

Teachers' Opinions on Second Grade Language Skills of Students Who Learned Initial Literacy Through Distance Education

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Abstract

This study examines teachers' opinions on how the language skills in the second grade (listening, speaking, reading, writing) of students who learned initial literacy in the first grade of elementary school (2020-2021) through distance education due to the pandemic were affected. This study was conducted using a descriptive qualitative research model. The study group comprised 18 teachers who conducted first-grade initial literacy teaching via distance education in 2020-2021 academic year and worked in the second grade during 2021-2022 academic year. Each teacher had instructed first grade at least three times in their career. A semi-structured interview form served as the data collection tool, and thematic analysis was employed for data analysis. The data yielded four themes: listening skills, speaking skills, reading skills, and writing skills, with corresponding sub-themes identified and interpreted. Participants reported that the pandemic led to temporary school closures and a shift from face-to-face to distance learning for first-grade literacy. Consequently, students missed the opportunity to develop listening, speaking, reading, and writing skills through direct interaction in the classroom. They stated the limitations and conditions of distance education were cited as reasons for this shortfall. As a result, they stated that there are inadequacies in students' listening, speaking, reading and writing skills, and that these inadequacies have a negative impact on their listening skills in the second grade. This resulted in inadequacies in students' listening, speaking, reading, and writing skills, negatively impacting their second-grade. It was reported that there were lack of gains in the achievements of this group compared to the students of previous years, and that these were due to the fact that the initial literacy teaching was carried out through distance education.

Keywords: Initial literacy, listening, speaking, reading, writing.

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Introduction

The coronavirus (COVID-19) disease, which started in China in December 2019, spread rapidly, escalating into a global epidemic within just four months. On March 11, 2020, the Coronavirus disease was declared as a pandemic disease by the World Health Organization (WHO, 2020). When the pandemic began, education was suspended and, schools were closed in various countries where the cases were dense. The temporary closure of educational institutions has affected more than 90% of the student population around the world. According to UNESCO data, more than 1.6 billion students and young people worldwide have been affected by the closure of educational institutions due to the COVID-19 pandemic (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). For this purpose, alternative education strategies, including distance learning, were implemented. In Turkey, the Ministry of National Education initiated distance learning at all educational levels, from primary to higher education, to ensure educational continuity. Primary school marks the first stage of compulsory education in Turkey. Historically, initial literacy teaching in primary schools has always been conducted face-to-face. Until the pandemic, distance education for initial literacy had never been attempted in Turkey. However, the pandemic necessitated a shift to distance education for initial literacy. Due to the pandemic, conducting the initial literacy education through distance education became mandatory, and it was carried out in this way. Although there are difficulties at all levels of education due to the pandemic, the classes most negatively affected by this process have been the first grades of primary school. In addition, considering that students in the upper grades have already acquired some basic skills, it is natural that some situations that are relatively easy for them are quite difficult for first-grade primary school children who are just starting school. Because they are illiterate, they lack the ability to acquire knowledge on their own in initial literacy learning.

The pandemic conditions have made it mandatory for the initial literacy education to be taught by distance education. For this reason, it is important to examine the effects of this situation on the second-grade language skills (listening, speaking, reading, writing) of children who learn their initial literacy instruction by distance education in the first grade of elementary school as a requirement of pandemic conditions the following year. The National Council of Teachers of English (NCTE, 1996) also states that language skills and instruction traditionally rely on four foundations: listening, speaking, reading, and writing.

According to Kavcar, Oğuzkan, & Sever (1999), the main goal in language education is the acquisition and development of the four basic language skills of listening, speaking, reading and writing. These skills are not innate abilities; they are acquired and developed directly through education and experience. This requires a favorable environment, practice and trials, and special efforts. According to Özbay and Melanlıoğlu (2012), these skills need to be addressed and developed in a systematic way, and the place for this is educational institutions, but children acquire these skills randomly until they reach school age. Among these four language skills, reading and listening constitute comprehension skills, while speaking and writing constitute expression skills. According to Özkan (2008), narration is the process of expressing what children understand from what they see, hear, think, read and listen to in accordance with the rules of grammar. This is realized in written and oral forms. Speaking, which is a sub-dimension of narration skill, is the verbal transfer of feelings, thoughts, wishes, information and designs (Sever, 2004). Speaking is the process of expressing observations, thoughts, feelings and information through language. It is a basic skill used at home, at school and in social relationships. With this skill, feelings and thoughts are conveyed and knowledge and experiences are shared (Öz, 2006). Speaking is a skill that is frequently used both in education and social life. Speaking, along with listening, constitutes an important part of an individual's daily life. Another basic language skill is comprehension, which consists of listening and reading skills. It is the most used language skill in daily life and we acquire most of our learning through listening. Akyol (2006) states that approximately 80% of the information that individuals have is obtained by listening. Güneş (2013), Bulut (2013) listening, which is one of the basic language skills, forms the basis for other skill areas. Maden and Durukan, (2011) the acquisition and development of listening skill, which is an innate skill, requires an educational process. Kurudayıoğlu and Kana, (2013) listening skill starts in the family where the child receives his/her first education, and then it is tried to be developed in a planned and programmed manner with formal education. Until the pandemic process, teaching, reading, and writing in the first grade of primary school

were done face-to-face and interactively; teachers were trained according to face-to-face education; and programs were prepared to be carried out face-to-face. However, the pandemic process prevented face-to-face education. For this reason, due to the importance of the subject, it is important to know how the pandemic process affects the teaching of listening, speaking, reading, and writing skills, which have an important place in teaching initial literacy in the first grade of primary school, and accordingly, to examine the language skills of children in the second grade. Moreover, distance education is becoming increasingly widespread around the world. It is thought that the findings obtained in this context will offer important contributions to future applications and research.

In this study, the opinions of second grade teachers regarding the reflections of children who learned their initial literacy learning by distance education in the first grade of elementary school due to the pandemic in the 2020-2021 academic year on their language skills (listening, speaking, reading, writing) in the second grade were examined. Within the scope of the purpose of the research, answers to the following questions were sought:

1. What are the opinions of teachers about the effect of the education received by students who receive initial literacy education through distance education on their listening skills in the second grade?
2. What are the opinions of teachers about the effect of the education received by students who receive initial literacy education through distance education on their speaking skills in the second grade?
3. What are the opinions of teachers about the effect of the education received by students who receive initial literacy education through distance education on their reading skills in the second grade?
4. What are the opinions of teachers about the effect of the education received by students who receive initial literacy education through distance education on their writing skills in the second grade?

