Novice EFL Teachers' Beliefs and Practices During Online Education for Young Learners

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Abstract

The COVID-19 outbreak has impacted global sectors, including education. To curb the virus's spread, the World Health Organization and Centers for Disease Control and Prevention (CDC) recommended social distancing, prompting shifts to remote learning. In Turkey, the Ministry of Education transitioned to emergency remote teaching in March 2020. This study examines Turkish novice EFL teachers' beliefs and practices in teaching English to young learners online during the Spring 2021 term. It explores their perspectives on being novice teachers, implementing activities for four language skills (reading, listening, speaking, writing), and using digital tools in online education. Four second-grade teachers from private schools in Istanbul, Kocaeli, and Izmir participated. Conducted via Zoom, the semi-structured interviews asked teachers to compare online and in-class activities and discuss the challenges of virtual classroom management and teaching different language skills. Findings indicate that teaching productive skills online is more challenging than receptive skills, with writing identified as particularly difficult. Teachers felt that being a novice was advantageous due to their technological proficiency as they mainly adapted tasks for the online setting. As education continues to evolve in response to global challenges, the experiences of these teachers can inform ongoing and future educational practices, particularly in contexts requiring rapid transition to online formats.

Key Words: EFL teaching, teacher cognition, novice teachers, online education

Meslekte Yeni EFL Öğretmenlerinin İlkokul Öğrencilerine Uzaktan Eğitimdeki İnançları ve Uygulamaları

Özet

COVID-19 salgını, eğitim dahil olmak üzere dünya çapında birçok sektörü etkilemiştir. Virüsün yayılmasını önlemek amacıyla Dünya Sağlık Örgütü ve CDC tarafından önerilen sosyal mesafe önlemleri, eğitim alanında uzaktan öğrenmeye geçişe yol açmıştır. Türkiye'de, Milli Eğitim Bakanlığı Mart 2020'de acil durum uzaktan eğitimine geçiş yapmıştır. Bu çalışma, 2021 İlkbahar döneminde, Türkiye'deki yeni EFL öğretmenlerinin genç öğrencilere İngilizce öğretirken sahip oldukları inançları ve uyguladıkları yöntemleri incelemektedir. Araştırma, yeni öğretmenlerin çevrimiçi eğitim sürecindeki deneyimlerini, dört ana dil becerisi (okuma, dinleme, konuşma, yazma) üzerinde uyguladıkları etkinlikleri ve derslerde kullandıkları dijital araçları ele alıyor. İstanbul, Kocaeli ve İzmir'deki özel okullarda çalışan dört ikinci sınıf öğretmeni ile yürütülen yarı yapılandırılmış mülakatlar Zoom üzerinden gerçekleştirilmiştir. Bulgular, üretken dil becerilerinin çevrimiçi olarak öğretilmesinin, alıcı becerilere kıyasla daha zor olduğunu göstermektedir. Özellikle yazma, çevrimiçi ortamda etkinlik uygulamak için en zorlu beceri olarak belirlenmiştir. Öğretmenler, teknolojik yeterliliklerine dayanarak, yeni öğretmen olmanın çevrimiçi eğitim süresince bir avantaj olduğunu düşünmektedirler.

Anahtar Kelimeler: EFL öğretimi, öğretmen bilişi, yeni öğretmenler, uzaktan eğitim

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Introduction

It's widely accepted that teachers' beliefs are essential in educational research. As teachers gain experience, they form beliefs, and these beliefs consist of knowledge and personal & professional senses (Clark & Peterson, 1986). The field that investigates teachers' beliefs, perceptions, and practices is called teacher cognition, which can be defined as" what teachers think, know, and believe and the relationships of these mental constructs to what teachers do in the language teaching classroom" (Borg, 2003, p.81). This research provides insights into how teachers adapt their instructional strategies and pedagogical beliefs to the challenges of remote learning. The outbreak of the novel coronavirus (COVID-19) in early 2020 has had a profound impact on nearly every aspect of global society, including the field of education. In response to the pandemic, organizations such as the World Health Organization (WHO) and the Centers for Disease Control and Prevention (CDC) recommended social distancing measures to prevent the virus's spread. Consequently, educational systems worldwide, including in Turkey, were compelled to rapidly adapt to these new circumstances. In March 2020, the Turkish Ministry of Education made a pivotal decision to transition to remote learning environments, a move that set the stage for numerous adaptations in the educational sector.

