# Journal of Language Research

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# Arapça Öğretmenlerinin Kelime Öğretiminde Web 2.0 Araçlarını Kullanmaya Yönelik Algıları[1]

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**Öz:** Öğretimi eğlenceli ve çok boyutlu hale getirebilen görsel, işitsel pek çok materyal hazırlanabilmesini sağlayan Web 2.0 araçları yabancı dil öğretmenlerinin büyük yardımcısı olmuştur. Bu araştırmada Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları, bu araçları kullanmaya yönelik mesleki yeterlilik algıları, kelime öğretiminde bu araçları kullanmaya yönelik algıları ve bu araçları kullanma sıklıklarını ölçmeye yönelik olarak uygun örneklem yöntemi ile ulaşılan 80 Arapça öğretmeniyle anket çalışması yapılmış, elde edilen bilgiler betimsel çözümleme yöntemi ve karşılaştırmalı analiz testleri kullanılarak yorumlanmıştır. Araştırma sonucunda Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algılarının son derece olumlu olduğu görülmüş, demografik verilerin yukarıda bahsedilen algılara etkisine bakılmış, Arapça öğretmenlerinin cinsiyet, ders verilen kademe, mezun olunan bölüm değişkenleri açısından Web 2.0 araçlarına yönelik algılarında anlamlı bir farklılık görülmemiş, yaş değişkeni açısından ise anlamlı bir farklılık gözlenmiştir. Araştırma sonucuna göre genç öğretmenlerin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarının ve Web 2.0 araçlarını kullanım sıklıklarının yaşça daha büyük katılımcılara göre daha yüksek olduğu görülmüştür.
**Anahtar Kelimeler:** *Arapça kelime öğretimi, Web 2.0 araçları, Web 2.0 algısı, Teknoloji, Eğitim*

## The Perceptions of Arabic Teachers towards Using Web 2.0 Tools in Vocabulary Teaching

**Abstract:** Web 2.0 tools, which enable the preparation of many visual, auditory materials that can make teaching fun and multidimensional, have become a great helper for foreign language teachers. In this study, a survey was conducted with 80 Arabic teachers reached by convenient sampling method to measure the perceptions of Arabic teachers towards Web 2.0 tools, their perceptions of professional competence in using these tools, their perceptions of using these tools in teaching vocabulary and the frequency of their use of these tools. Then, the obtained data were interpreted by using descriptive analysis method and comparative analysis tests. Because of the research, it was seen that the perceptions of Arabic teachers towards Web 2.0 tools were very positive. Moreover, the effect of demographic data on the above-mentioned perceptions was examined and no significant difference was observed in the perceptions of Arabic teachers towards Web 2.0 tools in terms of gender, grade taught, and department graduated. However, a significant difference was observed in terms of age variable. In this regard, according to the results of the research, it was seen that young teachers' perceptions of professional competence to use Web 2.0 tools and the frequency of using Web 2.0 tools were higher than older participants.
**Keywords:** *Teaching Arabic vocabulary, Web 2.0 tools, Web 2.0 perceptions, Technology, Education*

# GİRİŞ

Web 2.0 araçları günümüz eğitim sistemini kökten etkileyen teknolojik bir yenilik olmuştur. Web 1.0 kullanıcıların yalnızca bilgi elde edebileceği bir teknolojiyken Web 2.0 araçları kullanıcılarını bilgi alan konumundan çıkararak bilgi üreten, var olan bilgiyi geliştirebilen ve değiştirebilen, bilgileri paylaşarak birbirleriyle etkileşimde bulunan bir konuma getirmiştir. Sağladıkları kolaylıklar ile hızla eğitimde yerini alan bu araçlara her geçen gün bir yenisi eklenmektedir. Web 2.0 araçları aynı anda birden fazla öğrenme stiline hitap etmek, öğretilenlerin kalıcılığını artırmak ve dersini eğlenceli kılmak isteyen öğretmenlerin büyük yardımcısı olmuştur. Eğitimin her branşında olduğu gibi yabancı dil eğitiminde de büyük önemi olan bu araçlar hakkında pek çok araştırma yapılmış, Web 2.0 araçlarına yönelik öğretmenlerin algıları sık sık araştırma konusu olmuştur (Kıyıcı, 2012; Eren, 2015; Bingimlas, 2017; Özdemir, 2021).

Aytan ve Başal (2015)'ın Türkçe öğretmen adaylarının Web 2.0 araçlarına yönelik algılarını incelemek amacıyla gerçekleştirdikleri çalışmalarında web araçlarını deneyimleyen katılımcıların bu araçları ders işleme sürecine katmalarının eleştirel düşünceyi ve yaratıcılık gücünü geliştirdiği, bilgiye erişimi ve paylaşımı artırdığı görüşünde oldukları görülmüştür. Özerbaş ve Mart (2017) İngilizce öğretmen adayları üzerinde yaptıkları çalışmada adayların Web 2.0 kullanımına ilişkin görüş ve kullanım düzeylerini incelemiş, katılımcıların Web 2.0 araçlarını kullanımlarını orta düzeyde olarak ifade ettiklerini ortaya koymuşlardır. Timur vd. (2020), fen bilgisi öğretmenlerinin Web 2.0 araçlarına yönelik algılarını anlamak için gerçekleştirdikleri çalışmada uygulamalarının öğretmenler, öğrenciler ve eğitimdeki farklı kullanıcılar için faydalı olduğunu tespit etmiştir. Buna ek olarak katılımcıların derslerinde Web 2.0 araçlarını kullanmaya yönelik düşüncelerinin olumlu olduğu ve Web 2.0 araçlarını diğer öğretmenlere tavsiye ettikleri görülmüştür. Eyüp (2022), Türkçe öğretmenleri üzerinde gerçekleştirdiği araştırmasında katılımcıların Web 2.0 araçlarını kullanmaya yönelik yeterliliklerinin orta düzeyin aşağısında olduğu sonucuna ulaşmıştır.

Birleşik Arap Emirlikleri'nde yapılan bir araştırmada Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algılarının olumlu olduğu, ancak Web 2.0 uygulamalarını kullanma düzeylerinin orta düzeyde olduğu görülmüştür (Almekhlafi & Abulibdeh, 2018). Arapça öğretmenleri üzerinde yapılan bu araştırmanın yanında konu ile ilgili çalışmalar incelendiğinde araştırmaların Türkçe, İngilizce, Almanca gibi dillere odaklandığı fark edilmiş, ülkemizde Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları üzerinde yapılan bir araştırmaya rastlanmamıştır. Bu çalışmada Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları, bu araçları kullanmaya yönelik mesleki yeterlilik algıları, kelime öğretiminde bu araçları kullanmaya yönelik algıları ve bu araçları kullanım sıklıklarını ölçmek için anket uygulanmış, elde edilen verilerden çıkarımlar yapılmış, sonuçlar diğer araştırmacılar tarafından elde edilen yabancı dil öğretmenlerinin algıları ile karşılaştırılmıştır.

## Araştırmanın Amacı

Teknoloji eğitimde her geçen gün daha sık kullanılmakta, sınıflar imkanlar doğrultusunda bilgisayarlar, tabletler ve akıllı tahtalar ile donatılmaktadır. Aynı şekilde bu teknolojik araçlar vasıtasıyla kullanılabilecek uygulama ve programlar çeşitlenmektedir. Web 2.0 araçları bu noktada son derece büyük imkanlar sunmaktadır. Kullanıcıların sadece bilgi alan konumunda olduğu Web 1.0'ın aksine Web 2.0 araçları ile bilgi elde etmenin yanında bilgi üretmek ve bilgi paylaşmak mümkün olmuştur. Genelde yabancı dil öğretimi, özelde Arapça öğretimi için kullanılabilecek Web 2.0 araçlarına her geçen gün bir yenisi eklenmektedir. Bu araştırmanın amacı ülkemizde Arapça dersine giren öğretmenlerin Web 2.0 araçlarına yönelik algılarını anlamak, bu araçları kullanmaya yönelik mesleki yeterlilik algıları hakkında bilgi sahibi olmak, kelime öğretiminde Web 2.0 araçlarını kullanmaya yönelik algılarını ve verilen Web 2.0 araçları arasından hangilerini daha sık hangilerini daha az kullandıklarını ortaya çıkarmaktır. Bu nedenle web araçlarının derse karşı tutum ve öğrenmeye pozitif etkileri göz önüne alındığında (Çelebi, 2021; Şenyurt, 2022; Çoban & Adıgüzel, 2022) Arapça öğretmenlerinin web araçlarına yönelik algılarına, bu araçları kullanmaya yönelik

mesleki yeterlilik algılarına, araçları kullanım sıklıklarına yönelik mevcut durumun anlaşılmasına katkı yapmak büyük önem taşımaktadır. Bu araştırmada aşağıdaki sorulara yanıt aranmıştır:

1. Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları nasıldır?
2. Arapça Öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algıları nasıldır?
3. Arapça öğretmenlerinin Web 2.0 araçlarını kelime öğretiminde kullanmaya yönelik algıları nasıldır?
4. Arapça öğretmenlerinin Web 2.0 araçlarını kullanım sıklıkları nasıldır?
5. Araştırmaya katılan Arapça öğretmenlerinin demografik verilerinin söz konusu algıları üzerinde anlamlı bir etkisi var mıdır?

## YÖNTEM

Bu bölüm çalışmanın metodolojisini içermektedir. Çalışmada kullanılan ölçeğin seçimi, katılımcılar, ortam, grup büyüklüğü ve seçimi, veri toplama aracı, veri toplama ve analiz süreci ayrıntılı olarak açıklanmıştır.

### Araştırmanın Deseni

Bu çalışmada, sosyal bilimlerde sıklıkla kullanılan ve nicel araştırma türlerinden olan tarama deseni kullanılmıştır. Bir grubun belirli özelliklerini belirlemek için verilerin toplanmasını amaçlayan çalışmalara tarama (survey) araştırması denir (Büyüköztürk vd., 2017 s.14). Çalışmada Web 2.0 araçlarının yabancı dil öğretiminde sıklıkla kullanıldığı günümüzde Millî Eğitim Bakanlığına bağlı devlet okullarında görev yapan Arapça öğretmenlerinin bu araçları kullanmaya yönelik algıları ve bu araçları kullanmaya yönelik mesleki yeterlilik algıları incelendiğinden bu çalışmanın tarama deseninde betimsel bir araştırma olduğu söylenebilir.

### Evren ve Katılımcılar

Araştırma, uygun örneklem yöntemi ile seçilen ve 2020-2021 eğitim-öğretim yılında ortaokul ve lise seviyesinde eğitim veren Millî Eğitim Bakanlığına bağlı okullarda Arapça öğretmeni olarak görev yapan 80 kişi üzerinde yapılmıştır. Katılımcılara görev yaptıkları ya da bulundukları il sorulmamış, çalışmada görev yapılan bölge üzerinden bir çıkarım ortaya konmamıştır. Kolay ulaşılabilir durum örneklemesinde araştırmacı yakın ve erişilmesi kolay olan bir durumu seçmektedir (Özer & Korkmaz, 2016, s. 64). Araştırmacılar tarafından kullanılması çok da önerilmeyen bu örneklem türünün tercih edilmesinde, verilerin toplandığı 2020-2021 yılları arasında Covid-19 salgınının yayılmasını engellemek amacıyla ülkemizde alınan tedbirler kapsamında eğitimin yüz yüze değil çevrimiçi olarak yürütülmesi ve bu süreçte evinden eğitim veren öğretmenlere ulaşmanın zor olması etkili olmuştur. Uygun örneklem ile seçilen katılımcılardan veriler Google Forms üzerinden toplanmıştır. Katılımcıların demografik özellikleri şekil 1'de sunulmuştur.

**Şekil 1.** Ankete Katılan Arapça Öğretmenlerinin Demografik Verileri



| | Cinsiyet | Yaş | Mezun Olunan Okul | Görev Yapılan Kademe | Görev Yapılan Okulda Akıllı Tahta | Kişisel Bilgisayar |
|---|---|---|---|---|---|---|
| Seri 1 | 80% | 50% | 68,80% | 32,50% | 93,80% | 96,30% |
| Seri 2 | 20% | 21,30% | 31,20% | 67,50% | 6,20% | 3,70% |
| Seri 3 | | 28,80% | | | | |
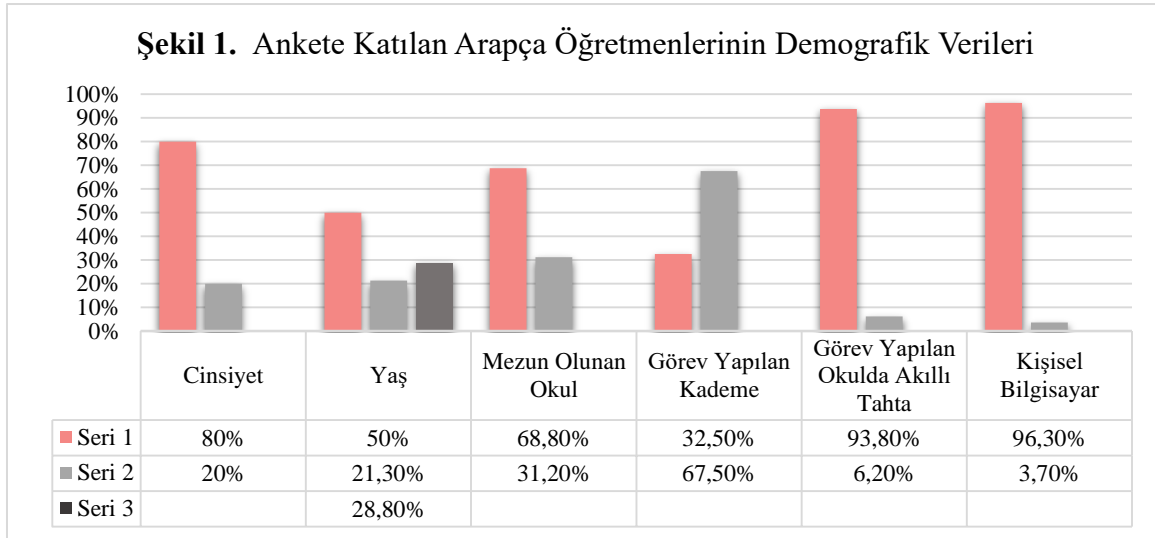
Şekil 1'deki veriler göz önüne alındığında katılımcıların %80'inin kadın, %20'sinin erkek olduğu, %50'sinin 20-30 yaş aralığında %21,30'unun 31-40 yaş aralığında %28,80'inin 41 yaş ve üzeri yaş aralığında olduğu görülmüştür. Katılımcılar mezun oldukları okul açısından incelendiklerinde %68,80'inin Arapça öğretmenliği bölümden mezun olduğu %31,20'sinin ise ilahiyat fakültesinden mezun olduğu görülmüştür. Öğretmenlerin görev yaptıkları kademe %32,50 oranında ortaokul, %67,50 oranında lise kademesidir. Katılımcılardan aynı zamanda görev yaptıkları okulda akıllı tahta olma durumu ve kişisel bilgisayarlarının olma durumu ile ilgili bilgi alınmış, görev yapılan okulda akıllı tahta olma oranının %93,80 olduğu kişisel bilgisayarın olma oranının %96,30 olduğu görülmüştür. Bu iki oran çok yüksek çıkması sebebiyle karşılaştırmalı testlere tabi tutulmamıştır.

**Veri Toplama Aracı**

Araştırma verileri tarama modeli içinde sıklıkla kullanılan anket tekniği ile elde edilmiştir. Anket insanların yaşam koşulları, inançları veya tutumları hakkında yanıtladıkları bir dizi sorudan oluşan bir araştırma aracıdır (Thomas, 1998, s. 162). Veri toplama aracının belirlenmesinden sonra anket seçimi için yapılan literatür taramasının ardından anket bölümleri şu şekilde oluşturulmuştur:

Birinci bölümde, ankete katılan Arapça öğretmenlerinin sosyo-demografik özelliklerini belirlemeye yönelik sorular sorulmuştur. Anketin ikinci ve üçüncü bölümlerinde Arapça öğretmenlerinin Web 2.0 araçlarına ve bu araçları kullanmaya yönelik mesleki yeterlilik algılarına bakmak amacıyla Yıldırım ve Akkuş tarafından 2020 yılında geliştirilen ve Cronbach Alpha güvenirlik katsayısı 0.95 olan "Teachers' Perceptions towards Using Web 2.0 Tools in Lectures (TPUWL Ölçeği)" kullanılmıştır. Dördüncü bölüm olarak Arapça kelime öğretiminde Web 2.0 araçlarının kullanımı ile ilgili sorular içeren ve araştırmacı tarafından oluşturulan 14 maddelik bir anket eklenmiştir. 14 madde oluşturulurken iki uzmanın görüşünden yararlanılmıştır. Başlangıçta 8 madde olarak tasarlanan anketin alanı uzmanların tavsiyesi üzerine genişletilerek madde sayısı 14'e çıkarılmıştır. Anketin 5, 6 ve 7. maddeleri ters kodlanacak şekilde oluşturulmuştur. Anketin pilot uygulaması 20 Arapça öğretmeni üzerinde gerçekleştirilmiştir. Pilot çalışma sonucunda anketin açık ve anlaşılabilir olduğu, güvenirlik ve geçerliğin sağlandığı görülmüş ardından uygulamaya geçilmiştir. İkinci, üçüncü ve dördüncü bölümlerin puanlamasında "tamamen katılmıyorum-tamamen katılıyorum" aralığında toplam 5'li Liker Ölçeği puanlama sistemi kullanılmıştır. Beşinci ve son bölüme ise öğretmenlerin Web 2.0 araçlarını kelime öğretiminde kullanım sıklıklarını belirlemek amacıyla 10 adet Web 2.0 aracından oluşan liste verilmiştir. Katılımcı öğretmenlerden bu araçları kelime öğretimi için derslerinde kullanma sıklıklarına göre "hiçbir zaman-her zaman" aralığında toplam 5'li Likert Ölçeğinde işaretlemeleri istenmiştir. Anketlerde önceden hazırlanan soruların cevaplanmasının gerekliliği (esnek olmaması) anketin önemli sınırlılıklarındandır (Büyüköztürk, 2005, s. 124). Katılımcılardan listede yer almayan bir Web 2.0 aracını kullanıyor olmaları halinde bunu belirtmeleri için bir açık uçlu cevap kısmı eklenmiştir. Anketin bu kısmını 80 kişilik katılımcıdan 7'si doldurmuştur. Bu katılımcıların kullandıklarını belirttikleri web araçları; Canva, V Fabrika, Plotagon,

Classroom, Baamboozle, Cram, Quizlet ve Wordart olmuştur. Katılımcıların bu katkısı Arapça kelime öğretimi için kullanılabilecek diğer seçenekleri görmek açısından çalışmaya katkı sunmuştur.

**Veri Toplama Süreci**

Bu araştırmanın verileri 2020/2021 akademik yılında toplanmıştır. Araştırmanın yapıldığı dönemde yaşanan Covid-19 salgını nedeniyle veri toplama süreci uzman görüşüne başvurulup forma nihai hali verildikten ve gerekli izinleri Ankara Yıldırım Beyazıt Üniversitesi Etik Kurulundan alındıktan sonra online olarak Google Forms uygulaması üzerinden yürütülmüştür. Google Forms, kolayca online formlar ve anketler oluşturup paylaşmaya ve gerçek zamanlı olarak yanıtları analiz etmeye imkan veren bir Google uygulamasıdır (Google, 2022). Anketin paylaşılması için bağlantı adresi oluşturulduktan sonra ulaşılabilen Arapça öğretmenlerine gönderilmiştir. Arapça öğretmenleri materyal paylaşım ve yardımlaşma gruplarında paylaşılan ankete, gönüllülük esasına bağlı olarak isteyen öğretmenlerin katılım sağlaması istenmiştir. Anket bağlantısı verilerin toplanması için 10 gün boyunca aktif tutulmuş onuncu günün sonunda yeni veri girişine kapatılmıştır. Eksik veri oluşmaması için anket maddelerinin tamamının doldurulmasını gerektiren seçenek işaretlenmiştir. Veri toplama süreci sonunda 80 anket formu elde edilmiş ve veri analizi sürecine geçilmiştir.