Method

Research Model

This study was conducted using a descriptive qualitative research model. In this context, teachers' opinions were taken about the language skills of students who learned initial literacy in the first grade of primary school through distance education in the second grade. According to the teachers' opinions, this model was preferred in order to examine the language skills of the students, to reveal their qualities, to understand and explain them. Thus, it was tried to reveal the details, characteristics and qualities of the subject related to the effect of learning initial reading and writing by distance education on the language skills of students in the second grade of primary school. In the study, direct opinions were emphasized without adding too much meaning and depth to the teachers' opinions. Lambert and Lambert (2012) descriptive qualitative research; It is an approach that is very useful when researchers want to know, regarding events, who were involved, what was involved, and where did things take place. The goal of qualitative descriptive studies is a comprehensive summarization, in everyday terms, of specific events experienced by individuals or groups of individuals. Qualitative descriptive research: should be seen as a categorical, as opposed to a non-categorical, alternative for inquiry; is less interpretive than an "interpretive description" approach because it does not require the researcher to move as far from or into the data; and, does not require a conceptual Qualitative descriptive studies are the least "theoretical" of all of the qualitative approaches to research. Qualitative descriptive studies tend to draw from naturalistic inquiry, which purports a commitment to studying something in its natural state to the extent that is possible within the context of the research arena.

Study Group

Purposive, convenience and criterion sampling methods were used in this study. Purposive sampling is a non-probability based sampling approach. It enables in-depth research by selecting information-rich situations depending on the purpose of the research. It is preferred when it is desired to study one or more specific situations that meet certain criteria or have certain characteristics. In the context of the selected situations, natural and social events or phenomena are tried to be understood and the relationships between them are tried to be discovered and explained (Büyüköztürk et al., 2013). The purpose of convenience sampling is to select participants from individuals who are easy to reach, suitable for the research and volunteer (Gravetter & Forzano, 2012). Criterion sampling, on the other

hand, is used when the researcher wants to determine the types of sample cases in order to examine a situation in depth. These sampling methods provide speed and practicality to the research (Yıldırım & Şimşek, 2018)

The following criteria were sought in determining the teachers to participate in the study: 1. teaching initial literacy in the first grade of primary school with distance education in the 2020-2021 academic year, 2. continuing to the second grade with the same students in the 2021-2022 academic year, 3. teaching initial literacy in first grades at least three times during the service period. This criterion was deemed important to enable teachers to compare their previous in-person teaching experiences with their current distance education experiences. The study was conducted by interviewing 18 easily accessible classroom teachers working in public primary schools affiliated to the Ministry of National Education in the Gölbaşı district of Ankara province in the 2021-2022 academic year, who were determined by appropriate criteria and sampling method and who volunteered to participate in the study. Demographic and professional information about the teachers who participated in the study are given in Table 1.

Table 1.

The Demographic and Professional Information of Participating Teachers

Participants	Gender	Age	Service Period	Bachelor's Degree
1. Teacher	M	37	12	Primary School Teaching
2. Teacher	F	42	18	Primary School Teaching
3. Teacher	F	55	30	Philology
4. Teacher	M	35	8	Primary School Teaching
5. Teacher	F	50	25	Primary School Teaching
6. Teacher	F	44	18	Anthropology
7. Teacher	F	46	21	Primary School Teaching
8. Teacher	F	43	20	Primary School Teaching
9. Teacher	M	54	31	Media and Journalism
10. Teacher	F	42	16	Primary School Teaching
11. Teacher	M	45	20	Biology
12. Teacher	F	48	25	Primary School Teaching
13. Teacher	F	39	15	Primary School Teaching
14. Teacher	F	52	27	Primary School Teaching
15. Teacher	M	40	15	Primary School Teaching
16. Teacher	F	34	9	Primary School Teaching
17. Teacher	M	46	22	Philology
18. Teacher	F	38	14	Primary School Teaching

Data Collection Tool

During the pandemic, a semi-structured interview form with open-ended questions was developed by the researcher. This aimed to assess the impact on listening, speaking, reading, and writing skills in second grade for children who initially learned to read and write through distance education in the first grade. The draft interview form was examined by three experts and the necessary corrections were made in accordance with the recommendations of the experts. In terms of validity and reliability of the interview form, a pilot study was carried out with three classroom teachers who have similar characteristics to the study group. Sample questions from the interview form consisting of 17 open-ended questions such as “How are students' listening skills when the teacher or their friends are talking?”, “How are the students' speaking skills about a given topic appropriate to their grade level?”

Data Collection

The finalized semi-structured interview form, developed with expert input, was administered to the participating teachers, and data were collected through these interviews. The interviews with the teachers were conducted by the researcher over the Zoom platform or by telephone at their convenience. The interviews were recorded by informing the teachers and the interviews lasted an average of fifty

minutes. According to Yıldırım and Şimşek (2018), semi-structured interview technique is a communication process based on asking questions and getting answers in the interview held within the scope of predetermined purposes. In a semi-structured interview, the researcher learns in depth the opinions of the interviewee about the research topic by focusing on the information provided by the interviewee. The semi-structured interview technique provides convenience because it is performed depending on the pre-prepared interview form. Before starting the meeting with the classroom teachers, information was given about the content of the “Voluntary Participation Form”.

Validity and Reliability

The semi-structured interview form used in the interviews with the teachers was developed according to the opinions of three experts from the field. Thus, the interviews were conducted in a comprehensive and detailed manner. The study group selected for the research was determined according to criteria such as having taught initial literacy in first grades at least three times, being teaching second grade at the time of the research and having taught initial literacy through distance education. Thus, volunteer teachers who would give the most comprehensive and detailed opinions on the subject to be examined were selected and in-depth detailed interviews were conducted. In this respect, validity was tried to be ensured in the research. The interviews were recorded to prevent any data loss in the research, and then all of the interviews were transcribed into written text and carefully analyzed. Raw data were checked and validated to avoid any data loss during the analysis and findings. Although the initial coding was done by the researcher, support was received from a field expert in both coding and subsequent processes to avoid any errors. Thus, it is thought to contribute to the reliability of the research. The coding made by the researcher was checked by the field expert, and necessary corrections were made in line with the suggestions.