As the pandemic evolved, so too did the educational strategies employed in Turkey. The Spring 2020 term concluded entirely online across all educational levels, marking a significant shift from traditional classroom learning. The following academic year, 2020-2021, saw a mix of strategies. Kindergarten, eighth, and twelfth grades primarily returned to face-to-face instruction, adhering to strict health protocols, while other grades experimented with hybrid models, blending online and in-person sessions. This period of adjustment and re-adjustment highlighted the resilience and flexibility of educators and students alike. Understanding these adaptations is crucial as they influence the effectiveness of education delivered in non-traditional formats. Given the potential for future disruptions similar to the COVID-19 pandemic, such knowledge can help prepare educational systems to respond more effectively.

Literature Review

Teacher Beliefs on Online Education

Even though both are conducted in an online environment, it is vital to distinguish online teaching from emergency remote teaching. Hodges, Moore, Lockee, Trust, and Bond (2020) argue that online teaching requires thorough planning and detailed preparation beforehand. On the other hand, emergency remote teaching is the case in Spring 2020, in which the decision was temporary and sudden due to an emergency. It is important to note that this present study's context is set in the online teaching period

since most schools designed their schedules and plans in the 2020 summer term for the possibility of remote teaching once again in the 2020-2021 educational year.

Teacher beliefs in online teaching environments is an evolving field after the COVID-19 pandemic. A recent study conducted by Moser & Wei & Brenner (2021) indicates the importance of target grade level in the online teaching environment. The teachers who participated in the study were PreK-3 teachers, and they stated that teaching younger students was challenging in the online environment because they needed parental support a lot.

Novice Teachers' Beliefs and the Importance of Educational Background

A personalized belief system is formed through experience, so beliefs are knowledge gained through teaching. Teaching experiences involve decision-making and actual in-class acts. Therefore, belief-making is a progressive process. (Kagan, 1992; Richards & Lockhart, 1994)

Being experienced with online teaching environments and having online language pedagogy is essential in dealing with remote teaching. (Meskill & Anthony, 2015). Slaughter's (2019) study maintains that teachers who are more familiar with technology can develop positive learning experiences. So, the link between technological pedagogical knowledge and in-class practices is vital, especially in the online learning environment. Another finding regarding prior experience with information and communications technology comes from Spoel & Noroozi & Schuurink & van Ginkel (2020). The study maintains that the teachers familiar with these kinds of technologies had positive online teaching experiences. Similar results can be obtained from several previous studies. (Ottenbreit-Leftwich et al. 2010; Amhag, Hellström, and Stigmar, 2019; Compeau and Higgins, 1995)

Teacher Beliefs on Teaching Language Skills

When we look at the studies that deal with teachers' beliefs and perceptions on teaching reading, the common themes are explaining and practicing. In a study conducted by Graden (1996), the participant teachers stated that repetitively practicing reading is a way to develop reading skills. Gilje (2014) also reported that 6th-grade teachers mostly use textbooks for reading activities. Bamanger, E. M., & Gashan's study (2014) presents a list of objectives that were found to be crucial in teaching reading by the in-service EFL teachers: "To ask questions to check the comprehension of the text" (Mean 4.44), "To explain vocabulary items" (Mean 4.48), "To guess the meaning of the ambiguous vocabulary" (Mean 4.62), "To scan the text" (Mean 4.48).

For ESL/EFL contexts, the studies that focus on teacher beliefs and practices on teaching writing seem to be scarce. One of the few prominent studies about practices, Graham et al. (2002), express that teachers deal with writing mechanics and grammar during writing activities rather than teaching writing.

As for speaking, Baleghizadeh & Nasrollahi Shahri (2014) indicate that teachers consider speaking a natural product in the lessons and tend to underestimate it, making the research on this area limited. However, speaking is a crucial skill, especially for lower-level students.