**Verilerin Analizi**

Anketler aracılığıyla toplanan nicel veriler, 20.0 sürümü olan SPSS programı aracılığıyla analiz edilmiştir. Araştırmada elde edilen veriler betimsel istatistiklerden, aritmetik ortalama, standart sapma, yüzde ve frekanslardan yararlanılarak çözümlenmiştir. Homojen dağılım göstermeyen veriler için parametrik olmayan karşılaştırma testlerinden yararlanılarak çıkarımlarda bulunulmuştur. İki grup arası karşılaştırmalar için Mann-Whitney U testi ve ikiden fazla grup karşılaştırması için Kruskal-Wallis testi yapılarak gruplar arası istatistiksel farklar ortaya koyulmuştur. Mann-Whitney U testi, ortalamaları karşılaştırılacak iki grupta veri sayısı yeterli olsa bile verilerin dağılımındaki anormallikler sebebiyle t testinin yapılamadığı durumlarda alternatif parametrik olmayan bir karşılaştırma testidir (Can, 2014, s. 128). Kruskal-Wallis testi ise parametrik bir test olan varyans analizinin alternatifi sayılabilecek bir testtir. Parametrik olmayan bir karşılaştırma testi olan Kruskal-Wallis testiyle, grupların ortalamaları arasında fark olup olmadığı sınanabilir (Can, 2014, s. 160). Nicel veriler analiz edildikten sonra yedi katılımcının verdiği nitel yanıtlar da içerik analizinde dikkate alınmıştır.

## BULGULAR

Yukarıda belirtilen araştırma problemlerine yönelik elde edilen bulgular sırasıyla aşağıda yer almaktadır.

**Birinci Alt Probleme Dair Bulgular**

Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algılarını belirlemeyi amaçlayan birinci alt probleme yanıt bulmak için katılımcılara aşağıda yer alan öncüller sunulmuştur.

**Tablo 1. Web 2.0 araçlarını kullanmaya yönelik algı ölçeği verileri**

| No | Maddeler | N | M |
|---|---|---|---|
| 12 | Web 2.0 araçları, profesyonel yaşam için gerekli becerileri kazanmada etkilidir. | 80 | 3.80 |
| 6 | Web 2.0 araçları kalıcı öğrenme sağlar. | 80 | 3.94 |
| 10 | Web 2.0 araçları somut öğrenme sağlar. | 80 | 3.99 |
| 9 | Web 2.0 araçları öğrencilerin yaratıcılığını artırır. | 80 | 4.07 |
| 4 | Web 2.0 araçları etkileşimli bir öğrenme ortamı sunar. | 80 | 4.24 |

| 1 | Web 2.0 araçları teknoloji okuryazarlığını artırır. | 80 | 4.25 |
|---|---|---|---|
| 11 | Web 2.0 araçları öğrencilerin derslere olan ilgisini artırır. | 80 | 4.29 |
| 3 | Web 2.0 araçlarının bir eğitim ortamında kullanılması önemlidir. | 80 | 4.30 |
| 5 | Web 2.0 araçları birden fazla duyuya hitap eder. | 80 | 4.34 |
| 7 | Web 2.0 araçları, öğrenciler için zengin öğrenme ortamları sağlar. | 80 | 4.39 |
| 2 | Web 2.0 araçları derslerin eğlenceli olmasına yardımcı olur. | 80 | 4.39 |
| 8 | Web 2.0 araçları öğretmenlerin ve öğrencilerin müzik, resim ve videoları paylaşmasına olanak tanır. | 80 | 4.41 |

Tablo 1'de katılımcıların öncüllere verdikleri yanıtların aldıkları ortalama değerler düşükten yükseğe doğru bir sıra izlenerek sunulmuştur. Tabloda yer alan veriler incelendiğinde Arapça öğretmenlerinin verdikleri yanıtlara göre ölçek maddelerinin ortalamalarının (M)=3.80 ile (M)=4.41 aralığında olduğu görülmüştür. Burada 3.80 ile en düşük puanı 12. madde olan "Web 2.0 araçları, profesyonel yaşam için gerekli becerileri kazanmada etkilidir" ifadesi alırken, en yüksek puanı 4.41 ile 8. madde olan "Web 2.0 araçları öğretmenlerin ve öğrencilerin müzik, resim ve videoları paylaşmasına olanak tanır." ifadesi almıştır. Ölçeğin tüm maddelerine verilen cevapların ortalamalarının 3.80'den yüksek olması sebebiyle katılımcıların Web 2.0 araçlarını kullanmaya yönelik algılarının oldukça olumlu olduğu söylenebilir.

Demografik verilere göre Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algılarında bir değişiklik bulunup bulunmadığını anlamak amacıyla uygulanan karşılaştırmalı testlerde elde edilen sonuçlar aşağıda sunulmuştur.

**Tablo 2. Demografik verilere göre Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları**

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile cinsiyetleri arasındaki farklılık, Mann-Whitney U testi sonuçları**

| Cinsiyet | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Kadın | 64 | 41,41 | 2650 | 453 | 0.480 |
| Erkek | 16 | 36,84 | 589 | | |
| Toplam | 80 | | | | |

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile yaşları arasındaki farklılık, Kruskal-Wallis testi sonuçları**

| Grup (Yaş) | N | Sıra Ortalaması | sd | $\chi^2$ | p | Anlamlı Fark |
|---|---|---|---|---|---|---|
| A) 20-30 | 40 | 43.20 | 2 | 1.095 | 0.578 | - |
| B) 31-40 | 17 | 37.41 | | | | |
| C) 41 yaş ve üzeri | 23 | 38.09 | | | | |
| Toplam | 80 | | | | | |

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile görev yaptıkları kademe arasındaki farklılık, Mann-Whitney U testi sonuçları**

| Görev Yapılan Kademe | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Ortaokul | 26 | 42.38 | 1102 | 653 | 0.614 |
| Lise | 54 | 39.59 | 2138 | | |
| Toplam | 80 | | | | |

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile mezun oldukları bölüm arasındaki farklılık, Mann-Whitney U testi sonuçları**

| Mezun Olunan Bölüm | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Arapça Öğretmenliği | 55 | 41.66 | 2291 | 623.5 | 0.505 |
| İlahiyat Fakültesi | 25 | 37.94 | 948 | | |
| Toplam | 80 | | | | |

Uygulanan karşılaştırmalı testler sonucunda Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile cinsiyetleri arasındaki farklılığın p değerinin uygulanan Mann-Whitney U testi sonucunda 0.480 olduğu görülmüş, bu değer 0,05'den büyük olduğu için bu test grubu için cinsiyetler arası anlamlı bir farklılığa rastlanamamıştır. Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile yaşları arasındaki ilişkiyi anlamak amacıyla Kruskal-Wallis testi uygulanmıştır. Üç ayrı yaş grubunun Web 2.0 araçlarına yönelik algılarına bakıldığında test sonuçlarına göre grupların algıları arasında anlamlı bir fark gözlenmemiştir ($\chi^2$ (2) =1.095, p>0.05).

Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik algıları ile görev yaptıkları kademe arasındaki ilişkiye bakmak için yapılan Mann-Whitney U testi sonuçları incelendiğinde lise kademesinde derse giren öğretmenlerin web araçlarını kullanmaya yönelik algıları ile ortaokul kademesinde eğitim veren katılımcıların algıları arasında istatistiksel olarak anlamlı bir fark gözlenmemiştir (U=653, p>0.05). Arapça öğretmenliği bölümünden mezun öğretmenlerin web araçlarını kullanmaya yönelik algıları ile ilahiyat fakültesinden mezun katılımcıların algıları arasında yapılan test sonucunda istatistiksel olarak anlamlı bir fark gözlenmemiştir (U=623.5 p>0.05).

**İkinci Alt Probleme Dair Bulgular**

Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarının araştırıldığı ikinci alt probleme yanıt bulmak için katılımcılara aşağıda yer alan öncüller sunulmuştur.

**Tablo 3. Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algı ölçeği madde ortalamaları**

| No | Maddeler | N | M |
|----|----------|---|---|
| 3 | Web 2.0 araçları hakkında yeterli bilgiye sahibim. | 80 | 3.34 |
| 8 | Öğrencilerin Web 2.0 araçlarıyla ilgili sorularını yanıtlayabilirim. | 80 | 3.34 |
| 10 | Web 2.0 araçlarındaki gelişmeleri takip ediyorum. | 80 | 3.35 |
| 5 | Derslerde Web 2.0 araçlarını nasıl kullanacağımı biliyorum. | 80 | 3.54 |
| 6 | Web 2.0 araçlarıyla öğrenci öğrenimini değerlendirebilirim. | 80 | 3.61 |
| 2 | Web 2.0 araçlarını etkili bir şekilde kullanabilirim. | 80 | 3.73 |
| 9 | Web 2.0 araçlarını öğrenme ve öğretim sürecine entegre edebilirim. | 80 | 3.75 |
| 1 | Web 2.0 araçlarıyla ilgili eğitim materyalleri hazırlayabilirim. | 80 | 3.79 |
| 7 | Web 2.0 araçlarından hangilerinin öğrencilerin düzeyine uygun olduğunu tahmin edebiliyorum. | 80 | 3.84 |
| 4 | Web 2.0 araçlarını ders müfredatına entegre edebilirim. | 80 | 3.95 |

Tablo 3'te katılımcıların öncüllere verdikleri yanıtların aldıkları ortalama değerler düşükten yükseğe doğru bir sıra izlenerek sunulmuştur. Veriler incelendiğinde Arapça öğretmenlerinin TPUWL ölçeğinin ikinci bölümüne verdikleri yanıtlara göre ölçek maddelerinin ortalamalarının (M)=3.34 ile (M)=3.95 aralığında olduğu görülmüş, en düşük puan olan 3.34 ile puanlanan iki maddenin 3. madde olan "Web 2.0 araçları hakkında yeterli bilgiye sahibim" ifadesi ve 8. madde olan "Öğrencilerin Web 2.0 araçlarıyla ilgili sorularını yanıtlayabilirim" ifadesi olduğu izlenmiştir. "Web 2.0 araçlarını ders müfredatına entegre edebilirim." diyen öğretmenlerin oranı 3.95 ile oldukça yüksektir.

Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarında demografik verilere göre bir değişiklik bulunup bulunmadığını anlamak amacıyla uygulanan karşılaştırmalı testlerde elde edilen sonuçlar aşağıda yer alan tabloda sunulmuştur.

**Tablo 4. Demografik verilere göre Arapça öğretmenlerinin Web 2.0 araçlarına yönelik mesleki yeterlilik algıları**

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya dair mesleki yeterlilik algıları ile cinsiyetleri arasındaki farklılık, Mann-Whitney U testi sonuçları**

| Cinsiyet | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Kadın | 64 | 39.41 | 2522 | | |
| Erkek | 16 | 44.84 | 717 | 442 | 0.401 |
| Toplam | 80 | | | | |

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algıları ile yaşları arasındaki farklılık, Kruskal-Wallis testi sonuçları**

| Grup | N | Sıra Ortalaması | sd | $\chi^2$ | p | Anlamlı Fark |
|---|---|---|---|---|---|---|
| A) 20-30 yaş | 40 | 47.25 | | | | |
| B) 31-40 yaş | 17 | 31.09 | 2 | 7.201 | 0.027 | A-B |
| C) 41 yaş ve üzeri | 23 | 35.72 | | | | A-C |
| Toplam | 80 | | | | | |

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algıları ile görev yaptıkları kademe arasındaki farklılık, Mann-Whitney U testi**

| Görev Yapılan Kademe | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Ortaokul | 26 | 47.81 | 1243 | | |
| Lise | 54 | 36.98 | 1997 | 512 | 0.050 |
| Toplam | 80 | | | | |

**Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algıları ile mezun oldukları bölüm farkı Mann-Whitney U testi**

| Mezun Olunan Bölüm | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Arapça Öğretmenliği | 55 | 43.58 | 2397 | | |
| İlahiyat Fakültesi | 25 | 33.72 | 843 | 518 | 0.077 |
| Toplam | 80 | | | | |

Kadın ve erkek katılımcıların Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarında anlamlı bir farklılık bulunup bulunmadığına cevap aramak için örneklem grubuna uygulanan Mann-Whitney U testinin sonucunda, kadın öğretmenlerin web araçlarını kullanmaya yönelik mesleki yeterlilik algıları ile erkeklerin mesleki yeterlilik algıları arasında istatistiksel olarak anlamlı bir fark gözlenmemiştir (U=442, p>0.05). Üç ayrı yaş grubunun Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algısındaki oranları görmek amacıyla yapılan Kruskal-Wallis testine göre yaş gruplarının mesleki yeterlilik algıları arasında anlamlı fark gözlenmiştir ($\chi^2$ (2) =7.201, p<0.05). Kruskal-Wallis testi ayrıca çoklu karşılaştırma içermediğinden U testi ile çoklu karşılaştırmalar yapılmış, karşılaştırmalar sonucunda farkın 20-30 yaş grubu ile 31-40 yaş grubu arasında (U=208, p<0.05) ve 20-30 yaş grubu ile 41 ve üzeri yaş grubu arasında olduğu görülmüştür (U=322, p<0.05).

Sonuçlar incelendiğinde A grubunu oluşturan 20-30 yaş aralığındaki katılımcıların mesleki yeterlik algılarının, B grubunu oluşturan 31-40 yaş aralığındaki katılımcılar ile C grubunu oluşturan 41 yaş ve üzeri katılımcılardan daha yüksek olduğu söylenebilir. Lise kademesinde derse giren öğretmenlerin web araçlarını kullanmaya yönelik algıları ile ortaokul kademesinde eğitim veren katılımcıların algıları arasında bir farklılık bulunup bulunmadığıyla ilgili yapılan karşılaştırmalı testte p değerinin 0.05'ten büyük olmadığı görülmüş ve istatistiksel olarak anlamlı bir fark gözlenmemiştir. Değerin sınırda çıkması sebebiyle ortalamalara bakılmış ve bu örneklem grubu için ortaokul kademesinde ders veren katılımcıların araştırmaya konu Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarının lise kademesinde eğitim veren katılımcılardan daha olumlu olduğu görülmüştür. Arapça öğretmenliği bölümünden mezun öğretmenlerin web araçlarını kullanmaya yönelik mesleki yeterlilik algıları ile ilahiyat fakültesinden mezun katılımcıların algıları arasındaki farklılık incelendiğinde anlamlı bir fark gözlenmemiştir (U=518, p>0.05).

**Üçüncü Alt Probleme Dair Bulgular**

Arapça öğretmenlerinin Web 2.0 araçlarını kelime öğretiminde kullanmaya yönelik algıları nasıldır? Sorusuna cevap bulmayı amaçlayan üçüncü alt probleme yönelik katılımcılara yöneltilen öncüller aşağıda sunulmuştur.

**Tablo 5. Arapça öğretmenlerinin Web 2.0 araçlarını kelime öğretiminde kullanmaya yönelik algıları ölçeği madde ortalamaları**

| No | Anket Maddeleri | N | M |
|---|---|---|---|
| 5 | Arapça kelime öğretiminde Web 2.0 araçları kullanmak ders planını takip etmeyi zorlaştırır. | 80 | 2.68 |
| 6 | Web 2.0 araçlarının kullanıma hazır hale getirilmesi uzun zaman alır ve ders süresinin verimli kullanılmasını engeller. | 80 | 2.71 |
| 9 | Öğrenciler kelime öğretiminde Web 2.0 araçlarını kullanmak için yeterli teknolojik alt yapıya sahiptir. (Bilgisayar, internet vs.) | 80 | 2.79 |
| 12 | Arapça kelime öğretiminde Web 2.0 araçlarını etkin şekilde kullanacak bilgiye sahibim. | 80 | 3.22 |
| 8 | Öğretmenler kelime öğretiminde Web 2.0 araçlarını kullanmak için yeterli teknolojik alt yapıya sahiptir. (Bilgisayar, internet vs.) | 80 | 3.27 |
| 7 | Arapça kelime öğretimi için Web 2.0 aracı kullanmak ön hazırlık gerektirdiği için öğretmenin iş yükünü artırır. | 80 | 3.35 |
| 14 | Arapça kelime öğretiminde kullanabileceğim yeni Web 2.0 araçlarını takip etmeye çalışırım. | 80 | 3.66 |
| 13 | Web 2.0 araçlarını kelime öğretiminde destekleyici materyal olarak kullanırım. | 80 | 3.80 |
| 1 | Arapça kelime öğretiminde Web 2.0 araçlarının kullanılması gereklidir. | 80 | 4.08 |
| 4 | Arapça kelime öğretiminde Web 2.0 araçları kullanmak öğrenmenin kalıcılığını artırır. | 80 | 4.13 |
| 2 | Arapça kelime öğretiminde Web 2.0 araçları kullanmak farklı duyulara hitap ederek dersi öğrenciler için ilgi çekici kılar. | 80 | 4.34 |
| 11 | Arapça kelime öğretiminde kullanılabilecek Web 2.0 araçları ile ilgili hizmet içi eğitimlere katılmak isterim. | 80 | 4.42 |
| 3 | Arapça kelime öğretiminde Web 2.0 araçlarının kullanılması eğitimi eğlenceli hale getirir. | 80 | 4.43 |
| 10 | Üniversitelerde Arapça öğretmenlerine Web 2.0 araçları eğitimi verilmelidir. | 80 | 4.54 |

Tablo 5'de katılımcıların öncüllere verdikleri yanıtların aldıkları ortalama değerler düşükten yükseğe doğru bir sıra izlenerek sunulmuştur. Tabloda yer alan veriler incelendiğinde ölçekte yer alan 14 maddeye verilen yanıtlara göre ölçek maddelerinin ortalamaları (M)=2.68 ile (M)=4.54 aralığındadır. Ölçeğin maddeleri arasında en düşük ortalama puanı alan madde 2.68 ile "Arapça kelime öğretiminde Web 2.0 araçları kullanmak ders planını takip etmeyi zorlaştırır." ifadesini içeren 5. madde olurken, katılımcılar, "Web 2.0 araçlarının kullanıma hazır hale getirilmesi uzun zaman alır ve ders süresinin verimli kullanılmasını engeller" ifadesini içeren 6. madde ile "Öğrenciler kelime öğretiminde Web 2.0 araçlarını kullanmak için yeterli teknolojik alt yapıya sahiptir. (Bilgisayar, internet vs.)" ifadesini içeren 9. maddeye katılmama eğiliminde olmuşlardır. Katılımcıların, Arapça kelime öğretiminde Web 2.0 araçlarını etkin şekilde kullanacak bilgiye sahip oldukları ve kelime öğretiminde Web 2.0 araçlarını kullanmak için yeterli teknolojik alt yapıya sahip oldukları konularında kararsız oldukları görülmüştür. "Üniversitelerde Arapça öğretmenlerine Web 2.0 araçları eğitimi verilmelidir." ifadesini içeren 10. madde katılımcılar tarafından dördüncü bölümde en yüksek ortalamaya (M=4.54) sahip ifade olmuştur.

**Tablo 6. Demografik verilere göre Arapça öğretmenlerinin kelime öğretiminde Web 2.0 araçlarını kullanmaya yönelik algıları**

| Arapça kelime öğretiminde Web 2.0 araçlarının kullanımına yönelik algı ile cinsiyet arasındaki farklılık, Mann-Whitney U testi sonuçları | | | | | |
|---|---|---|---|---|---|
| Cinsiyet | N | Sıra Ortalaması | Sıra | U | p |

| | | | Toplamı | | |
|---|---|---|---|---|---|
| Kadın | 64 | 41.21 | 2637 | | |
| Erkek | 16 | 37.66 | 602 | 466 | 0.583 |
| Toplam | 80 | | | | |

**Arapça kelime öğretiminde Web 2.0 araçlarının kullanımına yönelik algı ile yaş arasındaki farklılık, Kruskal-Wallis testi sonuçları**

| Grup | N | Sıra Ortalaması | sd | $\chi^2$ | p | Anlamlı Fark |
|---|---|---|---|---|---|---|
| A) 20-30 yaş | 40 | 44.11 | | | | |
| B) 31-40 yaş | 17 | 35.32 | 2 | 2.078 | 0.354 | - |
| C) 41 yaş ve üzeri | 23 | 38.04 | | | | |
| Toplam | 80 | | | | | |

**Arapça kelime öğretiminde Web 2.0 araçlarının kullanımına yönelik algı ile görev yapılan kademe arasındaki farklılık, Mann-Whitney U testi sonuçları**

| Görev Yapılan Kademe | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Ortaokul | 26 | 43.25 | 1124 | | |
| Lise | 54 | 39.18 | 2115 | 630 | 0.462 |
| Toplam | 80 | | | | |

**Arapça kelime öğretiminde Web 2.0 araçlarının kullanımına yönelik algı ile mezun olunan bölüm arasındaki farklılık, Mann-Whitney U testi sonuçları**

| Mezun Olunan Bölüm | N | Sıra Ortalaması | Sıra Toplamı | U | p |
|---|---|---|---|---|---|
| Arapça Öğretmenliği | 55 | 42.29 | 2326 | | |
| İlahiyat Fakültesi | 25 | 36.56 | 914 | 589 | 0.305 |
| Toplam | 80 | | | | |

Arapça öğretmenlerinin kelime öğretme konusunda Web 2.0 araçlarını kullanmaya yönelik algılarında anlamlı bir farklılık bulunup bulunmadığını ortaya koymak için örneklem grubuna yapılan Mann-Whitney U testinin sonucuna göre, kadın katılımcıların kelime öğretiminde Web 2.0 araçlarını kullanmaya yönelik algıları ile erkek katılımcıların algıları arasında anlamlı bir fark gözlenmemiştir (U=466, p>0.05). Üç ayrı yaş grubunun Web 2.0 araçlarını Arapça kelime öğretiminde kullanmalarına yönelik algılarında farklılık bulunup bulunmadığıyla ilgili yapılan Kruskal-Wallis testi sonuçlarına göre grupların algıları arasında anlamlı bir fark gözlenmemiştir ($\chi^2$ (2) =2.078, p>0.05).

