



## ONLINE EDUCATION IN LANGUAGE LEARNING/TEACHING IN UNIVERSITIES: THE COVID- 19 AND DIGITAL TRANSFORMATION

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### **Abstract**

*The Covid -19 pandemic has no doubt changed and fast-tracked the way digital transformation in language learning and teaching is being conducted in higher institutions of learning. Research questions were asked to students and teachers on a voluntary basis to collect substantial data needed to illustrate the influence of digital transformation in foreign language learning and teaching and reveal the effect of digital practice on students. The participants were 103 students and 35 lecturers at the English department at the Komrat University in Gagavuzia. The instrument used for data collection was survey questions. According to the results obtained, 42% of the participants believed that the online platform was foolproof during exams. On the other hand, 71,7% stated that they did not believe that the online platform was more interactive or convenient. These results reveal that higher education institutions involved in teaching on the digital platform need additional skills to ensure they engage students interactively and professionally.*

**Key Words:** *Digital Transformation, Foreign Language, Digital platform.*



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## ÜNİVERSİTELERDE DİL ÖĞRENME / ÖĞRETİMİNDE ÇEVİRİMİÇİ EĞİTİM: COVID-19 VE DİJİTAL DÖNÜŞÜM

### Öz

*Covid -19 salgını hiç şüphesiz daha yüksek öğrenim kurumlarında dil öğreniminde ve öğretiminde dijital dönüşümün gerçekleştirilme şeklini değiştirdi ve hızlı bir şekilde bu alana geçilmesine yönlendirdi. Yabancı dil öğreniminde ve öğretiminde dijital dönüşümün etkisini göstermek ve dijital uygulamanın öğrenciler üzerindeki etkisini ortaya çıkarmak için ihtiyaç duyulan önemli verileri toplamak için öğrencilere ve öğretmenlere gönüllük esasına dayalı araştırma soruları yöneltildi. Katılımcılar, Gagavuzya'daki Komrat Üniversitesi İngilizce bölümünde 103 öğrenci ve 35 öğretim görevlisiydi. Elde edilen sonuçlara göre, katılımcıların%42'si çevrimiçi platformun sınavlar sırasında kusursuz olduğuna inanıyordu. Öte yandan, %71,7'si çevrimiçi platformun daha interaktif veya daha kullanışlı olduğuna inanmadığını belirtti. Bu sonuçlar, dijital platformda öğretime dahil olan yüksek öğretim kurumlarının, öğrencileri etkileşimli ve profesyonel bir şekilde meşgul etmelerini sağlamak için ek becerilere ihtiyaç duyduğunu ortaya koymaktadır.*

**Anahtar Kelimeler:** *DijitalDönüşüm, YabancıDil, Dijital platform.*

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## 1. INTRODUCTION

Institutions of higher learning have been greatly affected by digital transformation at the point of learning. This however has provided new opportunities for innovation in higher education sector. With the Covid -19 Pandemic, making it impossible to conduct personalized classroom lessons, many foreign language departments in most institutions of higher learning have increased their use of digital tools for teaching. Most institutions have embraced learning strategies for languages that promote innovative teaching and learning practices by providing high quality instructional environments, informed by appropriate digital technologies, and current educational approaches (Barbero, 2020).

Higher learning institutions have a great obligation to stretch enhance educational countermeasures to ensure smooth learning amid the covid-19 pandemic. They are playing exemplary roles in ensuring students continue with their studies while protecting themselves against contracting the virus amongst those around them (Doyumğaç et al., 2021). Various platforms have been laid. Among the strategies put in place are; digital learning and offering education to the students to avoid contracting the virus.

Learning institutions have had to enforce changes in their administration strategies. Most institutions have closed down physical activities; fully, and partial closure of the institutions has been experienced to curb the virus's spread. Physical learning has been suspended and replaced by digital learning (Leng et al.,2020). Digital learning involves online classes in which facilitators are teaching their students virtually. The attempts have reduced physical interactions in aid of keeping social distance among individuals.

Virtual learning success is much determined by factors such as readiness of technology to be applied concerning the curriculum in place, support, and collaboration from various stakeholders, including schools, teachers, government, parents, community, and the students (Grajek,2020). Considerations should be made among these key stakeholders before the implementation of the program.

These effective digital pedagogies will continue even after Covid -19. Language programs in the digital platform should ensure students become future leaders in digital foreign language teaching (Tanhan, 2020). The digital platform must enhance learning by ensuring students have opportunities to exploit their critical thinking abilities and in depth interactions. Higher institutions of learning should play an active role in the digital transformation process.

### **1.1. Information Security Strategy**

All faculty members are required to use the right online tools used in digital foreign language learning and teaching. There are many threats when it comes to accessing information via the internet. Due to growing connectivity among users in the digital learning platform, information is exposed to many dangers and vulnerabilities. There is need to develop a risk based security strategy that can effectively spot and reacts to security threats. Thus, there is need to protect information used in digital foreign language learning and teaching to avoid the loss of its veracity and discretion. To come up with the appropriate strategies for information security we must understand the threats of information on the digital platform (Grajek, 2020).