Data Analysis

Thematic analysis was used to analyze the data. Thematic analysis is the qualitative classification of the data set in terms of recurring themes. It is a method in which certain patterns are sought throughout the entire data set and these recurring patterns are thoroughly defined (Braun & Clarke, 2012). Thematic analysis is the systematic examination of a large amount of text to create codes, categories and themes, and transform them into a concise summary (Erlingsson & Brysiewicz, 2017). Coding enables the identification of interconnected themes in the later stages of the research and the transformation of raw data into usable data. Coding is the attribution of interpreted meanings to each data (Saldana, 2019). In this study, firstly, the audio recordings of the interviews with the participants were analyzed and the conversations were converted into written text. Each interview was transcribed separately, but teacher names were not specified. The teacher names were coded as T1, T2, ..., and the interviews were converted into a data set and made ready for analysis. The transcripts were then reviewed again. The entire interview text with each participant was preferred as the coding unit. Such a preference was made due to the presence of expressions in the interview texts that do not show a complete and regular sentence feature. Thus, it was tried to prevent data loss. The data, which were divided into parts through coding, were then transformed into meaningful wholes through categories and themes. In the analysis of the research, the thematic analysis process steps created by Braun and Clarke (2012) were followed and the final themes were reached. In this context, all interview texts in the data set were read repeatedly and familiarity with the data was gained. Codes were created, the relationships between the coded data and the codes were examined and it was evaluated whether the codes were gathered around a theme. Final themes were created and codes, categories and themes were finalized. In this study, the first coding was done by the researcher and support was received from a Turkish teacher with a PhD in the following stages. Since the Turkish teacher is a teacher and conducts academic studies on language skills, his opinion was consulted while creating themes, categories and sub-themes.

Research Ethics

Firstly, an ethical approval certificate numbered 2022/47811 was obtained from the Social and Humanities Research and Scientific Publication Ethics Committee of the Ankara University of Social Sciences Rectorate (Social Sciences University Of Ankara Institute of Ethics Committee Of Social Sciences And Humanities Research And Publication-Certificate Of Ethics Approval) regarding the study to be conducted. In accordance with the Decision of the Ethics Committee, the teachers who will

participate voluntarily in the study have been informed, permissions have been obtained and no personal data has been requested from them.

Findings

This chapter presents the findings on teachers' views regarding the impact of distance education on initial literacy and its subsequent effects on second-grade language skills (listening, speaking, reading, writing). The themes and sub-themes obtained in relation to the teachers' opinions on the language skills of their students in the second grade are given in Table 2.

Table 2
Themes and Subthemes of the Research

Theme	Subthemes
Listening skill	Willingness to listening Time of listening Monitoring the speaker Attention to listening Understanding what they are listening to
Speaking skill	Obedience to the rules of speech Speaking level Speech content Vocabulary
Reading skill	Speed of reading Reading comprehension Answering questions Obedience the rules of reading
Writing skill	Writing failure Writing down your feelings and thoughts Willingness to writing Dictation

Theme 1: Participants' Opinions about Students' Listening Skills

Teacher opinions about the effects of this situation of students who learned their initial literacy by distance education in the first grade of elementary school during the pandemic period on their listening skills when the students are in the second grade are presented in Table 3.

Table 3 documents participant teachers' opinions about students' listening skills. Some teachers who participated in the study stated that there were problems with students' second-grade listening skills at the beginning of the second grade, but these problems disappeared over time. As follows; We had a little difficulty in listening in the second grade while teaching reading and writing with distance education in the first grade there was definitely someone with the children they were warning the children because there was someone with them, so there was no big problem in listening in that process. In the second grade, the students pushed me a little, and after a month or two of training, they reached a certain maturity in listening (T13). As for listening, we had problems like a first-grader in the first three months of the second grade, but then gradually these problems disappeared. For the first three months, I treated the students like a first-grader, completed our deficiencies (T15). The findings made by the teachers who participated in the study outside of T13 and T15 show that children cannot apply listening strategies. From these strategies; listening without interrupting, asking permission for speaking, watching the speaker, making eye contact, and focusing their attention on what they are listening to, it is understood that although there are achievements that second-graders should acquire, they are not gained at an adequate level. They do not understand anything from what they listen to (T1), they do not understand because they do not listen not only to me but also to each other (T4, T7). They do not listen to each other, no one understands anything from anyone's speech (T1). They do not understand anything from what they listen to, they cannot focus on the speaker and the subject (T10), when I say "let's talk about the subject on the board" after the subject is read, they cannot explain because they do not listen (T12). These findings show that students do not listen to the speaker, they cannot follow what they are listening to, as a result of this, they cannot predict the development and outcome of the events, they cannot tell because they are not listening, they cannot answer the questions asked. One teacher noted, "When I raise my voice and say "Listen to me", they respond "Okay" but then quickly become distracted"

(T1). Others mention frequently issuing reminders (T4) and extensively explaining classroom rules (T7). These findings show that students do not apply verbal instructions in relation to listening skills. There are also teacher opinions that students themselves are aware of their shortcomings and the negatives experienced with listening skills, that students sometimes express them, and that they sometimes react to these negatives: "The interesting thing is; they realize that they are not listening to each other, they react to each other; the child shouts, 'Will you please shut up, I can't hear the teacher, I don't understand' " (T4).