Listening is defined as a process in which the listener receives information auditorily, analyzes it into verbal units, and provides meaning. (Goss, 1982). Graham's study (2006) investigated learners' perceptions of L2 listening skills from learners' perspectives. The results demonstrated that listening is a language skill that the learners consider themselves most unsuccessful for many reasons, such as dealing with speech rate, combining words, and applying meaning. From the teachers' perspective, Yongbai (1992) states that listening is a skill that draws the least attention in the lessons and provides three possible reasons for this. Teachers consider that: (1) Listening is a skill that requires only playing audio and answering pre-set questions. (2) Listening is a skill that is difficult to observe. (3) Listening comes along with speaking naturally, so there is always a natural listening component in the lessons. There could be many possible factors that affect teachers' beliefs about listening. Karimi & Nazari (2017) indicate that these factors could be the principles about how the listening activities should be done in a flow and the teacher's perspectives on the listening sub-processes. It should also be noted that the literature regarding EFL teachers' beliefs and practices on listening is relatively scarce. While this present study covers listening skills as a component, further studies should be conducted with a focus.

Purpose of the Study

This study aims to gain into the beliefs and practices of novice EFL teachers in teaching English to young learners during the online education period due to COVID-19 in the Turkish educational context. The research questions were formed as follows;

1. What are the teachers' beliefs and practices for teaching English to young learners during the online education period?
2. What are the teachers' beliefs on being a novice teacher during the online education period?
3. What kinds of digital tools/apps do they use during online lessons? What are the purposes of using external digital tools/apps?

Method

A qualitative approach was adopted for this study. The semi-structured interviews were conducted through Zoom.

Universe - Sampling

Four Turkish EFL teachers participated in the study. All of them were teaching at a private school and were 2nd-grade teachers during the time of data collection. Two of the schools were located in İstanbul, one was located in Kocaeli, and the other school was located in İzmir. The participants were novice teachers, three of them were in their first teaching year, one of them was in the fourth year. In

addition, the participants have completed their undergraduate program in the Department of Foreign Language Education at Boğaziçi University.

Data Collection Tools

For data collection purposes, semi-structured interviews were conducted on a virtual conference application called Zoom. The interviews were designed with a time limit and lasted for 40 minutes for each participant. They were asked to compare online and in-class activities for four language skills: reading, speaking, writing, and listening (Appendix A). They were also asked about being a novice teacher during the online education era and the technological tools used in the lessons. The reason why the interviews were conducted virtually was due to practicality and safety, because the COVID-19 outbreak conditions/lockdowns were still valid in Turkey.

Data Analysis

The interviews were transcribed and coded manually to be prepared for thematic analysis, which is a central method in qualitative research used to identify patterns within data. Researchers analyze qualitative data to organize and describe their dataset in detail through themes and motifs that emerge from the data itself. It involves closely examining the data to identify common themes, topics, ideas, and patterns of meaning that come up repeatedly (Braun and Clarke, 2013). Since there were no co-researchers, the transcripts were checked three times to ensure accuracy. Respondent validation was utilized after translating the transcripts to English, so the participants checked their statements from the interview for accuracy and resonance with their experiences. The thematic analysis was conducted manually, for which the transcripts were compared and the main themes and categories were determined in the given answers.

Findings and Discussion

The Advantages Regarding Online Teaching

The advantages of the online environment, as stated by teachers regarding online education, mainly concerned classroom management, technology use, student-teacher relationship, and accessibility.

In terms of the student-teacher relationship, the participant EFL teachers believe that teachers can learn more about students since their home environment is a natural part of the lessons. Their hobbies, favorite toys, pets, and home settings are known better. They also stated that the teacher-student relationship is intimate compared to the classroom environment due to the accessibility.

"I think the fact that we were more accessible in this term compared to other terms was an advantage. For example, if we were at school, the kids wouldn't send messages to me because there is no such context that requires it. However, now, the student can write 'Teacher, what was our

assignment?' and I can respond. Another advantage is that we have more chances to get to know our students, their pets, their favorite games, and toys… They have a lot to share. It was quite enjoyable at the beginning of the term actually, they cannot find anything to share now that we're ending the term… But that was very nice."