Lise kademesinde derse giren öğretmenlerin kelime öğretiminde web araçlarını kullanmaya yönelik algıları ile ortaokul kademesinde eğitim veren katılımcıların algıları arasında anlamlı bir fark gözlenmemiştir (U=630, p>0.05). Arapça öğretmenliği bölümünden mezun öğretmenlerin kelime öğretiminde Web 2.0 araçlarını kullanmaya yönelik algıları ile ilahiyat fakültesinden mezun katılımcıların algıları arasında anlamlı bir fark gözlenmemiştir (U=589, p>0.05). Bu örneklem grubunda cinsiyetin, yaşın, ders verilen kademenin ve mezun olunan bölümün, kelime öğretiminde Arapça öğretmenlerinin Web 2.0 araçlarını kullanımına yönelik algılarına anlamlı bir etkisinin olmadığı söylenebilir.

**Dördüncü Alt Probleme Dair Bulgular**

Arapça öğretmenlerinin Web 2.0 araçlarını kullanım sıklıklarının nasıl olduğu çalışmanın son alt problemidir. Bu probleme yanıt bulmak için katılımcılara aşağıda yer alan öncüller sunulmuştur.

**Tablo 7. Arapça kelime öğretiminde Web 2.0 araçlarının kullanım sıklığı ölçeği madde ortalamaları**

| Madde No | Madde | N | M |
|---|---|---|---|
| 10 | Miro | 80 | 1.22 |
| 9 | Flipgrid | 80 | 1.29 |
| 7 | Nearpod | 80 | 1.30 |

| 5 | Powtoon | 80 | 1.34 |
| 6 | Storybird | 80 | 1.43 |
| 8 | Padlet | 80 | 1.53 |
| 3 | LearningApps | 80 | 1.95 |
| 1 | Kahoot | 80 | 1.98 |
| 4 | Quizizz | 80 | 2.36 |
| 2 | Wordwall | 80 | 2.59 |

Tablo 7'de katılımcıların öncüllere verdikleri yanıtların aldıkları ortalama değerler düşükten yükseğe doğru bir sıra izlenerek sunulmuştur. Katılımcıların verdikleri yanıtlara göre ankette yer alan Web 2.0 araçlarından derslerinde kullanmayı en az tercih ettikleri araç 1.22 ortalama ile Miro uygulaması olmuştur. Verilen uygulamalar içerisinde Flipgrid (M=1.29) ve Nearpod (M=1.30) uygulamalarının da diğer uygulamalara göre daha az tercih edildiği görülmektedir. Katılımcıların Arapça kelime öğretiminde kullanmayı en çok tercih ettikleri uygulama 2.59 ortalama ile Wordwall olmuştur. Wordwall uygulamasına en yakın ortalamaya sahip olan Web 2.0 aracının 2.36 ortalama ile Quizizz olduğu görülmüştür.

**Tablo 8. Demografik verilere göre Arapça öğretmenlerinin Web 2.0 araçlarını kullanım sıklıkları**

| **Arapça öğretmenlerinin kelime öğretiminde Web 2.0 araçlarını kullanım sıklıkları ile cinsiyetleri arasındaki farklılık, Mann-Whitney U testi sonuçları** | | | | | |
|---|---|---|---|---|---|
| **Cinsiyet** | **N** | **Sıra Ortalaması** | **Sıra Toplamı** | **U** | **p** |
| Kadın | 64 | 40.99 | 2623 | | |
| Erkek | 16 | 38.53 | 616 | 480 | 0.704 |
| Toplam | 80 | | | | |

| **Arapça öğretmenlerinin Web 2.0 araçlarını kullanım sıklıkları ile yaşları arasındaki farklılık, Kruskal-Wallis testi sonuçları** | | | | | | |
|---|---|---|---|---|---|---|
| **Grup** | **N** | **Sıra Ortalaması** | **sd** | **χ²** | **p** | **Anlamlı Fark** |
| A) 20-30 yaş | 40 | 46.83 | | | | |
| B) 31-40 yaş | 17 | 36.59 | 2 | 6.293 | 0.043 | A-C |
| C) 41 yaş ve üzeri | 23 | 32.39 | | | | |
| Toplam | 80 | | | | | |

| **Arapça kelime öğretiminde Web 2.0 araçlarının kullanım sıklıkları ile ders verilen kademe arasındaki farklılık, Mann-Whitney U testi sonuçları** | | | | | |
|---|---|---|---|---|---|
| **Görev Yapılan Kademe** | **N** | **Sıra Ortalaması** | **Sıra Toplamı** | **U** | **p** |
| Ortaokul | 26 | 43.21 | 1123 | | |
| Lise | 54 | 39.19 | 2116 | 631.5 | 0.467 |
| Toplam | 80 | | | | |

| **Arapça kelime öğretiminde Web 2.0 araçlarının kullanım sıklıkları ile mezun olunan bölüm arasındaki farklılık, Mann-Whitney U testi sonuçları** | | | | | |
|---|---|---|---|---|---|
| **Mezun Olunan Bölüm** | **N** | **Sıra Ortalaması** | **Sıra Toplamı** | **U** | **p** |
| Arapça Öğretmenliği | 55 | 43.25 | 2379 | | |
| İlahiyat Fakültesi | 25 | 34.44 | 861 | 536 | 0.114 |
| Toplam | 80 | | | | |

Arapça kelime öğretiminde Web 2.0 araçlarını kullanma sıklıklarında anlamlı bir farklılık bulunup bulunmadığını saptamak için yapılan Mann-Whitney U testi verilerine göre, kadın katılımcıların Arapça kelime öğretiminde Web 2.0 araçlarını kullanma sıklıkları ile erkek katılımcılar arasında anlamlı bir fark gözlenmemiştir (U=480, p>0. 05).

Üç ayrı yaş grubunun Arapça kelime öğretiminde Web 2.0 araçlarını kullanım sıklıkları arasında bir fark bulunup bulunmadığını saptamak amacıyla yapılan Kruskal-Wallis testine göre yaş gruplarının kelime öğretiminde Web 2.0 araçlarını kullanım sıklıkları arasında anlamlı fark bulunmuştur ($\chi^2$ (2) =6.293, p<0.05). Kruskal-Wallis testi ayrıca çoklu karşılaştırma yapamağıdından Mann-Whitney U testi kullanılarak çoklu karşılaştırmalar yapılmış, karşılaştırmalar sonucunda bu farkın A grubunu oluşturan 20-30 yaş aralığındaki katılımcılar ile C grubunu oluşturan 41 yaş ve üzeri katılımcılar arasında olduğu görülmüştür (U=187, p<0.05). B grubunu oluşturan 31-40 yaş arası katılımcılar ise diğer gruplardan anlamlı olarak farklılaşmamaktadır.

Sonuçlar incelendiğinde A grubunu oluşturan 20-30 yaş aralığındaki katılımcıların, Arapça kelime öğretiminde Web 2.0 araçlarını kullanım sıklıklarının C grubunu oluşturan 41 yaş ve üzeri katılımcılardan daha yüksek olduğu söylenebilir. Lise kademesinde derse giren öğretmenlerin kelime öğretiminde Web 2.0 araçlarını kullanma sıklıkları ile ortaokul kademesinde eğitim veren katılımcıların verilen uygulamaları kullanma sıklıkları arasında istatistiksel olarak anlamlı bir fark bulunamamıştır (U=631.5 p>0.05). Bu örneklem grubu için Arapça öğretmenliği bölümünden mezun öğretmenlerin kelime öğretiminde Web 2.0 araçlarını kullanma sıklıkları ile ilahiyat fakültesinden mezun katılımcıların kullanma sıklıkları arasında anlamlı bir fark gözlenmemiştir (U=536, p>0.05).

## TARTIŞMA, SONUÇ VE ÖNERİLER

Yapılan araştırma, Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları, bu araçları kullanmaya yönelik mesleki yeterlilik algıları, kelime öğretiminde bu araçları kullanmaya yönelik algıları ve bu araçları kullanım sıklıklarını ölçmek için tasarlanmıştır. Bulgular sonucunda birinci alt problemi oluşturan araştırmaya katılan Arapça öğretmenlerinin web algılarını anlamaya yönelik analiz çalışması yapılmış, cinsiyet, yaş, eğitim verdikleri kademe ve mezun olunan bölüm fark etmeksizin araştırmaya katılan Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algılarının son derece olumlu olduğu görülmüştür ($\bar{x}$= 4.20). Arapça öğretmenleri üzerinde elde edilen bu sonuç Özdemir (2021)'in İngilizce öğretmeni adayları üzerinde yürüttüğü araştırmada elde ettiği Web 2.0 araçlarının kullanımına dair görüşlerinin olumlu olduğu sonucuyla paralellik göstermektedir. Ayrıca Özerbaş (2017)'ın 113 İngilizce öğretmeni adayı üzerinde yürüttüğü çalışmada Web 2.0 araçlarına yönelik algıda cinsiyet değişkenine göre gruplar arası anlamlı bir farklılığa rastlamadığı araştırması ile de örtüşmektedir.

İkinci alt problemi oluşturan Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algısı açısından elde edilen sonuçlar incelendiğinde Arapça öğretmenlerinin bu ölçeğe verdikleri puan ortalamalarına bakılmış ve ankete katılan Arapça öğretmenlerinin Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarının oldukça olumlu olduğu görülmüştür ($\bar{x}$=3.62). Cinsiyet değişkeni ele alındığında kadın ve erkek Arapça öğretmenleri arasında mesleki yeterlilik algıları açısından anlamlı bir fark gözlenmemekle birlikte erkek katılımcıların mesleki yeterlilik algılarının ortalaması kadın katılımcılardan yüksek çıkmıştır. Kıyıcı (2012) çalışmasında öğretmen adaylarını örneklem olarak kullanmış, Web 2.0 araçlarını kullanmalarının katılımcıların cinsiyetine göre farklılık göstermediğini ortaya koymuştur.

Mesleki yeterlilik algısı yaş değişkeni açısından ele alındığında yapılan test sonucunda yaş değişkeni açısından anlamlı bir farklılık görülmektedir. Sonuçlara göre 20-30 yaş arası Arapça öğretmenlerinin mesleki yeterlilik algısının, 31-40 yaş ve 41 ve üzeri yaş aralığının mesleki yeterlilik algısından daha yüksek olduğu gözlenmiştir. Bu sonuç Duyku (2021)'nun araştırmasında bulduğu katılımcı 322 öğretmenin algılanan fayda ve kullanım niyeti bakımından yaşlara göre farklılaşmadığı ancak Web 2.0 araçlarına yönelik algılanan kullanım kolaylığının yaşlara ve kıdeme göre farklılaştığı bulgusuyla örtüşmüştür.

Ders verilen kademe değişkeni açısından mesleki yeterlilik algısı ele alındığında bu örneklem grubu için ortaokul kademesinde ders veren katılımcıların araştırmaya konu Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarının lise kademesinde eğitim veren katılımcıların

algısından daha olumlu olduğu söylenebilir. Bununla birlikte farklılık değeri sınırda çıktığı (p=0.05) ve 0.05'ten büyük olmadığı için anlamlı bir fark olmadığı söylenebilir.

Mezun olunan bölüm açısından değerlendirildiğinde Arapça öğretmenliği bölümünden mezun öğretmenlerin web araçlarını kullanmaya yönelik mesleki yeterlilik algıları ile ilahiyat fakültesinden mezun katılımcıların algıları arasında anlamlı bir fark gözlenmemiştir. Bununla yanında Arapça öğretmenliği bölümünden mezun katılımcıların mesleki yeterlilik algılarının puan ortalaması ilahiyat fakültesi mezunlarından daha yüksek olarak görülmüştür.

Üçüncü alt problemi oluşturan ve Arapça öğretmenlerinin kelime öğretiminde Web 2.0 araçlarını kullanmaya yönelik algılarını ölçmek için kullanılan anket maddeleri incelenmiş, yine bu bölümde katılımcı öğretmenlerin genel algıları olumlu olarak gözlenmiştir (x̄=3.70). Arapça kelime öğretiminde Web 2.0 araçlarının kullanımı ile ilgili öğretmen görüşlerine bakıldığında Arapça kelime öğretimi için Web 2.0 aracı kullanmanın ön hazırlık gerektirmesi sebebiyle öğretmenin iş yükünü artıracağı görüşünde olan öğretmenlerin oranı yüksek olmasına rağmen bu araçları kelime öğretiminde kullanmaya yönelik algılarının oldukça olumlu olduğu görülmüştür. Arapça kelime öğretiminde Web 2.0 araçlarının kullanımı algısı yaş, ders verilen kademe ve mezun olunan bölüm açısından anlamlı bir farklılık göstermemiştir. Almekhlafi ve Abulibdeh (2018)'in Birleşik Arap Emirlikleri'nde 152 Arapça öğretmeni üzerinde yürüttükleri Web 2.0 araçlarına ve bu araçları kullanımlarına yönelik algı araştırmasında uyguladıkları anketin 38 öncülünden iki öncülü dışında kadın ve erkek öğretmenler arasında anlamlı bir farklılık görülmemiştir. Farklılık görülen iki madde ise algı ile ilgili maddeler olmayıp kadın ve erkek katılımcılar arasındaki uygulama kullanım tercihleri arasındaki farklılıktır. Ayrıca demografik özelliklere göre de anlamlı bir farklılık göstermemesi araştırmamızı desteklemektedir.

Son olarak Arapça öğretmenlerinin hangi web araçlarını daha sık kullandıklarını görmek amacıyla hazırlanan bölümün sonuçları incelendiğinde Arapça öğretmenlerinin verilen uygulamalar arasından en çok kullandıkları uygulamanın Wordwall olduğu, bu uygulamayı Quizizz, Kahoot ve LearningApps uygulamalarının izlediği görülmüştür. Bu sonuç Özdemir (2021)'in İngilizce öğretmen adaylarının özellikle kelime dağarcığı becerilerini geliştirmek için Web 2.0 araçlarını kullandıklarını belirtmesi, araştırmamızın sonucunda Wordwall, LearningApps, Kahoot, Quizizz gibi kelime oyunlarını merkeze alan uygulamaların en çok kullanılan uygulamalar olarak gözlenmesiyle bağlantılıdır. Nearpod ve Miro gibi birçok farklı kullanıma hizmet edebilen işlevsel uygulamaların en düşük puanı alan uygulamalardan olması bu uygulamaların daha çok tanıtılmasına ihtiyaç duyulduğunu göstermektedir.

Arapça öğretmenlerinin Web 2.0 araçlarını kullanım sıklıkları arasında yaş gruplarına göre anlamlı bir farklılığa rastlanmıştır. Sonuçlara göre 20-30 yaş arası katılımcılar diğer gruplardan anlamlı bir şekilde ayrışarak bu uygulamaları onlardan daha sık kullandıklarını belirtmişlerdir. Yeşilyurt (2019)'un anket sonuçlarına göre öğretim görevlilerinin Web 2.0 araçlarını dil öğretiminde kullanmaya istekli oldukları ancak bu konuda yeterli bilgiye sahip olmadıkları bu sebeple de Web 2.0 araçlarının kullanımına dair hizmet içi eğitime ihtiyaç duydukları tespit edilmiştir. Ayrıca Riyad'da yaşları 25-50 arasında değişen 628 öğretmen üzerinde yapılan, öğretmenlerin mesleki yeterlilikleri ile Web 2.0 araçlarını kullanımı arasındaki ilişkiyi araştıran çalışmada öğretmenin yaş değişkeninin Web 2.0 araçlarının kullanımını tahmin etmek için kullanılabileceği belirtilmiştir. Öğretmenin yaşı ne kadar büyükse Web 2.0 araçlarını sınıflarda o kadar az kullandığı ifade edilmiştir (Alhassan, 2017).

Sonuç olarak bu çalışmanın Web 2.0 araçlarına yönelik algı ile ilgili elde ettiği sonuçların literatürdeki araştırmalar ile benzerlikler gösterdiği söylenebilir. Arapça öğretmenleri üzerinde uygulanan anketin yaş değişkeni açısından mesleki yeterlilik algısı düzeyinde farklılık göstermesi ise araştırmacı tarafından beklenen bir sonuçtur. Bunun sebebi olarak teknolojinin içine doğan nesil ile teknolojiyle sonradan tanışan nesil arasında oluşabilecek yeterlilik algısının farklı olabilmesi gösterilebilir. Elde edilen verilerin araştırmaya katılan 80 Arapça öğretmeni ile sınırlı olduğu bu çalışma genelde Arapça öğretimi, özelde Arapça kelime öğretiminde web araçlarının daha etkin kullanılmasının gerekliliği ile ilgili araştırmalar sunmuştur. Geçmişten günümüze Web 2.0 araçlarının

kullanımıyla ilgili elde edilen sonuçlar göstermektedir ki, öğrencilerin ve eğitimin değişen ihtiyaçlarına ayak uydurmak için öğretmenler teknolojik gelişmeleri takip etmeli, derslerini daha eğlenceli ve verimli kılacak şekilde Web 2.0 araçlarıyla zenginleştirmelilerdir. Öğrencilerin eleştirel düşünme ve problem çözme becerilerine önemli etkileri olan (Gündüzalp, 2021) Web 2.0 araçlarının sürekli gelişen ve değişen bir teknoloji olması takip etmeyi hem zorlaştırmakta hem de zorunlu kılmaktadır. Bu çalışmanın Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algılarının anlaşılmasına katkı sağlaması beklenmektedir. Araştırma sonucunda elde edilen sonuçlara yönelik aşağıdaki önerilerde bulunulmaktadır:

Araştırmaya katılan 80 Arapça öğretmeni, ilahiyat ve Arapça öğretmenliği bölümlerinden mezundur. Örneklem grubu genişletilerek ve çalışmaya Arap dili ve edebiyatı ve mütercim-tercümanlık bölümlerinden mezun Arapça öğretmenleri de dahil edilerek genelde Arapça öğretimi, özelde Arapça kelime öğretimi için Web 2.0 araçlarına yönelik algının değerlendirildiği farklı araştırmalarda farklı sonuçlar ortaya çıkabilir.

Bu araştırmada katılımcıların bulundukları ya da görev yaptıkları il sorulmamıştır. İl ya da bölge bazında gerçekleştirilecek yeni çalışmalar mevcut durumun anlaşılması ve Web 2.0 araçlarına yönelik algı ve kullanım sıklığı açısından geliştirilmeye ihtiyaç duyulan noktaların daha net ortaya çıkmasına olanak tanıyabilir.

Veri toplama aracı olarak nicel araştırma yöntemlerinden anketin kullanıldığı bu çalışmaya ek olarak gözlem ve görüşme gibi nitel araştırma yöntemlerinden de yararlanılarak yapılacak çalışmalar Arapça öğretmenlerinin Web 2.0 araçlarına yönelik algıları hakkında daha geniş bilgiler elde edilmesine katkı sağlayabilir.

Web 2.0 araçlarının Arapça öğretmeni yetiştiren eğitim fakültelerinde tanıtımı ve görev yapan Arapça öğretmenlerine hizmet içi eğitimlerin verilmesi, Web 2.0 araçlarının daha çok tanınmasına ve etkin kullanılmasına yardımcı olabilir. Ayrıca, Web 2.0 araçlarına yönelik verilen eğitimlerin teoriden çok pratiğe odaklanması, Arapça öğretmenlerinin derslerinde Web 2.0 araçlarını kullanmaya yönelik mesleki yeterlilik algılarını artırabilir.

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# How Satisfactory is Distance Education for Pre-Service English Language Teachers?

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**Abstract:** Several national and international higher education institutions had already started offering distance education to their students; however, the global outbreak of the Covid-19 pandemic in the first quarter of 2020 accelerated this process and educational institutions at all levels had to switch to distance education in line with the precautions taken by the governments. It can be argued that neither the educational institutions nor the teachers/instructors and students were well-prepared for such a swift shift. Therefore, the aim of this study is to identify distance education satisfaction levels of pre-service English language teachers by shedding light on the variables that may have an influence on their perceptions. A mixed methods research design, involving 122 pre-service English language teachers studying at a state university in Turkey, was employed within the study and both qualitative and quantitative data were collected and analyzed. For the analysis of the quantitative data, descriptive statistics, independent samples t-test, one-way analysis of variance (ANOVA) and Mann-Whitney U test were utilized. Likewise, qualitative data was analyzed via content analysis. The results of the analyses indicate that the implementation of distance education is regarded as satisfactory in some respects and unsatisfactory in some other respects. It can be hypothesized that the specification of these aspects will possibly help both educational institutions and teachers/instructors design and implement their distance education operations more effectively since the opinions and perceptions of the students as to the implementation of distance education are revealed within the study.