Table 3

Participants' Opinions about Students' Listening Skills

Listening skill	Willingness to listening	<ul style="list-style-type: none"> - Students have serious problems with their listening skills, they can't listen to my speech and their friends' speeches, they want to talk themselves instead of listening to the speaker (T8) - Students don't want to sit in class because they didn't go to kindergarten because of the pandemic, they don't want to listen to the teacher and their friends (T3) - they get bored very quickly (T6)
	Time of listening	<ul style="list-style-type: none"> - some of them listen for a short time, then they stop listening (T2, T15), students can't follow the speaker for even a minute, they immediately break off from the speaker (T11) - children's listening time is shortened when there is something literally related to the lesson (T18), - while listening, the child breaks off from the conversation, talking to his friend who is next to him (T9), - usually he looks towards the window and breaks off from class, wants to paint, works with other materials, takes something out of his bag, wants to drink water, I understand that the attention is over (T17).
	Monitoring the speaker	<ul style="list-style-type: none"> - there is a disconnect in their listening, they can't follow the speaker, they can't focus on the speaker and the topic, you make eye contact, they can't maintain it, and they immediately break off. When I raise my voice and say "listen to me", they say "ok", but soon they immediately stop listening (T1) - when someone is talking, they can't follow not only the teacher, but also each other (T10), - from time to time they do not listen to each other and interrupt their words (T6), - unlike my previous students, there is a decrease in listening and monitoring (T17) - they can't follow, they start talking to their friends or moving away from the topic, they play with their pencils, they look at their friends, they look behind, they are constantly distracted (T16), - they can't completely watch the speaker (T9),
	Understanding what they are listening to	<ul style="list-style-type: none"> - they don't understand anything from what they're listening to (T10, T1) - he does not understand his teacher and friends because he does not listen carefully (T5) - Not listening to the other person (T4, T7) - they don't listen to each other, no one understands anything from anyone's conversation (T1), - they don't understand anything from what they're listening to (T10), - after the topic has been read, when I say, "come on to the blackboard, tell me about the topic," he can't tell because he's not listening (T12).
	Attention to listening	<ul style="list-style-type: none"> - they are constantly squirming, they are constantly busy with something else instead of listening (T11), - they can't focus on the speaker, the topic (T10), - they don't pay attention to the speaker and are busy with something else (T4), - They get distracted to something else, their attention is quickly distracted (T4, T6), - they tend to be constantly busy in other things instead of listening (T5), - he's not paying attention to the speaker, he's doing something else. They listen to their friends' conversations in the same way, they get distracted quickly (T4) - they can't pay attention (T13) - they can't focus on the speaker, the topic (T10),

Theme 2: Participant Opinions about Students' Speaking Skills

Teacher opinions about the effects of this situation of students who learned their initial literacy by distance education in the first grade of elementary school during the pandemic period on their speaking skills when the students are in the second grade are presented in Table 4.

Table 4
Participant Opinions about Students' Speaking Skills

Speaking Skill	Obedience to the rules of speech	<ul style="list-style-type: none"> - they don't follow the rules of speech (T1, T7), - when one is talking, the other is talking too, they are talking at the same time (T1, T4, T5), - while one is talking, the other interrupts the conversation without permission, does not wait for his friend to finish talking (T1, T3, T4, T7), - there are constant wants to speak without raising their hands to speak (T1, T2, T4, T5, T7, T9), - they don't wait for the speaker to finish his speech, when someone raises his hand and speaks, one speaks from one side and the other from the other side (T10), - when one is talking, the other interrupts without listening and says, "It's not like that," and they start to fight among themselves (T17), - children do not listen to the speaker, they cannot be patient, they necessarily want to talk (T3), - there are some students whose voice is not heard at all (T1), - since they do not gain the habit of raising their hands, getting permission, they constantly jump into conversation, they try to join the conversation immediately before their friend finishes his word (T11). - they talk among themselves in a non-stop gabbling way (T2, T4), - they go next to each other as if the teacher is not in the classroom, they talk, there is a constant gabble in the classroom (T3, T6, T7), - at the beginning of the second grade, for the first month, they had conversations among themselves, and there was noise (T6), - they talk to each other a lot during the class, there is a lot of gabble in the classroom, I changed their places to prevent conversations, they continued to talk. The child is talking to himself, suddenly he start to sing, They continued the same habit in the classroom by thinking that the teacher does not hear when the computer is turned down, as they do in distance education, we could not prevent (T10).
	Speaking level	<ul style="list-style-type: none"> - there are also those who speak at the second grade level and those who cannot speak, but the majority cannot speak at an adequate level (T13), - there are students who have difficulty speaking, but they are able to carry out meaningful speech, for example, they can ask question sentences in accordance with the meaning (T14), - Children of families with a good socio-cultural status are able to speak by paying attention to intonation and emphasis, these are caused by the family (T17), - because they are very familiar with computers, television and current technologies, they can sometimes have a very nice conversation and talk about a topic in a way that surprises me without breaking off from the context of the topic (T11), - they can't tell what they want to tell (T13), - there was a problem with their speech, their ability to explain themselves (T9).
	Speech content	<ul style="list-style-type: none"> -They have a constant desire to talk that is not related to the topic (T9), - they wander from the subject because no one is listening to anyone, no one understands anything from anyone's conversation (T18), - they express unrelated, outside the agenda issues without listening to each other (T1), -there are students who are independent of the subject, independent of the environment, trying to speak what comes into their mind, they bring up a topic that is not related at all (T2), - they say something that is not related to the subject by saying, "this is also like that. When I ask "Does it related to the subject, why did you say that?", he says, "it came into my mind and, I told you." (T8).
	Vocabulary	<ul style="list-style-type: none"> - They don't have extensive vocabulary, because they don't read books (T1), - from time to time the word does not come to his mind, he wants to explain, but the word he wants to use does not come to his mind, he says, "I forgot, teacher." (T2), - there are unnecessary words in the speech content (T4), - they perform a very plain statement (T5), - they can't form sentences, they can't answer a question in a text properly (T7),

Table 4 provides participant teachers' opinions about students' speaking skills. Participants noted that some students created disorder and discomfort in the classroom by not adhering to speaking rules, with other students expressing complaints about this behavior. The opinions are as follows: I have a student, who does not speak without having a say, does not interrupt someone else. They constantly complain to other students, "Teacher, they talk too much, it gives me a headache" (T15), they realize that they do

