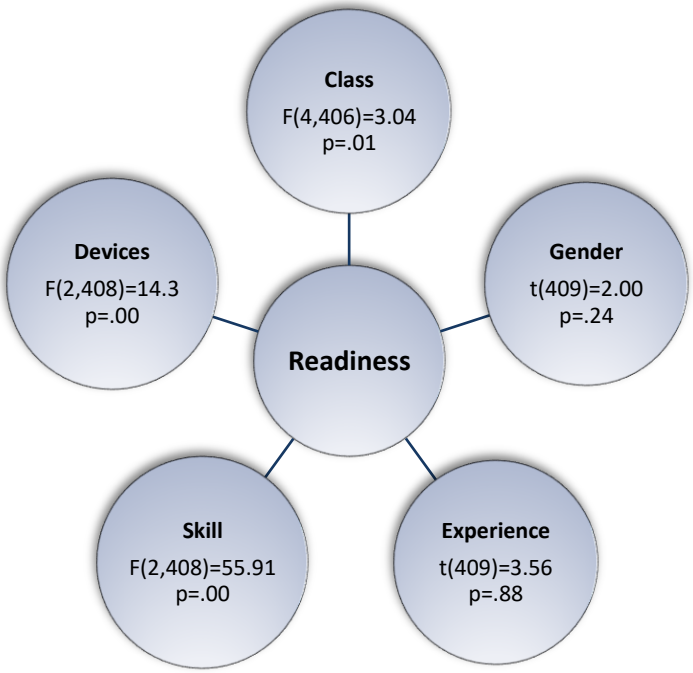

Figure 1. Visualization of the results of the first research question

RQ2. What are higher education students' metaphorical perceptions of ERT?

At the end of the data collection process, from the answers given by the participants, 182 different metaphors regarding "ERT" were collected. Next, the explanations given with the metaphors were analysed through content analysis. As a result, two main categories emerged: positive

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perceptions of ERT and negative perceptions of ERT. To illustrate, six sub-categories were generated in the positive perceptions of ERT category, while eight sub-categories appeared in negative ones.

To elaborate further, 62 participants have positive opinions about ERT, while 120 have negative ones. The primary positive metaphors are given in the following:

> *"the sea, hospital, water, bridge, a boat with a certain route, a field, a basic need, a pen and book, private lessons, working in a home office, an innovative way, therapy, complementary education, a productive activity and a stress-free job"*

In addition to positive metaphors, the main negative ones are presented in the following as:

> *"explaining the beauty of the rainbow to a blind person, compulsory substitution, foreigner, arranged marriage, doing housework, walking on a muddy road, a challenging activity, puzzle, rowing against the current, a bad job, basketball, a troubled process, despair, a robot, an unsalted meal, cold tea, colouring a white page white, the sound of a drum, blindness, a book read without understanding, an orphan child, expatriation, a pile of hollow pages, a mortar and pestle, a pretzel, a child growing up without a mother, an artificial child growing up without a mother, a flower growing without taste or affection, a practice full of inequalities, a harmful method of work, a leaf blowing in the wind"*

The conceptual sub-categories on the participants' favourable views of ERT are first discussed in the subsequent section, followed by the conceptual sub-categories referring to participants' negative perspectives of ERT.

a) Positive perceptions of ERT

This main category comprises sub-categories that bring together the positive perceptions of the participating students about ERT. They are listed in order of the frequency of citation: effective (n=18), flexible (n=15), enhancing (n=15), supporting (n=11), pleasant (n=7), and equal (n=6) . In the next section, each sub-category that emerged is discussed in turn.

1.1.Effective

This sub-category was formed by bringing together the metaphors referring to the participants' perceptions that ERT is an effective way of education for them. The most frequently repeated metaphors in it are comprehensive (n=5), providing rich information (n=4), developing (n=3) and contemporary (n=2). When these metaphors are considered, it can be said that students perceive ERT as a comprehensive way that allows them to improve themselves by giving basic and rich information that aligns with the age's needs. The following quotations exemplify the views of the students as follows. " ERT is like a hospital because our distance education hospital is full of excellent doctors (respected teachers). Although we have many health (education) problems, our doctors know the best medicine (knowledge) that our body needs and inject it day by day without wasting time, so we do not doubt that our health (education) is in safe hands and that the medicine (knowledge) we take safely

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prepares us for a long life journey, so we take medicine (knowledge) given by our doctors every day with determination and peace of mind for our health (education)" (P (Participant), 26).