**Keywords:** *Distance Education, Online Education, ELT*.

## INTRODUCTION

It has become a fact that the field of education in general is constantly in a state of change and evolution as a direct result of sociological, psychological, technological, political, economic and demographic changes. As computers and the internet have become readily available and affordable, this transformation has reached an unprecedented scale in the last four decades in higher education (McAvinia, 2016). Today's university students, who can be defined as digital natives, are actively busy with the latest technology in their daily lives (Boettcher & Conrad, 2016); thus, in an effort to cater for the needs, preferences and peculiarities of digital natives, several higher education institutions already started integrating technology and online education into their operations and practices (Boz Yüksekdağ, 2016; Kavrat & Türel, 2013; Krusekopf, 2019). A few years ago, Boettcher and Conrad (2016) projected that "we are now rapidly approaching a time in which there are no traditional face-to-face courses; all courses will use some digital gathering and communications tools and spaces such as those offered by course management systems" (pp. 10-11). In a similar manner, Altman et al. (2019) argued that "traditional, on-site education is enhanced, supplemented or even replaced by teaching and learning in the digital space" (p. 1). Accordingly, the sudden outbreak of the Covid-19 pandemic has accelerated this process of digitalization and led to a radical and irreversible transformation in the field of education among many other fields and sectors both globally and nationally in that usual educational operations had to be suspended in an effort to minimize or avoid physical contact among the teachers and the students. To be more precise, starting from the second quarter of 2020, all

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educational institutions around the globe as well as in Turkey stopped traditional face-to-face education and started distance education in line with the precautions taken by the governments against Covid-19 pandemic; however, the extent to which distance education has been effective and satisfactory needs to be investigated.

## LITERATURE REVIEW

### Distance Education

Distance education (DE), in itself, is not a new phenomenon in that it has been practiced for nearly three centuries. As has been reported by Moore and Kearsley (2011), the beginnings of DE can be traced back to 1720s when written correspondence between the teachers and the learners in the form of letters took place. The invention of radio and television at the turn of the 20th century greatly contributed to DE in the form of educational broadcasts. Finally, the diffusion of personal computers and the internet accelerated the process of DE via online learning. As can be understood, DE covers a broad field of action in which learners are geographically separated from both the teacher and the educational institution (Burns, 2011; Hartnett, 2016) and many other terms such as *distance learning, distance teaching, open learning, blended learning, hybrid education, online learning, asynchronous learning, e-learning* and *tele-education* can be used interchangeably to express the same or similar phenomenon (Caner, 2016; Ustabulut & Keskin, 2020); nevertheless, for the purposes of clarity, the umbrella term *distance education* has been preferred throughout this study. It is highly difficult to present an all-agreed definition for the concept of DE (Karasu & Sarı, 2019). As a result, though a plethora of definitions exist in the relevant literature, the concept of distance education here can be defined as "…the use of the internet to access materials; to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience" (Ally, 2008, p. 5). As can be understood from the definition, utilization of the internet is regarded crucial for delivering the materials and course content, ensuring interaction and offering support to the learners, who are expected to take on greater responsibility of their own learning.

It should be noted that DE brings certain advantages as well as drawbacks with it. To start with, DE offers great flexibility to learners by removing temporal and geographical restrictions that are inherent in traditional face-to-face education (Boz Yüksekdağ, 2016; Burns, 2011; Hartnett, 2016). To be more precise, learners have the freedom to decide for themselves what, where, when, how and how much to learn in DE (Simonson et al., 2015). Additionally, DE may provide the learners with a productive and effective instructional context if the course and materials are well-designed, which improves learners' autonomy, self-regulation and life-long learning skills (Devran & Elitaş, 2016). It should also be noted that DE has the potential to cater for the needs of learners with a variety of learning styles and experiences (Burns, 2011; Simonson et al., 2015). Moreover, the implementation of DE will possibly contribute to the digital literacy levels of both the teachers and the students. Furthermore, equity of access to education may be enhanced thanks to DE (Koç, 2020) and it tends to be cheaper to run once the initial investments are made. In a similar vein, it may be easier for the teachers to update their course materials after they have created them.

On the other hand, digital divide emerges as the main disadvantage of DE (Simonson et al., 2015) since it is hardly possible to claim that every learner has equal access to powerful and modern computers with reliable and consistent internet connection. Likewise, DE has been criticized on the grounds that it may limit interaction among the learners, thereby impairing their social development (Devran & Elitaş, 2016). Moreover, it has been noted that learners lacking in autonomy and self-regulation skills may not get the best from the implementation of DE. The number of students enrolled in a DE course is also an important factor in that in overcrowded online courses, the teacher may not spare enough time to each student, leading to problems in terms of interaction and feedback (Gürer et al., 2016). As has been argued by Bayrak et al. (2017), learners need more support in DE as they are expected to take on their own learning responsibility; thus, the interaction between the teacher and the

student should be more effective and frequent in distance education. It should not go without saying that courses with practical components (such as microteaching) may not lend themselves easily to DE.

It should be pointed out at this stage that the global fight against Covid-19 pandemic required instant action; therefore, educational institutions did not have enough time to prepare for such a sudden and radical transformation. It would be justified to argue that neither the teachers nor the learners were ready for such swift switch to DE; however, it emerged as the only best option under the circumstances of emergency. Nevertheless, the concept of DE has been discussed extensively in Turkey since 1920s and correspondences in the form of letters were applied between 1950 and 1975 (Bozkurt, 2017; Devran & Elitaş, 2016). Television and radio broadcasts were also utilized till the last decade of the 20th century with the aim of providing Turkish learners with DE. Eventually, the internet became commonly available across the country at the turn of the 21st century and online DE has been employed by various educational institutions in varying forms and intensity (Bozkurt, 2017; Devran & Elitaş, 2016; Gürer, et al., 2016; Karasu & Sarı, 2019; Kavrat & Türel, 2013). In this respect, Simonson et al. (2015) consider the readiness of institutions, teachers and students as crucial for the successful implementation of DE arguing that "no organization should enter into the distance education marketplace without a clearly thought-out plan that has gained the consensus approval of all key players" (p. 281). Nonetheless, such a harsh shift to DE as a result of Covid-19 pandemic has raised several questions such as: *a)* To what extent are the educational institutions prepared for DE?, *b)* To what extent are the teachers/instructors prepared for DE?, *c)* To what extent are the students prepared for DE? and *d)* Are the technical and technological infrastructures of both the educational institutions and students sufficient for a proper DE process? As can be inferred, the undertaking of distance education is highly multifaceted and students are arguably the most significant stakeholders throughout the process as they are the recipients, or more precisely clients, of distance education.

It is highly probable that the compulsory shift to DE due to Covid-19 has been the first DE experience for most of the teachers/instructors and students across the country. It is also highly likely that DE will continue to be employed throughout the globe either as a supplement to or as a substitution for traditional face-to-face education (Rennell, 2020). Simonson et al. (2015) view DE as a dramatic idea and maintain that "it may change, even restructure, education, but only if it is possible to make the experience of the distant learner complete, satisfying, and acceptable" (p. 26). Moving from such line of reasoning, it can be argued that the perceptions of students as to the process of DE is crucial for their achievement and the design of the DE needs to be prepared in line with the expectations, preferences, needs and provisions of the students (Başar et al., 2019; Kışla, 2016; Yıldırım et al., 2014). In line with this, if the students do not hold positive perceptions towards DE, the overall success of the instruction will be seriously impaired (Birişçi, 2013). The findings of studies conducted so far demonstrate that learners' anxiety about technology; teachers' attitudes towards DE; flexibility, quality and perceived usefulness of the course; user-friendliness of the platform by which DE is delivered; and variety of assessment procedures employed have an influence on the learners' perceived satisfaction with their DE experience (Sun et al., 2008). In a similar vein, Ozkan and Koseler (2009) argue that the quality of the instructor, system and content are also linked to learners' satisfaction.

The aim of this study, therefore, is to reveal *a)* whether pre-service English language teachers are satisfied with their DE experience, *b)* the extent to which pre-service English language teachers are satisfied with their DE experience and *c)* the opinions held by pre-service English language teachers as to the process of DE. Accordingly, the significance of this study lies in the fact that the findings of the study will help both educational institutions and teachers/instructors design and implement their distance education operations more efficiently since the opinions and perceptions of the students as to the implementation of distance education will have been exposed by the end of the study.

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*Research Questions*

This study aims to identify DE satisfaction levels of pre-service English language teachers by shedding light on the variables that may have an influence on their perceptions. Therefore, the research questions to be dealt with in this study are:

1. What is the level of overall satisfaction of pre-service English language teachers with distance education?

2. Does the satisfaction of pre-service English language teachers with distance education differ according to:

2.1. their gender?

2.2. their grade level?

2.3. their level of digital literacy?

2.4. the time they daily spend online?

3. What makes DE satisfying and/or dissatisfying for pre-service English language teachers?

## METHODOLOGY

In line with the aim of the research, a mixed-methods research design has been adopted within the study since mixed methods research design promises to minimize the weaknesses of relying on solely qualitative or quantitative research designs and makes it possible to conduct a multi-level analysis of the phenomenon under investigation (Dörnyei, 2007). Detailed information as to the research design, the participants, data collection tools and procedures, the process of data analysis as well as research ethics has been provided within the following sub-sections.

**Research Design**

The study is a combination of both a quantitative and a qualitative research design. In the quantitative dimension of the study, a quantitative research method; namely correlational model, one of the scanning models, has been employed. The main purpose of the study is to reveal the current state of a situation that has been experienced or is being experienced (İslamoğlu, 2003). Accordingly, the aim of studies that employ correlational model is to be able to reveal the co-change between two or more variables (Karasar, 2013). To be more specific, a five-point Likert-type self-report questionnaire (SRQ) has been utilized for the collection of quantitative data with the aim of identifying: *a)* whether pre-service English language teachers are satisfied with the process of DE they have experienced, *b)* the extent to which pre-service English language teachers are satisfied with DE and *c)* the variables that influence their perceptions. In addition, the participants have been asked to express and write about their opinions as to their experience of DE in response to an open-ended question at the end of the questionnaire, which constitutes the qualitative dimension of the research design employed within the study. Therefore, with the aim of eliminating the possible weaknesses of utilizing only one research design, conducting a multi-level analysis of a complex issue and improving validity (Dörnyei, 2007), a mixed-methods research design has been adopted throughout the study.

**Data Collecting Tool**

A self-report questionnaire (SRQ) has been utilized in order to collect the quantitative data for this study. A SRQ has been defined as an instrument "…in which participants typically are presented with a set of specific statements, questions, or prompts and must respond to each by selecting one of several options provided on the instrument" (Wolters & Won, 2017, p. 308). The set of specific prompts, questions, or statements enables researchers to collect the participants' perceptions, attitudes, beliefs, knowledge, abilities, or behaviors as to the subject under scrutiny. The reason why a SRQ has been adopted within the study is that a SRQ is comparatively more convenient and cheaper to produce, administer, score and analyze. Thus, in line with the title of this study, the *Satisfaction Perceptions of Distance Education Students Scale* (SPDESS), developed by Eygü and Karaman (2013), was

employed as the quantitative data collection tool. The original scale includes two sections: a) demographic information and b) scale items. However, in order to enable a multi-level analysis of the implementation of distance education and improve the validity and reliability of the study, an extra open-ended question requesting participants to express their opinions about distance education was added at the end of the data collection tool. In the first section of the SRQ, demographic variables such as the ages, genders and grade levels of the participants were collected. The second section of the SRQ consists of 34 items and the participants were asked to express their opinions on these statements by filling out a five-point Likert-type scale (*1: Strongly Disagree; 2: Disagree; 3: Undecided; 4: Agree; 5: Strongly Agree*). In the third section of the SRQ, the participants were requested to provide their answers for an open-ended question (*Could you please express your ideas as to the whole process of distance education with a specific view to what was satisfying and what was not so satisfying for you?*).

### *Satisfaction Perceptions of Distance Education Students Scale (SPDESS)*

The SPDESS was developed and validated by Eygü and Karaman (2013) in Turkish context by scanning various satisfaction scales in several sectors and adapting them into Turkish distance education context. The SPDESS consists of 34 items grouped under 8 factors (1: *personal suitability [items 1-9],* 2: *efficiency/communication [items 10-14],* 3: *learning [items 15-19],* 4: *programme evaluation [items 20-23],* 5: *technology/social interaction [items 24-26],* 6: *materials[items 27-29],* 7: *technical support [items 30-32],* 8: *assessment [items 33-34]*), and the results of the exploratory factor analysis conducted indicate that the eight factor structure of the SPDESS exhibits a high level of inner validity. Additionally, it was reported by Eygü and Karaman (2013) that the SPDESS featured a high level of reliability ($\alpha = 0,93$). In a similar vein, the reliability of the SPDESS is computed as $\alpha =,962$ in the present study. Since all the participants' native language is Turkish, the original form of the SPDESS has been employed without any modifications.

### Study Group

The participants of the study are 122 pre-service English language teachers studying at the English Language Teaching (ELT) department, School of Education, Suleyman Demirel University (SDU), Isparta, Turkey. Pre-service English language teachers from all grade levels (freshman, sophomore, junior, and senior) studying during 2020/2021 academic year participated in the study. Due to limitations mandated by the precautions against Covid-19 pandemic, the technique of 'convenience sampling' (Dörnyei, 2007; Nunan, 1992) had to be adopted in this study in that the participants were selected because of their convenient accessibility, availability, proximity and willingness. All the participants attended DE courses conducted by the institution (SDU) between April 2020 and July 2021. Descriptive statistics as to the demographic characteristics of the participants are presented in Table 1.

**Table 1. Demographic Information of the Participants**

| Grade level | Number of Participants | | Total | Grade level % |
| | Female | Male | | |
| --- | --- | --- | --- | --- |
| Freshman | 24 (%77) | 7 (%23) | 31 (%100) | %25 |
| Sophomore | 22 (%73) | 8 (%27) | 30 (%100) | %25 |
| Junior | 24 (%77) | 7 (%23) | 31 (%100) | %25 |
| Senior | 14 (%47) | 16 (%53) | 30 (%100) | %25 |

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| Total | 84 (%69) | 38 (%31) | 122 | %100 |
|---|---|---|---|---|

Table 1 demonstrates that, of the 122 pre-service English language teachers who participated in the study, % 69 (n=84) are female whereas % 31 (n=38) are male. As to the grade levels of the participants, it is possible to claim that an equal distribution has been observed since almost an equal number of participants from four grade levels has taken part in the study.

**Data Analysis**

Following the data collection process, both quantitative and qualitative data were gathered. For the analysis of the quantitative data, independent samples t-test and one-way analysis of variance (ANOVA) test needed to be conducted. However, the following assumptions should be met before these analyses can be performed (Mertler & Vannatta, 2005; Tabachnick & Fidell, 2014; Thode, 2002):

1. The data must be continuous: The data of this research consisted of the responses obtained from the SPDESS. Continuity of the data (SPDESS scores) were examined and it was observed that the data were appropriate. Thus, as the scores obtained from the SPDESS are continuous, the first assumption is satisfied.

2. The data should feature normal distribution: The results of the analyses conducted to confirm the normal distribution of the data are presented below. Table 2 demonstrates the skewness and kurtosis coefficients of the data to determine normality and the results are interpreted.

**Table 2. Skewness and Kurtosis coefficients of the variable**

| Variable | Kurtosis | Kurtosis standard error | Skewness | Skewness standard error |
|---|---|---|---|---|
| SPDESS | -0.300 | 0.435 | 0.257 | 0.219 |

First of all, the values obtained by dividing the skewness and kurtosis coefficients of the data into standard errors need to be checked to ensure normality (Gnanadesikan, 1997; Howitt & Cramer, 2011; Tabachnick & Fidell, 2014) and it was observed at the end of this analysis that the skewness value was outside the $\pm$ 2 limit. However, the skewness and kurtosis coefficients are not enough to decide on normality. Thus, Shapiro-Wilk test was also conducted for the SPDESS and Table 3 shows that the data were distributed homogenously.

**Table 3.  Normality test**

| | **Shapiro-Wilk Statistics** | **sd** | **p** |
|---|---|---|---|
| SPDESS | 0.987 | 121 | 0.283 |

3. Homogeneity of variances needs to be ensured for independent samples t-test and one-way analysis of variance (ANOVA) test (Tabachnick & Fidell, 2014): This assumption is dealt with separately prior to the analyses to be conducted for each research question. To sum up, it was observed that the data to be analyzed in the study satisfied the required assumptions and statistical computations were implemented.

On the other hand, with the aim of shedding light on the personal opinions held by pre-service English language teachers as to the implementation of DE and identifying the aspects of DE that are regarded as satisfying and dissatisfying, a set of qualitative data was also collected. The technique of

content analysis was employed for the analysis of the qualitative data, which can be defined as "…a strict and systematic set of procedures for the rigorous analysis, examination and verification of the contents of written data" (Cohen et al., 2007, p. 475). Thus, the responses of pre-service teachers for the open-ended question were read, compared, and reread repeatedly and emerging codes were identified and classified. Following the classification process, sub-themes were pinpointed and organized into broader major themes.

**Research Procedures**

Following the SDU Scientific Research Ethics Committee's approval of the implementation of the data collection tool (14/09/2020-96/4), the SPDESS was uploaded on an online platform (docs.google.com/forms). As a next step, the participants were informed about the aim and content of the SPDESS and they were requested to complete the SPDESS after agreeing to participate in the study. The process of data collection started in June 2021 and lasted for a month. The total number of students enrolled in the ELT department was 197; however, 122 of them agreed to participate in the study. Since the SPDESS involved items related to assessment practices throughout the process of DE, the researcher intentionally waited for the announcements of all the exams' scores conducted in the department so as not to contaminate the validity and reliability of the study. Therefore, all the participants were informed about their own grades from all the courses and assumed to express their opinions in an honest and wholehearted manner.

**FINDINGS AND DISCUSSION**

In this section of the study, the results of the analyses conducted for each research question have been presented and discussed.

**What is the level of overall satisfaction of pre-service English language teachers with distance education?**

The arithmetic mean and standard deviation values for the SPDESS and its factors are given in Table 4 with the aim of answering the first research question.

**Table 4. Statistics for SPDESS and its factors**

| Factors / SPDESS | X / Percentage of Scores | D | Maximum scores that can be achieved |
|---|---|---|---|
| PS | 22.62 / 50.26 | 8.76 | 45 |
| E/C | 15.12 / 60.48 | 4.54 | 25 |
| L | 11.97 / 47.88 | 6.06 | 25 |
| PE | 11.49 / 57.45 | 4.01 | 20 |
| T/SI | 8.23 / 54.86 | 3.40 | 15 |
| M | 10.62 / 70.8 | 2.80 | 15 |
| TS | 8.12 / 54.13 | 3.13 | 15 |
| A | 7.13 / 71.3 | 2.26 | 10 |
| SPDESS | 95.30 / 56.05 | | 170 |

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| 27.99 |
| --- |

PS: Personal Suitability, E/C: Efficiency/Communication, L: Learning, PE: Programme Evaluation, T/SI: Technology/Social Interaction, M: Materials, TS: Technical Support, A: Assessment

All the items in the SPDESS are positive and the mean scores of the responses given to all the items are computed. In addition, as the number of items in the factors is different from each other, the total scores that can be obtained are different. Therefore, with the aim of making comparisons among the factors possible and easier, mean scores of the participants' responses are converted into percentages by correcting them according to the total score. Accordingly, the highest mean score is observed in the '*Assessment*' factor with a score of % 71.3. There are 2 items in this factor of the SPDESS. The highest score that can be obtained here is 10 whereas the lowest possible score is 2. It can be argued that participants' perceptions on the assessment factor of the SPDESS are relatively high and they mostly agree with the items under the factor of assessment. Similarly, the percentage of scores in the '*Materials*' factor is % 70.8. There are 3 items in this factor of the SPDESS. While the highest score that can be obtained in this factor is 15, the lowest possible score is 3. It can be claimed that the participants' perceptions on the materials factor of the SPDESS are somewhat high and they mostly agree with the items under the factor of materials. The percentage of scores in the '*Efficiency/Communication*' factor is % 60.48. There are 5 items in this factor of the SPDESS. The highest score that can be obtained in this factor is 25 while the lowest possible score is 5. It can be contended that participants' perceptions on the efficiency/communication factor of the SPDESS are at moderate level. In other words, they agree with some of the items under the factor of efficiency/communication while they disagree with some other items. In a similar way, the factor of '*Programme Evaluation*' contains 4 items and the percentage of scores in this factor has been computed as % 57.45. It would be justified to argue that the participants, in line with the wording of the SPDESS, neither agree nor disagree with the items in the factor of programme evaluation. Likewise, the factor of '*Technology/Social Interaction*' involves 3 items and the percentage of scores has been calculated as % 54.86, which also indicates that the participants neither agree nor disagree with the items under this factor. As to the factor of '*Technical Support*', the percentage of scores has been computed as % 54.13, which again shows that the participants do not agree or disagree with the items under the factor of technical support. Similarly, the factor of '*Personal Suitability*' contains 9 items and the percentage of scores has been computed as % 50.26, which reveals that the participants do not agree or disagree with the items under the factor of personal suitability. Finally, the lowest percentage of scores has been observed in the factor of '*Learning*' with a score of % 47.88. Thus, it can be argued that the participants maintain neutral or negative opinions as to the learning factor of the SPDESS.