not listen to each other, and they react to each other; The child shouts, "Please shut up, I can't hear the teacher, I don't understand" (T4). Contrary to the above negatives, some participants expressed positive opinions about the speaking skills of students in the second grade: Students want to talk constantly, nowadays children can make statements that even I listen to with admiration (T9), there are students who have difficulty speaking, but they can perform meaningful speeches, for example, they can give the meaning of a question sentence (T14), children of well-off families can speak meaningfully to the content of speech, because of their family (T17), these children can chat and talk very nicely about a topic that sometimes surprises me because they are very familiar with computers, television and current technologies, they know (T11), students' conversations, the second the first two or three months of the class were very bad, it started to improve a little towards the end of the year (T7). There were also participants who compared the speaking skills of students studying in the second grade in the 2021-2022 academic year with the speaking skills of students from previous years. The opinions of these participants are as follows: Compared to previous years, there is general backwardness in this group's speech (T6), compared to former students, each new generation has a little more difficulty listening, empathy, silence or speaking (T12), these students have more opportunities, they are in social media a lot, they watch documentaries a lot, they are reading scientific journals, their horizons are a little more open, there is no problem in that sense. However, their social relations are bad, communication is bad, there is no respect for each other, one does not listen when the other speaks (T1), and they cannot tell what they want, according to previous students (T13). The participants' opinions of the students regarding their vocabulary, using words according to their meanings, answering questions and narrating are as follows: Their vocabulary is not so rich because they don't read books, their vocabulary is too narrow for them (T1), sometimes the word doesn't come to their mind, they want to explain, but the word they want to use doesn't come to mind, they say "I forgot, teacher" (T2), there are unnecessary words in the speech content (T4), they make very simple expressions (T5), children lack sentence formation, they can't answer a question in a text literally (T7), there were problems with their speech, their ability to explain themselves (T9). These findings show that students cannot use words in accordance with their meanings and place. They cannot talk about a certain topic at an adequate level, and they cannot make impromptu speeches in this way. There have also been participants who have expressed opinions about the reasons for the negativity and inadequacies experienced concerning the students' speaking skills, the opinions of these participants are as follows: "The source of the inadequacy and negativities in the speaking skills of the students is that they may have carried their behaviours that were at home during the distance education process in the first grade to the second grade this year. In distance education, parents and grandparents were sitting opposite or next to them, talking to each other during the lesson, and the child may think that this behavior is normal in the classroom. During the distance education lesson, the child talked to those around him, so they may think that I can behave the same way in the second grade, the habit may have formed like this, it's very difficult to unlearn (T15), I attribute the inadequacies in their speech to the lack of face-to-face education, I attribute them to casual conversations with their parents without rules (T3), When I ask the children about the classroom rules, they raise their fingers and say; we'll be quiet when the lesson starts, we won't talk to each other during the lesson, they know the rules, but when it's time to practice, not all of them can obey the rules (T16), they can't tell what they want to tell according to previous students, this is because of the pandemic, it may be because they only communicated with their families (T13), gestures are important in speech, nothing can replace face-to-face education (T13), if the pandemic had continued, the situation would have been worse and we would have lost the chance to teach them (T16), they did not understand the school rules very much, they were like first graders when they were in the second grade, they did not know the rules, if there had been face-to-face education, these negatives would not have happened, they would have known the rules (T6)". The findings of the participants related to the reflections of this situation of the students who learned their initial literacy education by distance education in the first grade of elementary school on the speaking skills of the students in the second grade; they stated that the students could not apply the speech strategies, in this context, the students did not follow the rules of politeness in speech, did not speak in an audible tone, could not talk about a certain topic, went out of the subject, the level was backward in terms of speaking skills compared to the students of the previous years.

Theme 3: Participants' Opinions about Students' Reading Skills

Teacher opinions about the effects of this situation of students who learned their initial literacy by distance education in the first grade of elementary school during the pandemic period on their reading skills when the students are in the second grade are presented in Table 5.

Table 5
Participants' Opinions about Students' Reading Skills

Reading skill	Speed of reading	<ul style="list-style-type: none"> - their reading rate are not enough (T1, T3, T8, T16), - at the beginning of the second grade, except for some, their reading rates was slow, quite slow. The child could not combine letters, he was reading slowly. Even a few of them could not learn to read and write (T8), - we don't push to read fast, when he reads fast, he does not read words, paragoge, it becomes even more meaningless, it is not important that reading fast, it is important that he understands what he's reading, but he doesn't read to understand what he's reading (T13). - their reading rates are too slow (T6, T7), - Their reading rates are good (T15, T17, T11)
	Reading comprehension	<ul style="list-style-type: none"> - reading comprehension is very inadequate (T1, T5, T8, T4, T17), - they are not reading to understand what they are reading, he says "I did not understand this question," I say "read it again," and, he says "I understood this time" (T4), - we study the reading text according to their level, I ask the question that has the answer in the reading text, the child says, "I can't think, teacher," he doesn't even try, everything should be ready for the child to answer (T1), - it is very difficult for a child to find the main idea and interpret it. He can't find the main idea, and the he can't understand what's being told in the case because he can't understand. He can't even answer a few questions, he gives short answers about the text he's reading. For example; he says "beautiful", you ask "what is beautiful", there is no answer. "Is that true?" you're asking "is it true?" he replies but when you ask "why is it ture?", there no answer (T3), - some children cannot understand what they are reading, they cannot read well and understand. The child can't read and understand on his own, but he can understand when I read and gives the answer to the question (T4), -they can explain short texts (T12), - our biggest problem is to understand what they are reading, there is a lot of difficulty in understanding what they are reading, when understanding is insufficient, explaining is also insufficient (T10), - they are not good at understanding and explaining a text they are reading (T2), - they had no problem understanding what they were reading (T11), --they're good at understanding what they're reading (T15),
	Answering questions	<ul style="list-style-type: none"> - if he can't answer when you ask a question, he can't do other skills either (T10), --i stop the child in the middle of the text while he is reading and I ask a question, he can't answer even though he read it a second ago (T10), - they were very bad at answering questions in the first semester (T2), -When they are given a few questions about the text, they can easily find the answer to these questions, there is no problem (T18),
	Obedience the rules of reading	<ul style="list-style-type: none"> - They cannot read the sentence meaningfully while reading (T3, T5, T8, T10, T13, T14, T16), - They only vocalize when reading, and they want to read as quietly as possible, because then you won't see their mistakes. They don't want to read aloud because their mistakes show up (T13), - Very few children read texts in a meaningful way (T12), - they cannot read meaningfully in accordance with the text, half of the class cannot read by including their feelings and thoughts (T5), - they started to be able to do meaningful reading in the second semester (T9), - they can't stop the dot and comma long enough when reading (T5), - we couldn't control reading books much in the first grade. We focused on it more in the second year and we got a result in one semester, they got better towards the second period (T16), - they never read at home, they have not acquired the habit of reading books (T14), - they have just started reading by paying attention to punctuation marks (T17), - they set the tone of voice well while they are reading towards classroom (T9),

Table 5 gives participant teachers' opinions about students' reading skills. Participants also shared insights into the underlying causes of the observed difficulties and inadequacies in students' reading skills. The opinions of the participants in question are as follows: "Our biggest problem in understanding what they read became an even bigger problem after distance education. While the child is reading, I stop them in the middle of the text, I ask a question, and they cannot answer it even though they read it a second ago. There is also a very big problem with reading comprehension, and when comprehension is insufficient, telling becomes insufficient. If they can't answer when you ask a question, they can't do other skills either (T10), we can't get book reading habits they never read at home. We couldn't do reading and writing collectively with distance education in the first grade, we didn't have enough time, they entered one group lesson for 3 hours a day, the other group entered the lesson for 3 hours (T14), and there was no reading study as a whole, only sentences, words and sounds were dealt with, the text was given, the text was read, but no silent reading and a complete reading study were done with that text, no reading was done properly, we focused only on teaching the initial literacy (T1)."

