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TEACHING ENGLISH AS A FOREIGN LANGUAGE TO YOUNG LEARNERS IN THE DISTANCE EDUCATION PROCESS: PROBLEMS AND SUGGESTIONS

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Name of Thesis: Teaching English as a Foreign Language to Young Learners in the Distance Education Process: Problems and Suggestions
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ABSTRACT

This study aims to identify the problems faced by English teachers working with young learners that emerged from the sudden transition to distance education during the initial outbreak of the COVID-19 epidemic in Turkey. Hence, the purpose of this research is to demonstrate the difficulties experienced by primary school English teachers during the implementation of distance education in the pandemic. It also aims to identify areas for improvement and suggest solutions to the existing problems if distance education becomes necessary again in the future. A descriptive research design was utilized and data were gathered using both quantitative and qualitative data collection instruments. For this reason, a total of forty-three (n= 43) English teachers working at both state and private primary schools were contacted and a questionnaire consisting of 35 questions was applied for gathering quantitative data. To further strengthen the results, a total of thirty-one (n=31) English teachers from state and private primary schools were interviewed and 10 questions were asked of the participants to collect qualitative data. Quantitative data were analysed statistically by using SPSS (version 25) and qualitative data were analysed by content analysis method.

According to the results obtained from the analyses, the most common problems faced by teachers working at both state and private primary schools were the limited attention span of students, the lack of technology use by students due to their young age, and technical problems. Private primary school teachers view internet outages, power cuts, or microphone malfunctions as technological problems. However, a lack of technological devices for students to use in the distance education process is what English teachers working in state schools, especially those in low-income neighbourhoods, imply when they refer to technical problems.

Key Words: *distance education, COVID-19, young learners, primary school English teachers*

Tezin Adı: Uzaktan Eğitim Sürecinde Çocuklara Yabancı Dil Olarak İngilizce Öğretimi: Sorunlar ve Öneriler

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ÖZET

Bu çalışma, etkisi hala süren COVID- 19 salgınının Türkiye'de ilk rastlandığı dönemde ani uzaktan eğitime geçilmesiyle ortaya çıkan, özellikle çocuklarla çalışan İngilizce öğretmenlerinin karşılaştığı sorunları tespit etmeyi amaçlamıştır. Bu nedenle, araştırmanın amacı, pandemide uzaktan eğitimin uygulaması sırasında özellikle okul ortamına yeni gelen öğrencilerle çalışan ilkokul kademesindeki İngilizce öğretmenlerinin yaşadıkları zorlukları ortaya koymaktır. Aynı zamanda araştırma, gelecekte tekrar uzaktan eğitime ihtiyaç duyulması durumunda iyileştirilebilecek alanların belirlenerek mevcut sorunlara çözüm önerileri getirmeyi de amaçlamıştır. Çalışmada betimsel araştırma deseni kullanılmış ve veriler hem nicel hem de nitel veri toplama araçları kullanılarak elde edilmiştir. Bu sebeple, hem devlet hem de özel ilkokul kademesinde görev yapan toplam kırk üç (n= 43) İngilizce öğretmenine ulaşılmış ve nicel verilerin toplanması için 35 sorudan oluşan bir anket uygulanmıştır. Söz konusu araştırmanın sonuçlarını daha da güçlendirmek adına nitel verilerin toplanması için hem devlet hem de özel ilkokul kademesinde görev yapan toplam otuz bir (n=31) İngilizce öğretmeni ile görüşülerek katılımcılara toplam 10 soru sorulmuştur. Nicel veriler istatistiksel olarak SPSS (sürüm 25) kullanılarak, nitel veriler ise içerik analiz yoluyla analiz edilmiştir.

Analizlerden elde edilen sonuçlara göre hem devlet hem de özel okulların ilkokullarında çalışan İngilizce öğretmenlerinin en çok karşılaştığı sorunlar öğrencilerinin yaşından kaynaklanan dikkat dağınıklığı, yine yaşlarından kaynaklanan teknolojiyi kullanma eksiklikleri ve teknik sorunlar olmuştur. Özel okulların ilkokul kademesinde çalışan öğretmenlerin teknik sorun olarak kastettikleri aslında internet kesintileri, elektrik kesintileri veya mikrofonun bozulması iken devlet ilkokullarında çalışan öğretmenlerin, özellikle de refah düzeyi düşük mahallelerde çalışan İngilizce öğretmenlerin en çok bahsettiği sorun ise uzaktan eğitim sürecinde öğrencilerin derse girebilecek teknolojik cihazının olmamasıdır.

Anahtar Kelimeler: *uzaktan eğitim, COVID-19, çocuklar, ilkokul İngilizce öğretmenleri*

TEŞEKKÜR

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ABBREVIATIONS

ATMA: Aims Test for Management Admissions

BITSAT: Birla Institute of Technology and Science Admission Test

CLAT: Common Law Admission Test

CPH: Critical Period Hypothesis

EBA: Education Informatics Network

EFL: English Foreign Language

EL: English Language

ESL: English as Second Language

HES: Hayat Eve Sığar (Life fits at home)

ICT: Information and Communications Technology

K-12: A shortening of kindergarten (K) for 5–6 year-olds through 12th grade for 17–18 year-olds

L1: First Language

L2: Second Language

MAT: Management Aptitude Test

MEB: Milli Eğitim Bakanlığı (Ministry of National Education)

NATA: National Aptitude Test in Architecture

SPSS: Statistical Package for the Social Sciences

TEGM: Temel Eğitim Genel Müdürlüğü (General Directorate of Basic Education)

TPR: Total Physical Response

TRT: Türkiye Radyo Televizyon Kurumu (Turkish Radio and Television Corporation)

WEB 2.0: Internet tools that allow the user to go beyond just receiving information through the web

YÖK: Yükseköğretim Kurumu (Higher Education Institution)

et.al: et alia (and others)

CHAPTER I

1. INTRODUCTION

This section includes the introduction part, the statement of the problem, the aim of the study, the research questions, the significance of the study, the limitations, assumptions, and the definitions part of the thesis. In the first part of the study, there is information about the general structure of the research which covers the problem, aim, significance, limitations, assumptions, and definitions of the research. Moreover, the second chapter of the research includes the related literature. The third part contains the findings, and the fourth part includes the conclusions and suggestions.

1.1. Statement of the Problem

The importance of traditional face-to-face education, where teachers and students interact and which has been familiar to everyone for centuries, cannot be questioned. On the other hand, technology that enables us to continue education in situations where face-to-face education is not possible has become an integral part of education. In particular, the COVID-19 pandemic, which emerged unexpectedly in 2019, has become not only a physical disease affecting the world (Aşkın, Tan Dinsel, and Baş, 2020) but also a social problem that creates negative social, economic, and political adverse effects. Undoubtedly, education has been one of the most affected areas by this pandemic. About 18,108 students of formal education in Turkey (MEB, 2019) and 7,940,133 students in higher education (YÖK, 2020) were affected unexpectedly by this global health crisis and forced to maintain their education through distance education.

The COVID-19 pandemic has forced schools worldwide to make an unexpected shift to distance learning, creating unprecedented challenges, particularly

for primary school teachers. Moreover, while pre-service English teachers are carefully taught how to teach a foreign language to young learners in ELT programs, the curriciulum does not include how to teach young learners in distance education. For this reason, it is assumed that teachers have encountered some problems in adapting and running the distance education process during the COVID-19 pandemic.

Young learners, in particular, require a high level of engagement and interaction to thrive in their education. However, the shift to remote learning has made it difficult for teachers to maintain this level of engagement and support student learning effectively. As a result, primary school English teachers who are used to traditional face-to-face instruction have found it difficult to adapt to and facilitate the teaching process in virtual learning environments. In addition, as young learners are kinaesthetic, their attention and concentration span are limited compared to other students (Scott and Ytreberg, 2001). However, children learn through social interaction and imitation (Vygotsky, 1962). For this reason, it was thought that it was very challenging for them to stay inactive and pay attention to the lessons for extended periods of time at the computer. In some studies, in the literature, the opinions of teachers about distance education learning were discussed. Thus, teachers expressed that they were ready to switch to distance education, but they felt encumbered because of the lack of facilities, equipment, and capacity to switch to distance education (Alea et al., 2020). Similarly, teachers defined Web 2.0 as a collection of technologies where users interact with content through internet technologies (Sahin-Topalcengiz and Yıldırım 2020). Likewise, they mentioned that among the biggest problems concerning distance teaching was a lack of student participation, and a lack of non-verbal communication which created difficulties in understanding, and technical problems (Petek, 2021). Moreover, based on the findings of relevant research (Tümen Akyıldız, 2020), it is seen that problems arouse from the low motivation of students due to possible difficult times, unwillingness to study, and the lack of consciousness for autonomous learning. In addition, students have the opinion that distance education is not effective in improving their English knowledge (Adanır et al., 2018). In this regard, it is essential to investigate and reveal the difficulties encountered by primary school English teachers in implementing distance education for young learners during

the coronavirus pandemic, as well as what can be done to improve and streamline the distance education process. For this reason, the research focuses on understanding the specific problems faced by young learner English teachers and addressing the challenges of distance education for young learners, with the ultimate goal of improving the effectiveness of remote learning for primary school students.