When it comes to the participants' overall perceptions of the SPDESS, the percentage of their scores in the SPDESS is % 56.05. There are a total of 34 items in the SPDESS. Therefore, while the highest score that can be obtained in the SPDESS is 170, the lowest possible score is 34. Considering this figure, it can be argued that the participants' perceptions on the SPDESS are at moderate level. More precisely, in line with the wording of the 5-point Likert-type items in the SPDESS, their mean score shows that they '*neither agree nor disagree*' rather than '*agree*' or even '*strongly agree*', which implies that the pre-service English language teachers are partly satisfied and partly dissatisfied with their experience of distance education. This conclusion concurs with Almusharraf and Khahro (2020)'s study conducted in the Kingdom of Saudi Arabia, Dinh and Nguyen (2020)'s study carried out in Vietnam, and Avsheniuk et al. (2021)'s study implemented in Ukraine during the Covid-19 pandemic in that some features of DE were welcomed while some other features were regarded as far from satisfactory in their study. On the other hand, in another study conducted in Jordan context revealed that learners' level of satisfaction with the DE was low (Hamdan et al., 2021).

**Does the satisfaction of pre-service English language teachers with distance education differ according to their gender?**

In line with the second research question, pre-service English language teachers' descriptive statistics on their perceptions of the SPDESS are presented in Table 5 below.

**Table 5. Descriptive statistics on the SPDESS according to gender**

| Groups | | N | Mean | SD |
|--------|--------|----|-------|-------|
| **SPDESS** | Female | 84 | 94.98 | 27.05 |
| | Male | 38 | 96.03 | 30.32 |

As can be inferred from Table 5, female pre-service English language teachers' mean score on the SPDESS is 94.98 and standard deviation is 27.05 whereas male pre-service English language teachers' mean score is 96.03 and standard deviation is 30.32. The mean scores of female and male participants are different from each other. Hence, independent samples t-test has been conducted in order to determine whether the observed difference is statistically significant. In this respect, Table 6 indicates that variance homogeneity is confirmed for the independent samples t-test.

**Table 6. Independent samples t-test of the SPDESS according to gender**

| | | Equality of Variance Levene Test | | Independent samples t-test | | | |
|--------|--------------------|------|------|-------|--------|------|--------------------|
| | | F | Sig. | t | SD | p | Mean Difference |
| **SPDESS** | Variances Equal | .249 | ,619 | -.191 | 120 | .849 | -1.05 |
| | Variances Unequal | | | -.183 | 64.707 | .855 | -1.05 |

Levene test results presented in Table 6 indicate that the assumption of variance homogeneity has been confirmed (sig=.619; sig>,05). Therefore, the last assumption for independent samples t-test has been satisfied. However, independent samples t-test results of the SPDESS according to gender reveal that the observed difference between the female and male pre-service English language teachers is not statistically significant (p=.849; p>,05). In this respect, it can be argued that gender has no influence on the SPDESS perceptions of the participants. This conclusion has been confirmed by the findings of many other previous studies (Bayrak et al., 2020; Tseng et al., 2022; Zhang & Lin, 2020).

**Does the satisfaction of pre-service English language teachers with distance education differ according to grade level?**

In line with the third research question, one-way analysis of variance (ANOVA) test is to be conducted to determine whether the satisfaction of pre-service English language teachers with distance education differ according to their grade level. Table 7 demonstrates that the assumption of variance homogeneity has been confirmed for the ANOVA test.

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**Table 7. ANOVA test variance equality of the SPDESS according to grade level**

| | Variance Equality Levene Test | | ANOVA Test | |
|---|---|---|---|---|
| | F | df1 | df2 | p |
| **SPDESS** | 1.28 | 3.00 | 118.00 | 0.29 |

Levene test results given in Table 7 indicate that the assumption of variance homogeneity has been confirmed (F=1.28, sig=.29; sig>,05). Consequently, the last assumption for the ANOVA test has been fulfilled. ANOVA test results to determine whether the satisfaction of pre-service English language teachers with distance education differs according to their grade level are presented in Table 8.

**Table 8. ANOVA test of the SPDESS according to grade level**

| Grade Level | N | Mean | SD | Source of variance | KT | SD | KO | F | P |
|---|---|---|---|---|---|---|---|---|---|
| Freshman | 31 | 98.87 | 23.87 | Between Groups | 895.55 | 3 | 298.52 | | |
| Sophomore | 30 | 91.33 | 27.36 | Within Groups | 93870.23 | 118 | 795.51 | | |
| Junior | 31 | 96.10 | 26.87 | Total | 94765.78 | 121 | | 0.38 | 0.77 |
| Senior | 30 | 94.77 | 33.94 | | | | | | |
| Total | 122 | 95.30 | 27.99 | | | | | | |

ANOVA test results of the SPDESS according to grade level presented in Table 8 reveal that the difference between and among the pre-service English language teachers from different grade levels (freshman, sophomore, junior and senior) is not statistically significant (F= 0.38, p= .77; sig>,05). As a result, it can be argued that grade level has no influence on the SPDESS perceptions of the participants. In a similar vein, Tseng et al. (2022) concludes that grade level has no correlation with DE satisfaction while Hamdan et al. (2021) implies that the grade level of the students have a positive correlation with their level of satisfaction with DE.

**Does the satisfaction of pre-service English language teachers with distance education differ according to their level of digital literacy?**

In line with the fourth research question, one-way analysis of variance (ANOVA) test is to be conducted to determine whether the satisfaction of pre-service English language teachers with distance education differ according to their level of digital literacy. Table 9 demonstrates that the assumption of variance homogeneity has been confirmed for the ANOVA test.

**Table 9. ANOVA test variance equality of the SPDESS according to level of digital literacy**

| | Variance Equality Levene Test | ANOVA Test | | |
|---|---|---|---|---|
| | F | df1 | df2 | p |
| SPDESS | 0.12 | 2.00 | 119.00 | 0.89 |

Levene test results given in Table 9 indicate that the assumption of variance homogeneity has been confirmed (F=0.12, sig=.89; sig>,05). Hence, the last assumption for the ANOVA test has been satisfied. ANOVA test results to determine whether the satisfaction of pre-service English language teachers with distance education differ according to their level of digital literacy have been presented in Table 10.

**Table 10. ANOVA test of the SPDESS according to level of digital literacy (LDL)**

| LDL | N | Mean | SD | Source of variance | KT | SD | KO | F | p |
|---|---|---|---|---|---|---|---|---|---|
| B | 35 | 96.57 | 25.79 | Between Groups | 1976.97 | 2 | 988.48 | | |
| G | 54 | 98.44 | 28.02 | Within Groups | 9278.81 | 119 | 779.74 | 1.27 | 0.29 |
| VG | 33 | 88.82 | 29.87 | Total | 94765.78 | 121 | | | |
| T | 122 | 95.30 | 27.99 | | | | | | |

(B: Basic; G: Good; VG: Very Good; T: Total)

ANOVA test results of the SPDESS according to level of digital literacy presented in Table 10 show that the difference between and among the pre-service English language teachers with different levels of digital literacy (basic, good and very good) is not statistically significant (F= 1.27, p= .29; sig>,05). Consequently, it can be contended that level of digital literacy has no influence on the SPDESS perceptions of the participants. It should be noted that this finding is not supported by the findings of previous studies (Bayrak et al., 2020; Hamdan et al., 2021; Wei & Chou, 2020; Zhang et al., 2020) in that they maintain that comfort with using technology and the internet is determinant for DE satisfaction.

**Does the satisfaction of pre-service English language teachers with distance education differ according to the time they daily spend online?**

In line with the fifth research question, independent samples t-test is to be conducted to determine whether the satisfaction of pre-service English language teachers with distance education differ according to the time they daily spend online. However, the assumption of variance homogeneity has been examined for independent samples t-test and it has been observed that the assumption has not been satisfied (F=8.24, p=.01; p<.05). Therefore, Mann-Whitney U test, which can be regarded as the non-parametric equivalent of independent samples t-test, has been conducted and the results have been presented in Table 11.

**Table 11. Mann-Whitney U test of the SPDESS according to time daily spent online (TDSO)**

| TDSO | N | Mean Score | Rank Sum | U | p |
|---|---|---|---|---|---|
| 1-3 Hours | 52 | 56.11 | 2917.50 | 1539.50 | 0.15 |
| 4-6 Hours | 70 | 65.51 | 4585.50 | | |

As can be inferred from Table 11, SPDESS mean scores of the pre-service English language teachers who daily spend 4-6 hours online (65.51) is higher than their counterparts who daily spend 1-3 hours online (56.11). Nevertheless, the results of the Mann-Whitney U test indicate that the observed difference is not statistically significant (U=1539.50, p=.15; p > 0,05). Put differently, it can be argued that time daily spent online has no influence on the SPDESS perceptions of the participants. Likewise, Ke and Kwak (2013) claimed that higher time committed to using the internet cannot be linked to satisfaction with DE.

**What makes DE satisfying and/or dissatisfying for pre-service English language teachers?**

The researcher has also aimed to arrive at a deeper understanding of the participants' perceptions and pinpoint the perceived strengths and weaknesses of the DE by adding an open-ended question at the end of the data collection tool. Thus, as to the qualitative dimension of the study, it has been observed that 105 out of 122 participants have responded to the open-ended question. 67 of the participants have stated that they are not satisfied with their experience of DE at all. Similarly, 30 of

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the participants have declared mixed opinions in that they are satisfied with the opportunities provided by DE and dissatisfied with certain shortcomings of DE. Only 8 of the participants have expressed absolute satisfaction with DE. Figure 1 below summarizes the findings of the content analysis conducted.
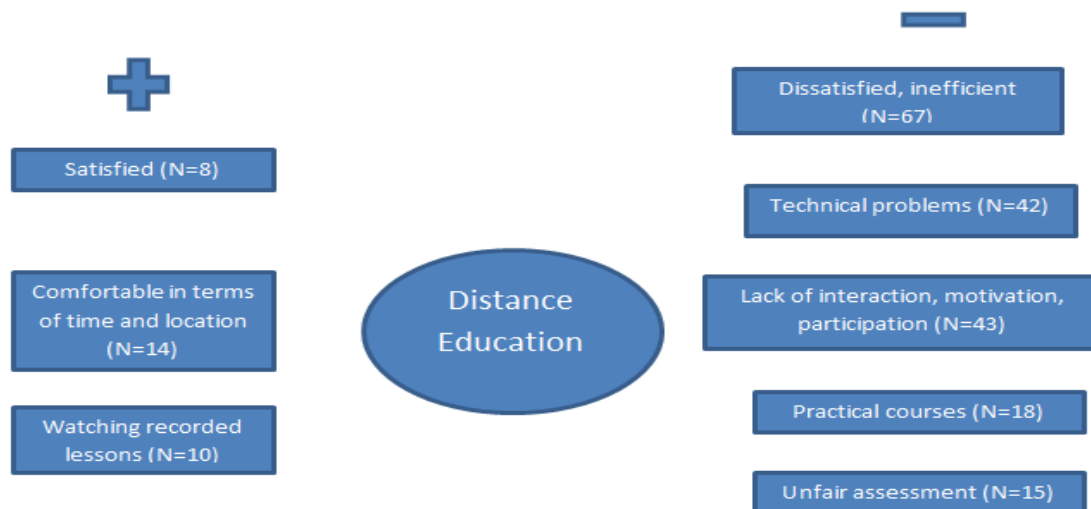


**Fig. 1. Qualitative Analysis Findings**

The main strength of DE is closely associated with its flexible nature (Simonson et al., 2015). More precisely, many pre-service English language teachers (13%) stated that they enjoyed the comfort and flexibility offered by DE in terms of time and location, which is corroborated by the findings of previous researches (Harsasi & Sutawijaya, 2018; Landrum et al., 2021; Van Mart et al., 2019). As they had the chance to watch the recorded lessons anytime and anywhere they wished (10%), DE provided the learners with greater freedom and autonomy thanks to its asynchronicity feature. On the other hand, a great majority of the participants (64%) expressed their dissatisfaction and highlighted that DE was inefficient and inadequate in instructional terms. Nearly half of the participants (41%) have complained about technical problems they have encountered throughout the process and similar problems are identified in other studies (Avsheniuk et al., 2021; Dinh & Nguyen, 2020; Harsasi & Sutawijaya, 2018; Ilgaz & Gülbahar, 2015). In plain words, the prevention of technical problems was regarded as the responsibility of the institution by some participants; however, some of the participants stated that they did not own the required technological equipment (such as laptops, tablets, etc.) or reliable internet connection. Furthermore, many of the participants argued that lack of interaction led to decreased motivation for and participation in the courses. It should not go without saying that the important role played by interaction in DE has been echoed by Alqurashi (2019), Avsheniuk et al. (2021), Baber (2020), Ilgaz and Gülbahar (2015) and Landrum et al. (2021). The implementation of courses with practical components (such as microteaching and practicum studies) was also regarded as a weakness inherent to DE (17%) and it has also been voiced by Almusharraf and Khahro (2020). As a final note, assessment processes in DE were viewed as unfair and unreliable by some of the participants (14%). More precisely, it was noted by some of the participants that cheating and plagiarism were common during online exams.

**CONCLUSION AND SUGGESTIONS**

Studies conducted so far with the aim of identifying distance learners' satisfaction indicate that such factors as *teacher presence, learner-instructor interaction, communication, motivation, connectedness, sense of community, institutional reputation, physical infrastructure* and *instructor empathy* correlate with academic achievement and satisfaction perceptions of the learners (Allen et al., 2019; Gnanadass & Sanders, 2019; Hartnett, 2019; Stavredes & Herder, 2019; Swan, 2021; White,

2003). Furthermore, Simonson et al. (2015) assert that teacher's perception of DE, quality of the course, perceived usefulness of the course content, flexibility of the course and students' technology anxiety are among the factors that have an effect on distance learners' satisfaction. In a similar vein, Allen et al. (2019) underscore the significant role played by the instructional design process for the satisfaction of learners in that the content of the course should not be too easy and/or difficult but at the optimum level of challenge.

Simonson et al. (2011) reported that learners held positive attitudes towards DE and believed that they can learn as well and much as face-to-face learners as a result of the literature review they conducted on DE; however, the findings of this research clearly indicate that pre-service English language teachers were partly satisfied and partly dissatisfied with the process of DE they experienced during the Covid-19 pandemic. This conclusion concurs with the conclusion of an earlier study conducted in Turkish context by Birişçi (2013). To be more precise, while the pre-service English language teachers agree with some of the items in the SPDESS, they disagree with some others, which implies that the overall design of the DE needs to be revised and improved in several respects. To start with, the implementation of assessment has been perceived as satisfactory by a majority of participants though there are also certain concerns as to the reliability of the assessment practices. As the researcher is part of the context where the study is conducted and well-informed about the whole process of DE, he assumes that the comparatively high satisfaction of the participants with the assessment practices can be attributed to the fact that alternative assessment practices (such as project work, performance assessment and portfolio development) rather than traditional paper-and-pencil tests have been encouraged and adopted by the institution. In a similar vein, the aspect of materials employed throughout the DE process was also perceived as satisfactory by most of the participants. This tendency implies that the content of the materials used in distance education were well-designed by the instructors. As to the efficiency/communication aspect, it can also be argued that the participants are somewhat satisfied with the process, which indicates that the participants were able to communicate with their instructors efficiently. The necessity of effective communication for high level of satisfaction in DE has been underlined by Korres (2015) and the findings of the study conducted by Koç (2020) indicate that lack of interaction was perceived as the main disadvantage of DE. In fact, the institution (SDU) designed an application (SDUMobil) that allowed instant messaging between the students and the instructors, which enabled efficient communication between and among the instructors and the students. In addition, it was highlighted in the comments of the participants that DE provided them with the freedom of attending online courses anytime and anywhere. The participants expressed their satisfaction with the opportunity to be able to watch the recorded lessons, referring to the fact that it enhanced the accessibility of education. This finding also concurs with the findings of a recent research conducted in Turkish context by Koç (2020).

On the other hand, the findings of this research reveal that the pre-service English language teachers neither agree nor disagree with the aspects of program evaluation, technology/social interaction, technical support and personal suitability. In this regard, it can be argued that the overall design of the DE program was not welcomed by the participants, which may be linked to the harsh and compulsory transition to DE without adequate planning and preparation due to the emergency of the situation. It should also be noted that the participants experienced difficulties in interacting with their peers via technology and some of the participants may have undergone a period of social isolation as a direct consequence of the long lockdown periods (Ustabulut & Keskin, 2020). In plain terms, many of the participants remarked that they did not participate in DE courses since they did not feel motivated, which was confirmed by the findings of an earlier study (Birişçi, 2013). Montebello (2018) acknowledges the role played by motivation in every learning context and adds that it is much more significant for achievement in DE. Therefore, the facilities offered by the learning management system, website or application in terms of interaction between the instructor and the students as well as among the students bear great importance in that it should enable efficient communication between the stakeholders to eliminate the sense of isolation and to increase motivation. Furthermore, the learning management system or website or application utilized for distance education is a crucial factor for the satisfaction of both the teachers and the learners (Kışla, 2016; Simonson et al., 2015). First of all, it should be as user-friendly as possible and it should support learners' autonomous and self-regulated

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learning skills (Wang, 2019). Bayrak et al. (2017) observed that some learners tended to become passive and socially absent in DE; thus, the media used for DE should provide the learners with the opportunity to express themselves freely and share their opinions with the aim of improving their sense of belonging and social presence, which will possibly lead to higher satisfaction on the part of the learners (Eygü & Karaman, 2013; Rennell, 2020; Zhan & Mei, 2013).

Some of the participants also complained about their lack of technological equipment and technical support throughout the process, which indicates that 'digital divide' is, unfortunately, a reality in Turkey. Nevertheless, this issue emerges as a global problem in that the findings of a study conducted by Khafaga (2021) in Saudi context underlines similar technical problems encountered by distance learners. Additionally, problems related to technical support from the institution in the process of DE was also reported by Birişçi (2013). As an institutionalized solution for the problem of technical support, a virtual help desk may be organized and serve the users 24 hours. Moreover, some of the participants expressed their dissatisfaction with DE on the grounds that it is not compatible with their personality and learning styles and it cannot replace traditional face-to-face education. Boettcher and Conrad (2016) maintain that learners need to be more active and take on more responsibility in DE because they are expected to think, read, write, plan, reflect, share, interact, collaborate and peer-review more frequently in comparison to traditional face-to-face education. Such additional duties may not suit the personality and capability of each individual learner; hence, they may need more guidance and scaffolding throughout the process of DE.

The study also aimed to identify whether the satisfaction of pre-service English language teachers with DE differed according to their gender, grade level, level of digital literacy and the time they daily spent online. With this aim in mind, qualitative data was collected and properly analyzed; however, the findings of the analyses revealed that none of these variables (gender, grade level, level of digital literacy and the time they daily spend online) had any statistically meaningful influence on the satisfaction perceptions of pre-service English language teachers with DE.

It should not go without saying that such shift to DE was an obligation rather than a selection or preference due to the global Covid-19 pandemic. The significance of readiness has been highlighted by many scholars such as Dinh and Nguyen (2020), Ilgaz and Gülbahar (2015), Van Mart et al. (2019), and Wei and Chou (2020). However, it would hardly be possible to argue that educational institutions, teachers and students were sufficiently ready for this transformation. Moreover, it was the first DE experience for most of the stakeholders (Baber, 2020; Bokayev et al., 2021; Hamdan et al., 2021); thus, the findings of the present study might yield contradictory outcomes if all the stakeholders had sufficient time and resources to prepare for the shift to DE.

Finally, as can be inferred from the findings of the study, DE urges both the instructors and the students to take on additional roles and responsibilities; however, these new roles, competences and responsibilities of instructors and students have yet to be defined (Kavrat & Türel, 2013; Rennell, 2020). To exemplify, the instructors need to take on a techno-pedagogical role by guiding and supporting learners in using technology for educational purposes (Kışla, 2016). The second step should be to orient all the stakeholders for their new roles and responsibilities as well as operation of the learning management system, website or application. In this respect, Burns (2011), Rennell (2020) and Simonson et al. (2015) advocate that distance teachers need to: *a)* be aware of the fact that each student may not have the same or equal opportunity in terms of access to the internet and technology; *b)* plan and design their courses in line with the peculiarities of DE rather than uploading or even dumping their face-to-face course content onto the web; *c)* inform the students as to the organization and requirements of the course as well as their responsibilities; *d)* make use of learner-centered instructional methods and make room for interaction; *e)* manage courses effectively and construct a positive classroom climate; *f)* encourage and motivate students for participation in the courses; *g)* provide timely and constructive feedback; *h)* assess the performance of students rather than their rote memory by employing higher order thinking skills; *i)* make use of a variety of assessment methods such as formative and summative assessment. To conclude, as Allen et al. (2019) suggest, rather than

questioning whether DE is a satisfactory experience from the perspectives of the learners, strategies should be sought for maximizing their satisfaction.