1.2.Flexible

This sub-category is related to the flexible time, space and opportunities ERT offers students. It consists of 15 metaphors. These are flexible in terms of hour (n=5), economical in terms of time (n=5), and flexible in terms of place (n=5). For example, participant 143 expressed the flexibility offered by ERT in terms of time with the following words: "I think ERT is like a home office. You can organise your lesson hours according to yourself. You can benefit from all the good features of your home". Furthermore, students were found to believe that ERT is more economical in terms of time; that is, it does not take much for the students to take and complete the course. The following quotation exemplifies the situation: "I think, ERT is like a therapy because the student takes lessons whenever he/she wants. Since he/she is at home, he/she does not waste time on things like going to school. He/she attends the lesson and learns without spending much time". (P, 82) Finally, students explained the flexibility of ERT by referring to the place of instruction. Based on these findings, students perceive ERT as flexible since it allows them to take classes anywhere they choose without leaving their comfort zone. The following excerpt explains the situation: "In my opinion, ERT is like an innovative education system because we can participate in it independently of time and place, without the obligation to come to the campus, wherever we want, without leaving from our comfort" (P, 95).

1.3.Supporting

This sub-category provides information regarding how helpful ERT is to them. There are 15 metaphors in this category, including comprehensive (n=5), instructional (n=5), being able to listen to the lectures again (n=1), and personalized learning (n=1). Students thought ERT supported them in their personal and academic endeavors. Additionally, some participants believed that ERT was more informative since it enabled students to replay the lectures and advance at their speed. Based on these results, it might be claimed that students view ERT as a supportive component of their learning because of its complete structure, the possibility for students to listen to the lecture again, and the improved learning outcomes. These extracts demonstrate how students view ERT to be supportive. "In my opinion, ERT is like water. Because just as water meets the lifelong needs of people, ERT meets their interests, abilities and needs throughout their lives. It facilitates personal and professional development" (P,18).

1.4.Comfortable

When the metaphors within this sub-category were analyzed, it was seen that the participants attributed different meanings to ERT while stating that it is comfortable for the students. Some students stated that ERT is easy to implement (n=2) and does not cause physical fatigue, while others mentioned that ERT context takes place in a stress-free environment (n=2) and is cost-effective (n=1). These findings suggest that the students regard ERT as a form of education that is both cost-effective and easy to implement and does not cause physical fatigue, so this situation causes students to perceive ERT as a comfortable, stress-free instruction. The following quotation exemplifies these views of the participants. "I think ERT is like a stress-free job. Because we are not afraid of the teacher as in

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face-to-face education, or unfortunately, there is no pressure from our classmates. We are taught in a more relaxed, less stressful environment. This is more useful for me (P, 5).

1.5.Equal to face-to-face education

This category includes metaphors through which the participant students put ERT and face-to-face education in the same category. They are dependent on student effort (n=4), requiring teacher knowledge (n=1), and bringing main objectives to the student (n=1). First, the students stated that teachers should have sufficient technical, field, and pedagogical knowledge specific to ERT to carry out it influentially, as in face-to-face education; only in this way can an efficient teaching/learning process be carried out. The following quotation exemplifies this idea of the students. "I think ERT is like a job needing knowledge. A guide is needed to make it work. Although ERT seems comfortable and easy, the most important part is that teachers should have sufficient knowledge about implementing ERT. It is almost impossible to do it fully without teachers who are knowledgeable about the subject. (Participant 3). In addition, participants believed that student effort is significant for success in ERT, just like in face-to-face education. They stated that ERT does not decrease student responsibility and that student effort is a priority for success. Participant 14 exemplifies the situation: "In my opinion, ERT is like a boat in the sea on a long route. In this sea, while some can come to the end of the road more easily and quickly like a ship, some will complete the road in a difficult and long time like a boat. So everything depends on the effort of us, the students. If we try, we can travel faster like a steamer, but if we act relaxed, it may take time to reach our goals".