1.2. Aim of the Study

The COVID-19 pandemic, which emerged suddenly in 2019, affected the education system as much as in all areas. The closing of schools and institutions and the reduction of business hours were first announced in Bhutan in the second week of March 2020 (Kuensel, 2020, 6 March). After the government's announcement, the strategies of lockdown and stay-at-home were put in place as necessary actions to control the transmission of the disease and to flatten the curve. (Sintema, 2020). This new virus and disease were unknown before the outbreak began in Wuhan, China, in December 2019. Since that day, COVID-19 has become a pandemic affecting many countries globally. Several schools, universities, and colleges discontinued face-to-face teaching. With the closure of schools and the sudden transition to distance education, both students and teachers faced problems when studying and teaching at home.

However, the COVID-19 pandemic has allowed us to introduce digital learning (Dhawan, 2020). “Ideally, online education accomplishes at least three distinct things: distance, scale, and personalization” (Carey, 2020, p.2). According to (Hans d'Orville, 2020), while the COVID-19 crisis has changed our world and our global outlook, it might also teach us how education needs to change to be better to prepare young learners for what the future can bring. Since distance education is relatively new in our lives, English teachers in primary schools could run into several challenges and difficulties in adapting to the new teaching format during online education. These challenges can have a significant impact on the overall effectiveness

of distance education and can affect the teachers' ability to deliver quality instruction to their students. In this respect, this study aims to examine the possible problems encountered in teaching English to young learners in the distance education process and to provide recommendations for addressing the issues to improve the effectiveness of distance education for primary school English learners. It also aims to identify areas for improvement and suggest solutions to the existing problems if distance education becomes necessary again in the future.

1.3. Research Questions

To achieve the aim of the study, answers to the following questions will be sought:

- What are the problems faced by English teachers working with young learners during the distance education process?
- What recommendations can be made to primary school English teachers, and schools to improve the effectiveness of distance education for primary school English students during and after the pandemic?

1.4. Significance of the Study

It is claimed that many parameters in education will change even after the pandemic process is over and that the education system will gain a much different dimension after this process in which we are locked (Çatak, 2020). This seems true as both students and teachers gained a lot of things during this process that will be an experience for their life, and that they would never gain in face-to-face education. On the other hand, as a result of the implementation of distance education at all levels, it was concluded that the participants adapted to distance education processes at a

moderate level (Kaysi, 2020). The reason for this can be the unprepared switch of both students and teachers to distance education.

In the literature, research on distance language teaching during the COVID-19 pandemic process generally focuses on the views of instructors **(**Dolmacı and Dolmacı, 2020; Nkengbeza, et al., 2022), the students of secondary education (Aydın, 2020; Canpolat, Yıldırım, 2021; Türker, Dündar, 2020; Özdemir Baki, Çelik, 2021; Şahin, Aykaç, 2022; Dede, Keskin, Öztürk and Gülcan Keskin, 2021) and the students on an academic level (Durak, Çankaya and İzmirli, 2020; Li, Che, 2022; Mishra, Gupta, Shree, 2020; Abdulkareem, Eidan, 2020; Kutlu, Titrek, 2021). It has been observed that the views of teachers working with young learners, who are not even fully aware of the reason for experiencing this process and the problems they encounter during it, were not included in the studies. It is thought that this study will contribute to the literature in terms of addressing the challenges and difficulties experienced by teachers working with young learners during the pandemic process by recommending certain suggestions for similar situations that can be encountered in the future. By investigating these challenges, this study aims to provide valuable insights into the experiences of primary school English teachers during distance education. Thus, it is assumed that this study will contribute to the ongoing effort to understand and improve the distance education process for primary school English teachers and their young learners.

1.5. Limitations

The research is limited to forty-three English teachers working at private and state primary schools in the Centre of Edirne. In addition, the study was limited to a total of 6 private primary schools and 19 state primary schools in the center of Edirne. The outcomes of the research's findings are restricted to the responses provided by the teachers who supported the study in the questionnaire and the structured interview that was designed for the study.

1.6. Assumptions

It is assumed that the teachers who participated in the research provided honest, accurate, and sincere responses to the questions to contribute to achieving the research's aim. In addition, the findings obtained from the research were examined in depth with both qualitative and quantitative analyses and it was assumed that they were reliable. In addition to these, it is assumed that the relevant literature section constitutes an adequate theoretical framework for the research.

1.7. Definitions

Foreign Language: It is a language that is not one's native tongue.

Teaching English as a Foreign Language: It means teaching English to people who aren’t native English speakers.

Distance Education Process: Distance education is an educational process and system in which all or a significant proportion of the teaching is carried out by someone or something removed in space and time from the learner.

Teaching Foreign Language through Distance Education: It is a teaching process of a foreign language from distance by using technology.

CHAPTER II

2. LITERATURE FRAMEWORK

In this section, the conceptual framework related to the subject of the study is explained and the studies in the literature are examined. The characteristics of young learners, their education process, and the concepts of distance education are all explained, along with research findings.

2.1. Characteristics of Young Learners

Young learners have features that need to be understood by the educators who work and wish to work with them. Thus, their learning process can be defined as more critical than that of adult learners. In the literature, many studies have been conducted and various definitions have been given on the characteristics of young learners. For instance, (Clark, 1990) defined young learners "as developing conceptually: they develop their way of thinking from the concrete to the abstract thing" (Clark, 1990, p. 6). This is because; young children first learn to see, hear, smell, and touch. They are all about the here and now, and they don't think anything of the object when it's gone. In a word, concept development is a development process that starts with the development of thought from the moment the child opens his eyes to life and includes experiences that help the child to fulfil some mental skills. The concepts are developed in phases firstly from unformed ideas to certain notices in a proper form with supportive visuals and content. Young learners are also very good at interpreting meaning even if they don't know or understand the meaning of the individual word (Halliwell, 1992). Besides, they have a greater capability than adult learners for realizing and imitating what they hear (Brewster and Ellis, 2001).

Especially, five to seven years old children understand situations more rapidly than they understand the language used, they have a limited attention and concentration span, and sometimes they have difficulties in comprehending what is fact and what is fiction. Nevertheless, the age groups of eight to ten can realize the difference between fact and fiction, they can ask questions that depend on the spoken word as well as the physical world to understand the meaning, and they are also able to work and learn from others (Scott and Ytreberg, 2001).

Furthermore, except for the theories mentioned above by the theorists, some authors and linguists who studied and researched young learners added their theories and viewpoints as a result of their research. So, children, especially boys, tend not to keep quiet, and sometimes they can be aggressive. This is probably because of the changes in hormones, followed by high energy (Biddulph, 1998). Little girls, on the other hand, outperform boys in linguistic skills, fine motor skills, and concentration, and boys can only catch up to them by one year (Khan, 1998; Biddulph, 1998; McIlvain, 2003). In other respects, young learners need to incorporate hands-on experiences for effective learning, especially children who haven't even figured out how to read and write yet (Donaldson, 1978; Hughes, 1986). Besides touching, seeing, and hearing, young learners learn by exploring. So, if children are allowed to create their visuals and realities, they will be more interested in the activities and take more responsibility for the materials (Moon, 2000). In this regard, by touching on the characteristics of children that are observed and examined by researchers, the education process of young learners will be examined in comparison with their characteristics.

2.2. The Education Process of Young Learners

The process of learning includes acquiring new understanding, knowledge, behaviours, skills, values, attitudes, and preferences (Richard, 2010). It is difficult to determine the process of learning in a single definition. There are many definitions

expressed and supported by researchers about learning processes in the literature. For example, learning is the acquisition and mastery of what is already known about something, the extension, and clarification of the meaning of the individual's experience, or an organized and intentional process of testing ideas relevant to the problems (Smith, 1982). However, for years, many linguists and authors have investigated how the learning process is shaped, what its effects are, and whether it is a temporary process or a process that will always exist in our lives, and some theories have been put forward on this subject. Smith (1982) defined learning as a slightly permanent change in knowledge or behaviour through experience. However, Mayer (1982) added three constituents to this definition: firstly, the duration of the change is not short-term but it is long-term. Secondly, the change's position is the content and structure of knowledge in memory or the learner's behavior. Finally, the reason for the change is not fatigue, motivation, drugs, a physical condition, or physiologic intervention but the learner's experience.

Contrary to him, Gagne (1985) defined the learning process as "a change in human disposition or capability that persists over a while and is not simply ascribable to processes of growth" (Gagne 1985, p. 2). Moreover, Driscoll (2000) defines the learning process as "a persisting change in human performance or performance potentia which must come about as a result of the learner's experience and interaction with the world" (Driscoll, 2000, p.11). Subsequently, learning is described as a process that arises within suspicious environments of shifting key elements not thoroughly under the control of the individual (Siemens, 2004). In addition, according to Ambrose et al (2010), learning is defined as "a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning" (Ambrose et al, 2010, p.3).

However, apart from the definition of the learning process, how the process is formulated by the teacher is also worth considering. Especially in the learning process of young learners, the activities should include physical movement and appeal to their

senses. Before the teacher comes to the lesson, he or she has to prepare a large number of visuals, pictures, objects, and realities about the subject which will be taught that day. Learning by playing is both the most fun and the most natural way for young learners to acquire new skills. Especially since children's concentration and attention spans are short, teachers have to create various activities, techniques, and methods to motivate them. In addition, at a young age, children are curious about what is going on around them and they want to discover new things because they are open to information and new experiences (Uysal and Yavuz, 2015).

According to Vygotsky (1962), children's social interaction is the main tool in knowledge acquisition. He asserted that children learn and acquire knowledge within and through interaction with others. They also learn by imitating others. Cekaite (2007) examined the socialization process of children through participation in a case study. The result of the study showed that as a child's language skill improves, his participation in the lesson changes from a quiet learner to a proficient speaker. Cekaite (2007) also emphasized that students with limited knowledge of the target language are involved in multilateral classroom conversations as a result of repetition and routines, and this positively affects their interactional competence. Similarly, Kanagy (1999) stated that repetition and scaffolding are useful tools for children. The education process of young learners can be defined differently for everyone and may differ depending on the point of view. Especially teaching English as a foreign language to young learners is another subject that would be appropriate to discuss separately in detail.