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# An Extended Literature Review on EFL Teachers' Self-Concept

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**Abstract:** The current systematic review focused on the term "EFL teachers' self-concept". To investigate self-concept related articles for the field, many studies including meta-analysis, systematic reviews and other sort of studies have been taken into consideration. The terms "self-concept", "teachers' self-concept", "language teachers' self-concept" were searched in several databases and accessed 15 relevant studies in EFL context in the last 10 years. The following databases provided these papers: Elsevier, Taylor & Francis Online, Wiley Online Library, Google Scholar, ERIC (EBSCO), Research Online and Research Gate. To investigate EFL teachers' self-concepts, an in-depth analysis was employed particularly in this study. The initial purpose of the study was to discover several fundamental factors such as theories, instruments and variables which have been generally employed in each of these studies. Furthermore, it is aimed that with this study the term "self-concept" may be better investigated via complex dynamic system theory (CDST) perspective for further research and EFL teachers' self-concept can be enhanced in future.
**Keywords:** *self-concept, EFL teachers' self-concept, extended literature review, systematic review, complex dynamic systems theory (CDST)*

## INTRODUCTION

In an increasing number of studies, individual perceptions of the self are the main focus of research recently (Yılmaz, 2018). Obviously, individuals' sense of self has an important role in interpreting their experiences, managing their learning and teaching process, and affecting their achievement. The term "self-concept" is defined in various ways since it is difficult to limit this term to peripheries. According to research studies, there is a disagreement regarding defining the self and measuring it (Brinthaupt & Lipka, 1992). In general, "self-concept" can be explained as one's self-descriptions of himself/herself or abilities, which reflect individuals' perceptions about themselves, not the facts. In other words, self-concept is seen as an evaluation of competence and feelings of self-worth (Pajares & Schunk, 2005). Mercer (2011a) claims that self-concept includes all the beliefs of an individual about himself/herself, "what one believes to be true about oneself" (p.14). Additionally, Leary and Tangney (2003) propose that the self is accepted as the set of mechanisms and processes at a psychological level that allows people to consider and evaluate themselves consciously.

Recently, a great majority of research (Mercer, 2011a; Henry, 2009; Pellegrino, 2005; Dörnyei, 2009; Ellis, 2008) has focused on self-beliefs, and this issue is characterized by a notable amount of research into self-concept, which is considered as an umbrella term of such beliefs. Self-concept has a vital function for teachers to boost teacher well-being and student-teacher engagement and this may lead to positive outcomes during the language learning and teaching process. Many studies, including systematic reviews, meta-analysis studies, and other sorts of studies, have been conducted in the field of education to investigate the self-concept and its relation with other areas such as motivation, emotion, and burnout. In 2016, Mehrad undertook a systematic review on self-concept

by focusing on the changes and dynamism of it because of several factors such as an individuals' beliefs, attitudes, and reactions towards his/her social and personal life. In a meta-analysis study, O'mara, Marsh, and Craven (2006) examined self-concept interventions by using multi-level modeling to support their previous study about self-concept in 2004. In their previous study (2004), they focused on the actual effects of self-concept interventions, and they suggested some improvements such as cognitively oriented interventions and academic self-concept improvement scales to increase the effectiveness of self-concept. In a systematic review study, Martinez, Chocano, Leon, and Jimenez (2021) explored the relationship between self-concept and academic stress. In their study, they found that as the participants progress academically, their academic stress increases and their self-concept decreases. As a result of this situation, they suggested some training for pre-service teachers' academic stress to overcome this problem and increase their self-concept with some support. Similarly, another systematic review on pre-service teachers' self-concept was conducted by Filiz, Early, Thurston, and Miller (2020). They aimed to find out how pre-service teachers' self-concepts can be enhanced. The results indicated that the self-concept is continuously constructed by internal and external factors such as motivation, achievement, educational outcomes, different teaching methods, and attitudes. Likewise these studies, the current study aims to focus on EFL teachers' self-concepts in the form of an extended literature review and additionally, this paper aims to discover common self-concept theories and instruments used for EFL teachers' self-concepts by offering possible insights into the psychology of language teaching.

**METHODOLOGY**

An extended literature review was carried out in this study systematically. The initial purpose of the study was to discover several fundamental factors such as theories, instruments, and variables which have been generally employed in each of these studies. Authors, publishing years, locations, instruments, samples, and study findings have been emphasized in this paper. This current systematic review research attempts to investigate teachers' self-concept studies in different contexts around the world. The researcher searched for the terms "self-concept", "teachers' self-concept", and "language teachers' self-concept" in several databases and accessed 15 relevant studies in EFL context. These academic journal articles were published over the previous 10 years (2012 – 2022). The following databases provided these papers: Elsevier, Taylor & Francis Online, Wiley Online Library, Google Scholar, ERIC (EBSCO), Research Online and Research Gate. Additionally, some of these studies were derived from some journals such as: English Language Teaching, Canadian Center of Science and Education, SGEM 2015 International Multidisciplinary Scientific Conferences on Social Sciences and Arts, The Journal of English Language Studies, Journal Of Foreign Language Teaching & Learning, Action in Teacher Education and Journal of Baltic Science Education. To investigate EFL teachers' self-concepts, an in-depth analysis was employed particularly in this study. The search for relevant articles for this topic was conducted in March 2022, and resulted in June 2022 with 160 articles after removing duplicates. The empirical ones were selected, and studies about learners' self-concepts were checked out from the total. Precisely, the articles about EFL teachers were chosen and the years between 2012-2022 were taken into consideration. Then, through the selected studies, the abstracts, authors, participants, methodologies and findings were reexamined again and 15 studies were included as a result of this selection process. After the selection of relevant articles, the following research questions were generated to guide this review:

1 - What is the literature on EFL teachers' self-concepts (2012 – 2022)?
2 - What are the common self-concept theories and instruments used for EFL teachers' self-concepts (2012 – 2022)?

**FINDINGS**

**Articles About Self-Concept of EFL Teachers**

In this systematic review, 15 self-concept articles were analysed and their authors, years, contexts, data collection tools and participants were displayed for each article in Table 1.

**Table 1. General idea about selected articles**

| No. | Topic / year | Journal / Author | Method / Instrument | Number of participants / Contexts |
|---|---|---|---|---|
| 1 | The Relationship Between Teacher Self-Concept, Teacher Efficacy And Burnout 2018 | Taylor & Francis Online<br><br>Mingjing Zhu, Qian Liu, Yao Fu, Tianan Yang, Xingli Zhang & Jiannong Shi | Quantitative<br><br>Questionnaire | 1892 teachers<br><br>China |
| 2 | Teachers' Self-Concepts And Emotions: Conceptualization And Relations 2018 | Elsevier<br><br>Annette Lohbeck, Gerda Hagenauer, Anne C. Frenzel | Quantitative<br><br>Questionnaire Scales | 248 Teachers<br><br>Germany |
| 3 | Teacher's Self-Concept And Self-Esteem in Pedagogical Communication 2014 | Elsevier<br><br>Galina Glotova, Angelika Wilhelm | Mixed<br><br>Scale and Descriptive Analysis | 196 Teachers<br><br>Russia |
| 4 | Pre-Service EFL Teachers' Professional Self-Concept: English Teaching Efficacy, Self Reported English Proficiency and Pedagogical strategies: A Case Study in Turkish Context 2016 | Elsevier<br><br>Nuray Alagözlü | Quantitative<br><br>Scales | 129 teacher candidates,<br><br>Türkiye |
| 5 | Self-Concept And Teachers Professional Roles 2012 | Elsevier<br><br>Blagica Zlatkovic, Snezana Stojiljkovic, Gordana Djigic, Jelisaveta Todorovic | Quantitative<br><br>Scales | 120 teachers<br><br>Serbia |
| 6 | Teachers' Self-Concept And Empathy 2013 | Elsevier<br><br>Snežana Stojiljković, Jelisaveta Todorović, Gordana Đigić, Zvonimir Dosković | Quantitative<br><br>Questionnaire | 120 teachers<br><br>Serbia |
| 7 | Teachers' Self-Concept And Valuing Of Learning: Relations With Teaching Approaches And Beliefs About Students 2014 | Taylor & Francis Online<br><br>Alexander S. Yeung, Rhonda G. Craven, Gurvinder Kaur | Quantitative<br><br>Survey | 208 teachers<br><br>Austria |
| 8 | How Do Teacher Affective and Cognitive Self-Concepts Predict Their Willingness to Teach Challenging Students? 2019 | Research Online<br><br>Ee Ling Low, Pak Tee Ng, Chenri Hui, Li Cai | Quantitative<br><br>Surveys | 108 participant teachers<br><br>Singapore |

| | | | | |
|---|---|---|---|---|
| **9** | Self-concept of EFL Pre-service Teachers: A Reflection from a Teacher Practicum in Indonesia Context 2017 | The Journal of English Language Studies<br><br>Dina Rachmawati | Quantitative<br><br>Questionnaire | 50 Teachers<br><br>Indonesia |
| **10** | Teachers' Self-Concept And Its Benefits For Science Education 2019 | Journal of Baltic Science Education<br><br>Jelena Ž. Maksimović, Jelena S. Osmanović | Quantitative<br><br>Scale | 442 Teachers<br><br>Serbia |
| **11** | The Development Of A Positive Self – Concept in Preservice Teachers 2014 | Action in Teacher Education<br><br>Marcia M. Meyer, Malcomb E. Linville, Gilbert Rees | Mixed<br><br>Scale Training Programme | 93 teacher candidates<br><br>the USA |
| **12** | Investigating Pre-service EFL Teachers' Self-concepts within the Framework of Teaching Practicum in Turkish Context 2018 | English Language Teaching (Published by Canadian Center of Science and Education)<br><br>Cevdet Yılmaz | Qualitative<br><br>Interviews Journals | five pre-service EFL teachers<br><br>Türkiye |
| **13** | Gaps Too Large: Four Novice EFL Teachers' Self-Concept and Motivation 2013 | Elsevier<br><br>Masako Kumazawa | Qualitative<br><br>Interviews | four novice EFL teachers<br><br>Japan |
| **14** | Professional Self-Concept Of Pre-Service Teachers 2015 | SGEM 2015 International Multidisciplinary Scientific Conferences on Social Sciences and Arts<br><br>Mgr. Blanka Pravdová, Ph.D. | Qualitative<br><br>Interviews | 204 teachers<br><br>Czech Republic |
| **15** | EFL Teachers' Linguistic Self-Concept in a Study Abroad (SA) Program 2017 | Journal Of Foreign Language Teaching & Learning<br><br>Arifah Mardiningrum | Qualitative<br><br>Interviews | six EFL teachers<br><br>Indonesia |

In Table 2, the countries around the world are shown for this review; there are 11 countries, including Turkey, Serbia, Germany, Singapore, the USA, Czech Republic, Japan, Indonesia, Russia, Australia, and China. It is possible to see global perceptions of self-concept of EFL teachers in these countries from different locations worldwide. The total number of participants is 3825, who are both in-service and on-service EFL teachers all around the world.

**Table 2. Number of articles and their countries for EFL teachers' self-concept topic (2012 – 2022)**

| Country | Number Of Articles |
|---|---|
| SERBIA | 3 |
| TURKEY | 2 |
| INDONESIA | 2 |
| GERMANY | 1 |
| JAPAN | 1 |
| RUSSIA | 1 |

| | |
|---|---|
| AUSTRALIA | 1 |
| CHINA | 1 |
| THE USA | 1 |
| SINGAPORE | 1 |
| CZECH REPUBLIC | 1 |

Starting with Zhu et al. (2018), in their quantitative study, they investigated the relationship between teacher self-concept, burnout, and self-efficacy. Additionally, the study was conducted to discover whether this relationship is valid for all groups of teachers from different regions and gender as well as different teaching experiences in China. A questionnaire about self-concept, self-efficacy, teacher burnout, and demographic variables was conducted on 1892 teachers across China. The results displayed that a decrease in accomplishment affects teachers' self-efficacy, and this causes emotional exhaustion as an element of burnout. These situations influence teachers' self-concept regardless of gender, different regions, or teaching experience. Similarly, in 2018 Lohbeck, Hagenauer, and Frenzel examined the relationship between self-concept and emotions. The results have highlighted that all emotions are related to teachers' self-concept however, they linked one emotion to one context, such as:

- Enjoyment is linked to pedagogical self-concept in a positive way.
- Anger is linked to pedagogical self-concept in a negative way.
- Anxiety is linked to subject content knowledge in a negative way.

In literature, some other studies include pedagogical strategies and communication with the term self-concepttogether (Glotova & Wilhelm, 2014; Alagözlü, 2016). Glotova and Wilhelm (2014) studied teachers' self-concept and self-esteem together in the light of their pedagogical communication. In this quasi-experimental research, 196 teachers were asked to prepare a reflection about their types of behaviors considering their implicit theories as "real" and also they added the "ideal" behaviors for each situation. After that, according to these reflections, a 10-point scale was developed for them to assess. The results have shown that 72% of teachers perceived themselves and their behaviors as "ideal" in their pedagogical contexts. Furthermore, teachers' self-concept influences their well-being and job satisfaction as well as teachers' self-esteem as a communicator. Teachers with low self-esteem and self-concept need psychological maintenance to increase their well-being. Another study from Alagözlü (2016) focused on teachers' professional self-concept in the light of their pedagogical strategies. In this quantitative study, it is found that teachers' professional self-concepts are mostly high and positive especially in their classroom management skills, teaching ability and preparing instructional materials. For personal growth, language teachers should be encouraged and informed through training which includes pedagogical strategies and problem-solving skills to face any challenges and do well in the future to improve their self-concept.

Apart from pedagogical issues, teachers' roles are crucial in society as they ensure the quality of education and social resources with their classroom implementations and practices (Zlatkovic & Petrovic, 2011). A study about teachers' self-concept and professional roles (Zlatkovic, Stojiljkovic, Djigic & Todorovic, 2012) indicated that global competence is accepted as a dimension of self-concept and related to all teachers' roles. In this quantitative study from Serbia with 120 teachers, it is found that teachers' self-assessments are practical for successful performance, and teachers' self-evaluated success is associated with their self-concept. A year later, Stojiljkovic and Todorovic focused on teachers' self-concept and empathy with Digic and Doskovic from Serbia (2013). They aimed at understanding teachers' perceptions of themselves and investigating the connection between self-concept and empathy. A quantitative study with a questionnaire was conducted with 120 teachers. According to the results, teachers' self-concept and empathy connected to each other in a positive way, and the degree of these elements were observed to be high in participant teachers; additionally, social self-concept is the most influential dimension that affects empathy.

Another study about teachers' roles and self-concept includes teaching approaches and teachers' beliefs and values. Yeung, Craven, and Kaur (2014) conducted a study in Australia with 208

participant teachers. A survey about self-concept and valuing of learning was conducted in order to investigate teachers' self-concept and learning values as predictors, while teaching approaches and their beliefs about students stood for outcome variables. As a result of this study, teaching approaches have been found to be highly associated with teachers' self-concept; on the other hand, beliefs about students are not related to this element. Thus, they concluded that it is required to provide self-concept enhancement training for teacher preparation programs in order to develop teaching skills. In 2019, affective and cognitive self concepts were taken as predictors to understand teachers' willingness to teach challenging students (Low, Ng, Hui & Cai, 2019). In this study, survey data were collected from 108 teachers from Singapore to see the difference between affective self-concept and cognitive self-concept in terms of their willingness to teach under challenging circumstances because of the learners. Results have highlighted that affective self-concept is a better predictor than cognitive self-concept during this situation. It is also essential to develop and improve a strong sense of self-concept as a teacher for professional enjoyment while teaching challenging students.

Among quantitative studies, Rachmawati (2017) focused on EFL pre-service teachers' self-concepts in the light of practicum in Indonesia. The author divided the term "self-concept" into three categories: (a) academic self-concept, (b) social self-concept, (c) emotional self-concept. 50 EFL teachers were asked to complete a questionnaire and as a result of this study, it is observed that most of the participants have a high degree of self-concept in all categories. According to the results, the author concluded that the participants positively perceive themselves as prospective English language teachers. Maksimovic and Osmanovic (2019) focused on self-concept considering its benefits for science education. In this quantitative study, teachers' perceptions about themselves were investigated in relation to job and salary satisfaction and work experience. According to the results, work experience affects teachers' perceptions, but not their salary. The study also emphasized that both work experience and job satisfaction have an impact on self-satisfaction and self-improvement, whereas teaching qualities did not depend on these variables. Similarly, Meyer, Linville and Rees (2014) examined the development of positive self-concept in pre-service teachers. For this study, 93 volunteer teachers completed two scales about self-concept and self-acceptance. As a part of experimental research, the participants were divided into two groups and a training program was provided for two weeks. A significant difference was found after the training program, that is, an increase in self-acceptance and self-concept for the experimental group. It is noted that in order to observe a high degree of self-concept and self-acceptance among teachers, a kind of training program is required to develop for in-service teachers.

On the other hand, when the term "self-concept" was studied qualitatively, case studies were observed, which were mostly conducted through interviews and journals. As an example from Turkey, Yılmaz (2018) investigated self-concept within the framework of teaching practicum by using the complex dynamic systems theory. In his study, he emphasized the importance of complexity and dynamism of self-concept and a longitudinal case study was employed for five pre-service EFL teachers. By using interviews and journals, he found that pre-service EFL teachers' self-beliefs affected their self-concept development in a positive and negative way. The experiences shaped teachers' self-concepts which can be once dynamic and also stable according to their beliefs. The study suggested that there is a need for a teacher training program to help EFL teachers' self-concept in the form of positive and realistic. Another case study was conducted in Japan by Kumazawa (2013) with four novice EFL teachers. The purpose of the study was to discover the relationship between self-concept and motivation by using narrative analysis. The study pinpointed that novice teachers' challenges, and conflicts negatively affected their possible selves and motivation; however, by time and experience, their self-reflection reshaped their perceptions, and they regained their motivation with a high self-concept. According to this study, it is essential to support novice teachers in their first years. Likewise, an Indonesian case study was conducted in 2017 by Mardiningrum to explore the linguistic self-concepts of six EFL teachers in a study abroad program. The participants were in the program in the USA and the data were collected through online interviews. The study results have shown that those teachers' linguistic self-concepts were formal, and they were not proficient enough in English to communicate in social-daily life.

Apart from the case studies, Pravdová (2015) conducted a qualitative study on the professional self-concept of pre-service teachers with 204 participants. In this research, grounded theory was employed to describe the professional self-concept of the teachers. The data were collected through free response, observation and interviews. The results have highlighted that the professional self-concept is a dynamic element which can be influenced by internal and external factors. Additionally, a person's past and current selves shape their possible/future selves. It is important to consider the formation process of self-concept with key factors and individual stages.