Another advantage stated by the teachers is the ability to find solutions for disruptive behaviors during the lessons.

"There is this mute function in online classes. If we were in the classroom, I had to control everyone, even the most disruptive kid, for example. What are you going to do? You cannot expel them in the classroom. But you can ignore them in the online setting by using the mute function. Actually, I know that this is not an appropriate behavior but we have to do it anyway for the greater good, consciously or unconsciously".

The teachers agree on the belief that the online environment makes management easier but these solutions are for the short-term.

"It's an advantage, you can prevent disruptive kids from influencing the other kids. It's easier in the online setting, you can mute them, you can block them, you can ignore them. However, these are not long-term solutions. What we need to do is to instruct them that these behaviors are not acceptable during lessons. We just save the day."

Teachers enjoy that they can integrate game-based online applications into the flow of the lessons in the online lessons. They indicated that the online environment encouraged them to use more technological tools than they had expected.

The Disadvantages Regarding Online Teaching

The common themes in terms of disadvantages regarding online teaching are described as new rules for class management, limitations for feedback, and collaborative work. According to teachers' experiences, classroom management seems to be a whole different concept, which includes teaching and spending time on online classroom practices such as muting, unmuting, and raising hands. To do that, they had to form new classroom agreements and rules: Do not bring your pet, use your table and chair during the lesson, do not turn your camera off...

Another common theme stated for disadvantages regarding online teaching is giving feedback for productions. The examples include such situations in which technical difficulties arise; the internet connection may be shaky, or the screen may not show up. The final common theme expressed as a disadvantage is the lack of collaborative work. Teachers agree that it's limited, almost none for young learners' online classes.

Being a Novice Teacher During the Online Education Period

The advantages regarding being a novice teacher revolve around the fact that novice teachers can be considered digital natives, a term coined by Prensky (2001), which refers to the generation who grew up with technology. The teachers agreed that novice teachers are more familiar with technology compared to experienced teachers since they had the chance to take technology-enhanced language teaching courses during their undergraduate years.

"I think the thing about being a novice teacher is just about age, which doesn't really make a difference in teaching quality. We're novices because we're young and we're digital natives. We can use technology easily. It's not about being an experienced teacher, it's about familiarity with technology."

Another teacher stated:

"I think there is no specific advantage of being an experienced teacher in this era. It's more about the teacher's communication skills. Some of the teachers have perfect knowledge but cannot reflect it and cannot communicate well. Then, it's a problem. How well are they with technology? During this era, I think prior experience is just nothing. What matters is how well you can utilize technology. What I think is that novice teachers are better at dealing with online environment due to their technological background."

The disadvantages, as stated by teachers, mostly indicated the lack of social interaction between colleagues: Starting the profession in the online education period meant that they couldn't have the chance to be around their colleagues physically.

"I'm glad that I had the chance to work at the school in which I completed my practicum. I knew a few teachers beforehand. If I started working at a school I knew nothing about, I'd be lost for the first weeks. Even if I was familiar with this school, I couldn't have the chance to know my colleagues well, there was a definite lack of social interaction. You know, the teacher goes to the teachers' room and tells about his/her day or a specific event that happened… I couldn't experience such things. My social needs were not met, we were distanced. That was a disadvantage."

Deficiency in classroom management skills is another issue that the three first-year teachers had. They acquired a very limited physical classroom experience, and the classroom lessons they experienced were never really a pure classroom experience due to hybrid implementations in which some of the students connected the lessons online, through the videoconferencing tools while the others were in the classroom. This is seen as a management issue for the teachers.

"I guess I couldn't gain enough experience to develop my classroom management skills. It was kind of a wrapped experience for the end of the year since we had face-to-face lessons only in those days".

Teachers' Beliefs on Reading Activities During Online Education

The teachers maintained that reading activities were mostly the same for both online and classroom settings. They only mentioned minor adjustments for online settings, such as adapting the book activities using digital tools like Nearpod, H5P for engagement purposes.