2.3. Teaching English as a Foreign Language to Young Learners

The way young English language learners process information in their native language as well as in a foreign language differs from adults. Children, from an early age, begin first to sort out words involving concrete objects. So, when they are introduced into the L2 classroom, they “need very concrete vocabulary that connects

with objects they can handle or see" (Cameron, 2001, p81). In contrast, adult learners can cope with abstract ideas. However, young learners cannot understand abstract ideas such as grammar. Bourke (2006) considered young learners incapable of comprehending the concept of ideas such as parts of speech, discourse, or phonology. Nevertheless, adult learners have the incident of understanding these concepts through their knowledge of the L1. Any effort to explain abstract concepts at an early age will likely serve only to confuse young learners.

Thus, Cameron (2001) suggests dealing with topics children find familiar, such as family and friends or school life, to avoid dealing with abstract ideas. Young learners work to develop a clear mental image using the L1 as well as the L2. The way of doing this is through their use of private speech. This occurs when children mutter to each other when undertaking various activities (Wertsch cited in Cameron, 2001). As children get older, they develop a better understanding of language. Their private speech becomes internalized (Cameron, 2001).

2.3.1. Theories of Teaching English to Young Learners

The field of teaching young learners, particularly in teaching English, is based on specific theories. For example, the Behaviorist theory which was formulated by a Russian psychologist called Ivan Pavlov is based on the concept of learning which refers to a comparatively permanent change in behavior or knowledge through experience. Behaviorism is a philosophy of psychology, which has an extensive influence on the understanding of mental and behavioral viewpoints of life. It is based on a stimuli-response formula and developed by B. F. Skinner (1938) and JB Watson (1913). Skinner (1938) believed that the development of language is directly related to imitation, practice, and positive reinforcement (Lightbown and Spada, 1999). In a word, young learners acquire a second language by listening. For instance, listening to a word produced by a speaker or teacher or a tape that acts as a model to be imitated. However, according to Watson (1913), people were more complex than animals, but

they acted on the same elements as them. He argued that imitation and practice are vital in any language learning.

Nevertheless, behaviorism has been criticized by many researchers and theorists. Skinner (1957) declared that he rejects the behaviorist view of language acquisition (Chomsky, 1959). According to Skinner (1957), language was not a form of behavior, but a system based on complex rules, and much of language acquisition involved learning the system. In other words, there are some grammatical rules in the system, and by learning these rules, an unlimited number of sentences can be created and produced in the language (Chomsky, 1959). Moreover, children from an early age are constantly interacting with the world around them and trying to solve the problems presented by the environment. In short, children learn and think actively (Piaget, 1970). Similarly, according to (Piaget, 1970), children seek intention and purpose when they see other people's actions, adding their knowledge and experience to their efforts to make sense of other people's actions and language.

On the other hand, according to Vygotsky (1962), children ideally learn when they interact with people. The development of their first language begins when children are 2 years old. Vygotsky (1978) used the idea of the zone of proximal development (ZPD) to give a new meaning to 'intelligence'. Learning to do things and learning to think are both helped by interacting with adults. Vygotsky saw the children as first doing things in a social context, with other people and gradually shifting away from confidence in others to independent action and thinking. Like Vygotsky, Bruner (1983) focused on the importance of language in a child’s cognitive development, and he investigated how adults use language to intervene in the world for children and help them to solve problems. Cognitive strategies are concerned with how students think about their learning; these can be taught by appealing to the child's natural trait of not being shy, allowing him to explain his encounters with English and his thoughts on how he handled them. Compensation could be taught indirectly by challenging the child with new vocabulary, and engaging him in guesswork through communicative

activities, thus revealing errors that need to be corrected or correct forms which need to be praised. According to Bruner (1983), the effective learning of students can be provided scaffolding by adults. So, the role of adults in a child's learning process is very important. Bruner's most useful example is of parents reading stories to their children from babyhood.

2.3.2. Scaffolding

Vygotsky (1978) defined scaffolding instruction as the “role of teachers and others in supporting the learner’s development and providing support structures to get to that next stage or level” (Raymond, 2000, p. 176, as cited in Van Der, 2002). In addition to facilitating learning, scaffolds help to motivate the child's interest in the task to be done, simplify the task to make it more manageable and achievable for the child, help the child focus on the goal, clearly distinguish between the child's occupation and the work he is doing, achieve the desired solution, it reduces frustration and risk, and helps to model and clearly define the expectations of the activity to be performed (Bransford et al., 2000).

In other words, educators provide scaffolds for learners to accomplish certain tasks that they cannot accomplish on their own (Bransford et al, 2000). This is an important consideration in L2 training. By paying attention to reminding the tasks and goals to be done on behalf of their students, teachers do what children cannot yet do for themselves (Cameron, 2001). They can help students with their tasks until the language is internalized. When students exceed this level, they develop a clear mental image and no longer need scaffolding.

2.3.3. Critical Period Hypothesis

The Critical Period Hypothesis (CPH) claims that there is a certain period when it is most appropriate to learn a second language. This idea states that children can learn a second language more easily than older students in the period up to adolescence. Birdsong (2006) and Abello- Contesse (2008) also argued that the critical period concludes after puberty. There is a certain period in development that usually coincides with the age at which individuals can no longer achieve a native-like command of a second language (Penfield and Roberts, 1959). However, as the years pass and people age, the brain loses its ability to form and understand new speech and grammar, as well as not being able to distinguish subtle sound changes (Montrul, 2008). Similarly, (McDonald et al., 2006) agreed that the CPH asserts maturation and it is closely paralleled with language acquisition.

However, not all educators are convinced of the validity of this theory. Despite all the researchers who argue that there is an age restriction on language acquisition, there is another who believes that the age factor cannot be separated from factors such as motivation, social identity, and learning conditions (Lightbown and Spada, 2001).

2.3.4. Ways to Teach English as Foreign Language to Young Learners

As noted above, it would not be appropriate to teach abstract ideas or grammatical structures in early childhood. Teachers can teach languages with activities that will enable them to have more fun and keep them in mind. Among them, one of the most frequently used is songs. However, besides songs, stories, short plays, cartoons and all kinds of visual tools can be used and can be useful.

Moreover, using stories in foreign language teaching has important value because it is natural to acquire and contextualize (Slatterly and Willis, 2001). In addition, using stories is a holistic language teaching and learning approach that places great emphasis on engaging children in the rich and authentic aspects of a foreign language (Cameron, 2001). For this reason, Cameron (2001) draws attention to a mental process called 'mentalese', which is used to independently formulate the language of meaning. As a result, when children are told a story in a foreign language, they can compare the words in the second language with the help of the visuals in their mother tongue, and comprehend and summarize the main idea of the subject.

2.3.5. Differentiation Method

Teaching English as a foreign language to young learners has its strangeness based on the psychophysiology of their age. Differentiation is a structure or philosophy to allow students of all levels to reach their full potential (Munro, 2012). Children cannot regulate their perception and analyse an object. The objective of differentiation is to enhearten teachers to adjust their teaching, learning, and assessment practices (Vickerman, 2009). Young learners' attention is drawn by bright objects and their concentration lasts as long as they are interested in the activity.

Learning a foreign or second language is a critical period in children's life. Before teachers make an effort to teach children the basics of English phonetics, grammar, or vocabulary, they overshadow the individual characteristics of a child, their reaction rate, and their mental health. Differentiation can be linked to Vygotsky's (1978) intervention theory, which concentrates on the importance of focusing on learners as individuals and support for their academic success rather than focusing on the curriculum (Daniels and Hedegaard, 2011). Nevertheless, students might be very varied in their prior learning, motivation, learning style, and in other respects. Fortunately, the differentiation method accommodates these differences. So, teachers

working with young learners need to teach a second language taking into consideration the young learner's psychological peculiarity.

Therefore, the fundamental methods of teaching English as a foreign language to young learners are based on 3 principles (Stakanova and Tolstikhina, 2014):

1) role plays;

2) communicative methods;

3) total physical involvement.

2.3.6. Communicative Approach

The communicative approach was developed in response to grammatical approaches. Its main purpose is to develop a functional communicative L2 competence in the student. Communicative language teaching is based on the concept of communicative competence developed by Hymes (1966) which is an extension of the concepts of linguistic competence and performance of Chomsky (1965). The communicative approach suggests that when teaching English as a second language to young learners, listening should come before speaking, as in the mother tongue, and the teaching of the second language should resemble the process of teaching the first language. In this way, communication skills develop naturally and spontaneously.

Today, more and more attention is given to communicative approaches in EL teaching. With the emergence of universal education and the extremely rapid development of ICT, communication became the primary goal for foreign language learners. The communicative approach brought novelty to the level of theory instead of to the level of teachers' actual classroom practices (Karavas, 1996). Student-student interaction, or group work, encompasses cooperative learning strategies in which the learning success of each student depends on the input of all students in the class. This

is the most effective way to get the whole class involved. Because all students participate in such exercises, not just students who are always active in the lesson. The basic principles of the communicative approach are: 1) it aims for effective communication, 2) it teaches how to communicate using language, 3) it focuses on understanding and how to use language more appropriately, 4) it focuses on both fluency and the correct use of language, 5) the use of authentic materials to communicate supports and reflects a real-life situation and 6) is the integration of four skills (speaking, writing, reading and listening) (Irmawati 2012). Besides, one of the most popular communicative language teaching activities is role-playing.