Some severe security threats that need to be addressed include deliberate software attacks, and technical software botches. Any unknown loophole and acts caused by human error through reconnaissance or encroach should be dealt with. There is also the issue of technical hardware failure, and deliberate

acts of stealing of information and equipment. Other threats include concessions to intellectual properties, technological uselessness, and acts of information exposé (Bagci, 2018).

Currently, security can be enhanced by the use information security technology to secure the digital learning platform. At the point of learning, there should be effective mechanisms for security and privacy control management. It is important to note that control without planning does not mitigate the threats of digital learning at the point of learning during digital transformation. Authorization should only be granted to a few in the learning process, and all parties involved should link capable updates when it comes to sharing and distribution of information. Even with measures in place to combat Covid -19 at the point of learning, those involved must ensure information is not manipulated to benefit a few (Grajek, 2020).

### **1.2. Privacy**

Privacy at the point of language learning will involve processes that defend the institutions privacy rights, at the same time ensuring liability for all types of classified data.

Privacy and security are intertwined at the point of language learning and teaching in digital transformation. Information should be treated as the core asset of the higher institution. All users must steer away from manipulation as the functionality of the learning process in the digital transformation will depend on the integrity of information used in learning. While knowledge should be shared spontaneously throughout the learning process, complex information should be restricted to a few individuals. Learning materials should only be distributed to designated groups of learners, and all copyrights

protections and intellectual properties of information protected (Leng, Khieng& Water, 2020).

Privacy will be guaranteed in the digital transformation if and only the digital learning platform is accessible by authorized users only. There should also be strategies to guarantee security for digital delivery, and collective education among users. Privacy officials can be appointed to ensure all regulations are adhered to. Compliance requirements must be made available to all staff, students and the entire faculty in foreign language learning and teaching to ensure they are aware of the consequences of giving away information for personal gain. Institutions must regulate the use of personal data in the digital platform, and all data owners and administrators must be held liable for the data they develop and manage. Thus, leaders must invest in technologies that protect privacy and students should be willing to embrace data protection practices. Technologies that detect and act on sensitive data should be preset (Alwi, 2010).

### **1.3. Sustainable Funding**

Institutions must develop funding models that uphold quality and accommodate new requirements, and the mounting use of IT technologies in the digital foreign language learning platform. Covid-19 has reduced fiscal resources in most institutions of higher learning, and with growing budget checks, institutions must seek grants and other sources of funding to cater for this transition (Martin,2019). The shared services and cloud strategies used in the digital platform of language learning must ensure the institution saves Funds.

When IT staffers are moved closer to the students, they are able to offer more supportive technologies and services at the point of learning in the digital transformation. Institutions should only use funding models that can be sustainable in the long term as Covid -19 is likely to linger around for some time.

Teaching staff should be relevant in the contents they use in learning. Faculty leaders should be willing to implement difficult decisions by eliminating services that are duplicative and underused in the digital transformation. This can save funds without affecting the quality of teaching foreign languages. While clouding technology can significantly raise the costs of learning, they can make budgeting and service levels more foreseeable, and this will enable the institution staff to use technology on task related needs (Rapanta et al, 2020)

#### **1.4. Digital Interactions**

Faculty leaders must ensure the digital system used in language learning and teaching is interoperable and scalable. The integrity of data, security standard and governance must be well synchronized across the various applications and platforms in the digital transformation (Grajek,2020). All the faculty members must be willing to embrace training opportunities availed to them as skills are constantly changing. Teaching staff must recognize the fact that foreign language development is ever-changing towards integration. This is the main reason most leaders in higher learning institutions are employing more solution integration developers instead of application specific developers

Students and teaching instructors know that data systems cannot survive on autonomous silos. To achieve cohesive data, timely governance data models are developed into corresponding siloed data management activities being implemented at the point of language learning across the digital platforms. Working collaboratively enables departmental leaders and institutions to offer quality learning experiences in the digital platform (Leng et al, 2020).. Procurement departments of institutions must partner with IT organizations to ensure the latest IT technologies used in teaching within the digital platform are procured at a cost effective price. Only the obligatory technologies should be

purchased. Modern integration tools at the point of learning make digital interactions easier, and to some extent more dominant. While most students are pressing for technologies such as multifactor validation to manage and protect their digital identities, faculty members should do the same.

### **1.5. Student-Centric Higher Education**

The institution must develop a student- services environment that supports the entire period of study at the point of learning. This includes their registration, learning process, job placement, current education, and alumni meetings. Learning should be an incessant process, and leaders should develop methods to deliver this. Most colleges that teach foreign languages are partnering with companies that can link them directly to students (Bagci, 2018). Universities are also offering flexible degrees to ensure people can study at their convenience. Most foreign language learning centers are also designing applications and services with student experiences as a priority.