There were also participants who compared the reading skills of students studying in the second grade in the 2021-2022 academic year with the reading skills of students in previous years. The opinions of these participants are as follows: "I find their reading good, when I compare them with the other children, their reading is fast. I had no problems switching to reading and understanding what they were reading (T11), there was not much difference in finding the main idea of the piece they were reading, but again there were some negatives, reading speeds were very slow and slower than the previous ones, like seventy-five percent eighty percent (Ö6), understanding what they were reading towards the end of the second grade was the same as previous students, understanding and explaining a text they were reading, answering questions was very negative in the first semester (T2), compared to the old classes, reading speeds were quite slow (T7)." In contrast to these challenges, several participants shared positive observations about the second graders' reading skills: "Their reading speed, reading comprehension is good (T15), they set the tone of voice well for classroom reading there is no problem, ninety percent can do it (T9), I didn't think it would be that much, students' reading speed is very good, they have trouble understanding, but they just started reading by paying attention to punctuation marks (T17), I find their reading good (T2), there is not much difficulty in finding the main idea, they can do it. When 3-5 questions are given about the text, they can easily find the answers to these questions (T18)".

Participants related to the effects of this situation on the reading skills of students in the second grade of primary school students who learned writing instructions in primary school by distance education; students could not read fluently and were unable to understand reading, could not describe reading in outline, the order of events, could not adequately answer questions about the text they were reading, could not apply reading strategies, could not read paying attention to punctuation, could not read paying attention to emphasis, intonation and pronunciation, negativity and inadequacies in students' reading skills were caused by distance education and their levels were backward in terms of reading skills.

Theme 4: Participants' Opinions about Students' Writing Skills

Teacher opinions about the effects of this situation of students who learned their initial literacy by distance education in the first grade of elementary school during the pandemic period on their writing skills when the students are in the second grade are presented in Table 6.

Table 6 provides participant teachers' opinions about students' writing skills. Several participants also shared insights into the underlying causes of the observed difficulties and inadequacies in students' writing skills. The opinions of them are as follows: While writing, there are letter deficiencies in the words, there is a misspellings, the number of children who do not write numbers and letters in accordance with the rules and write them backwards is too high. The effect of this distance education, because the child was not in the classroom, these negatives were experienced, if they were in the classroom, we would help them write, we could not do this in distance education, so there are reverse writings and misspellings (T17), they write words in sentences, letters and syllables are missing when they write words, they had their mother with them in distance education. But their mother couldn't act like their teacher, if they were in school I would check and help them write, but the parents couldn't (T12), they can't use punctuation marks even though we put a lot of emphasis on it, I think it's because

of distance education (T13), we still haven't been able to get the writing skills down. If it wasn't for the pandemic, if the children were at school, I would hold their hand and fix it (T16), they are doing the rounds upside down, it has not been corrected, and it is difficult to correct. Even though I repeat so many times, they still make mistakes, even though I write in the notebook, they are used to distance education and it continues like this (T11), there was no writing in distance education, it didn't happen, I'm in a lot of trouble right now, two or three of them are doing the tail of the nine above zero (T9), they continued the way they learned the writing aspects of the letters in distance education, I had them repeated in distance education, I printed them on the screen, but it was not like in the classroom (T16), there are letters written backwards, we struggled a little at the beginning of the second grade, but it does not work, it does not work as they learned first, it is difficult to correct the mistake, this is the effect of distance education (T18), they could not learn to read and write at a normal speed in distance education (T10), they do not want to write, this may be because a lot of writing is written in distance education in the first year (T9)." Contrasting with the previously mentioned challenges, some participants shared positive views on second graders' writing skills. These include correctly writing proper names and separating the initial letter from the ending suffix (T1, T14), effective dictation skills with fewer sound and letter omissions (T8), accurate transcription of spoken words, with substantial dictation practice during distance education (T10), and no missing words, sounds, or letters in their texts, with alternative uses of time allocated for other subjects in distance learning (T13). Towards the end of the second grade, improvements in letter omissions (T18) and punctuation, as well as proper noun spelling appropriate for their grade level, were observed, although some children initially struggled (T15). Regarding the second graders who received their initial literacy education through distance learning in first grade, participants noted significant deficiencies in writing. These included frequent typographical errors, such as letter and syllable omissions, non-standard writing of letters and numbers, incorrect use of capital letters and punctuation marks, and a general inability to write meaningful and coherent sentences suitable for second-grade level. They observed that students expressed their thoughts and feelings in a very limited manner and often wrote by repeatedly looking at each word during dictation and writing exercises. The participants attributed these challenges and deficiencies in writing skills to the impact of distance education, noting an overall low proficiency in writing.

Table 6

Participants' Opinions about Students' Writing Skills

Writing skill	<p>Writing failure</p> <ul style="list-style-type: none"> - they write the directions of letters and numbers wrong, they can't make the rounds correctly, they write from the bottom up when the lines should be from the top down (T1, T2, T4, T5, T6, T7, T12, T13, T15, T17, T8, T9, T11, T16, T18), - they can't write letters according to the rule, they spell most words incorrectly (T16), - they are missing letters or spelling them incorrectly (T1, T2, T3, T4, T6, T7, T18, T15, T13), - they have mistakes in writing, for example; they forget the letter "g" when writing "kaplumbağa", the letter "ı" when writing "patlıcan" (T11), - they cannot use punctuation marks suitable and correctly (T1, T3, T6, T13) - Some of them put a dot at the end of the sentence, do not start with a capital letter after the dot (T16), - when I ask about meanings of punctuation marks, they give answer correctly what should be done, but they can't apply it when writing, because they don't read comprehensively (T17), - they don't leave a space between words (T3), - they can't adjust the size of the upper-case letter and the lower-case letter (T10), - they write from the middle of the notebook, starting from the middle of the page (T3, T5), - they write the letters above the baseline, three of the six or seven students have corrected it, but there are still those who cannot correct it (T14), - their writing styles are still terrible (T17, T16) - they miswrite words in sentences, there is incorrect spelling, the number of children who do not write numbers and letters in accordance with the rule, who write the directions of letters wrong is too many (T17), - they miswrite words in sentences, letters and syllables in words (T12), - they couldn't serialize the writing (T10),
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Table 6 continuing