One of the challenging parts of an online setting is the fact that reading in turns. Teachers indicated that they were never sure if the next reader was giving attention or not during the activity. Another common challenging theme is the feedback for pronunciation. Teachers emphasized that their main aim is to keep the students motivated and engaged while giving feedback online

"...at the same time, making corrections in the online environment may harm the kids. If we're in the classroom, I can correct him individually so that the other kids won't tease him/her. Today, for example, a kid was reading a text and he pronounced a word incorrectly. The other kids laughed. Then he said; "Teacher, am I reading it wrong?" If we were in the classroom, I would go near him, talk to him individually and we would sort it out. It's not as effective as it is in the online setting."

"I usually provide immediate feedback in the online setting, because if the kid continues reading, he cannot hear me by the time he goes back. He can't understand what I'm referring to. Let's say that I corrected the pronunciation of 'computer', but he misses it, can't get it, so he won't repeat it. If I provide immediate feedback, I ask him to repeat the word and he repeats and he reads the piece again."

Teachers needed to use more comprehension questions around the book or the text to ensure student engagement in the online context.

"I usually add extra comprehension questions if we're reading a book, obvious questions such as 'What's that in the picture? If I keep reading the book for like ten minutes, the engagement will be lost. I try to keep them awake through these kinds of obvious questions."

But, some of them state that reading activities in the online setting had advantages, thanks to technological tools; such as highlighting simultaneously.

"I conduct reading-in-turns activities, I ask them to read the text one by one, each paragraph goes to a kid. As they read, I highlight the words they mispronounce. An advantage of technology, every kid can see these words simultaneously. When they finish reading, I read for the last time. Before reading, I also enable the annotation function and ask them to underline the sentences they couldn't understand. After that, I read and explain, making sure that I draw attention to highlighted words and underlined sentences."

Writing Activities During Online Education

According to teachers' descriptions of implemented writing activities during lessons, there are limitations for the online environment compared to the classroom environment. Writing is perceived as the most challenging skill for the online environment. Writing activities are seen as easier to implement in the classroom setting due to several factors, which are mostly related to classroom management, providing feedback, and ensuring engagement.

Classroom management refers to not being able to monitor the writing process in this context. In addition to this, not being able to allocate an amount of time for a writing task is another problem in the online environment. Teachers state their reasons for this decision as institutional policy, engagement problems, classroom management problems, and parent monitoring.

Teachers state their solutions as implementing writing activities as homework for later feedback, setting the tasks in a more structured and controlled way, or providing "how-to" templates and models for different writing styles.

"I try to provide writing examples for assignments. For example, they are supposed to write a journal page. I show an example piece that I talk about my activities at the weekend. I expect them to do the same. I also provide guidelines, like 'You need to write six sentences, you need use at least three words from this box…'. Because I know that if the child will just write something like 'I woke up, I played games, I slept' if I don't provide guidelines. Since I cannot explicitly say that 'No, this isn't good enough, write it again in front of everyone in the online setting, I set the expectations from the beginning. Did you write three sentences? But, I asked you to write five sentences, didn't I? However, in the classroom context, my feedback differs from kid to kid and I can talk to them individually. I provide a more relaxed environment in the classroom".

Another issue in the writing activities in the online setting is the use of keyboards and interactive whiteboards. The teachers mostly stated that the use of keyboards was not very effective. The young students are not proficient in writing on the keyboard, so it may be time-consuming. There are also individual differences between students, some of them may have prior experience with the keyboards and some of them may not have such an experience. This is another factor that distinguishes young learners in the use of keyboards for writing activities. Considering the possibility that the kids may use auto-corrections, the teachers believe that it's hard to assess real spelling performance. They also think that the use of interactive online boards is problematic due to technical difficulties since not all learners own tablet pencils, some of them have to use mice.

Teachers' Beliefs on Speaking Activities in the Online Setting

Speaking is also perceived as a challenging skill to implement activities in an online setting. The teachers mostly describe their online speaking activities as "not as interactive as it is in the classroom". The activities seem to be mostly in the form of question and answer, and they are led by the teachers. The teachers make use of conversation prompt cards and visuals to ensure engagement.