### **1.6. Student Retention and Completion**

Students can now access information and education services via mobile apps. These assimilated services help students connect to their digital classes through a learning management information system that enables them to conveniently pay their tuition, and register for classes. When it comes to technological shifts, institutions have developed better customer relationship management tools to ensure the student's experiences are the best throughout the learning process. (Leng et al, 2020). Tools can also be used to trail and support needy students. Most foreign language learning institutions are also transforming their services to ensure the student is connected to a permanent learning experience



Institutions must incorporate artificial intelligence to student services to ensure they provide a timely and tailored support. This can be achieved by developing effective artificial intelligence systems and capabilities. Faculty and the entire staff must be interested in promoting student success initiatives in foreign language learning process. Teaching staff must create time to advise students (Trespacios&Florez, 2020). The information they share must contribute to the students success efforts. Staff must also be in a position to respond to early warning signs that indicate a particular student is facing difficulties in the learning process.

Every institution must have a retaining culture to hold all stakeholders accountable for the students at the time of learning. That is why many colleges measure engagements at the beginning of the foreign language learning process (Altbach et al, 2020). Retention can only be achieved if institutions are more receptive in identification, and meeting of student needs at the point of learning. Most institutions are building data warehouses that are being used to store data for foreign language students. Students' interests and needs are also well catered through geo and analytical analysis technologies.

### **1.7. Improved Enrollment**

More institutions of foreign language learning have been using technology, data and analytics to establish inclusive and financially workable enrollment strategies for students in the digital platform. This ensures the institution is serving more language students at the same time ensuring tailored recruitment, and learning experience at the point of learning. Faculty and staff have new roles to ensure student thrive. More services such as counseling of students are being consolidated to ensure they are accessible to all students.

Leaders in these institutions are depending on technological specialists to develop new data models that will boost enrollment. It is the responsibility of everyone in the learning process to ensure students succeed in the learning process, and to help the students recognize the significance of foreign language learning in their future. Institutions are investing more on AI technologies to develop new data models that can be used to forecast successful registration, and student success rates (Leng et al, 2020). We have seen institutions using social platforms and mobile apps to communicate and attract students.

### **1.8. Higher Education Affordability**

It is imperative for institutions to align IT resources and priorities with organizational priorities for a sustainable future in the digital learning platform. It is the responsibility of leaders to make higher education more inexpensive by decreasing waste, and increasing value. Most institutions have been forced to implement the open educational resources forum. This reduces the cost of tuition on students. Students are only required to buy essential supplies needed in the learning of foreign language such as laptops instead of workbooks. Faculty in these institutions must embrace strategies that reduce the overall cost of learning to make affordability a reality to many students. The culture of affordability must be communicated by the top management in the institution of higher learning. Leaders must also address housing and food costs that contribute to higher costs of learning (Altbach et al,2020). On the other hand, students must also roll out their sleeves and address the issue of affordability, student leaders should lobby on behalf of their counterparts to the institutional leadership.

This can help in the reduction tuition costs, and other nontraditional expenses that make higher education expensive. Faculty specializing in Information Technology must implement software programs that match disadvantaged

language students to available scholarships and grants (Alshammari, 2020). They can also assist destitute students to access open digital learning materials. Leaders should use Information technologies as drivers of affordability rather than drivers of expensive learning. Students must also follow up to ensure scholarships are awarded. Digital learning should be perceived as a platform to enhance affordability for students in foreign language classes. We can also have institutions loaning language students laptops for learning in the digital platform. Vending machines can be utilized to loan students' laptops for several hours each day free of charge. This ultimately will increase affordability and convenience

### **1.9. Administrative Simplification**

This involves the faculty at the digital language learning point utilizing user centered designs, and new system models that eliminate joblessness, and progress the overall student learning experience in the digital platform. Institutions offering foreign language learning should employ little staff to operate the technologies needed to deliver an effective online learning experience. Institutions can encourage teamwork and collaboration to ensure staffs work least hours to deliver quality language learning in the digital platform. Due to the impact of Covid -19, many workers are now open to change, and eventually they will evolve to perform more meaningful duties in the new platform (Altbach& De Wit, 2020).

Institutions of higher learning must integrate the best technological solutions to ensure the digital platform functions at its best in impacting foreign language skills to the students. Student focused services must be embraced to bring data closer to the students, and by so doing the institution and the students are empowered. Institutions must endeavor to meet emerging needs due to the

Covid -19 pandemic, and they should try their best to meet those learning needs(Altbach& De Wit, 2020).