1.6.Improving

The last sub-category referring to the participants' positive perceptions of ERT is improving ERT. It includes metaphors reflecting the participant students' perceptions that ERT also develops students in extracurricular areas. In terms of frequency of citation, these metaphors are: providing the opportunity to do personal activities (n=2), providing the opportunity to fulfil other responsibilities (n=2), and developing digital literacy (n=1). Firstly, students stated that ERT gives them a concise presentation of what they need to learn. As a result, it enables students to spare time for themselves or focus on other things that can develop them. The following excerpt explains the situation: "I think ERT is like knitting the knitting with a recipe. Because we have books, all we must do is read and study the lectures' notes. People can take time for themselves and calm down. For example, I can do sports because I have time, I read books. This form of education allows us to do these things; it is not very intense" (P, 55).

In addition, students thought that ERT improves their digital literacy levels. They thought they could increase their digital literacy levels by using the internet intensively and effectively during ERT and by carrying out educational activities using technological tools. The following excerpt illustrates the situation. "I think ERT is like a vitamin supplement. Thanks to ERT, I have improved myself in many areas. For example, first, I can now use technology more effectively for my educational purposes. My awareness has increased in this regard. Digital tools are essential" (P, 57). Considering these results, it can be said that ERT not only improves students' ability to use technology by supporting them in the academic field but also provides the opportunity for students to develop themselves in different areas by directing them to extracurricular activities with increased energy and time since it does not contain unnecessary applications.

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b)Negative perceptions of ERT

This main category consists of sub-categories that bring together the negative perceptions of the participants regarding ERT. These are listed in the order of frequency of citation as follows: insufficient (n=46), ineffective (n=40), hard-to-attend (n=19), unsystematic (n=13), compelling (n=13), so-called education- ERT (n=11), limited (n=5) and ERT involving inequality (n=2). In the negative metaphors, some connotations drew attention to comparisons somehow linked to face-to-face education regarding whether ERT leads to learning, the difficulty of conditions and inequality of opportunities. Based on these findings, it can be concluded that most participants had a negative perspective of ERT.

1.1.Insufficient

This category includes metaphors reflecting the participants' perceptions that ERT is inadequate in carrying out their educational activities and achieving their instructional goals. The most frequently repeated metaphors in this sub-category are deficient (n=9), useless (n=6), not taken seriously (n=6), and unresponsive to student needs (n=4). To elaborate, it was found that ERT did not meet students' needs and that it had many deficiencies, especially in terms of application. Therefore, participants had a perception that ERT was not useful. Furthermore, it was found that ERT did not provide students with learning-based affective satisfaction, thus causing a lack of concentration and causing this way of education not to be taken seriously by students. For these reasons, the participant students think that ERT is insufficient. The following excerpts exemplify the views of the participants as follows. "In my opinion, ERT is like a pile of empty pages. Because it does not help us in practice, it is only a period when the internet is active (P, 112).

1.2.Ineffective

This sub-category consists of metaphors revealing students' perceptions that ERT is ineffective. Some of these metaphors are those that offering artificial learning environments (n=7), lowering the level, regressive (n=5), and not causing learning (n=14). According to the participants, ERT does not work because during ERT, students cannot see the physical movements, such as gestures, that enable the teacher to convey his/her expressions more effectively and make his/her messages more understandable. Furthermore, participants perceive that ERT offers them artificial learning settings that inhibit new learning, resulting in a decline in their knowledge level. These excerpts illustrate how participants perceive ERT as ineffective. "I think ERT is like an artificial program like Duolingo because applications like Duolingo offer machine-learning environments. Learning a language through these programs depends on one's will and effort. It does not offer a real learning environment. But face-to-face training is realistic" (P, 69). "I think ERT is like eating without salt. Because we are far away and cannot interactively learn in the classroom, just as we cannot enjoy the food without salt, we cannot learn anything in this system, even though we seem to be learning" (P, 10).

1.3.Hard-to-attend

Some of the frequently repeated metaphors in this sub-category are ignoring equality of opportunity (n=5), being directly affected by environmental factors (n=4) and being affected by

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financial impossibilities (n=8). First, participants see ERT as a mode of education in which students experience difficulties and is challenging to participate in and benefit from. To explain further, to students, ERT is a way of education that can be directly affected by the financial conditions of the students and the environmental factors in which s/he is located. As a result, it is directly affected by factors such as student's responsibility to do housework at home, the duties of taking care of family members, lack of technological equipment, internet facilities, and lack of stable electricity. The following excerpt exemplifies these findings. "ERT is a difficult task because some students have sick family members to take care of elderly parents to look after (like me). Because of such problems, I could not attend classes, I missed the exams, and sometimes I could not fully participate in the classes. Not everyone has the same opportunities. Village conditions are terrible; it rains constantly, and the electricity is cut off" (P, 43).