Another factor that influences speaking activities in the online setting is the fact that pair and group work are limited. Teachers state that if the number of students is more than 10-12, the speaking activities tend to be boring. A problematic issue indicated by teachers in crowded classes is student participation. Online context does not allow reaching every student. The classroom setting is seen also more authentic compared to the online setting.

"Online setting makes it difficult, I can't reach the students that I would normally reach in the classroom context. I call their names but they don't answer. Whatever you do to draw attention, some kids are eager to talk and some kids are not in the online setting. But, in the classroom, we can do different authentic activities in which they can have fun".

Teachers' Beliefs on Listening Activities in the Online Setting

Listening is seen as a very easy skill for activity implementation in online lessons by the participant teachers. All of them stated that the flow of listening activities is not so different, and the online setting might even be more suitable thanks to the mute function. The teachers consider the main motivation of "listening" and believe that the existence of mute function makes the listening tasks easier to implement. The use of structured worksheets for both settings is common, in which the students listen and tick, cross, and write. Teachers believe that the main motivation remains the same: listening and picking up relevant information.

"We're doing a serious listening task, the students listen and tick. When we do this in the classroom, sometimes there may be low volume, external noise or echo problems and the students cannot hear the audio well. However, in the online setting, just mute and listen. Very suitable."

The Use of Additional Technological Tools in the Online Lessons

The teachers mostly expressed that collaborative tools were not suitable for young learners in the online context. They mostly used individual quiz tools such as Quizlet, Nearpod, Wizer, H5P, and LearningApps.

"I think the worst limitation of the online setting for primary levels is that the students can only use their receptive skills. Collaborative tasks are difficult with external tools, such as Socrative. I would love to use it but it wouldn't work".

Their reason for integrating extra technological applications is to adapt the ready-made book activities to online settings so that they ensure engagement and make the book activities fun.

"There is this website called LearningApps, and also Nearpod and H5P have that function too. I adapt some of the activities from the book using these tools, such as story ordering and matching. It's more like a game for the students."

Conclusion and Recommendations

Teachers believe that being a novice teacher is a benefit during online education due to the educational background which includes technological literacy and familiarity with technology, which is a result in line with Slaughter (2019) and Spoel & Noroozi & Schuurink & van Ginkel (2020). Teachers mostly use their course e-books, extra technological tools are integrated to ensure student engagement and for task adaptation into the online environment.

Beliefs and instructional practices were mediated by the context (online vs classroom) but not for all skills. Writing seems to be the most challenging skill for the online environment in the context of young learners. Speaking comes next, reading follows it and listening is the easiest and the most suitable skill for the online environment. The findings are consistent with previous studies, such as Yongbai (1992), which asserts that listening is a skill that is undervalued in the classroom. Many teachers believe that listening requires simply playing audio and answering pre-determined questions.

It would be interesting to investigate these activities from the learners' perspective. To have a clear idea of the education process, further research on the online education area should include learners' perspectives as well. Another suggestion would be to replicate the study with EFL teachers who teach middle and high grades to observe how the beliefs and practices differ among levels.

Ethical Declaration

During the writing process of the study titled *"Novice EFL Teachers' Beliefs and Practices During Online Education for Young Learners",* scientific rules, ethical and citation rules were followed*;* no falsification was made on the collected data and this study was not sent to any other academic publication environment for evaluation.

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GENİŞ ÖZET

Küresel koronavirüs (COVID-19) salgınının birçok sektör üzerinde derin etkileri olmuş ve eğitim alanında büyük değişikliklere yol açmıştır. Pandemiye yanıt olarak, Dünya Sağlık Örgütü (WHO) ve Hastalık Kontrol ve Önleme Merkezleri (CDC) gibi önemli sağlık kuruluşları sosyal mesafe önlemlerini tavsiye etmiştir. Bu da geleneksel sınıf ortamlarından uzaktan eğitim ortamlarına acil bir geçiş yapılmasını gerektirmiştir. Türkiye'de Milli Eğitim Bakanlığı (MEB), Mart 2020'de bu geçişi başlatarak, acil uzaktan öğretim olarak adlandırılan süreci başlattı. Bu çalışma, bu gelişmelerin arka planında yer almakta ve 2021 İlkbahar döneminde, başlangıçtaki acil durum aşamasını takip eden dönemde çevrimiçi eğitime uyum sürecini araştırmaktadır.