### **1.10. Integrative CIO**

Language learning centers must transpose themselves affectively in the technological world. Modern technologies must be used to strengthen institutional leadership, and support the learning missions. We have seen the job descriptions of CIO incorporating technological experience as mandatory for those applying as institutional leaders. Leading colleges and universities that offer foreign language learning recruit CIO's differently than previous years. While academic experience is a requirement, IT competence is an added advantage (Foresman,2020). Teaching instructors in foreign language learning institutions have become more cooperative with scientists, students and administrators to establish the best solutions to use in the delivery of effective digital learning

CIO's have encouraged faculty members and other staff to develop data competencies to grow the IT infrastructure of the institution to facilitate learning. All staff members within the institution should be trained on digital literacy to respond to this evolving digital insurgency (Foresman,2020). Digital learning must be embraced by all in the workforce as a continuous learning process. This will enable employees to adjust better to their changing roles in the digital learning process. Institutional priorities must be addressed through associations with other institutions. With an elastic institutional culture, digital foreign language learning experience will be faster and effective for all. CIO's can now embrace analytics technologies to connect data. This can also be used as a guide to make operational management decisions. With important data such as research, scholarships and student admissions at their fingertips, modern CIO's

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are able to position the institution strategically to offer the best foreign language learning experience.

## **2. METHODOLOGY**

### **2.1. Research Design**

The approval document issued in accordance with the decision taken at the meeting Ethics Committee dated 06.10.2020/numbered as 708/ and the request for approval document was attached in appendix and the questionnaire is attached at the appendix. The instrument was vital because it provided a platform where first-hand information on the impact of technology in foreign language learning was collected. This was possible by asking the participants questions on online learning and technology as tools of learning a foreign language.

### **2.2. Participants**

The participants used in the study were 103 students and 35 lecturers at the English department at the Comrat University in Gagavuzia. The lecturers were between the ages of 35-50 years. The students were aged between 19-22 years. These participants were essential in the study because they provided the researchers with an opportunity to gather essential data needed to understand the influence of foreign language learning and teaching during a pandemic.

### **2.3. Instruments**

The data collecting instrument used was survey questions. Marking the answer options of the research questions used in this study was based on volunteering. Questionare tool was administererd.

### **2.4. Data Analysis**

The participants gave their take on online teaching, the convenience of online foreign learning, and the availability of online learning resources. Additionally, data on how digital online language learning platforms have, or can transform language learning was collected.

## **3. RESULTS AND DISCUSSION**

It is evident the Covid-19 pandemic has obligated many institutions of higher learning to offer foreign language learning on the digital platform. Thus staff involved in teaching on the digital platform needs additional skills to ensure they engage students interactively and professionally (Husband, 2015). It is clear from the results that most students learning foreign languages online are satisfied, as this platform offers them an opportunity to learn new foreign languages and enhance existing language skills.

Lecturers teaching on the digital platform should tailor their foreign language classes to ensure they suit individual needs of their online students. Shifting some control of the digital platform from the lecturers to the students will also engage them more. It is important to note that teaching foreign languages on a badly designed digital platform will make the learning experience a lonely one for the students, and this could trigger resentment and poor enrollment (Trespalcios et al,2020). Foreign language students should be connected to

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online libraries, peers, professionals and other faculty staff that can offer them the support they need throughout the learning process.

Successful foreign language learning outcomes on the digital platform will be dependent on financial resources available and time. Learning will be more effective for the students if tuition and other expenses are reduced, and the student is engaged a few hours each day. This will offer flexibility and convenience most of the students are looking for when learning foreign languages online. While learning foreign languages on the digital platform offers learners an interactive environment, it is also important for their career advancement. It is the responsibility of CIO's to improve the employability of their students and ensure faculty and all staff are prepared adequately to work in the digital platform.

No doubt online learning has changed the face of higher education, and with time it will become a vital tool in the education sector. While it may be a frightening and volatile option, it delivers a good foreign language learning experience for students amidst the Covid-19 Pandemic. Higher institutions of learning should use this opportunity to develop student – centered learning experiences. The truth is that teaching foreign languages on a digital platform is harder than teaching in a traditional classroom setting. For any online learning and teaching program to be successful, many resources will be needed (Wilkes et al,1999). The question we need to ask is if our universities are willing to spend more, to ensure all resources are available to students at an affordable price.