2.3.7. Role Play, Class, and Individual Work Work in Groups and Pairs

The most effective way for students to communicate is by role-playing. In role-playing activities, the teacher gives the students a role and the students pretend to be that person. Beforehand, the teacher gives information such as who they are, what they think, or how they feel. And they watch children behave this way. For example, the teacher might say to the student, "You are David, go to the doctor and tell him what happened last night and..." (Harmer, 1984, as cited in Hukom, 2019, p.5).

Besides role play, pair and group work are also very important if each learner is to have sufficient oral practice in the use of the language. Pair-work is one of the interaction patterns used in the modern language classroom, such as English as a second language (ESL) or English as a foreign language (EFL). In pair work, students are expected to interact with student-student without the intervention of the teacher (Phipps, 1999). The purpose of this is actually for students to improve their language by speaking. Because in classroom activities, students only say one or two sentences in a lesson, and maybe even no conversations at all.

However, the project work method is one of the methods worth mentioning in language teaching. The project method gives each student a chance to show their creative individuality and at the same time, develop team spirit and learn to act as a team. The project method emerged in the mid-19th century and stems from Pragmatism, which is the philosophical movement that promotes the practical application of action and knowledge in daily life (Frey, 1986). Nevertheless, organizing paired work is easier and faster than group work. It also provides opportunities for students to practice intensive listening and speaking.

2.3.8. Total Physical Response

The Total Physical Response (TPR) by James Asher (1977) is considered a great way to teach English to young learners. Scott and Ytreberg (1990) suggest that it is careful to strike a balance between quiet and noisy activities to create both a peaceful and dynamic learning environment. The purpose of this method draws attention to the encouragement of students to listen to and respond to their teacher's spoken target language commands. It also tries to teach language through physical (motor) activity (Larsen-Freeman, 1986). This method both associates language with physical movement and keeps children active in the learning process. Unfortunately, young learners have very short attention spans and are easily distracted. Therefore, the activities chosen for language learning should be between 5 and 10 minutes, and activities that are too long should be avoided. According to Scott and Ytreberg (1990), there should be various activities that can achieve this balance. For language teaching, it is recommended that each task focuses on different skills while using individual, pair, group work, or all classroom activities alternately.

Moreover, studies conducted on TPR explored several benefits of using the TPR method in teaching a foreign language to children, like body movement (the use of large motor skills) which contributes to language learning and can potentially strengthen children's physical development. Also, apart from textbook activities,

children enjoy even more by focusing on physical movement, and their participation in the lesson is further increased, it can also increase their motivation to participate in action games and make foreign language learning effective (Vera M. Savić, 2014).

The TPR method makes learning more fun and enjoyable for young learners (Shin and Crandall, 2014). Teachers can make movements by producing the words in the song "Day and Night", and "Head, Shoulders, Knees and Toes" as a play. Games such as flashcards, which are applied to gain new vocabulary, apart from being a learning strategy motivate students. They can also be used for role-playing in classrooms, rehearsing target language plays and songs, storytelling, and drawing, by combining the language learning strategies. According to the taxonomy of Oxford (1990), memory strategies can be learned by instructing flashcard games to outline new phrases, and teaching children hymns and rhymes so that new input remains embedded in their memory.

2.3.9. Use of Games in L2 Learning

The communicative approaches used to teach young learners English as a second language are outlined above. So, it would be appropriate to mention the games which are one of the techniques that provide communication (Richards and Rodgers, 2001). By playing games with students or using games as an activity in language teaching, teachers increase the student's desire to learn language even more. Efforts should be made to understand, pronounce correctly, and use all words of the target language in speech or written composition. Learning a language requires effort at every step and is a long process. Wright et al. (2005) mention that games are a context for meaningful communication that takes place while communicating about the game as students try to understand how to play the game.

According to the observations of teachers working with young learners, it is obvious that games help and encourage many learners to sustain their interest and motivation. Language learning games are one of the perfect activities for young children when teaching them a foreign language such as English (Sochreta Hang, 2017). Games help the teacher to create contexts in which language is useful and meaningful. Games also can help young learners to learn their vocabulary effectively (Bakhsh, 2016).

2.4. Distance Education Process in Turkey

As the new type of coronavirus was realized to be viral and contagious and turned into a pandemic, many countries resorted to isolation and quarantine measures. Since individuals are in too much contact in educational institutions and the disease is transmitted especially by the respiratory tract, suggestions on the closure of institutions to reduce the spread of the disease have been taken into account. In March and April 2020, it was discovered that the epidemic had spread all over the world. Some countries or institutions that initially did not take the epidemic very seriously found themselves in the chaos that was more unprepared. In Turkey, schools and educational institutions were closed on March 16, 2020, face-to-face education was suspended, and distance education began on March 23, 2020, in primary, secondary, and high schools. Distance education is a tutorial organization that covers all forms of education at all levels and in which students benefit from planning, guidance, and tuition even though they are not under constant and direct supervision in the same classrooms or the same building as their teachers. (Holmberg, 1977). Moreover, distance education is “institution-based, formal education where the learning group is separated, and where interactive telecommunications systems are used to connect learners, resources, and instructors” (Schlosser and Simonson, 2009, p.1). As a consequence, local and central exams were postponed, and web-based exams were introduced to measure and evaluate student achievement.

Since the epidemics experienced in Turkey are few and do not spread to the general population, education has never been interrupted except for the COVID-19 outbreak. So, in the COVID-19 pandemic, it has been decided to completely stop formal education and switch to distance education, which is defined as “enables individuals to continue their lives in a balanced and productive way and to adapt to society” (Gökalp, 2016, p.1).

2.4.1. History of Distance Education in Turkey

Distance education studies first came to the fore in Turkey in 1924 with the "Teacher Education Report" announced by John Dewey. Then, in 1927, at a meeting where the problems in the field of education were discussed, it was aimed to teach literacy to the illiterate part of the people. This practice, which was planned to be done in the form of teaching by letter, could not be started (Alkan, 1987). The most important reason for this is the 90% of the illiterate population and the idea of reading and writing without a teacher. The practice of distance education could not be started until 1956, and it remained just an idea (Kaya and Odabaşı, 1996). After 1956, the foundations for distance education applications began to be laid, and a board called "Learning by Letter" was established within the Statistics and Publication Directorate in 1960 (Özarslan and Ozan, 2014). In 1962, children, and adults, who could not continue their education for various reasons, as well as those who wanted to increase their professional knowledge and skills, began to be given education by letter teaching.

With the development of technology, educational programs began to be published by TRT in 1968. In 1973, Film Radio and Television Education Center started to broadcast educational programs for primary, secondary, and high schools. In addition, the Non-formal Higher Education Institution, which was established in 1975, has planned to broadcast educational programs on television in many fields that may be needed (İşman, 2005). In 1978, the Ministry of National Education (MEB) recommended the establishment of an "Open Plan University" for the development of

distance education applications in higher education (Gelişli, 2015). After 1990, it started to switch to distance education applications in other universities. Open Education High School was opened under the Ministry of National Education in 1992, and Open Plan Primary School providing education in the 6th, 7th, and 8th grades was opened in 1998 (Demiray and Adıyaman, 2002).

Since 2000, innovations in information and communication technologies have entered our lives. With the use of these devices, the number of students has increased and distance education has become one of the components of the Turkish education system. Television broadcasts were used in the training of Fırat University in 1991. Computer lessons were given in the publications and successful trainees were certified.

Accordingly, it can be said that there are four periods of distance education in Turkey (Bozkurt, 2017);

I. period - Discussion and suggestions: Conceptual (1923-1955),

II. period - By Correspondence: By Letter (1956-1975),

III. period - Audio-visual means: Radio and Television (1976-1995),

IV. period - Informatics-based: Internet-Web (1996-…).

Today, education is gradually changing its face with the effect of new communication technologies. With the emergence of digital systems and the development of internet technology, the boundaries of time and space in the field of education have disappeared, so the distance education service, which was carried out through letters in the past, has become increasingly widespread throughout the world. Distance education applications have started to come to the fore, especially to make education activities subject to a certain fee in some areas and to create equality of opportunity.

2.4.2. Education Process in Turkey during the COVID-19 Pandemic

It was first announced by the Ministry of Health that coronavirus cases were detected in Turkey on the evening of March 11, 2020. In line with the recommendations of the scientific committee formed in Turkey, schools were suspended by the Ministry of National Education as of March 16, 2020. It has been announced by the Ministry of National Education that as of Monday, March 23, 2020, distance education and live lesson applications will start via EBA (Education Informatics Network) and TRT EBA TV. The Ministry of National Education cooperated with TRT and tried to strengthen the infrastructure of EBA to meet the educational needs of society and ensure that education is not interrupted due to the epidemic disease caused by the coronavirus (Özer, 2020).

Three channels, TRT EBA Primary School, TRT EBA Secondary School, and TRT EBA High School, started broadcasting on 23 March 2020 (Basaran et al., 2020). The Council of Higher Education announced that due to the epidemic, spring semester courses will continue through distance education, and they have suspended face-to-face education as of March 26, 2020 (Yılmaz et al., 2020). It was announced by the Ministry of National Education that distance education would continue until 31 May 2020 (Can, 2020). In addition, at the cabinet meeting on May 18, 2020, it was decided to end the 2019-2020 academic year. The General Directorate of Basic Education TEGM made changes in the Pre-School and Primary Education Institutions Regulations regarding the suspension of education, evaluation of student achievements, and compensation programs regarding the extraordinary situation experienced due to the pandemic.