**Figure 1**

The number of methods used in the articles
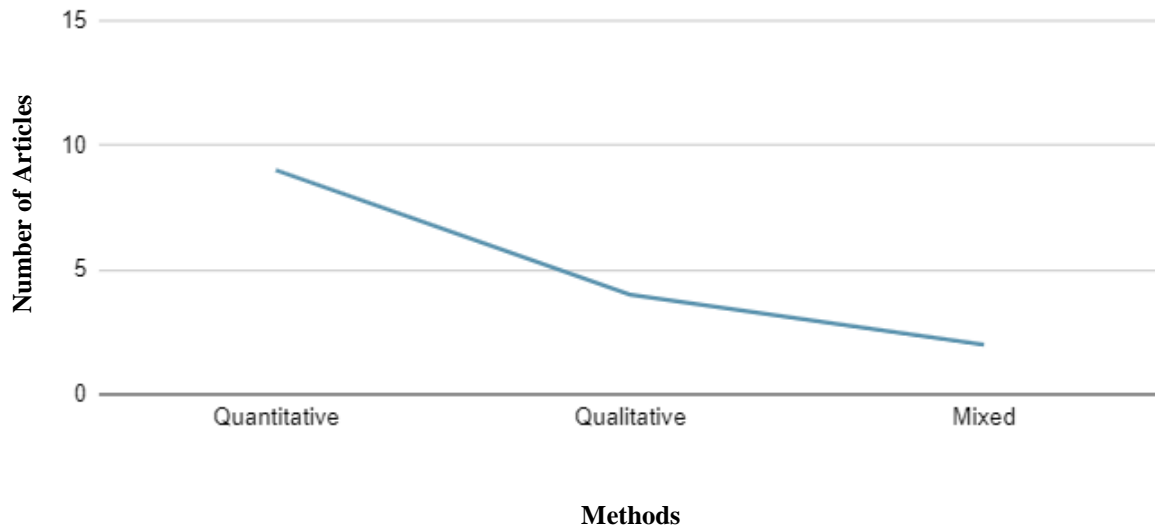


**Methods**

In the 15 articles reviewed, almost 75% of these studies were conducted in quantitative methods or correlational studies (see Figure 1). Among the articles aforementioned above, nine of them were conducted as a quantitative studies, whereas four of them were qualitative, and only two of them were mixed-methods studies. However, Mercer (2011b) stated that in order to understand the nature and dynamism of self-concept, more qualitative methods are required by using complex dynamic systems theory. When these quantitative studies were analyzed, it was found that most of them were concluded in a reductionist perspective or a linear way. These studies mainly focused on statistics results without considering the particularity and the uniqueness of individuals. Self-concept and related topics such as self-efficacy, burnout, self-beliefs, teaching approaches, motivation, empathy, self-esteem, emotions, and willingness to teach are different components that interact and develop interdependently. It is difficult to make generalizations or predictions among them since their situation changes dynamically in a non-linear way. The term "self-concept" is a continuous, developing, active, and changing element for an individual (Demo, 1992), and for this reason, the growth of self-concept can not be predicted easily. It can be concluded that generalizable results were found in most of the studies in this sample. Only Yılmaz (2018) and Pravdova (2015) claimed and admitted the dynamism of "self-concept" as an essential structure for individual teachers' psychological development. The researchers of these 15 articles may be aware that self-concept is a dynamic and complex element; however, their research method and linear/reductionist findings were not suitable for this complexity and dynamism.

**Data Collection Tools and Theories**

In this section, data collection tools and theories from the 15 articles between 2012-2022 were presented. According to the evaluated articles, most of them employed questionnaires and scales. Teacher Self-concept Evaluation Scale (Villa & Calvete, 2001) was employed in the article from Zhu et al. (2018). Self-concept Questionnaire (Opacic,1995) was used by Zlatkovic et al. (2012) and Stojiljković et al. (2013), while Yeung, Craven and Kaur followed Marsh's (1992) self-description

questionnaire in their study. Similarly, Low, Ng, Hui and Cai (2019) adapted Marsh's questionnaire for their longitudinal research. Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) and self-reported proficiency and pedagogical strategies scales developed by Chacón (2005) were used in Alagözlü's study (2016) to investigate teachers' professional self-concept in Turkey. In their experimental study, Meyer, Linville and Rees (2014) measured their participants' self-concept by employing Tennessee SeIf-Concept Scale (TSCS) (Clinical and Research Form, n.d., as cited in Meyer, Linville & Rees, 2014) and Berger Self-Acceptance Scale (1952). To assess teachers' self-concepts, the instrument "ERBSE" developed by Retelsdorf et al. (2014) was used in 2018 by Lohbeck, Hagenauer and Frenzel.

In another mixed method of our sample, Glotova and Wilhelm (2014) developed their own scale after collecting qualitative data about "ideal" and "real" teacher self-concept from their participants. Likewise, Rachmawati (2017) adapted a scale from the self concept of Burns, (1982) and the Teachers' Competence of Indonesia Government Regulation (2005, as cited in Rachmawati, 2017). Lastly, Maksimovic and Osmanovic (2019) developed their own scale for the purpose of their research particularly.

It is possible to say that some of the articles above have mentioned theories that have been taken into consideration during the studies. These theories and assumptions were piloted by researchers. Possible selves theory (Markus & Nurius, 1986) was conducted by Kumazawa (2013) to investigate the self-concept and motivation of four EFL teachers. Yılmaz (2018) and Pravdova (2015) employed the complex dynamic systems theory for their articles which focused on EFL teachers' professional self-concept. It has been discovered that the theory of complex dynamic systems has gained popularity in the last two decades, and this situation indicates that Yılmaz (2018) and Pravdova (2015) have an awareness of current changes in the field. Apart from complex dynamic systems theory, Low et al. (2019) provided information about attribution theory in order to provide a deeper understanding of the affective self-concepts of teachers. Bandura's self-efficacy theory was also employed during the studies in which self-concept and self-efficacy were investigated together (Zhu et al., 2018; Lohbeck, Hagenauer & Frenzel, 2018). Expectancy-value theory (Wigfield & Eccless, 2000) was mentioned in the articles of Lohbeck et al. (2018) and Yeung et al. (2014) to explore participant teachers' values on the teaching and learning process.

## CONCLUSION AND SUGGESTIONS

In this systematic review, 15 articles about EFL teachers' self-concept between the years 2012-2022 were deeply investigated. It is observed that the term "self-concept" can be studied with qualitative, quantitative, and mixed methods designs. It is possible to say that quantitative studies were mostly conducted with large samples which included large groups of participants in order to make generalizations as they were designed with contemporary approaches. However, as it is understood from the term "self-concept", the uniqueness of individuals should be taken into consideration while designing such research. In this regard, we need to know every individual's self-concept in their particular contexts and their particular timescales considering the complexity and dynamism of the self. We need to start with the individual teachers and their life capitals. Therefore, to improve and consolidate EFL teachers' self-concepts, as some of the writers of studies' advised (Yılmaz, 2018; Alagözlü, 2016; Meyer, Linville & Rees, 2014), teacher training programs and professional development activities are required. It is time to understand the teachers by looking at their inside instead of putting everything in predetermined ideas, theories, or frameworks as external factors. A teacher's self-concept may have ups and downs moment-by-moment, it can fluctuate and, there may be many components interacting with each other in the system. For this reason, it would be better to avoid single cause & effect conclusions or one-way correlated results. A teacher's self-concept emerges, it is incidental, and these are always the things we need to consider with the light of complexity theory.

To conclude, with this systematic review, the required areas in research are demonstrated, and further research is needed for language teachers. Hiver and Al-Hoorie (2019) proposed a book,

"Research Methods for Complexity Theory in Applied Linguistics" for researchers in order to explain new methods and instruments for the field. All in all, it is believed that with this study, the term "self-concept" might be better investigated via complex dynamic system theory (CDST) perspective, and EFL teachers' self-concept can be enhanced in the future.

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# A Study on the Interdisciplinary Nature of Translation Studies[1]

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**Abstract:** Translation studies (TSs) has emerged as a new international and interdisciplinary academic field in the last three decades. Due to the interdisciplinary nature of TSs, many developments are observed in this field concerning the translation process. TSs is a discipline characterized by theories such as Skopos, post-structuralism, feminism, semiotics, and linguistics such as pragmatics and critical discourse analysis. When the developments in the field of TSs since the cultural turn in the early 1980s are examined, it is seen that linguistics is undoubtedly one of the most important disciplines affecting the field of TSs. In addition to linguistics, it is seen that the disciplines such as psychology, communication, literature, and philosophy that translation scientists benefit from in this process and the methodologies specific to these disciplines -as an integrative discipline-are constantly adapted to serve the needs of TSs. In addition, during the 1990s, TSs has been a field of research and discussion in the conceptual and interdisciplinary field, influenced by linguistics, communicative, psycholinguistic, and cognitive approaches. The aim of this study is to examine the developments in the field of TSs in the last thirty years and to contribute to the literature by discussing the disciplines that have historically influenced or been affected by TSs.

**Keywords:** *Translation, Translation Studies, Interdisciplinary, Multidisciplinary, Transdisciplinary*

## INTRODUCTION

Language, which is undoubtedly the most important means of communication, has led to the development and progress of both humanity and superhuman situations as the reason for various research and studies in every field. Different ideas emerging through language have brought many developments in every aspect of our lives. Of these areas, translation has become a necessity since the existence of humanity, with the emergence of language differences. It can be said that translation as a need created by the language dates back to ancient times. In this context, they felt the need to keep the agreements made between societies using different languages, in terms of both commercial relations and conflicts of sovereignty, by putting them down on paper. With the realization of the existence and importance of translation, various progress has been made in this field, and many theories have been put forward by the scientists and theorists of the age. Other contemporary translation theories that examine translation in the context of target culture are Skopos theory, Toury's Descriptive Translation Theory, Even-Zohar's Polysystem Theory, Holz Maentaeri's Translatorial Action Theory (Okuyan, 2012).

TSs is a field of science that is emphasized and described by many linguists and researchers. To begin with, House (2014) describes translation as a result of a linguistic-textual process in which text in one language is reproduced in another language. The researcher also expresses that "this

linguistic-textual processing is subject to and greatly influenced by a variety of different non-linguistic factors and conditions. It is this interaction between "internal" linguistic-textual and "external" non-linguistic contextual factors that make translation such a complex phenomenon (House, 2014, p. 1)". As a clearest definition, TSs is a discipline that includes the phenomenon of translation and covers cultural, social, ideological, functional and interdisciplinary qualities (Berk, 2005; Camcı, 2014).

Science is a dynamic, and constantly renewed field of knowledge. For this reason, some branches of science today are fed under other sciences, completing their own requirements and developments, and after reaching a certain point, they are discovered and named as their own autonomous science. As Akman (2017, p.229) stated, after going through such a process, TSs has improved in scientific areas after the 1980s. It has created its own objects, observations, research, methods, concepts and, theories, and has gained a new dimension by expanding its borders under the linguistics. Although the interdisciplinary nature of the field of TSs often causes it to dissolve in other disciplines, TSs is a science and a discipline by itself.

TSs has emerged as a new international and interdisciplinary academic field in the last four decades. Due to the interdisciplinary nature of TSs, many developments are observed in this field in relation to the translation process. When the developments in the field of TSs since the cultural turn in the early 1980s are examined, it is seen that linguistics is undoubtedly one of the most important disciplines affecting the field of TSs. In addition to linguistics, it is seen that the disciplines such as psychology, communication, literature, and philosophy that translation scientists benefit from in this process and the methodologies specific to these disciplines -as an integrative discipline-are constantly adapted to serve the needs of TSs. In addition, it has become a field of conceptual and interdisciplinary research and discussion by making use of other disciplines such as semiotics, philosophy of language, sociology of culture, literature, lexicography, terminology, specialized language studies, information management, pedagogic sciences, psychology, and communication science.

From the perspective of having an interdisciplinary nature of TSs, the aim of this study is to examine the developments of these studies in the last thirty years and to contribute to the literature by discussing the disciplines that have historically influenced or been affected by TSs.

**History of Translation Studies**

Especially the developments in the West have been one of the turning points in the history of translation. After concentrating on the function of translation in Rome, it was revealed that the first society to theorize translation was the Romans, after the studies and determinations made in this field. As a result of the works and thoughts of Cicero (106-43 BC) and Horatius (65-8 BC), who were the leading poets of the ancient Roman period, the understanding of literal translation and translation according to the meaning, which forms the basis of many translation theories, emerged out. These understandings, which brought along many discussions, led to the expansion of the horizon of translation and the work done in this field to go beyond itself. In the light of these theories, Hieronymus (347-420) stated that he adopted this theory by transferring the famous Vulgate translation of the Bible into Latin in the 4th century, as religious elements were the subject of translation at that time (Kızıltan, 2017).

The Renaissance Period, which took place in Italy in the 15th-16th century and caused development and renewal in every field, including science, art, literature, law, by destroying many rigid thoughts and understandings, different communities and different groups were required to make this progress. Translation has gained even more importance with the thought that there are works that need to be transferred from cultures to their own languages. As can be understood from here, translation has made an extraordinary contribution to every field by undertaking an interdisciplinary task. After these developments, the translation, which attracted attention completely, was taken under scrutiny by many scientists and theorists, thus, it was instrumental in the development of various theories on this subject. However, translation, which is directly or indirectly related to many fields and branches of science, has become a subject on which linguists fall a lot, on the grounds that it is a

phenomenon on language, causing the phenomenon of translation to be considered as a sub-branch of linguistics. At this point, new concepts have emerged among linguists about translation. In line with the new concepts and theories on translation, it has paved the way for translation to become a "science" in itself, rather than being a sub-branch of linguistics, philology, or any other field. As a result of various discussions, the idea that translation should gain its independence has emerged due to the insufficient care being taken as a sub-branch of other scientific fields and the inadequacy of cursory research.

In the 1970s, translation was completely disconnected from other fields of science. In 1972, with the article "The Name and Nature of Translation Studies" by James Holmes, the words "translation" and "science" came together for the first time, and TSs were officially recognized and strengthened its independence. It is thought that the most important reason why this situation is acceptable is that TSs not only has a field of application but also theoretical and descriptive field studies. At the end of this process, many theories have been produced and have taken their place in the theoretical field of TSs.

**The Interdisciplinary Nature of Translation Studies**

While interdisciplinarity is generally defined as the cooperation between more than one discipline, transdisciplinary is defined as the cooperation between more than one discipline by crossing the boundaries of the disciplines, and multidisciplinary, on the other hand, is defined as examining the same object of study by more than one discipline (Şan, 2014). From this point of view, in order for TSs to preserve its character as a discipline, it interacts with other disciplines, such as, sociology, philosophy, linguistics, social sciences, and literature. The continuous increase in translation types makes this branch of science both interdisciplinary and transdisciplinary (Odacıoğlu and Odacıoğlu, 2018).

As Akman (2017) stated, as a dynamic discipline, TSs expands its goals according to the needs of the age. The usual result of globalization is awareness in every subject, increasing the functionality of translations made in different fields in TSs in the context of interdisciplinary relations, and thus the development of theories and practices in the field of TSs as well as theoretical perspectives and paradigms in different fields. Therefore, doing interdisciplinary research and establishing relations mutually enrich the basis of the disciplines. Such developments also pave the way for the formation of various sub-branches of the disciplines (Akman, 2017, p. 230).

*Translation and pedagogy* are two disciplines that cannot be separated from each other. General translation education is a phenomenon that can be realized by the collaboration of TSs and pedagogy. From a theoretical perspective, although TSs relates to various neighbouring disciplines, the act of translation is a cognitive activity that requires expertise. As Akalın (2016, p.58) stated, "the main purpose of academic translation education cannot be considered as 'to train only qualified interpreters and translators'. The education given in faculties with translation departments is not just a 'vocational education'. In the education of these faculties, the ideal of raising a social scientist is also adopted". Thus, gaining translation competence should be considered as an application in concrete translation situations. "In this respect, although translation education is an academic education model, one of the main goals is to provide students with 'translation competence'. It is possible to talk about success to the extent that this competence becomes active in practice. The results of the training can be evaluated by the realization of the desired and expected behavioural changes (Akalın, 2016, p.58)". At this point, the disciplines of translation and pedagogy should work together.

*Translation and cultural studies* can also be considered as two inseparable disciplines. As House (2014) indicated translation is not only a linguistic act, but also an act of intercultural communication. He states that,

> "translation is one of the main tools for constructing representations of other cultures. It always includes both different languages and different cultures, because the two are inseparable. Language is culturally embedded: it serves to express and shape cultural reality, and the meanings of linguistic units can only be understood when considered in conjunction with the cultural contexts in which they are used.

Therefore, in translation, not only two languages, but also two cultures are in contact. In this sense, translation is a form of intercultural communication (p.3)".

However, beyond recognizing the importance of the two larger cultural frameworks, the translator must also consider the more immediate "context of the situation". This context can be used to determine who is reading the text, when, why, for whom, and for what purpose, etc.. These different questions are reflected in how the text is written, interpreted, and read, respectively. The context of the situation itself is embedded in the wider sociocultural world as depicted in the text and in the real world (House, 2014). As a result, cultural translation is an application that goes beyond interlingual translation; it includes actions such as understanding the target culture, representing it, establishing power relations with it, and reflecting its worldview. And while doing all this, the translation of culture can make cultural differences inseparable elements of the world of social communication and interaction, and this shows that translation and culture are in an inseparable integrity.

The fields of *translation and linguistics* maintain their characteristics of being the disciplines that have the most influence on each other. It is an indisputable fact that TSs is an interdisciplinary field due to its comprehensive field of study and its interaction with other disciplines; however, while it is moving towards becoming an autonomous discipline, it cannot be said that it tries to break its ties with linguistics, because linguistics is the field in which the interdisciplinary relationship is the most intense in TSs. The view that linguistics is indispensable for TSs, which makes use of all the subjects and sub-branches of linguistics in various ways, is dominant in the literature (Köktürk and Öztürk, 2011, p. 90). It is known that translation takes place on the message or discourse created through languages, not between languages, and it is a complex act that requires many situations such as purpose, function, culture, and context. However, this should not create the idea that the possibilities, concepts and methods of linguistics will not be used in the translation process. It is very important that the two disciplines interact with each other or benefit from each other, in terms of theoretical approaches, concepts and methods.

*Translation and semiotics* are also engaged disciplines. Studies in the field of semiotics have made a significant contribution to the development of TSs. In the field of TSs, with the effect of linguistic perspective, a structural perspective has dominated, and the target text has been studied as a reflection of the linguistic indicators of the source text. With the developments in the field of semiotics, the relationship between the source and the target text in TSs has gained new dimensions. Today's translation theories no longer see the target text as a reflection and equivalent of the indicators of the source text but as the result of an interpretation from the reader's point of view. Öztürk Kasar (2012) focuses on the capture and re-creation of meaning and states that the cooperation to be established between TSs and Semiotics will be a gain in order to increase the quality of literary translations. Translation is done for a communication purpose, as in the field of semiotics, the interpreter translates the sign in his own terms, and the interpretation ceases to be a clear contrast considering the conditions of the receiver of the sign. Therefore, translations are no longer the definitive results of the indicators of the source text, but a temporary interpretation of the indicators of the source text in the current circumstances. Another interpreter may interpret the same indicators differently for different audiences and turn them into different displays.

*Translation and literature*, or comparative literature studies, are two main fields of science that feed off each other. TSs, as a dynamic discipline, expands its goals according to the needs of the age, and as a normal result of globalization, the importance of translations, especially in the field of literature, is increasing. The interest in translations of novels, stories, and poems in world literature or famous writers' works in literature has revealed the necessity of being together of these two disciplines. Comparing and examining texts reflecting different languages and cultures or transferring them to each other through translation increases intercultural communication. Therefore, studies in this field have an important function in bringing cultures closer. This approach enables one to discover commonalities with other cultures on the level of comparative literature and translation or indirectly conveys to the readers how unique each culture is. Comparing and translating texts from different cultures in comparative literature and translation distinguishes these fields from other fields. Because the reader, who goes back and forth between the phenomenon of domestication or foreignization,

compares the texts one-to-one/directly or by transforming, which increases his/her critical awareness more than the studies conducted in other fields. In this context, TSs and literature are two inseparable disciplines.

*Translation and religious studies* have both interdisciplinary and multidisciplinary relations with many different disciplines. Especially Tafsir science in this discipline has an important place in every religion. As Akman (2017) stated, in the terminology of TSs, *meaning* means "interlingual translation". Tafsir, on the other hand, can be explained with the term "intralingual translation". The interlingual translation is the act of translating from one language to another, while intralingual translation is the act of interpreting the signs in a language with explanations, definitions, synonyms or antonyms in that language (Akman, 2017; Jakobson, 1971). Translators who will translate holy books should benefit from the methods and theories of translation science. In this respect, the contribution of TSs to the translation of religious studies is an undeniable fact.

The terms *translation and sociology* frequently appear in the literature in an interdisciplinary context. Since its object is very variable, it is open to many different perspectives and approaches. In the second half of the 20th century, firstly, theorists wanted to add 'scientificness' to the field TSs on the basis of comparative linguistics, and then they made it the research object of applied linguistics. Linguists, who realized the sociological truth, turned to the translator and emphasized that the translator uses language as a social being (Yılmaz, 2018). In light of theories emerging in the field of sociology, TSs has left the narrow field of text and offered the opportunity to see the translator's decisions on a social scale and the translation system as an equivalent whole to other social systems. In the field of translation, there has been a transition from pure text and language-centred approaches to translator-centred and translation-process-centred approaches. TSs has been able to find the holistic perspective of interdisciplinary studies (ISs) and sociology theories. In this sense, the importance of sociological theories in terms of theorizing the practice of translation, the practice of translator behaviour, and observing the structure of the translation field is undeniable.

*Translation and computer technologies* are also two important disciplines that cannot be separated from each other and have to work together. As Odacıoğlu and Köktürk (2015, p.1093) stated "the arrival of technological tools provides a new insight into the traditional translation theories or practices. Considering the needs of translation trainees in the 21$^{st}$ century, it is now time to leave traditional models or at least to integrate them into the technology". In Turkiye, research on translation technologies has gained momentum in recent years with the efforts of expert researchers and scientists. While the technical and software aspects of this process are mostly discussed in the science departments, remarkable studies are carried out on translation technologies, which is an interdisciplinary subject, by considering the theoretical aspect of the process in the translation departments.