Upon collection of data and analyzation, the results obtained were as follows:

**Table 1:** General Factual Feelings about online education.

A: Agree		N	R	%	T(%)	R	N	%	T(%)
Da: Disagree									
1.	Is online language learning more interactive and convenient?	Lecturer	35	A	9	Da	35	93	
		Student	103	A	34	Da	103	66	
		Total	138	A		28,3	Da	138	
2.	Do lecturers need additional training to conduct online teaching?	Lecturer	35	A	86	Da	35	14	
		Student	103	A	58	Da	103	42	
		Total	138	A		65,7	Da	138	
3.	Is the online teaching platform fool proof during examinations?	Lecturer	35	A	29	Da	35	71	
		Student	103	A	46	Da	103	54	
		Total	138	A		42	Da	138	
4.	Do you have evaluation systems to ensure learning is effective?	Lecturer	35	A	63	Da	35	37	
		Student	103	A	37	Da	103	63	
		Total	138	A		45,3	Da	138	
5.	Do the students have resources they need for online learning?	Lecturer	35	A	77	Da	35	23	
		Student	103	A	38	Da	103	62	
		Total	138	A		65,4	Da	138	

A survey carried on 103 students and 35 lecturers from the English Department of Culture and Art Faculty at the Comrat University in Gagavuzia was used to establish the participants' take on online teaching. The lecturers were between the ages of 35-50 years. The students were aged between 19-22 years. The students were asked whether online learning being convenient, 66% of the students did not believe that online language learning was convenient. On the



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issue of online foreign language learning being more interactive and convenient, 71.7% of all the participants believed that online language learning was not convenient or interactive. On the other hand, only 28.3% of the participants believed that online learning was interactive and convenient. Both teachers and students do not think online education is sufficient or convenient. If online learning is to be implemented fully, measures that can increase their interactiveness and convenience must be considered (Richardson et al., 2020). This may include the use of digital programs that increase interactiveness among students. For example, online learning platforms can incorporate past exams or discussion platforms where learners and teachers can freely interact. This would be of the essence because not only will it improve interactiveness, but it would also increase the chances of students attending the online classes. Additionally, the participants who answered the question on convenience and interactive aspects of online learning were further grouped into students (75.2%) and teachers (24.8%). Students prefer an interactive and convenient online learning platform because it promotes their ability to comprehend and learn (Carter, 2013).

The participants were asked whether they believed the online teaching platform was foolproof during examinations. According to the results obtained, 42% of the participants believed that the online platform was foolproof during exams. On the other hand, 58% stated that they did not believe that the online platform was foolproof during exams. While the rate of the answers given by the teachers about the exams that they believed the online teaching platform was foolproof during examinations is 71%, the rate of the students is 54%. These results were significant because they helped in having a better understanding of what students considered foolproof. Like in any examination, the ability to provide foolproof examinations is essential because it promotes

honesty and ethics in exams (Das, 2014). The fact that most participants did not believe that online teaching was foolproof during exams raised issues on its applicability in classroom settings. Such perceptions can only be changed when the online teaching platform has been tried and tested to be foolproof (Bardakcı et al., 2018). This can be achieved by improving online learning systems by incorporating programs that can detect cheating cases among learners.

The question of whether lecturers needed additional training to conduct online foreign language teaching was posed to the participants. According to 65.7% of the participants, lecturers needed additional learning to conduct online teaching. Only 34.3% of the participants believed that online teachers did not need any additional training. These results indicated that it was essential for lecturers to participate in online learning to undergo additional training. The responses from the interviewees were recorded and analysed as follows; 86% of the lecturers expressed the need for more training to ensure they delivered an effective and collaborative learning process on the digital platform. Almost 90% of the students expressed their fears of privacy when learning foreign languages online. All the lecturers did not agree to broaden online foreign language learning resources to ensure the students have all they need to succeed. Lecturers also agreed on the importance of diversifying assessment tools to give students various options. All the students were not happy with the digital platform, as they could learn foreign languages at their own time and convenience. Additionally, teachers' ability to teach in an online platform and the subsequent use of use technology is determined by how well a teacher is educated or trained (Davis & Roblyer, 2005). Therefore, this was important from a student perspective because it indicated their desire to have well-educated teachers guide them in online learning. Additional training is essential among lecturers because it improves what they know and provides them with an

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opportunity to learn new teaching aspects that can significantly benefit the students (Husband, 2015).

When it comes to online language learning, having the right resources can be the difference between succeeding and failing (Cole et al., 2019). The notion behind this argument can be based on the fact that when students have access to learning materials, they increase their chances of learning the major concepts as compared to students with no access to such resources. The participants were asked whether they have resources necessary for online foreign language learning. 34.6% of the participants acknowledged they did not have the necessary resources needed for online learning. On the other hand, 65.4% stated that they had learning materials needed for online learning, thus illustrating a positive outlook of online learning. Generally, online learning resources can be influential on the teacher and student because it is the presence of these resources that teachers and students get the opportunity to be on the same page (Martin et al., 2020).

Learning effectiveness can be assessed using an evaluation system that evaluates learning based on the learning methods applied or the materials provided for learning (Wilkes & Bligh, 1999). These evaluation systems are important because they help students assess their learning, thus pinpointing their strong and weak points. Additionally, from a digital perspective, evaluation systems transform these systems by improving assessment and learning. In this research, the participants were asked whether they had evaluation systems, out of which 54,7% said they didn't, while 45,3% said they had the evaluation systems. These results indicated that a higher number of students did not consider evaluation systems as essential tools for assessment. However, if

online learning is to be implemented effectively, these students need to have evaluation systems to improve their learning (Glasgow, 1977).