The Ministry of National Education announced that face-to-face education would be gradually started from September 21, 2020, starting for kindergarten and 1st-year students. According to the statement, within the scope of the academic year adaptation program, it was decided that the class students would be divided into groups

and diluted, to attend school once a week on 21-25 September, and to come to school two days a week between 28-September -2 October within the scope of the program that would consist of five 30-minute activity hours (Saygı, 2020). In educational environments, where face-to-face education was introduced with gradual and diluted programs, parents were not admitted to schools, class sizes were reduced so as not to create crowds, and HES code (HES is the initials of "Hayat Eve Sığar", which translates to ‘Life fits at home’ and the primary purpose of this code is to indicate who is carrying the virus) query at school entrances was put into practice for both staff and visitors. The HES codes of students and teachers were questioned collectively and it was tried to prevent those in the risk group from entering the school. In the statement made later, it was announced that as the second stage of face-to-face education in schools, primary school 2nd, 3rd, and 4th grades will gradually attend schools face-to-face two days a week as of October 12, 2020 (Saygı, 2020).

However, considering the course of the epidemic disease caused by the coronavirus in the world and Turkey, it was announced by the Ministry of National Education at the cabinet meeting on November 17, 2020, that the schools would suspend face-to-face education until January 4, 2021, and distance education would be held. TRT EBA Primary School, TRT EBA Secondary School, and TRT EBA High School television channels, which were created with the cooperation of EBA and TRT, the infrastructure of which was previously formed in Turkey, continued to manage the educational activities of the epidemic process. The distance education process, which started on March 23 in Turkey, ended on June 19 (Saygı, 2020).

2.5. Teaching English to Young Learners through Distance Education

Before the spread of the COVID-19 pandemic in the world, a lot of research has been done on language teaching to young learners as mentioned above (see 2.3). However, with the pandemic gaining a new dimension in education, researchers have

begun to research how to teach a foreign language more efficiently from a distance. Distance education is a process in that although both teacher and learner are far away from the place where the training is normally provided, with the help of modern technologies, teachers provide essential training to the learner (Bagapova et al., 2020).

Storytelling is one of the most commonly used techniques to attract young learners into the learning process effectively. Stories have the power which can bring young learners into a world of imagination and draw a colourful picture with many interesting characters in the story. It was proven that the storytelling technique improved vocabulary skills in English learning in distance education (Gülşen, 2020). Additionally, storytelling would be very useful to teach foreign languages to young learners (Rebecca Isbell, 2002). Likewise, by engaging students with multilingual digital stories, they have more creatively developed stories based on images taken by them. Moreover, according to (Nuroh et al., 2021) by working together or in pairs on digital stories associated with the assignment of roles, students might take on their responsibilities conveniently.

Except for storytelling, it can be mentioned that focusing on other effective vocabulary acquisition strategies for ELs is also important. Additional multimedia resources, including classroom interaction with auditory and visual materials, can be helpful for students to learn vocabulary that they still have difficulty on understanding (Ortogero et al., 2021). Similarly, apart from online courses, teachers can send assignments to the students through e-mails and the students have the chance to take exams online (Chhabra, 2012). Thus, it can be said that technology has many possibilities in this regard.

Finally, online game-based learning is another approach that integrates game features with learning materials in distance learning to enable the acquisition of knowledge and skills (Cheung et al., 2008). According to Moon and Ke, (2020), the participation of students in online classes can be benefited from online game-based

learning. Moreover, it is claimed that online games could stimulate students' internal abilities, moving them to participate in learning activities completely (Eltahir et al. 2021).

2.5.1. Challenges Faced in Distance Education

As mentioned above, the COVID-19 pandemic has changed the education system drastically. However, there are multiple problems faced by students and educators in online classes. Faherty et al. (2019) researched the cross-cutting considerations specific to school settings, including challenges in reconciling different views about the role of schools in protecting public health and concerns about student safety, and lack of funding for school nurses. Based on the results, they found five groups of themes that include transparent communication. These are mitigating adverse impacts on students, addressing additional resource requirements, defining clear roles for schools and public health departments, and collaborative decision-making that could increase the feasibility and acceptability of social distancing practices in US schools during the COVID-19 pandemic. Similarly, regarding the challenges faced in the COVID-19 online teaching and learning process, the most common difficulties faced by students are accessibility, affordability, flexibility, learning pedagogy, lifelong learning, and education policy (Murgatrotd, 2020).

From the same perspective, other challenges faced in the online COVID-19 learning process are listed under the same study. According to the findings, internet connection, finding the most appropriate online resources for the course, many educators and students lack the appropriate digital skills to teach and learn online can lead to making the online learning process inefficient for them. Also, some students may not have the qualities necessary for online learning, such as adaptability, independent study, self-regulation, and motivation and some instructors use direct instructions without considering important aspects of online learning such as interaction, social presence, and cognitive presence. These can also lead to a lack of

motivation in students (Huang, 2020). Additionally, the biggest problems faced by teachers in online learning during the COVID-19 pandemic were the significant increase in lesson preparation time and the limited use of computers by children. It can be challenging to use the time well and guide students at the same time. However, the use of tools in a way that facilitates the execution of activities following the methodology of teaching young students so that the youngest children can perform tasks using ICT was also a problem. Finally, the teachers stated that they had technical difficulties in preparing the necessary teaching materials and instructions (Marchlik et al., 2021)

On the contrary, parents, who were fully involved in this process faced some challenges as well students and teachers. These challenges are balancing responsibilities, non-positive student motivation, accessibility, learning outcomes, and outliers. Although parents supported the school closure policy, they concluded that the closure of schools caused some problems with distance education (Garbe et al., 2020). In addition, low income and poor socio-economic conditions may also not allow people to develop and use the internet infrastructures. The resources of the school, students access to digital tools and their ability to use them, and the socio-economic level of the school and the students have significantly affected how teachers spend the distance education process. Especially teachers, working in disadvantaged regions and schools, experienced more difficulties in this process and even had difficulties in reaching their students. This was also a huge problem in the COVID-19 process. However, this could be overcome, and overall progress in the education sector could be achieved by implementing the proposed measures (Kharbikar et al., 2020). Otherwise, bringing all students to a single platform with a single repository would take time, resources, and coordination (Dawadi, 2020). Moreover, there are three main challenges based on the critical challenges and factors that influence the e-learning system usage during the COVID-19 pandemic. These are change management issues, technical issues with the e-learning system, and financial support issues (Almaiah et al., 2020).

On the other hand, online exams were found to be inefficient; this can be called another problem in the COVID-19 distance education process. Various state-level board exams, recruitment exams, university-level exams, and entrance exams were postponed across India due to the COVID-19 outbreak and national lockdown. Various entrance examinations (such as BITSAT 2020, NATA 2020, CLAT 2020, MAT 2020, and ATMA 2020) were also postponed/ rescheduled (United Nations, 2020).

Finally, related to the challenges faced during the COVID-19 pandemic, it came to light that the pandemic harmed the students learning as many of them were not used to effectively learning by themselves. The distance learning process has been a challenge for most students due to the emerging e-learning platforms, students' limited access to the internet, and the lack of technical knowledge of many students on these technological devices. It is therefore recommended that students and teachers should learn how to use e-learning platforms effectively for teaching practice after such challenges in the education system (Owusu- Fordjour, C et al., 2020).

2.5.2. Opportunities Provided in Distance Education

Despite the challenges, online learning has provided the opportunity to teach and learn in innovative ways, unlike the teaching and learning experiences in the normal classroom setting. As educators, parents, and students share similar experiences, there are unique opportunities for collaboration, creative solutions, and a willingness to learn from others and to try new tools (Doucet et al., 2020). In addition to the challenges that emerged in the COVID-19 online education, the opinions of the teachers about whether they found the process useful or not were encountered in the research. Thus, the participants not only noted the challenges but also determined the

benefits of this process. According to the participant teachers, emergency online teaching was considered convenient and easy to administer (Talidong et al., 2021)

Similarly, since there is limited movement in online education, students with physical disabilities had more freedom to participate in online education. Thus, the transition from the traditional education system in school to the online education system has been successful (Basilaia and Kvavadze, 2020). Correlatively, some students found online education more interactive than traditional face-to-face education. Many students felt that online learning was more empowering as they had the opportunity to view information from their laptops and smartphones rather than from the blackboard or classroom screen. According to the students, learning from a comfortable environment at home and not being disturbed by their classmates made learning more comfortable and increased their concentration in the lesson (Saxena, 2020).

In other respects, in a study (Favale et al, 2020) related to campus traffic and e-learning during the COVID-19 pandemic, the changes in traffic patterns due to the lockdown measures and the switch to online collaboration and e-learning solutions were analysed. The results have shown that the campus and the Internet have proved resistant to successfully coping with challenges and maintaining university operations.

Similarly, According to Ziebell et al. (2020), the shift to online learning has created several opportunities for education, which can be grouped into five key areas. These areas include student engagement, which refers to how online learning can increase student participation and motivation; rethinking schooling education and curriculum, which refers to how online learning can lead to new and innovative approaches to education and curriculum development; parents and carers, which refers to how online learning can involve and support the role of parents and carers in their child's education; staff collegiality and collaboration, which refers to how online learning can foster greater collaboration and support among teachers and other staff;

and teacher proficiency, which refers to how online learning can help teachers to develop new skills and improve their teaching practice. These opportunities arising from the shift to online learning can potentially improve the overall education system and benefit students, teachers, and parents.