**METHODOLOGY**

The increasing need for translation at the global level has caused TSs to gain importance and increase the number of studies in this field. When the studies in the literature are examined, bibliometric studies on the field of TSs are very few. In fact, it is important to show the importance of TSs and prove its interdisciplinary or transdisciplinary nature. For this aim, bibliometric approach has been used in this study. This approach is concerned with the quantitative analysis of certain characteristics of publications or documents, such as authors, subjects, publication information, cited sources. Based on the bibliometric data obtained, it can be investigated how the scientific communication process takes place in various disciplines (Al and Tonta, 2004). Since it is the numerical analysis of the publications produced by individuals or institutions in a certain area, in a certain period and in a certain region, and the relations between these publications, it can be accepted as a quantitative research method in terms of content analysis and numerical analysis as document analysis (Evren and Kozak, 2014, p. 67). It can basically defined as "a quantitative approach designed to research the knowledge structure, research foci, and the development trends of a research field

based on the analysis of interrelated articles, theses, and books" (Wang, Humblé and Chen, 2019, p.1).

The aim of this study is to examine the studies in the field of Translation Studies (TSs) and related to the interdisciplinary aspect of TSs in Turkiye during the last 30 years. In order to reach the studies carried out in the field of TSs in Turkiye, the Dergipark database was used and a total of 281 articles on the topic of TSs published from 1990 through 2022 were reached and analysed. To reach these studies, the keyword "Translation Studies" has been entered to the Dergipark website. Key words of the studies were taken as reference in order to determine the discipline areas. These studies are primarily divided into two categories, those in the field of TSs and those in ISs. Studies in the field of TSs were grouped by examining them on the basis of year and subject. Then, the distribution of ISs in TSs according to fields was made and then they were analysed.

## FINDINGS

### Translation Studies in Turkiye

When we look at the chronological order of translation studies in Table 1, it is seen that the studies conducted between 1990 and 2000 were mostly in the fields of *translation studies, linguistics, translation theories, approaches and translation criticism.* When we look at the years 2001-2011, it is seen that *translation problems* have started to be mentioned in the literature, *text analyses* have been made and studies have been carried out in this field by being influenced by the theory of *structuralism.* In the last 10 years, it is seen that TSs has emerged as an autonomous discipline. The studies in this field are generally *translation studies and autonomy* (e.g. Çelik Tsonev, 2012), *oral and written translation* (e.g. Dindar, 2020; Özcan, 2019), *feminism and gender studies* (e.g. Demirel and Tarakcıoglu, 2019; Demirkol and Ertürk, 2019), *applied studies in this field* (e.g. Köprülü, 2017) , *professional ethics and ethics studies, studies on translation examples* (e.g. Çekçi, 2020; Solmaz, 2018), *special field translations (subtitles, sports, cartoons, games, advertisements, news, etc.)* (e.g. Gaga and Ataseven, 2019) and *literary translations and translation strategies* (e.g. Gökayaz and Yücel, 2021).

**Table 1. Translation Studies in the Last 30 Years by Subject**

| Year | Subject |
|------|---------|
| **1990-2000** | Translation Studies |
| | Linguistics |
| | Translation Theories |
| | Translation Approaches |
| | Criticism of Translation |
| **2001-2011** | Translation Issues |
| | Text Analysis |
| | Constructivism |
| **2012-2022** | Translation Studies and Autonomy |
| | Oral/Written Translation |
| | Feminism and Gender Studies |
| | Applied Studies |
| | Professional Ethics and Ethical Studies |
| | Translation Examples and Reviews |
| | Translation Types (subtitles, sports, cartoons, games, advertisements, news) |
| | Literary Translations |
| | Translation Strategies |

In Figure 1, looking at the annual distribution of these studies in the field of TSs, it can be seen that the total number of studies in the 10-year period between 1990 and 2009 is so low (N=21). While there was no rapid increase in the studies conducted between the years of 1990-2018, a rapid increase was observed in 2019 and later. In short, in the last 4 years, it is seen that the studies in the field of TSs have gained great momentum.
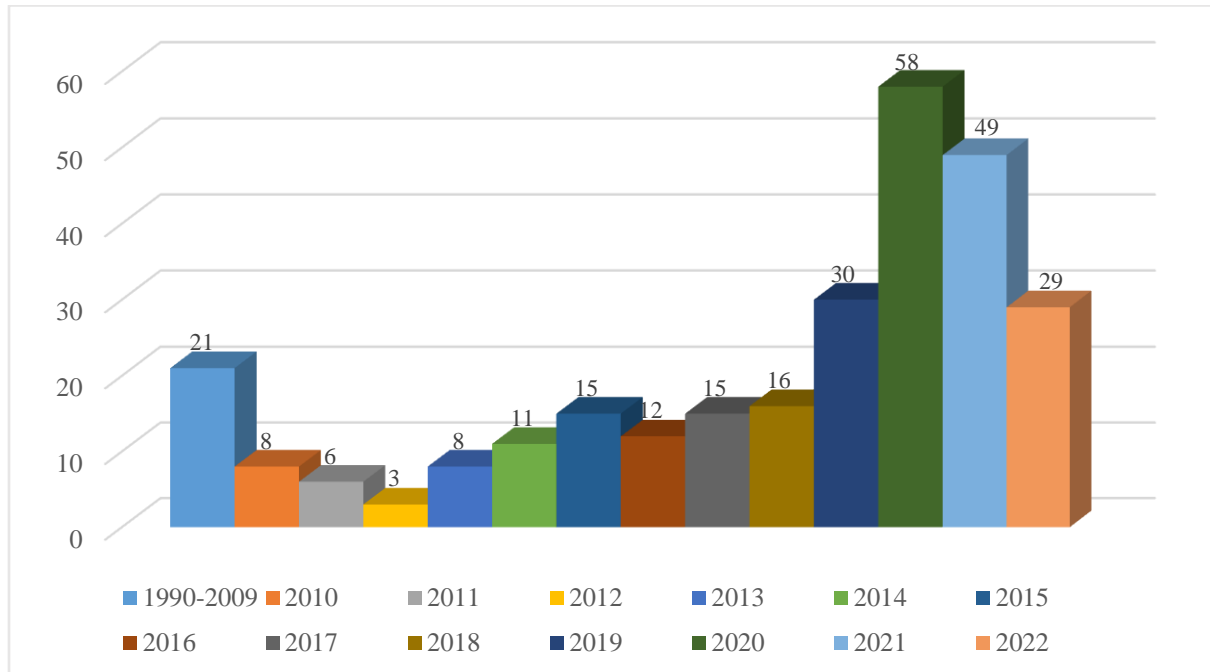


**Figure 1. Translation Studies by Years**

**Interdisciplinary Studies in Turkiye**

According to the findings of the study, it can be concluded that eight different disciplines were integrated into the field of TSs. As seen in Table 2 and Figure 2, these fields are respectively, pedagogy (N=31), cultural studies (N=20), linguistics (N=15), literature (N=9), religious studies (N=9), sociology (N=8), semiotics (N=7) and computer studies (N=5).

**Table 2. Fields and Numbers of Interdisciplinary Studies**

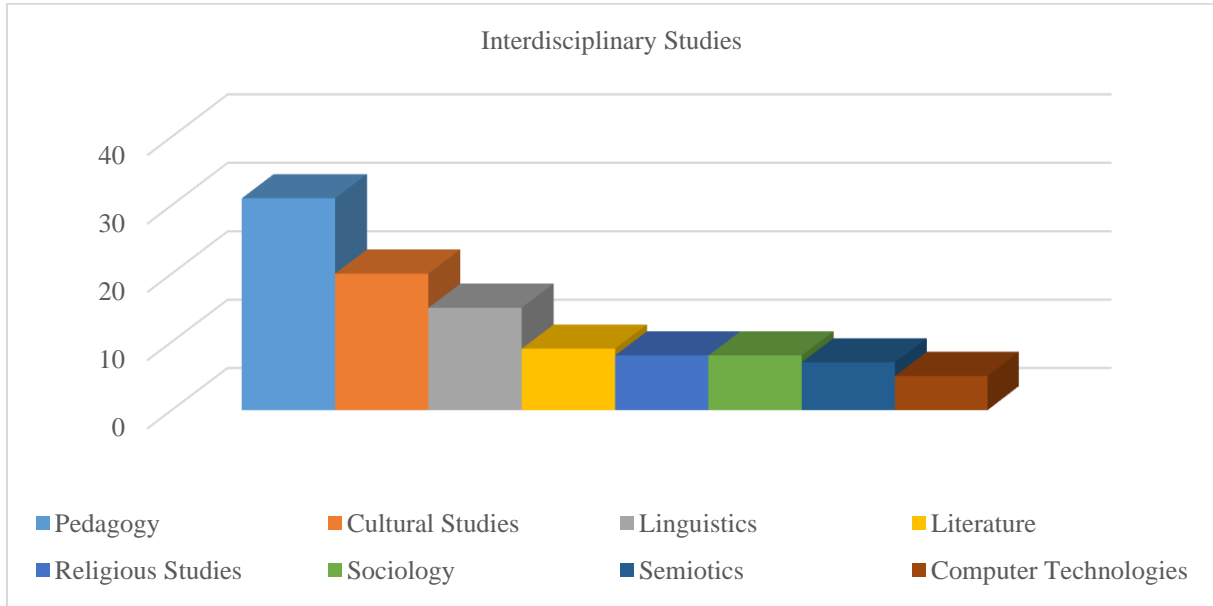|   | Interdisciplinary Studies | N |
|---|---|---|
| 1 | Pedagogy | 31 |
| 2 | Cultural Studies | 20 |
| 3 | Linguistics | 15 |
| 4 | Literature | 9 |
| 5 | Religious Studies | 8 |
| 6 | Sociology | 8 |
| 7 | Semiotics | 7 |
| 8 | Computer Technologies | 5 |

**Figure 2. Fields and Numbers of Interdisciplinary Studies**

## Translation and Interdisciplinary Studies in Turkiye

As seen in Table 3 and Figure 3, the rates of TSs and ISs in the context of TSs were conducted between 1990-2000, 2001-2011, and 2012-2022 and are very close to each other. At this point, it can be said that even if the number of studies conducted on a yearly basis increases, the rates of TSs and ISs within these studies are in parallel with each other.

**Table 3. Translation and Interdisciplinary Studies by Years**

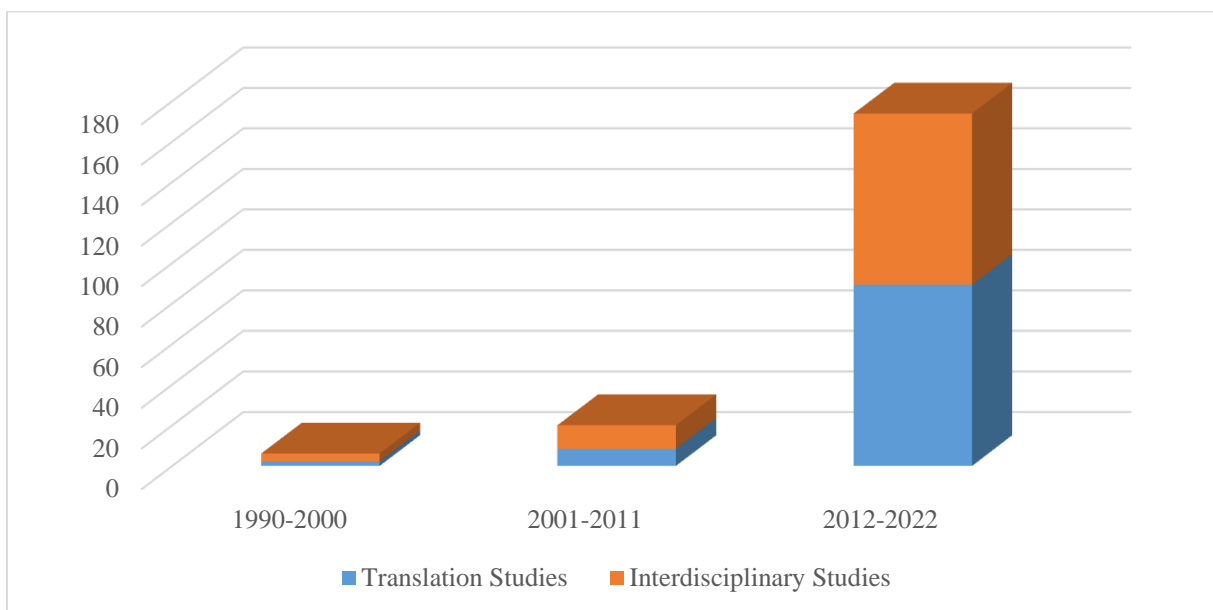|  | Translation Studies | | Interdisciplinary Studies | |
|---|---|---|---|---|
|  | N | % | N | % |
| **1990-2000** | 4 | 2,26 | 4 | 3,85 |
| **2001-2011** | 15 | 8,48 | 12 | 11,54 |
| **2012-2022** | 158 | 89,26 | 88 | 84,61 |
| **Total** | 177 | 100 | 104 | 100 |



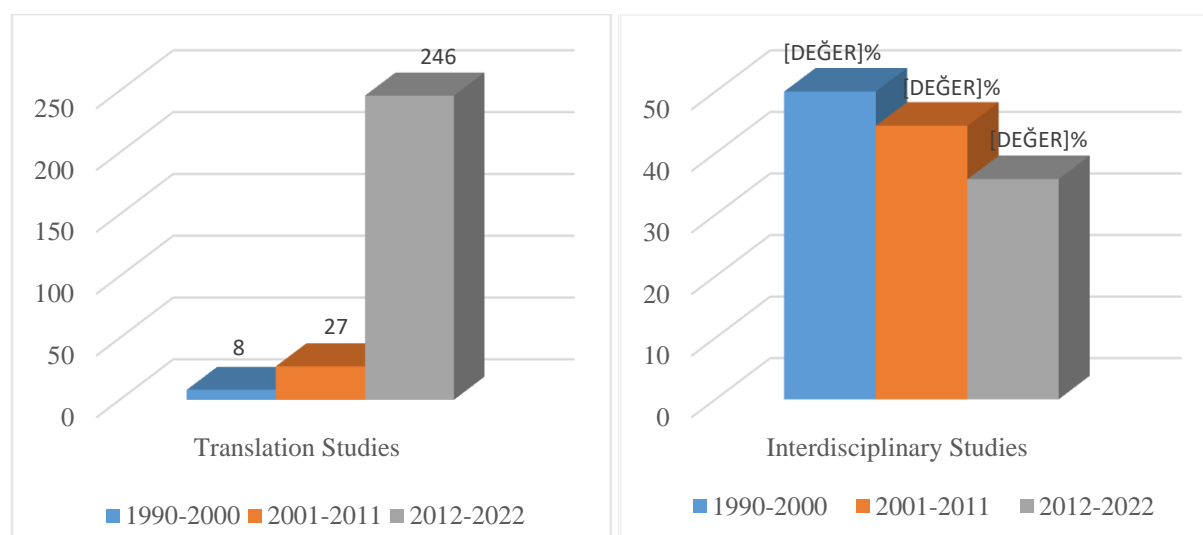**Figure 3. Translation and Interdisciplinary Studies by Years**

As seen in Table 4, it can be said that studies in the field of TSs have increased considerably in recent years. Half of the studies conducted in the field of TSs between 1990-2000 consists of interdisciplinary studies (50%). In addition, 44.44% of the studies conducted in the field of translation studies between 2001-2011 consists of ISs. Finally, 37.01% of the TSs conducted between 2012-2022 includes ISs. Studies in the field of TSs, which have been carried out since 1990, are increasing rapidly every year. Similarly, ISs are also increasing; however, the rate of ISs among TSs is decreasing on a yearly basis. The biggest reason for this is that TSs are now accepted as an autonomous discipline, and it is on the way to becoming a transdisciplinary science rather than an interdisciplinary one.

**Table 4. Distribution of Interdisciplinary Studies in Translation Studies**

|  | Translation Studies (N) | Interdisciplinary Studies (N) | % |
|---|---|---|---|
| **1990-2000** | 8 | 4 | 50 |
| **2001-2011** | 27 | 12 | 44,44 |
| **2012-2022** | 246 | 88 | 35,77 |
| **Total** | 281 | 104 | 37,01 |

In short, as can be seen in Figure 4, while studies in the field of TSs have gained momentum in the last 10 years, ISs in the field of TSs have decreased at a similar rate.



**Figure 4. The distribution of Translation Studies and Interdisciplinary Studies**

## CONCLUSION

Translation, which has been needed and emerged from the earliest times of human history, has an old background. As is the case today, translation was needed for various purposes and started to be applied. After a certain period of time, the importance of translation began to be a subject that was discovered and discussed by certain linguists and researchers. In this way, various discussions were held in the field of translation and ideas were put forward. These ideas have started to form the basis for TSs to be a branch of science. In literature, there have been some research on TSs to express the importance of this branch. Rovira-Esteva, Orero and Franco Aixelá (2015) conducted their work to raise awareness of the existence of TS, which deserves careful scrutiny. They presented a bibliometric study on TS in order to understand where TS studies stand, how they progress, and what their status is in other fields. Researchers state that there are over 110 living specialized journals in the field of TSs online or in print. They also emphasized that there are quite a few dictionaries and encyclopaedias in this field that deal with this interdisciplinary field. They also stated that the number of scientific publications in the field (books, chapters in edited books, journal articles, doctorates…) exceeded 60,000, with over 40,000 in the last 20 years. Dong and Chen (2015) also conducted a bibliometric

study based on an analysis of 32,976 references to 2,345 articles in TSs discipline. The articles were taken from 8 TSs journals indexed by the Web of Science (WoS) database from 1999 through 2014. The researchers listed the most prolific authors, most frequently-used title keywords, and the most frequently-cited articles. According to the results, they found that over the past decade TSs has developed rapidly and "core issues in translation studies over the period include sociological translation studies, trends in translation studies development, conference interpreting, translation quality, translator and interpreter identity, translation competence, captioning and subtitling, and translator social status" (p.71). Another study from Liang and Xu (2016) analysed 570 articles in international journals for TSs between the years of 2009-2013 in several SSCI-indexed international journals. They found that translation studies has been becoming a multidimensional and interdisciplinary field of study. Wang, Humblé and Chen (2019) also published an article based on a bibliometric analysis of translations of The Journey to the West in Chinese and international academia. The multiple and complementary perspectives in this study were constructive to identify problems and lacunas and point out future directions. According to the results, they found that "this topic has not aroused sufficient attention at home and abroad, which does not commensurate with the canon status of the source text and its long English translation history" (p.9). Çalışkan and Kartal (2021) presented a bibliometric review of the postgraduate theses and dissertations published on translation in Turkiye from 1985 through 2020 in their study. One of the most important results of this study is that there is an increase in the number of postgraduate theses over the years and it shows that translation studies become important in Turkiye. Another result is that most of these studies have been used "text analysis strategy and document analysis as a data gathering technique" (p.37). Despite being aware of the importance and impact of translation, TSs was not accepted as an autonomous discipline in the first place and took its place as a sub-branch of various fields before. However, over the years, in the light of comprehensive studies and theories, TSs has emerged as an autonomous discipline in the literature.

As Akman (2017, p.241) stated, the interdisciplinary feature of TSs has led researchers to take models from different fields and place them on the theoretical base, and on the other hand, the connection of these models with translations has led to the adoption of a multidimensional approach in the field of TSs, rather than one-dimensional area. The multidimensionality of TSs requires it to work together with other disciplines and sciences. The methods that TSs acquired from other sciences contribute to the field in the theoretical framework. Similarly, other sciences also benefit from the theories and methods of TSs and contribute to their own disciplines. In order for a branch of science to maintain its dynamism and go further even after proving its scientific legitimacy, it needs to deal with different disciplines and specializations (Odacıoğlu and Odacıoğlu, 2018).

As can be understood from the results of this study, TSs has an interdisciplinary nature in interaction with other disciplines such as pedagogy, culture, linguistics, sociology, religion, semiotics, and technology. In recent years, it has been seen that ISs have decreased compared to studies in the field of TSs. One of the main reasons for this situation is that TSs has made rapid progress, especially in the last 30 years, and TSs conducted in Turkiye in the last 10 years has moved away from theory-oriented studies to practice-oriented studies. The contents of the studies show that TSs is rapidly advancing towards becoming an autonomous discipline, and there is an increase in the rates of special field studies, gender and feminism studies, translation criticism and translation strategies, and computer-based TSs. This shows that TSs, in addition to being interdisciplinary, interacts with other sub-disciplines, intertwined with different fields of expertise and disciplines, and is rapidly progressing towards becoming transdisciplinary. TSs, about which new ideas are presented every day, will continue to develop and update itself continuously, and in this way, it will shape the future of humanity. All in all, in addition to being an interdisciplinary science, the interaction with many fields such as politics, sociology, linguistics, ethnology, psychology makes it almost impossible to reach a general approach by seeing translation only within certain limits (Güneş, 2010).

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