#### **4. CONCLUSION**

Foreign language learning institutions must adjust to the needs, and ambiguous future of remote learning with threats like Covid-19. No one could have forecast the abrupt shift in the learning paradigm. This has caused an increase in the use of digital platforms for virtual teaching of foreign languages and other courses. May be this shift is what the digital world needed to find its niche in the education sector. No doubt, Covid -19 has defied and transformed the way institutions of higher learning operate, and will continue to do so until a vaccine is developed.

Any learning institution needs to examine how educational technology can enhance learning effectiveness and efficiency before implementing it. Scientific research is required in assessing the benefits to be accrued and shortcomings of digital learning. The education sector, therefore, should explore the contributions that will be yielded by the system. Preparedness is much important in helping digital learning to be smooth and easy to implement with reduced barriers.

Lastly, when digital learning is accorded the support it requires, good, it creates a great learning environment. All organs associated with the learning system are encouraged to positively take it up because it's the only and best mechanism to administer learning in this period. Since reduced interactions limit covid-19 pandemic contraction, human resources are kept safe to facilitate learning at the current time and in the future; digital learning highly guards their health to avoid losing them.

## **5. RECOMMENDATION**

### **5.1. Institutions**

Institutions of higher learning should embrace online learning because it is just as effective as traditional classroom learning. Research has also shown that students access more content through online learning than during a traditional classroom setting. Foreign language students are able to learn at their own convenient speed. It is expected traditional classroom teaching will resume after Covid-19, and universities should use this crisis as an opportunity to learn new digital learning tools and how best they can utilize them.

### **5.2. Lecturers**

Lecturers should design engaging activities to enhance foreign language understanding, and to promote creativity among the learners. They must also use open resources to ensure all learners can access the learning materials. Lecturers can also use an auto checking system to know how many of their students are participating in each session.

### **5.3. Students**

To ensure the digital platform used in online examination process is fool proof, lecturers can use examination software that can detect any type of cheating. Cheating can destroy an institution's status and integrity. Secure online examination systems that higher institutions can use include: secure browser technology which prevents the learners from opening new windows when the online examination is on.

Faculty can also prevent any keyboards shortcuts of copying and pasting. We also have Eklavvya software that ensures the browser is protected, and exams

are conducted in a secure manner. Custom made apps can also be installed in laptops and other machines used by the learning during examinations.

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### Appendix 1:

#### Survey Questions:

1. Is online language learning more interactive and convenient?

} NO

2. Do lecturers need additional training to conduct online teaching?

} NO

3. Is the online teaching platform fool proof during examinations?

} NO

4. Do you have evaluation systems to ensure learning is effective?

} NO

5. Do the students have resources they need for online learning?

YES NO

## GENİŞ ÖZET

### Giriş

Yüksek öğretim kurumları, örgün eğitimde pandemi nedeniyle öğrenme noktasında büyük ölçüde etkilenmiştir. Ancak bu, yükseköğretim sektöründe yenilik için yeni fırsatlar sağlamıştır. Dijital dönüşüm özellikle çevrimiçi öğretim/ öğrenme başlıca çıkış yolu olmuştur. Bu bağlamda, birçok yükseköğrenim kurumundaki yabancı dil bölümleri diğer bölümler gibi, öğretim için dijital araç kullanımlarını artırdı.

### Bilgi Güvenliği Stratejisi

Tüm öğretim üyelerinin alanlarında ve yabancı dil öğrenen ve öğreticilerinin dijital dönüşümde kullanılan doğru çevrimiçi araçları kullanması gerekmektedir. İnternet üzerinden bilgiye erişim söz konusu olduğunda birçok tehdit vardır. Dijital öğrenme platformundaki kullanıcılar arasında artan bağlantı nedeniyle, bilgiler birçok tehlikeye ve güvenlik açığına maruz kalmaktadır. Güvenlik tehditlerini etkili bir şekilde tespit edebilen ve bunlara tepki verebilen risk tabanlı bir güvenlik stratejisi geliştirmeye ihtiyaç vardır. Bu nedenle, dijital yabancı dil öğreniminde ve öğretiminde kullanılan bilgilerin doğruluğunu ve devamlılığını kaybetmemek için korunmasında önemlilik oluşturmaktadır.