2.5.3. Effects of Distance Education on Primary English Teachers

Many countries, including Turkey, started distance education very quickly after the closure of schools. In this process, teachers are expected to support students academically and to be involved in the distance education process as smoothly as possible. Teachers, who have not had such an experience before and have not received adequate training on how to deal with such a crisis, have been quite unprepared for this process.

However, the number of countries that provide "distance education" training to teachers is very limited. In Europe and Asia, only 20% to 30% of countries have provided teachers with distance learning-related training. Naturally, teachers, who have limited proficiency and skills in providing distance education, face difficulties in carrying out this process effectively on their own. It is known that there are significant differences among teachers in terms of accessing and using digital tools in many countries, including Turkey. Actually, in the developmental age where the current knowledge of individuals doubles at most every two years, teachers need to follow these developments closely and update themselves without waiting for anyone else (Özkan, 2005).

Additionally, teachers like other adult workers have been emotionally affected by the COVID-19 pandemic process (Jaramillo, 2020). Besides, apart from emotional difficulties, teachers in the COVID-19 education process faced problems such as technical problems, class size, learning materials, student engagement, and

learning environment (Talidong et al., 2021). Hereunder, teaching, learning, parents and carers, health, safety, well-being, and work mode are five key challenges teachers experienced during the COVID-19 pandemic process (Ziebell et al., 2020).

2.5.4. Effects of Distance Education on Young Learners

With the worldwide suspension of face-to-face education, educational institutions have decided to transition all age groups to distance education to ensure students continue to study. Since it was unclear how long this process will take, various online resources have been used to continue the education. While many higher education institutions were already familiar with online teaching platforms, most teachers had little knowledge of how to transition from face-to-face to distance learning will proceed.

However, though teachers have adequate technical skills and can reach all students through communication systems, distance education may be inadequate for some ages, grades, and students. Furthermore, teachers needed to use different methods and make more effort to provide student participation and motivation. Even in face-to-face education, it is very difficult to organize lessons according to the different needs of each student, while trying to achieve this with distance education has made it very difficult for teachers. In this process, students and their parents were also unprepared as well as teachers in the transition to online learning (Cuffari, 2020).

Moreover, despite the teachers, there were challenges for students in the online learning process too, which can be lined up as follows: Firstly, particularly for students in their first year of education, the lack of support from parents with limited or no literacy poses a challenge. Secondly, children living in atypical circumstances may have additional needs and may need additional support. Thirdly, children who are hard of hearing or visually impaired, as well as those with physical, mental, or sensory

impairments, need additional support. Finally, children with learning disabilities such as dyslexia or dysgraphia need special attention in the design and narrative of the learning material (Pudasaini, 2020).

Regarding the initial psychological responses of the students, have reported that, two weeks after the lockdown due to the COVID-19 pandemic, students had moderate to extremely severe depression, anxiety, and stress symptoms (Odriozola-González, et al., 2020). As a consequence, it would be appropriate to mention that there is a significant negative impact of the COVID-19 pandemic on the academic, health, and lifestyle of the students (Son, et al., 2020).

2.6. Relevant Research

After the introduction of distance education into our lives during the COVID-19 pandemic in 2020, many researchers and academics have worked to identify, discuss and solve the problems encountered in this process. Related studies including the problems encountered in distance education since 2020 are as follows:

Arabacı (2020) researched teachers' perceptions and students' attitudes toward distance education. As a result of the research, it was concluded that there was a significant difference in the students' attitudes toward distance education in terms of the frequency of access to distance education.

Moreover, Yıldız and Seferoğlu (2020) examined the self-efficacy perceptions of distance education students towards online technologies. First of all, they found out that distance education students have high self-efficacy perceptions for online technologies. Secondly, the self-efficacy perceptions of distance education associate degree students towards online technologies were discussed according to

gender and it was concluded that men had higher self-efficacy perceptions than women.

Subsequently, Ünal and Find (2020) evaluated the distance education studies carried out during the COVID-19 epidemic period by teachers. They revealed that the student's general lack of participation in live classes was related to the academic success of the students and the infrastructure they have. In general, in the research framework, it has been observed that students with high academic success were more willing to attend classes and that there were students who could not attend live classes because they did not have a computer, telephone, or internet infrastructure.

Furthermore, Tartavulea, et al. (2020) reviewed online teaching practices and the effectiveness of the educational process in the wake of the COVID-19 pandemic. They concluded that an effective online system was the result of not only a carefully curated set of instructional and assessment tools but also, most importantly, the trust of its users.

Burke and Dempsey (2020) studied the practice in primary schools during the COVID-19 process and the results showed that, while distance learning was happening in almost all schools, guidance and training around the safety of platforms and good practices were required.

By evaluating the implementations in Turkey from the student perspective in the distance education process in K–12 schools during the pandemic period, Fiş Erümit (2021) deduced that the distance education process based on EBA TV yielded both positive and negative results. Its positive aspects are maintaining the predetermined curriculum, providing on-site learning, and providing psychological support and motivation to students and parents as it contains extra-curricular content. The negative aspects can be shown as the teacher's lack of technological pedagogical content

knowledge, their pedagogical competencies, their unmet expectations regarding the preparation of students for high-risk exams, and the student's neglect of EBA TV programming after the start of simultaneous lessons.

Similarly, Çok (2021) researched teachers' perception of self-efficacy regarding distance education and the obstacles they encounter in distance education during the pandemic process. Based on the results he found that teachers think that distance education requires more effort and takes more time than face-to-face education.

Likewise, in research about distance education practices in Turkey and the relationship between teachers' attitudes towards distance education and their digital literacy, Ulutaş (2022) concluded that there was a significant difference between the distance education attitudes of teachers and their educational status.

Investigating the relationship between the self-efficacy perceptions of the teachers involved in distance education during the pandemic process and their attitudes towards distance education, Toptaş (2022) found out that teachers who provide distance education during the pandemic process were generally inexperienced. The majority of teachers who received training had not given education before; only a small percentage of them had given distance education before.

CHAPTER III.

3. METHODOLOGY

The sudden transition to distance education in all countries due to the COVID-19 epidemic has faced primary teachers and students with several problems. It was decided to carry out such a study, considering that primary English teachers working with the younger age group had more difficulties while teaching English as a foreign language. In this regard, this research was designed to determine the problems experienced by primary school English teachers, and to make recommendations to primary school English teachers, schools, and policymakers to improve the effectiveness of distance education for primary school English students during and after the pandemic.

3.1. Research Design

This study, which aimed to analyse the problems faced by primary school English teachers during the COVID-19 distance education process, adopted a descriptive research design. The purpose of descriptive research is to identify an existing situation through the in-depth description, interpretation, and comprehension of the participants' viewpoints. With this model, science has the characteristics of observing, recording, detecting relationships within events, and reaching generalizations between uncontrollable principles. Briefly, it is the importance given to the descriptive function of science (Şimşek and Yıldırım, 2011).

The descriptive research design was chosen for this study because it allows for an in-depth exploration of the challenges and difficulties that English teachers working with young learners may encounter. This type of research design is

particularly useful for gaining a detailed understanding of a specific phenomenon or group of individuals, making it an ideal choice for this study's purpose of revealing the existing challenges and difficulties faced by primary English teachers working at both state and private primary schools. Additionally, the descriptive research design allows for the collection of both quantitative and qualitative data, providing a comprehensive understanding of the research subject (Creswell, 2014; Neuman, 2014). In this sense, a questionnaire was used to collect quantitative data, and a structured interview was employed to gather qualitative data in the study to comprehend the problems encountered by primary English teachers during the coronavirus period in online education.

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3.2. Setting and Participants

Targeting the problems encountered when teaching English as a foreign language to young learners in the COVID-19 distance education process, forty-three (n = 43) teachers working at both state primary and private primary schools in Edirne, Turkey, were contacted and their opinions on this subject were figured out. In addition, since it was easier for the researcher to access the primary school English teachers in Edirne, the research used the convenient sampling technique. Convenience sampling is a type of improbable or non-random sampling in which target audience members meet exact practical criteria such as easy accessibility, geographic proximity, availability at a given time, or willingness of the participants (Dörnyei, 2007).

In the tables below (Tables 1-5), information such as the gender of the teachers participating in the questionnaire, the institution they work for, their working experience, the age group of the students who attended their classes, and the class size of the courses they took in distance education are given. It also included information about the English teachers and whether they received training about distance education before the pandemic or encountered it for the first time during distance education in the COVID-19 pandemic (see Table 9).

Table 1

Distribution of the Participants according to Gender

	Variables	f	%
Gender	Female	37	86,0
	Male	6	14,0
	Total	43	100

According to Table 1, 86% of the 43 teachers participating in the questionnaire are female, while 14% are male. With this finding, it is concluded that very few of the teachers working as English teachers at the primary school level are male teachers.

Table 2

Distribution of the Participants according to the Institution

	Variables	f	%
Institution	Private	9	20,9
	State	34	79,1
	Total	43	100

Table 2 shows us that, only 20,9% of the 43 teachers participating in the questionnaire are working at private primary schools, while 79,1% are working at state primary schools. With this finding, it is concluded that there are few private schools in the city where the questionnaire was conducted. This may be because private schools do not have as many students as state schools. They may be recruiting as many teachers as necessary.

Table 3

Distribution of the Participants according to Experience

	Variables	f	%
Experience	1-3 years	1	2,3
	4-5 years	2	4,7
	6-10 years	10	23,3
	11-15 years	11	25,6
	16-20 years	11	25,6
	+ 20 years	8	18,6
	Total	43	100

It is shown in Table 3 that only 2,3% of the 43 teachers who completed the questionnaire have less than 1-3 years of teaching experience, while 4,7% have 4-5 years of work experience. It seems that 23,3% of the participating teachers have working experience of 6-10 years, 25,6% have around 11-16 years and again 25,6% of the teachers have around 16-20 years of experience. Finally, it is seen that 18, 6% of the participating teachers have working experience of more than 20 years.