Bu araştırmanın odak noktası, planlı çevrimiçi eğitim dönemi boyunca çocuk ilkokul öğrencilerine İngilizce öğreten Türk ve meslekte yeni İngilizce öğretmenlerinin (EFL) inançları ve uygulamalarıdır. Çalışma, çevrimiçi eğitimde yeni bir öğretmen olmanın nasıl bir durum olduğunu keşfetmekte ve dört ana dil becerisi olan okuma, dinleme, konuşma ve yazma üzerindeki etkinliklerin uygulanmasını incelemektedir. Ayrıca, çevrimiçi derslerde ek dijital araçlar ve uygulamaların kullanım nedenlerini de araştırmaktadır.

Bu çalışmanın katılımcıları dört Türk EFL öğretmenleridir. Öğretmenlerin hepsi veri toplama özel okullarda çalışmaktaydı ve sırasında ikinci sınıf öğretmeniydiler. Bu okullardan ikisi İstanbul'da, biri Kocaeli'de ve diğeri İzmir'de bulunmaktadır. Katılımcılar arasında üçü öğretmenliğin ilk yılında, biri ise dördüncü yılında olup mesleğe nispeten yeni öğretmenlerin perspektiflerini sunmaktadır. Veriler, Zoom adlı bir sanal konferans uygulaması kullanılarak gerçekleştirilen yarı yapılandırılmış mülakatlar aracılığıyla toplanmıştır. Bu mülakatlar, öğretmenlerin bahsedilen dil becerileri için çevrimiçi ve sınıf içi etkinliklerin karşılaştırmalı deneyimlerine, ayrıca bu dönüşüm sürecindeki yeni öğretmenler olarak deneyimlerine ve uyumlarına dair içgörüler sağlamıştır.

Çalışmadan elde edilen bulgular, çevrimiçi eğitime geçişte deneyimlenmiş zorluk ve uyum sürecini vurgulamaktadır. Belirlenen önemli zorluklardan biri, çevrimiçi ortama özgü yeni sınıf yönetimi stratejilerine olan ihtiyaçtır. Öğretmenler, etkili dil öğrenimi için kritik olan öğrenci etkileşimlerini yönetme ve zamanında geribildirim sağlama konusunda zorluklar yaşadıklarını

bildirmiştir. İşbirlikçi çalışmanın doğası da değişmiş, pedagojik yaklaşımlarda ayarlamalar gerektirmiştir.

Dil becerilerinin öğretimine gelince, alıcı becerilerin (dinleme ve okuma) üretken becerilere (konuşma ve yazma) kıyasla çevrimiçi olarak öğretilmesinde belirgin bir kolaylık farkı olduğu belirlenmiştir. Üretken becerilerin uzaktan öğretilmesi daha zor olarak bildirilmiştir. Özellikle yazma, çevrimiçi olarak öğretilmesi en zor beceri olarak belirlenmiş, onu da konuşma takip etmiştir. Okuma ve dinleme, çevrimiçi öğretim yöntemlerine uyum sağlamada nispeten daha kolay olarak değerlendirilmiştir.

Bu zorluklara rağmen, yeni öğretmen olmanın bazı açılardan bir avantaj olarak görüldüğü belirtilmiştir. Katılımcılar, sıklıkla teknoloji okuryazarlığı bileşenlerini içeren güncel üniversite eğitimlerinin, çevrimiçi öğretim talepleri için kendilerini daha iyi donattığını hissetmişlerdir. Teknoloji kullanımı açısından, başlıca ders e-kitapları kullanılırken, öğrenci katılımını artırmak ve görevleri çevrimiçi formata uyum sağlamak için ek araçlar dahil edilmiştir.