### Gizlilik

Dil öğrenimi noktasında mahremiyet, kurumların mahremiyet haklarını savunan ve aynı zamanda her türlü sınıflandırılmış veri için sorumluluk sağlayan süreçleri içerecektir. Dijital dönüşümde dil öğrenme ve öğretme noktasında gizlilik ve güvenlik pek çok alanda olduğu gibi iç içe geçmiştir. Bilgi, yüksek kurumun temel varlığı olarak görülmelidir. Dijital dönüşümdeki öğrenme sürecinin işlevselliği öğrenmede kullanılan bilginin bütünlüğüne bağlı olacağından, tüm kullanıcılar manipülasyondan uzak durmalıdır. Bilgi, öğrenme süreci boyunca kendiliğinden paylaşılmalıdır.

### Sürdürülebilir Finansman

Kurumlar, kaliteyi destekleyen ve yeni gereksinimleri karşılayan finansman modelleri geliştirmeli ve dijital yabancı dil öğrenme/öğretme platformlarında bilgi teknolojilerinin kullanımını artırılmalıdır. Covid-19, çoğu yükseköğrenim kurumundaki mali kaynakları azalttı ve artan bütçe kontrolleriyle, kurumlar bu geçişi karşılamak için hibe ve diğer finansman kaynakları aramalıdır.

### Dijital Etkileşimler

Fakülte yöneticileri, dil öğreniminde ve öğretiminde kullanılan dijital sistemin birlikte çalışabilir ve ölçeklenebilir olmasını sağlamalıdır. Veri bütünlüğü, güvenlik standardı ve yönetim, dijital dönüşümdeki çeşitli uygulamalar ve platformlar arasında iyi bir şekilde senkronize edilmelidir. Beceriler sürekli

değiştirdiğinden, tüm öğretim üyeleri kendilerine sunulan eğitim fırsatlarını benimsemeye istekli olmalıdır.

### **Öğrenci Merkezli Yüksek Öğrenim**

Kurum, öğrenme noktasında tüm çalışma dönemini destekleyen bir öğrenci hizmetleri ortamı geliştirmelidir. Buna kayıt, öğrenme süreci, işe yerleştirme, mevcut eğitim ve mezun toplantıları dâhildir. Öğrenme kesintisiz bir süreç olmalı ve idareciler bunu gerçekleştirmek için yöntemler geliştirmelidir. Yabancı dil öğreten çoğu kolej, onları doğrudan öğrencilerle ilişkilendirebilecek şirketlerle ortaklık yapmaktadır.

### **Öğrenci Tutma**

Fakülte ve tüm personel, yabancı dil öğrenme sürecinde öğrenci başarı girişimlerini teşvik etmekle ilgilenmelidir. Öğretim kadrosu öğrencilere tavsiyelerde bulunmak için zaman yaratmalıdır. Paylaştıkları bilgiler öğrencilerin başarı çabalarına katkıda bulunmalıdır. Her kurum, öğrenim anında tüm paydaşları öğrencilerden sorumlu tutacak bir tutma kültürüne sahip olmalıdır. Bu nedenle, birçok kolej, yabancı dil öğrenme sürecinin başında katılımları ölçer. Kalıcılık, ancak kurumların tanımlanmada daha açık olması ve öğrenme noktasında öğrenci ihtiyaçlarının karşılanması ile sağlanabilir.

### **Geliştirilmiş Kayıt**

Dijital platformda öğrenciler için kapsayıcı ve finansal olarak uygulanabilir kayıt stratejileri oluşturmak için yükseköğretim kurumu teknoloji, veri ve analitiği kullanıyor. Bu, yükseköğretimin kurumunun aynı zamanda daha fazla hizmet etmesini sağlar ve öğrenme/öğretme alanında farklı deneyimleri sağlar. Öğretim üyeleri ve personel, öğrencilerin gelişmesini sağlamak için yeni rollere sahip olmalıdır.

### **Yüksek Öğrenim Uygun Maliyet**

Dijital öğrenme platformunda sürdürülebilir bir gelecek için kurumların bilgi teknoloji kaynaklarını ve önceliklerini kurumsal önceliklerle uyumlu hale getirmesi zorunludur. İsrafi azaltarak ve kaliteyi artırarak yükseköğretimi daha ucuz hale getirmek idarecilerin sorumluluğudur. Çoğu kurum, açık eğitim kaynakları forumunu uygulamaya zorlayarak hizmet alanına sunmuştur. Bu, öğrenciler üzerindeki öğrenim maliyetini düşürür. Öğrencilerden çalışma kitapları yerine sadece dizüstü bilgisayarlar gibi yabancı dil öğrenmede ihtiyaç duyulan temel malzemeleri satın almaları istenir. Bu kurumlardaki öğretim üyeleri, birçok öğrenci için satın alınabilirliği gerçeğe dönüştürmek için toplam öğrenim maliyetini düşüren stratejileri benimsemelidir.