Writing down your feelings and thoughts	<ul style="list-style-type: none"> - They write one-sentence sentences that are incompatible with the subject (T3, T18), - they can write their feelings and thoughts limited to a few sentences (T5, T6, T7, T14), - they have difficulty writing their own thoughts (T1, T12, T3), - they don't want to write long, so they write short answers (T11, T2, T3), - they cannot do what they want to say in writing at the desired level (T12), - there is a big problem in writing about completing the story and imagination, they can't write, they can't go beyond two sentences (T14), - they can write their feelings and thoughts limited to 3-5 sentences, they can't write any more (T15), - they did not know what to write when writing their feelings and thoughts consisting of a few sentences, they improved a little towards the end of the second grade (T13), - they respond verbally, but the written answer is short, they don't want to write (T9), - Their writing levels are at insufficient level (T18)
Willingness to writing	<ul style="list-style-type: none"> - they don't want to write, writing is a nightmare for them, it was very difficult for us (T9, T17, T11)
Dictation	<ul style="list-style-type: none"> - I write two short sentences on the blackboard, they try for almost an hour to write it in their notebooks, they can't read, understand, keep in mind and write the sentence (T11), - they can't keep in mind the sentence they read from the book and put it in the notebook, they can read it word by word and put it in the notebook that way (T12, T8, T1, T2, T3, T4, T5, T7, T15), - they read and write each word separately, they forget the other word while they write another word in the notebook, they read it again and again, they can write like that (T13), - at the beginning of the second grade, when they were writing something from the blackboard, they looked at the blackboard word by word and wrote like a child at the first grades (T12), -I tell them to write the sentence in the notebook, they can't write it, they say“ say it again, teacher.” (T8), - at the beginning of the second grade, there were very few students who wrote sentence by sentence in the notebook by looking at the blackboard, towards the end of the second grade, keeping the sentence in their mind and writing it in the notebook improved, but not at the desired level (T18),

Discussion, Conclusion and Suggestions

Participants stated that the initial literacy teaching, which could not be done face-to-face due to the pandemic, had multidimensional negative effects on students' listening, speaking, reading, and writing skills in the second grade, and that there were deficiencies in students' language skills. Regarding the language skills in topic, the initial literacy teaching was carried out in the classroom within the possibilities of distance education, which could not be acquired and developed through various activities in which students were active. Güleriyüz (2004) stated that for a successful initial literacy teaching to be realized, mother tongue education can be realized through learning and teaching experiences organized in the classroom environment. According to the findings obtained in this study, the participants stated that schools were temporarily closed due to the pandemic and that the initial literacy teaching in the first grades of elementary school was not carried out face-to-face. For this reason, students could not experience listening, speaking, reading and writing skills in the initial literacy teaching by doing and living in the classroom environment. They stated that distance education could not provide this due to the conditions and possibilities. As a result, they stated that there are inadequacies in students' listening, speaking, reading and writing skills, and that these inadequacies have a negative impact on their listening skills in the second grade. Listening education is given less importance than speaking, reading and writing. Although there are many people who think that listening is not a school subject like other skill areas and that it develops spontaneously, Yangin (1999) shows that listening is also a subject of education and listening comprehension skills of students who are trained in this subject can be improved. The Mother tongue lesson focuses more on skill and habit acquisition than mere information dissemination. The basic principle of the process of acquiring listening skills for students starting from the first grade of elementary school is that this skill should be acquired by integrating activities in which speaking, reading, and writing skills are acquired (Sever, 2004). In the research conducted by Steil on

listening, it has also been found that people write in 9% of the time they devote to communication every day, read in 16%, talk in 30% and listen in 45% (Ari, 2013). These results necessitate paying the necessary attention to listening education and taking the necessary steps to develop this skill, especially in the initial literacy teaching. Brownell (2016) listening skill is the most used skill in daily life and educational environments, but at the same time, it is the skill that is taught the latest.

According to participant opinions, the initial literacy teaching, which could not be carried out face-to-face due to the pandemic, had negative effects on the students' second-grade speaking skills. Speaking is an area of skill that is at the center of the skill areas that are in the initial literacy teaching. It is in relation with every skill area, such as being able to tell what they are reading, answer questions, enrich their vocabulary, and use what they have learned. The lack of speaking skills can also directly affect the lack of other skill areas. Without speaking, we can neither express our feelings and thoughts to others nor participate in social events as we wish. The ability to speak has an important role in the life of every individual. Speaking ability is an area of skill that should be continuous in the initial literacy teaching process. It is not possible for the student to express their feelings and thoughts to others without speech, and they also experience problems in their participation in the classroom, school and social life. In this regard, the ability to speak has an important role in the educational life of every student and afterwards. MEB (2009) The ability to speak is directly related to the ability to listen. Children learn to listen first and then talk. The ability of speaking is important for students to express themselves, communicate, learn and improve their mental skills. Students convey what they know, see, think and feel by speaking. The second graders who made up the target group of the study stated the fact that they could not fully attend the preschool education institution in the 2019-2020 academic year due to the pandemic and associated the disadvantages in writing skills with the lack of face-to-face education. Other research results also support this situation. Kesik and Bař (2021) found that considering the crowded class sizes in distance education and other problems that arise due to students and teachers staying in front of the screen for a long time, it was not possible to evaluate all students' writings and give the necessary feedback. Güler (2016), Topçu (2012) and Duran (2009) stated that in their studies, they reached the conclusion that the writing skills of students who received preschool education were more successful than those of students who did not receive preschool education. Consistent with these findings, the students participating in the study have deficiencies in their writing skills because they were not able to fully attend pre-school education due to the pandemic before starting the first grade and did not do writing exercises to prepare for reading and writing sufficiently. Arslan and Ilgın (2010) stated that students and teachers who have an unwilling perspective towards writing do not do writing studies unless they need to. Gurol and Yıldız (2015) state that computer-assisted initial literacy education has a positive effect on the development of children's reading skills and reading speeds, but it does not have a positive effect on the development of writing skills. As a result of this research, it has been determined that the students participating in the study have deficiencies in their writing skills because they did not do enough writing practice.