1.4.Unsystematic

This section contains metaphors indicating that participants regard ERT as a type of education lacking a specific structure and program and applied randomly. Frequently repeated metaphors in this sub-category are without feedback (n=7), unplanned (n=3), having no rules (n=2). Based on the participants' explanations, it is understood that there are no rigorous rules and no attendance requirements for students. They see ERT as an unsystematic way of instruction that does not encourage students to learn, study, or receive feedback. As a result, students perceive that they cannot profit from this way of education, and permanent learning cannot occur. The participant 149's explanation exemplifies the situation: "In my opinion, ERT is like wandering around because the student does not have a certain order and does not know exactly what to do. In addition, since the student does not have to attend a lesson or study, he behaves as he wishes and does not care about his lessons. As a result, learning does not take place, and there is no development".

1.5.Compelling

This category consists of metaphors bringing together students' thoughts that ERT is a challenging form of education for them. It includes metaphors such as requiring effort (n=4), burdening students with too much responsibility (n=3), very intense (n=3), unusual (n=2). The participants think ERT is different from the way of education that they are used to and requires more effort from them as it imposes more responsibilities on students than face-to-face education, which makes their learning processes quite intense. The quotation that exemplifies the situation is as follows. "I think ERT is like a manual orange juicer. Hand-held orange juicers require more effort and energy, but we end up with less orange juice. Likewise, learning something in online education is difficult and laborious, and what we can learn is limited" (P, 106).

1.6.So-called education

This sub-category indicates that the participants perceive ERT as a way of obligatory application, only to show that education continues. Some of the frequently repeated metaphors are applied to seem to be practice (n=5), a compulsory practice (n=3), unknown subject (n=2), below expectations (n=1). Participating students see ERT as an educational way adopted to continue education as an alternative to face-to-face education due to the compulsory situation about which neither the students nor the teachers know. Participant 4 expresses his/her thoughts on the subject

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as follows. "ERT is like forced substitution because it was included in our lives with great expectations in times of trouble. However, we did not see the desired and expected success. It is a form of education, which is never preferred under normal conditions, just for doing it". It shows that the participants do not support ERT and see it as a form of education that is applied in difficult times and carried out only not to seem to stop educational activities.

1.7.Limited

This sub-category expresses the idea that ERT has some limitations for students. Some of these metaphors are far from reality (n=2), limited regarding what students can do (n=1), and restricted content (n=1). First, the participants stated that due to the shorter course duration in ERT, there occur restrictions on the course content, and students continue with new topics without fully understanding the previous subject. This finding suggests that these restrictions in the course content may have caused ERT to be perceived as a way with some limitations. Participant 53 thinks about this finding as follows. "I think ERT is like despair. Because the possibilities are limited. Since the lesson time is short, the activities we can do are limited, and unfortunately the lessons are not very effective".

Additionally, in connection with the previously mentioned result, it was found that the students regard ERT as insufficient and limited in terms of what they should do during the lesson. All these findings may suggest that since the students cannot be exposed to sufficiently rich course content due to the short course duration in online lessons; as a result, they are not faced with much to do in the courses. Participant 67 has an explanation in line with this result "I think, ERT is like drumming because drums sound only good when you are far away. We cannot interact with the teacher on the computer or attend lesson with our friends. We only attend and leave the classes, the lessons are short, and the teacher explains the important points. It is like a monologue, and naturally, I cannot get the output I expect from this training".

1.8.Involving inequality

This sub-category consists of metaphors that express the inequality among students in ERT. These metaphors are low distinctiveness (n=1) and ignoring differences in opportunities (n=1). Firstly, the participants stated that the assessment and evaluation of ERT contain inequality. According to the participants, exams in ERT are suitable for cheating. The grades taken from these exams do not reflect the truth. In other words, online exams cannot distinguish between those who know and those who do not know - those who study and those who do not. However, as a result of the exam, it was found that the participants, who thought that inequality occurs when everyone is treated equally, generalized these thoughts to online education. The following excerpt exemplifies the result as follows. "In my opinion, ERT is like an application where inequalities arise because many students do not study and attend classes. I took notes, studied hard, and answered the exams using my notes, but everyone could answer the questions although they did not study sufficiently. I know this. They cheated and everyone got the same reaction from the lecturers. The students who studied hard and didn't study were put in the same pocket" (P, 5). In addition, from the participants' statements, it was found that ERT ignores the difference in opportunities among the students.