Bu çalışma, acil durum koşulları altında çevrimiçi eğitime geçişin anlaşılmasına katkıda bulunmakta ve yeni öğretmenlerin karşılaştığı özel zorluklar ve uyum süreçlerine dair değerli içgörüler sağlamaktadır. Çalışma, çevrimiçi öğretimin özellikle bazı dil becerileri için önemli zorluklar sunduğunu, ancak aynı zamanda öğretmenler arasında yenilik ve uyum ortamı da yarattığını öne sürmektedir. Eğitim küresel zorluklara yanıt olarak gelişmeye devam ettikçe, bu öğretmenlerin deneyimleri, özellikle çevrimiçi formatlara hızlı geçiş gerektiren bağlamlarda devam eden ve gelecekteki eğitim uygulamalarına rehberlik edebilir. Bu eğitim faaliyetlerini öğrenenlerin perspektifinden keşfetmek, öğretmenler tarafından kullanılan yöntemlerin etkinliği ve kabulü hakkında değerli içgörüler sağlayacaktır. Eğitim sürecinin kapsamlı bir anlayışına ulaşmak için, çevrimiçi eğitim alanındaki daha fazla araştırmanın sadece öğretmenlerin perspektiflerini içermeye devam etmesi değil, aynı zamanda öğrenenlerin bakış açılarını da entegre etmesi önemlidir. Bu, araştırmacılara öğrencilerin katılımı, motivasyonu ve genel öğrenme sonuçları üzerindeki çevrimiçi öğrenme ortamlarının etkisini değerlendirme fırsatı verecektir. Ayrıca, bu tür çalışmaların kapsamını orta ve daha yüksek sınıf seviyelerinde İngilizce öğreten öğretmenleri de kapsayacak şekilde genişletmek, farklı eğitim aşamalarında pedagojik varyasyonların daha geniş bir görünümünü sunacaktır. Araştırma, yaşı daha büyük öğrencilere öğretim yapan öğretmenlerle tekrarlandığında, araştırmacılar pedagojik inanç ve uygulamaların öğrenenlerin yaş ve olgunluğuyla nasıl evrildiğini inceleyebilir. Bu tür karşılaştırmalar, daha ileri düzeydeki öğrencilere veya farklı gelişimsel ihtiyaçlara sahip olanlara hizmet verirken öğretmenlerin karşılaştığı potansiyel eğitim stratejileri ve zorluklarında olası değişiklikleri vurgulayabilir. Bu genişletilmiş araştırma, çeşitli öğrenme aşamaları için daha uygun ve etkili eğitim uygulamalarının geliştirilmesine yardımcı olabilir.

APPENDIX 1: INTERVIEW QUESTIONS

General

1. Could you talk about your educational background?

2. Are you integrating technology to your lessons? If yes, how?

3. How do you feel about online teaching environment when you compare it to classroom context in general? What are the advantages and disadvantages in your opinion?

Teaching reading

a. Methods and teaching strategies

1. What are your intervention strategies if the students cannot pronounce the word correctly while reading? Could you talk about both online and classroom settings?

2. How do you understand if a student understands the text or not? (Could you talk about both online and classroom settings?)

b. Practices

1. How do you implement reading comprehension activities in the classroom?

2. How do you implement reading comprehension activities in the online setting?

3. Do you use digital reading tools or apps in the online setting? If yes, what are they? For which purpose do they serve in your lesson?

Teaching writing

a. Methods and strategies

1. If the students cannot write a word, what are your intervention strategies? (Could you talk about both online and classroom settings?)

2. What methods have you used or would you use to assess student learning for writing skill? (Could you talk about both online and classroom settings?)

b. Practices

1. How do you implement writing activities in the classroom?

2. How do you implement writing activities in the online setting?

3. Do you use digital writing tools or apps in the online setting? If yes, what are they? For which purpose do they serve in your lesson?

Teaching speaking

1. How do you implement speaking activities in the classroom?

2. How do you implement speaking activities in the online setting?

Teaching listening

1. How do you implement listening activities in the classroom?

2. How do you implement listening activities in the online setting?

Which skill related activities are more difficult to implement in online lessons?

What are the advantages and disadvantages of being a novice teacher in online teaching period?