### **İdari Basitleştirme**

İdari basitleştirme, dijital dönüşüm noktasındaki kurumları, kullanıcı merkezli tasarımları ve dijital platformda genel öğrenci öğrenme deneyimini ilerleten yeni sistem modellerini içerir. Yabancı dil öğrenimi sunan kurumlar, etkili bir çevrimiçi öğrenme deneyimi sunmak için gerekli teknolojileri çalıştırmak için dijital dönüşüm alanında personellerini yetiştirmelidir. Kurumlar, personelin dijital platformda kaliteli dil öğrenimi sağlamak için en az saat çalışmasını sağlamak için ekip çalışmasını ve işbirliğini teşvik edebilir.

### **Yöntem**

Çalışma katılımcıları, Moldova, Gagavuzya'daki Komrat Üniversitesi İngilizce bölümünde 103 öğrenci ve 35 öğretim görevlisiydi. Bu katılımcılar, araştırmada çok önemliydi çünkü araştırmacıya bir pandemi sırasında online yabancı dil öğrenmenin ve öğretmenin etkisini anlamak için gereken temel verileri toplama fırsatı sağladılar. Kullanılan veri toplama aracı araştırma anket sorularıydı. Bu çalışmada kullanılan araştırma sorularının cevap seçeneklerinin işaretlenmesi gönüllülük esasına dayandırılmıştır. 06.10.2020 /708 sayılı/ tarihli Komrat Üniversitesi Etik Kurul toplantısında alınan karar uyarınca düzenlenen onay belgesi ve onay talep belgesi ekte sunulmuştur.

Bu materyal kullanımı hayati önem taşıyordu çünkü teknolojinin yabancı dil öğrenimindeki etkisine ilişkin ilk elden bilgilerin toplandığı bir platform sağladı. Bu, katılımcılara yabancı dil öğrenme araçları olarak çevrimiçi öğrenme ve teknoloji hakkında sorular sorularak mümkün oldu. Katılımcılara çevrimiçi öğretime bakış açıları, çevrimiçi yabancı dil öğrenmenin rahatlığı ve çevrimiçi öğrenme kaynaklarının mevcudiyeti hakkında sorular soruldu.

### **Bulgular ve Tartışma**

Elde edilen sonuçlara göre, katılımcıların %42'si sınavlar sırasında çevrimiçi platformun kusursuz olduğuna inanıyordu. Öte yandan, %58'i çevrimiçi platformun sınavlar sırasında kusursuz olduğuna inanmadığını belirtti. Katılımcıların %65,7'sine göre, öğretim görevlilerinin çevrimiçi öğretimi yürütmek için bilgi teknolojileri konusunda ek öğrenmeye ihtiyaçları vardı. Katılımcıların yalnızca %34,3'ü çevrimiçi öğretmenlerin herhangi bir ek eğitime ihtiyaç duymadığına inanıyordu. Bu sonuçlar, öğretim elemanlarının ek eğitimden geçmek için çevrimiçi öğrenmeye katılmalarının çok önemli olduğunu gösterdi. Çevrimiçi yabancı dil öğreniminin daha etkileşimli ve kullanışlı olması konusunda, katılımcıların %71,7'si çevrimiçi dil öğrenmenin uygun veya etkileşimli olmadığına inanıyordu. Öte yandan, katılımcıların yalnızca %28,3'ü çevrimiçi öğrenmenin etkileşimli ve kullanışlı olduğuna inanıyordu. Katılımcılara çevrimiçi yabancı dil öğrenimi için gerekli kaynaklara sahip olup olmadıkları sorulmuştur. Katılımcıların %34,6'sı çevrimiçi öğrenme için gerekli kaynaklara sahip olmadıklarını kabul etti. Öte yandan, %65,4'ü çevrimiçi öğrenme için ihtiyaç duyulan öğrenme materyallerine sahip olduklarını belirterek, çevrimiçi

öğrenmeye olumlu bir bakış açısı kazandırdı. Ek olarak, dijital bir bakış açısıyla, değerlendirme sistemleri, ölçme ve öğrenmeyi geliştirerek bu sistemleri dönüştürür. Bu araştırmada katılımcılara değerlendirme sistemleri olup olmadığı sorulmuş, bunların %54,7'si olmadığını, %45,3'ü ise değerlendirme sistemlerine sahip olduğunu söylemiştir.

### **Sonuç**

Üniversitelerde yabancı dil bölümleri diğer bölümler gibi, Covid-19 pandemiden dolayı yüz yüze öğretim etkilendi. Bu yüzyüze öğretimin yerini çevrimiçi öğretim almıştır. Hiç kimse öğrenme paradigmasındaki ani değişimi tahmin edemezdi. Bu, yabancı dillerin ve diğer kursların sanal öğretimi için dijital platformların kullanımında bir artışa neden olmuştur. Belki de bu değişim, dijital dünyanın eğitim sektöründeki yerini bulmak için ihtiyaç duyduğu şeydir. Bu yüzden dijital dönüşüm çevrimiçi öğrenme/öğretimle üniversitelere ve diğer okullara önemli bir fırsat oluşturmaktadır.