Moreover, although the participants differ among themselves in terms of socio-economic conditions, it can be said that the students' similar and compulsory expectations of lecturers, as if

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everyone had equal conditions in ERT, have caused students to perceive it as a form of application that includes inequality. The following extract explicates the findings as follows. "I think ERT is like a system full of inequalities. Because every student who receives it may not be as comfortable at home as at school, for this situation, the lack of studying environment, the necessity of working in a job and material deficiencies are the most basic problems" (P, 77).

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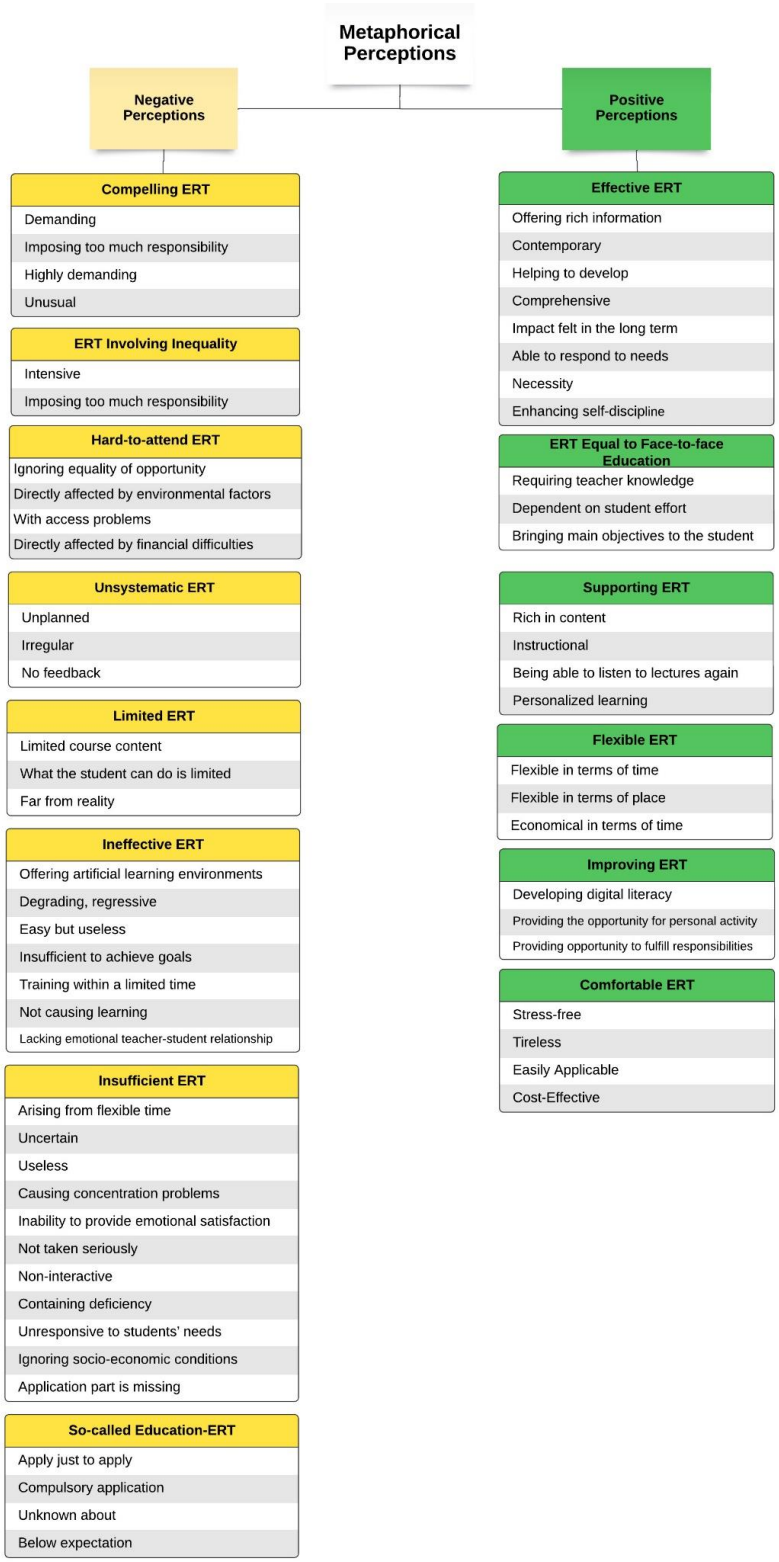