There are various ways to increase students' writing speed; writing a short text on a blackboard or printing it from a book can improve students' writing speed, but the fact that face-to-face training cannot be performed has caused the inability to do these kinds of activities that will increase writing speed. Kadiođlu (2012) stated in his study that the writing speed of students who started primary school at a late age is ahead compared to others. These findings are consistent with the research results. In this study, participants stated that conditions such as inadequacies in writing speed, prevalence of writing errors, unwillingness to write in students, and inability in written expression have a negative impact on second-grade writing skills because students do not start school late, but are deprived of face-to-face education. Students who started school later had more developed fine motor skills. Therefore, their writing speed is positively affected. In this study, it is evaluated that the students did not practice writing sufficiently, which negatively affected the development of their fine motor skills and caused inadequacies in their writing skills.. The inadequacies of the participants regarding their reading skills are also consistent with various research results. On this subject; Kesik and Bař (2021) stated that the use of EBA and educational portals in initial literacy teaching is effective in teaching reading, but it is not very effective in acquiring a reading habit and is not the primary tool for providing reading motivation. It is important for first-graders in elementary school, where the foundations of initial literacy teaching were laid, to improve both their reading comprehension and reading speed. The ability to read

comprehension can be achieved with both audible reading and silent reading. The main purpose of reading is to read what is written in a meaningful way, along with accurate and fluent reading. Reutzel and Cooter (1996) state that a student who reads fluently is also one who understands what he is reading. These research results are consistent with various research results. In their study, Gürbüz and Yılmaz (2021) identified the problems encountered in the initial literacy teaching in the distance education process during the pandemic period as connection problems, lack of school-classroom culture, parent apathy or parent intervention, difficulties in following the activities of students, lack of devices, low participation in the lesson, and lack of materials, respectively. Students who could not continue face-to-face education in the first grade due to the pandemic in the 2020-2021 academic year were also unable to attend preschool education institutions due to the pandemic for most of the 2019-2020 academic year. This situation negatively affected the process of getting to know an educational institution and getting used to the institution, as the participants stated, the students did not have a classroom, school culture, although they were in the second grade, they exhibited behaviours as if they were coming to school for the first time, which negatively affected their listening, speaking, reading and writing skills. Yalman (2007) starting primary school is one of the most important transition points in children's lives, and it can be said that children who have received preschool education cope with these problems more easily when they start primary school first grade.

It is the quality that is important in the initial literacy education that the students will use throughout their life; listening, speaking, reading and writing skills will be acquired. The belief that it does not matter how initial literacy is taught is incorrect. In fact, the main purpose of initial literacy teaching is to provide the child with the basic skills of reading and writing that they will use throughout his life. In Güler's (2016) research, students who received preschool education scored higher on the literacy skill scale than students who did not receive preschool education and significantly differed. When the effect of the student's school adaptation levels on their literacy skills was examined, it was seen that the literacy skills of the student who adapted better to school were better. Göçer (2014) states that students who receive preschool education come to the first grade of elementary school by acquiring basic skills such as asking permission, holding a pen and sitting, and are more successful in literacy studies. As the socio-cultural environment of the schools improves, the literacy skills of the students also improve (Obalar, 2009). Ramos-Morcillo et al. (2020) stated that one of the disadvantages of distance education is the conditions that students have and that students do not have equal rights due to this situation. In this regard, the home environment must be socially, economically and pedagogically suitable for the Balcı (2020) school program to be sustained, even to some extent. There are many findings in the literature that home environments are not suitable for distance education (Moreno and Gortazar, 2020; Amorim and Junior, 2020; Saavedra, 2020). Gürbüz and Yılmaz (2021) in their study; during the pandemic period, 60% of the first-grade teachers stated that they had problems with teacher-family cooperation in the process of performing the initial literacy education with distance education. This situation means that students who cannot receive face-to-face teacher assistance are expected to receive face-to-face assistance from their families and that assistance has not been realized in the desired way. Gürol and Yıldız (2015) state that computer-assisted primary literacy education has a positive effect on the development of children's reading skills and reading speeds, but it does not have a positive effect on the development of writing skills. These results show consistency with the research results.

According to the opinions of the participants in the study;

Students' listening skills; listening without interrupting, watching the speaker, making eye contact, applying verbal instructions, focusing their attention on what they are listening to are not at an adequate level,

In their speaking skills; they do not follow the rules of politeness, they do not speak in an audible tone of voice, they go out of the subject, they cannot use words in accordance with their meanings and in place, they cannot talk about a certain topic at an adequate level,

In their reading skills; they cannot read fluently, they are unable to understand and explain what they are reading, they cannot give adequate answers to questions about the text they are reading, they cannot read by paying attention to punctuation marks, they do not pay attention to accent, intonation and pronunciation,

In their writing skills; they make letter errors, lack of syllables, cannot write letters and numbers in accordance with the rules, cannot use capital letters and punctuation marks in appropriate places, cannot write meaningful and canonical sentences appropriate to class level, can write their feelings and thoughts in a very limited way, can write by looking at each word over and over again instead of a sentence in dictation and staring writing studies, results have been obtained.

Although distance education carried out during the pandemic process does not differ in terms of achievements, especially in initial literacy teaching, when evaluated from their point of view such as, the tools used in the initial literacy teaching process, the planning of the teaching process, the physical environments in which students participate in classes and student-teacher, student-student interaction, the efficiency of lessons, etc. when evaluated from their point of view, it is quite different from face-to-face training. According to the conditions of distance education, initial literacy teaching leads to deficiencies in the context of their achievements, students who learn initial literacy learning through distance education have negative repercussions on their second-grade listening, speaking, reading and writing skills, this may depend on the quality of electronic devices used in distance education, the Internet infrastructure that is used, teachers' adaptation to distance education features, it is possible that these reasons can be further diversified for primary school first grades. It will not be easy for teachers who teach initial literacy teaching face-to-face using classical methods to teach initial literacy teaching by distance education using the same methods, and it will not be possible to achieve the expected gains.

Considering the results obtained from the research, the following suggestions can be made: Necessary guidance services should be provided to the teachers and parents in order to develop and improve distance education and to encourage the active participation of students in the process. In-service training programs should be organized for teachers on teaching initial literacy through distance education. In the process of teaching initial literacy through distance education, teachers should develop and use different tools and methods by using the opportunities provided by technology. Teachers should be provided with the skills of preparing/presenting course materials in digital environments. In order to ensure the active participation of students in the initial literacy teaching, rich and interactive distance education materials suitable for their individual differences and levels should be prepared.

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