Table 4

Distribution of Age Groups in which Participants Attend Their Classes

	Variables	f	%
Age Groups	Age range 5-6	2	4,7
	Total	43	100
	Age range 7-8	28	65,1
	Total	43	100
	Age range 9-10	37	86,0
	Total	43	100
	Age range 11-12	14	32,6
	Total	43	100

According to Table 4, only 4,7% of the 43 English teachers who responded to the questionnaire attended distance education classes for children aged 5 to 6. Similarly, only 32,6% of them chose to attend classes for children aged 11 to 12. Subsequently, 65,1% of them attended the 7-8 age ranged classes, and a high rate like 86% of the total 43 teachers participating in the questionnaire attended the 9-10 age ranged classes. As a result, the age range of the students with whom primary school English teachers attended their classes in the COVID-19 distance education process was mostly around 7-10 years old.

Table 5

Distribution of Participants' Attendance by Class Size

	Variables	f	%
Class size	11-14	4	9,3
	16-20	14	32,6
	21+	25	58,1
	Total	43	100

According to the results demonstrated in Table 5, it is demonstrated that only 9,3% of the 43 teachers participating in the questionnaire selected that their class size was around 11–14 students, while 32,6% of the participants had around 16–20 students, and 58,1% of the teachers selected the answer 21+. These findings imply that a small number of teachers taught a foreign language to 11-14-year-olds via distance education. On the other hand, more than 50% of the teachers taught English as a foreign language in multi-student classes in the COVID-19 distance education process.

3.3. Data Collection Instruments

In this research, a questionnaire was used to collect quantitative data from 43 teachers, both from state primary schools and private primary schools in Edirne, Turkey. Moreover, a structured interview was applied as a qualitative data collection instrument to a total of 31 state and private primary teachers in the same place.

3.3.1. Questionnaire

To achieve the purpose of the research, a questionnaire study was prepared for only English teachers who taught English as a foreign language to primary school students during the COVID-19 distance education process. Aiken (1997) states that the tools developed to measure characteristics such as personal characteristics, interests, and attitudes can be named as inventory, questionnaire, scale, test, screening, index, and indicator. As the questionnaire was developed by the researcher, it went through some processes. Designing the questionnaire can be expressed as a development process that requires consideration of many points, from the definition of the problem to how to analyse the answers (Bell, 2000). Thus, the stages passed in the questionnaire development process are: defining the problem, writing the questions, getting expert opinions, pre-application, and finalizing the questionnaire. (Büyüköztürk, 2005). In the first stage, the researcher defined the problem and determined the research objectives as precisely and clearly as possible. In the second part of the questionnaire development, the researcher wrote the questionnaire items. Since writing the items of the questionnaire requires a review of the literature on the subject (Büyüköztürk, 2005), the relevant literature was scanned beforehand. To prevent any potential misconceptions regarding the statements, the questionnaire's statements were written in the participants' native language of Turkish. The questionnaire consists of a total of 35 questions. Concerning the questionnaire, there are two open-ended questions that participants can comment on. The advantage of such questions is that the researcher can also get answers that were not expected or planned

so that the researcher has a broader and more detailed knowledge of the subject (Büyüköztürk, 2005). In addition, the questionnaire includes a type of closed-ended question in which one or more options can be selected. However, participants were given the right to give more than one answer for one question and they had the right to select only one answer for the other 10 questions. Finally, the questionnaire includes 17 rating questions and 5 Yes/No questions which are the other type of closed-ended questions. Rating scales enable the individual to show the answers (reactions) to the questionnaire item by choosing the most appropriate one from the scale points (answer options) that follow each other in a logical order (Büyüköztürk, 2005). Moreover, in the third part of designing a questionnaire, the expert was consulted to provide the content validity of the questionnaire. (Büyüköztürk, 2005). Therefore, in the third stage of the development process of the questionnaire, the researcher sought the opinions of three experts on education, assessment, and evaluation to provide comments regarding the statements' linguistic clarity for content validity. The fourth part and final stage of developing a questionnaire include the pre-application and finalizing (Büyüköztürk, 2005). Thus, in the fourth stage of the questionnaire development, a preliminary application was made on 10 participants and the questionnaire items were arranged linguistically. However, the number of pilot participants was not included in the actual number (n=43). After going through these stages, the questionnaire (Appendix 6) was filled out by 43 primary school English teachers working at both state and private schools in the centre of Edirne. In addition, the questionnaire was conducted face-to-face with the participants and the researcher remained neutral in the process for the reliability of the answers (Büyüköztürk, 2005).

3.3.2. Structured Interview

Interview questions were also prepared for English teachers who taught English as a foreign language to primary school students during the COVID-19 distance education process. The reason for interviewing the participants is to support the results of the quantitative data obtained from the questionnaire. Interviews are one of the frequently used data collection methods (Taylor 2005). Likewise, the researcher

designed the structured interview questions of the research to support the questionnaire and have in-depth information about revealing the reasons for problems experienced by the participants. In structured interviews, the researcher creates the interview questions in advance and asks them in the same order to the participants without asking follow-up questions. The study's research questions were taken into consideration when designing the interview questions. As in the questionnaire, three experts on education, assessment, and evaluation were consulted for the validity and reliability of the structured interview questions. Five participants were used as pilots for the interview after applying the essential adjustments recommended by the experts, and some questions were changed to provide comprehensibility. The interview questions were asked in a face-to-face environment with the teachers and were recorded anonymously with a tape recorder. The interview was performed in Turkish, the learners' native language, to ensure that participants did not experience any language barriers when they provided their responses. In the study, the structured interview questions (Appendix 8) were prepared in advance and applied to the participants individually. A total of 31 participating English teachers (excluding pilot participants) were asked 10 questions and the answers were recorded anonymously. Afterward, the data were analysed by the content analysis method, which is included in the findings section as the findings of qualitative research in tables.

3.4. Data Collection

In the data collection part, all state and private primary schools in the centre of Edirne were visited one by one and the primary school English teachers were interviewed and asked to fill out the questionnaire, after obtaining the necessary permissions from the Ministry of National Education (Appendix 1-5). However, the teachers participated in the study voluntarily and anonymously. Moreover, the number of English teachers participating in the questionnaire is 43 in total.

In addition to the questionnaire, a structured interview was also conducted with the teachers to strengthen and support the results of the quantitative analysis.

Again, the interview only included responses from a total of 31 voluntary teachers who had spare time. The structured interview, which included a total of 10 questions, lasted an average of 5 minutes and was recorded by the researcher.

3.5. Data Analysis

The analysis of the descriptive research method is realized by summarizing and interpreting the obtained data according to the previously prepared themes. The descriptive process is called presenting the data without touching the originals of the opinions obtained from the people participating in the study. This can sometimes be supported by quotes to draw attention and reinforce the meaning. Şimşek and Yıldırım (2011) defined the purpose of the descriptive analysis method as the interpretation and arrangement of the findings and presenting them to the reader. At the same time, they examined descriptive analysis in four stages. These are; setting the framework for descriptive analysis, processing data according to the thematic framework, defining the findings, and interpreting the findings. In the study, descriptive analysis and content analysis were used.

3.5.1. Quantitative Data Analysis

The quantitative data analysis method helps to calculate the numbers and analyse the result by getting a ratio. Most especially, it’s a systematic process involving the collection and evaluation of measurable and verifiable data. However, it includes a statistical mechanism for evaluating or analysing quantitative data (Creswell, 2007).

In this research, the researcher used the questionnaire as a type of quantitative data collection. A questionnaire was described as information collected from a sample

of individuals through their responses to the questions (Check and Schutt, 2012). During the data collection process, 43 English teachers working at both state and private primary schools in Edirne centre were contacted one by one and asked to complete the questionnaire. The data collection process was made completely voluntarily, anonymously, and impartially. After the data collection process, the items in the survey questions were entered into the SPSS program, and then the frequencies and percentages of the data were examined. The frequency tables that emerged according to the participants' answers are included in the findings section under the title of quantitative data analysis findings.

3.5.2. Qualitative Data Analysis

While quantitative research is the process of transforming the data obtained from the participants with certain measurement tools into generalized and universal information by using various statistical analyses (Baltacı, 2018; Crabtree and Miller, 1999), qualitative research deals with the details and depth of the information, rather than the generalization or universal dimension of the information, and it is the best way to express the examined phenomenon (Connelly, 2016; Marshall and Rossman, 2014; Şimşek and Yıldırım, 2011).

In this research, the structured interview technique of qualitative data collection was used to collect information from the primary school English teachers in person. However, the analysis of qualitative data in this research was conducted by using the content analysis method. Content analysis is a research tool used by researchers to specify the existence of particular words, themes, or concepts within some given qualitative data. Researchers can quantify and analyse the existence, meanings, and relationships of such particular words, themes, or concepts by using the content analysis method. In content analysis, there is an interpretive process in which recordings are transcribed into a written form (Bengtsson, 2016). Similarly, in this research, the audio was recorded during the structured interview, and then it was

transcribed and divided into codes. Since, the events and facts that are frequently repeated in the data set or that the participant emphasizes are heavily extracted as codes, the researcher obtained codes from the data obtained from the structured interview questions from the cases that the participants frequently repeated. In addition, double coding was used to ensure the reliability of the codes determined by the researcher. In a word, the codes obtained previously by the researcher were compared with the codes obtained by the experts and tested for reliability. In the second process, the researcher defines the themes and categories (Bengtsson, 2016). Thus, after the researcher determined the codes, were divided into categories and themes and showed them in the section of the findings of qualitative data.