Figure 2. Summary of the results of the second research question

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Discussion and Conclusion

The study aimed to determine EFL students' readiness and metaphorical perceptions of ERT. For this purpose, a scale was used to determine the readiness of 411 higher education students for ERT. Again, 182 of these students were interviewed to determine their metaphorical perceptions.

ERT readiness of higher education students

The more prepared the students are for the educational process or the faster they adapt to the new environment, the better their learning outcomes will be (Tu, 2002). Therefore, to design effective online learning environments, the characteristics of the target audience should be carefully considered and understood (Çiğdem & Yıldırım, 2014; Hartley & Bendixen, 2001; Hung et al, 2010). For this reason, demographic information about the participants' readiness for ERT was collected and analyzed. The first question regarding demographic information was the grade level of the participants. In the analysis conducted according to the grade levels, it was observed that there was a significant difference ($p<.05$). In the Tukey HSD test conducted to determine between which groups there was a significant difference, it was observed that there was a significant difference between the preparatory class and the third grade. At the same time, there was no significant difference between the other groups. It was also observed that 3rd and 4th grade students had higher evaluation scores. This situation is practical because students take compulsory standard courses conducted through ERT in lower grades (Sarıtaş & Barutçu, 2020). In addition, it is stated that encountering technology at an early age and having this experience at the secondary education level can affect readiness for distance education (Joosten & Cusatis, 2020). As in our study, significant differences between groups were observed in various studies in the literature according to grade level (Chung et al., 2020; Öner et al., 2018; Yakar & Yakar, 2021). On the contrary, it was also observed that there were studies in which no significant difference was observed between groups at grade level (Ateş & Altun, 2008; Hung et al., 2010).

In the study, the effect of gender on students' readiness for ERT was examined. No significant difference between genders was observed between the groups ($p>.05$). In the literature, it is seen that there are various studies with the same results as this study (Chung et al., 2020; Sakal, 2017; Ünal et al., 2021; Tang et al., 2021; Yakar & Yakar, 2021). However, it was also revealed that various studies differ from our study in terms of gender (Adams et al., 2022; Mirabolghasemi et al., 2019; Rafique et al., 2021; Reyes et al., 2021; Scherer et al., 2021; Turgut & Balbağ, 2017). This difference in students' readiness for ERT based on gender can be explained by the fact that women and men have different learning styles and preferences (Zine et al., 2023).

Another demographic question asked to the participants was the distance education experience. Most of the students (f=343) answered yes to this question, and it was revealed that they were supervised about distance education. Accordingly, the existence of a significant difference between students with and without distance education experience was determined, and no difference was found between the groups (>.05). There are studies with similar findings to this study (Adnan & Yaman, 2017; Paechter et al., 2010), contrary to this study, there are also studies in the literature where experience has a positive effect on readiness in distance education (Yakar & Yakar, 2021).

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It was observed that the students mainly answered Intermediate level (f=265) to the question about their perception of computer and technology use skills. In the analysis between Beginner, Intermediate and Advanced levels, it was observed that there was a significant difference between the groups (p<.05). In other words, it can be said that students are more ready for ERT as their computer and technology skills increase. Adnan and Yaman (2017) explained this situation as technological skills significantly differed, especially in males. It can be said that the use of internet technologies affects online learning (Ünal et al., 2021). Similarly, the literature has stated that daily internet use is related to readiness for distance education (Fırat & Bozkurt, 2020; Smith et al., 2003). It can be related to understanding the dynamics of online learning environments (Vonderwell & Savery, 2004). Similarly, it can be said that university students are generally competent in the use of technology because they are exposed to technology-rich environments today (Chung et al., 2020). Alqurashi (2016) and Tsai et al. (2020) concluded that computer self-efficacy is essential for online learning and significantly related to students' success.

It was observed that the students participating in the study generally used mobile phones (n=268) in ERT. The widespread use of mobile phones can explain this situation. In addition, mobile phone was followed by Computer (n=129) and Tablet (n=14). In the analysis conducted to determine the significant difference between the devices used, it was observed that there was a significant difference between mobile phones and computers (p<.05). In the study conducted in the literature, almost half of the students had mobile phones and computers, and almost all of them had internet access (Ünal et al., 2021). Fırat and Bozkurt (2020) revealed that there is a relationship between readiness for online learning and the technological devices preferred by students. In our study, the authors found the most preferred smartphones to have the highest correlation with online learning readiness. It aligns with research suggesting that ability and confidence in technological devices are associated with online learning (Tang & Lim, 2013). In contrast to our study, we also see that studies reveal that using different devices does not affect readiness (Torun, 2020).

Finally, the distance education readiness scale score was above average (X=3.27). In the literature, similar studies were found in which students were ready for ERT by scoring above the average (Adnan & Yaman, 2017; Chung et al., 2020; Fırat & Bozkurt, 2020; Sarıtaş & Barutçu, 2020; Ünal et al., 2021; Yakar & Yakar, 2021). Rafique et al. (2021) stated that students are sufficiently ready for ERT. As a result of the increased use of information and communication technologies in all areas of our lives (Aktaş & Çaycı, 2013), the fact that many students have information and communication technologies skills (Haznedar, 2012) may be effective in the high level of students' e-learning readiness. In addition, this situation can be explained by the fact that students gained experience in distance education during the Covid-19 pandemic (Sarıtaş & Barutçu, 2020; Yakar & Yakar, 2021). On the contrary, it is also possible to come across studies where readiness in distance education is below average (Chung et al., 2020).

Higher education students' metaphorical perceptions of ERT

This part demonstrates qualitative findings derived from metaphor analysis. It provides an in-depth understanding of the phenomena of ERT from the eyes of the learners and adds to a better understanding of EFL learners' perspectives of ERT. According to analysis, negative codes outnumbered the positive codes, showing that negative perceptions of ERT are more prevalent, suggesting a general dissatisfaction and discomfort with ERT.

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Firstly, it can be said that the participants in the study could not participate effectively in ERT due to the problems related to the internet infrastructure and the inability to have the necessary technological tools due to financial impossibilities. As a result, they had a negative perception towards ERT. Similar results were obtained in the literature, and it was stated that financial opportunities and necessary technological equipment support should be provided to facilitate students' access to ERT by increasing the quality of internet infrastructure (Dolmacı & Dolmacı, 2020; Elkatmış & Tanık, 2022). These results show that the financial opportunities that students have affect the quality of their benefits from ERT, and this situation determines their' perceptions of ERT to a great extent. In other words, it can be said that the better conditions in ERT students have , the more favourable opinion about ERT they have. Also, Aksoy et al. (2021) have found that differences among students regarding internet access and technological gadgets negatively affect students' access to equal opportunities and equality in terms of ERT. In addition, according to the participants, ERT is a complex mode of instruction that is difficult to participate in. Students reported that they do not have sufficient infrastructure to use ERT effectively and that not all students have equal opportunities in terms of technological tools. It can be said that such difficulties led students to perceive ERT as a complex challenging to participate in.

Participants also stated that ERT is inefficient. It is assumed that two different sources shape this perception of inefficiency. The first one is related to the teachers. Participant students think that teachers do not have the digital competence to carry out this mode of instruction effectively, and this situation negatively affects their learning processes. Similar results were found in the study conducted by Çay and Tanrıseven (2022). In the study, preparatory class learners considered ERT inadequate and associated this inadequacy with the teacher. The fact that they saw their teachers as inadequate in ERT caused them to generalise this situation and think ERT was inadequate for them to achieve their goals. In addition to these, Sağlamel and Çetinkaya (2022) figured out that students perceive ERT as inefficient and limited due to the fact that teachers need support and training to enhance their digital literacy and adapt their knowledge into ERT context. Again, in Demirbilek's (2021) study, inefficiency was associated with the ability of teachers or distance education practitioners, and the emphasis was on students' acquisition of new roles and skills related to distance education. Therefore, we can say that the mindset of ERT is also determined by the ability of teachers to teach in this mode of instruction. Based on this, it can be said that teachers' teaching by using technology effectively causes students to benefit from this process and develop positive thoughts towards ERT.

Another result of the analysis, which refers to students' negative metaphorical perceptions of ERT, is that ERT is ineffective. According to them, ERT is ineffective in helping students achieve the target outcomes and does not help them enough in permanent learning. We can say that the metaphors formulated by the students, such as "unsalted food, remote relationship, video WhatsApp conversation with family", show a feeling of incompleteness or a missed element. In addition, while defining ERT with metaphors, students frequently used the metaphor of "artificial". Based on these, it can be indicated that these students compare ERT with in-person education and regard ERT as ineffective. Similar artificial metaphor was found in Bozkurt's (2020) study. Considering these, it can be said that ERT, unlike in-person education, offers students an artificial learning environment, according to students, and this situation causes them to feel that ERT is ineffective in some way.

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Another finding regarding negative perceptions ERT is the lack of interaction. Students stated that they could not progress in synchronous lessons, especially during speaking lessons, because they could not communicate sufficiently with their teachers and classmates. Similar results on the subject have been found in various studies (Dolmacı & Dolmacı, 2020; Aksoy et al, 2021; Çokyaman & Ünal, 2021; Sağlamel & Çetinkaya, 2022). These studies also emphasise the importance of interaction and communication in ERT, and we can say that they shape the degree to which students benefit from ERT and, accordingly, their perceptions of ERT. Last but not least, since the participants found the measurement and evaluation practices in ERT inadequate, they thought that the measurements obtained as a result of these practices were not reliable and valid, which caused them to have a negative perspective on ERT. To clarify further, the lack of validity of assessment practices and problems related to reliability, such as cheating, constitute the basis for this perception. Sağlamel and Çetinkaya (2022) revealed university students' conceptions of ERT and found that most participants had negative perceptions of ERT. Students found ERT troublesome due to inadequate exam security.

The analysis also revealed students' positive perceptions of ERT. The main positive perceptions that emerge are the flexibility of ERT, its viability and the fact that it increases students' ability to use technology and increases their digital competencies. Firstly, participants often perceived ERT as a flexible mode of instruction as it allows them to move at their own pace and in a flexible time and place. In this way, they stated they were more engaged in the teaching process and more effectively involved in teaching activities by not leaving their comfort zone. The same result was revealed by Çivril et al. (2018). The participants stated that ERT provided them with a more flexible learning environment, allowing them to progress at their own pace and create their study programmes. This led students to develop a positive perspective towards ERT. Again, Çokyaman and Ünal (2021) found positive perceptions of ERT in their study, and one of the main categories that led to this conclusion was flexibility. In other words, the fact that students had a flexible programme allowed them to carry out course activities at their own pace when they were ready to learn. Based on these results, it can be said that ERT helps students take responsibility for their own learning and make them more autonomous learners by providing them with a flexible schedule and enabling them to participate in the learning initiative at their own pace. Secondly, students have a positive perspective towards ERT, believing that it makes students more effective users by using technological tools. ERT can improve students' digital literacy with sufficient internet infrastructure and necessary technological tools.

Lastly, the participating students engaged in extra individual activities through ERT and realised that ERT is a helpful alternative to in-person education. It can be said that students who could not benefit from in-person education for various reasons developed a positive perspective on ERT because they thought that they would not be deprived of their education through ERT. As Çivril et al. (2018) indicated, online education can be a viable alternative for students with limited access to education, leading them to have learning opportunities.

As a result, a significant difference was found in terms of students' readiness for ERT according to their grade level, the device used, and their perception of computer and technology usage skill adequacy. There was no significant difference in readiness according to gender and distance education experience. It can be said that the students are ready for ERT because their readiness scores are above the average. It was also revealed that students had more negative perceptions towards ERT.

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Suggestions

- It is suggested that disadvantaged students' readiness for ERT should be examined in terms of various variables (such as grade, gender, and self-perceived computer skills). On the basis of the students' views, it can be suggested that planning and implementations should be made to improve the digital competencies of pre-service English language teachers to increase the overall quality of teacher education programmes so that teachers can receive the education they need to benefit from distance education and deliver it effectively.
- Since the study underscores how crucial it is to consider students' viewpoints and experiences when developing and implementing distance education programs, institutions should improve the learning context for distance learners by addressing the issues and unfavorable opinions raised by students.
- The findings underscored the significance of communication and interaction among stakeholders in ERT. Therefore institutions should focus on creating an effective communication atmosphere to enhance students' learning experiences.

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