CHAPTER IV.

4. FINDINGS AND DISCUSSION

4.1. Findings of Quantitative Data Analysis

In this part of the thesis, the results obtained from the quantitative data analysis will be examined. Starting from gender, the questionnaire includes 35 questions in total, which were prepared to reveal the problems faced by English teachers working with young learners in the COVID-19 distance education process. However, the data obtained from the first five questions were presented under the title of Setting and Participants in the Methodology section. The frequency of each question's results was examined, and the results are shown below in percentages in the tables.

Table 6

Distribution of Device Type Used by Teachers in the Distance Education Process

	Variables	f	%
Device Type	Computer	40	93,0
	Tablet	3	7,0
	Smartphone	0	0
	Total	43	100

In Table 6, it is displayed that, only 7% of the 43 teachers participating in the questionnaire used the tablet as a device type in their lessons in the COVID-19 distance education, and a great number of teachers (93%) used the computer as a device type. However, it seems that no one preferred to use a smartphone as a way to teach students English in the COVID-19 distance education process.

Table 7

Distribution of Portal Type Used by Teachers in the Distance Education Process

	Variables	f	%
Portal Type	EBA	34	79,1
	Other	9	20,9
	Total	43	100

According to Table 7, it is shown that 79% of the teachers preferred to use the platform EBA (Education Informatics Network) in their English lessons. Moreover, only 29,9% of the teachers preferred other portals. Teachers referred to Meet, Zoom, and Morpa as additional portals for the COVID-19 distant learning process.

Table 8

Distribution of Participants' Distance Education Training Programme Attendance before the Pandemic

	Variables	f	%
Training Attendance	Yes	9	20,9
	No	34	79,1
	Total	43	100

Based on the results presented in Table 8, only 20,9% of the participating teachers attended the distance education training lessons before the pandemic process, and the other 79,1% of the teachers experienced for the first time, the online teaching platforms and online classes in the COVID-19 process.

Table 9

Distribution of Participants' Technology Use

	Variables	f	%
Technology Use	Very Bad	0	0
	Bad	0	0
	Medium	21	48,8
	Good	12	27,9
	Very Good	10	23,3
	Total	43	100

According to the findings demonstrated in Table 9, from the 43 teachers only 23,3% selected the option very good as an appropriate level for their competence in technology use. 21 of 43 teachers (48,8%) selected the answer medium and 12 of them (27,9%) preferred to select the answer good. It can be inferred that less than half of the participants could not feel sufficient in technology use.

Table 10

The Results of Lesson Duration Efficiency

	Variables	f	%
Lesson Duration	Efficient	14	32,6
	Not Efficient	29	67,4
	Total	43	100

Hereof, 67,4% of participant teachers did not find the lesson duration in the distance education process appropriate when teaching English as a foreign language to young learners. However, only 32,6% of the participants found the duration efficient to teach English as a foreign language to young learners in the COVID-19 process.

Table 11

Challenges Faced by Participants in the Distance Education Process

	Variables	f	%
Challenges	Classroom management	1	2,3
	Lack of student motivation	13	30,2
	Lack of student adaptation	9	20,9
	Technical problems	16	37,2
	Limited lesson duration	3	7,0
	Other factors	1	2,3
	Total	43	100

It is clear in Table 11 that technical problems were the prominent challenge for teachers in the distance education process considering that the majority of the participating teachers (37,2%) chose that response. Subsequently, it is seen that the lack of student motivation (30,2%) in that process was another outstanding problem. Moreover, 20,9% of the participant teachers found the lack of student adaptation as a challenge in this process. Nevertheless, only 7% of the teachers found the limited lesson duration as a challenge, and only 2,3% of the participants found classroom management as another challenging factor in the COVID-19 distance education process. Finally, 2,3% of the participant teachers found other factors as a challenge. The other factor mentioned by teachers in the questionnaire was the lack of use of body language in distance English classes.

Table 12

The Difficulty Level of Classroom Management in the Distance Education Process

	Variables	f	%
Classroom management	Very Difficult	1	2,3
	Difficult	11	25,6
	Medium	28	65,1
	Easy	3	7,0
	Very Easy	0	0
	Total	43	100

In compliance with the findings presented in Table 12, only 2,3% of the participants found classroom management in distance education to be very difficult. Moreover, 25,6% of teachers found classroom management difficult, and more than half of the participants (65,1%) chose the medium answer. On the other hand, only 7% of the participant teachers found classroom management easy, and no one found it very easy in the COVID-19 distance education process. According to the results, it is obvious that classroom management of young learners in the distance education process was a challenging factor for teachers.

Table 13

Methods Used by Participants for Classroom Management in the Distance Education Process

	Variables	f	%
Methods	Recognizing in turn	26	60,5
	Using calm activities	7	16,3
	Limiting one-to-one contact among students	8	18,6
	Other	2	4,7
	Total	43	100

It is seen that 16,3% of the participant teachers used calm activities with young children to provide classroom management in the distance education process. Accordingly, 18,6% provided classroom management by limiting one-to-one contact among students. More than half of the teachers (60,5%) preferred to recognize the students in turn and only 4,7% of the teachers used another method which was the use of interactive activities.

Table 14

Classroom Management Challenges Faced by Participants in the Distance Education Process

	Variables	f	%
Challenges	Lack of teacher technology use	4	9,3
	Lack of student technology use	1	2,3
	Technical problems made the lesson and the communication limited	19	44,2
	The inability of students to adapt to the distance education process	18	41,9
	Other	1	2,3
	Total	43	100

As shown in Table 14, according to 44,2% of the participant teachers, technical problems made the lesson and the communication with students limited in distance education. Besides, 41,9% of the teachers found the inability of students to adapt to the distance education process as a challenge. Moreover, 9,3% of the teachers mentioned that teacher's lack of knowledge to use technology was another challenge to provide classroom management during the COVID-19 process. In addition to these, 2,3% of the teachers found the student's lack of knowledge to use technology as a challenge and another 2,3% of teachers mentioned another challenge which was the lack of technological devices of the students.

Table 15

The Use of Classroom Activities by Participants in the Distance Education Process

	Variables	f	%
Classroom activities	Yes	39	90,7
	No	4	9,3
	Total	43	100

Table 15 displays that, most of the participant teachers (90,7%) think that distance education restricted the activities used in the classroom environment in face-to-face education. On the other hand, only 9,3% of the teachers mentioned that distance education did not restrict the classroom activities they used before face-to-face education.

Table 16

The Results of Distance Education's Ease of Access to Teaching Materials

	Variables	f	%
Materials	Yes	29	67,4
	No	14	32,6
	Total	43	100

It is seen in Table 16 that, 67,4% of the participant teachers think that distance education made it easier to access teaching materials. However, for 32,6% of the teachers, it was difficult to access English materials, appropriate for young learners, in the COVID-19 distance education process.

Table 17

The Results of Distance Education's Impact on Student Motivation

	Variables	f	%
Student Motivation	Positive	2	4,7
	Negative	41	95,3
	Total	43	100

In conformity with the results, only 4,7% of the participant teachers think that distance education affected the motivation of students positively. On the contrary, most of the teachers (95,3%) observed negativities in students' motivation during the COVID-19 process.

Table 18

Techniques Used by Participants for Adapting Young Learners in the Distance Education Process

	Variables	f	%
Techniques	Using audio-visual activities	15	34,9
	Using interactive activities	15	34,9
	Using WEB 2.0 tools	3	7,0
	Keeping active students	1	2,3
	By Awarding	1	2,3
	No comment	8	18,6
	Total	43	100

It is obvious in Table 18 that, 34,9% of the teachers in distance education mostly used audio-visual and interactive activities to help students adjust to the distance education process easily. Only 2,3% of the teachers used keeping students active in class as a technique and the same percentage of the teachers used awarding method to adapt students easily in the COVID-19 distance education process. Moreover, another 7% of participant teachers used WEB 2.0 tools in English courses in distance education. On the other hand, 18,6% of participants did not prefer to comment on this question.

Table 19

The Frequency of Technical Problems Experienced by the Participants in the Distance Education Process

	Variables	f	%
Technical problems	Yes	24	55,8
	No	19	44,2
	Total	43	100

Following the findings from the questionnaire shown in Table 19, in COVID -19 distance education process, more than half of the participant teachers (55,8%) experienced frequently technical problems. Nevertheless, 44,2% of teachers did not experience technical problems as frequently.

Table 20

Possible Solutions Suggested by Participants for the Problems Faced in the Distance Education Process

	Variables	f	%
Suggestions	Teachers and students need technological training	5	11,6
	Internet infrastructure should be developed	15	34,9
	Every teacher - student should have the same facilities	2	4,7
	The used app should frequently be updated	6	14,0
	Technical support should be given to low-income families	3	7,0
	No technical problems	2	4,7
	No comment	10	23,3
	Total	43	100

According to Table 20, 34,9% of the participant teachers think that internet infrastructure should develop in Turkey to solve the technical problems in distance education. Another 14% of the participants think that applications used in distance education should frequently be updated. Moreover, another 11,6% of teachers think that both teachers and students needed technological training before the distance education process started. Apart from that, 7% of teachers mentioned that it is required to give technical support to low-income families in the case of distance education. Accordingly, 4,7% of participants think that every teacher and every student should have the same facilities and other 4,7% mentioned that they did not face any technical

problems in distance education. Finally, around 23,3% of the participants did not prefer to comment on this question.

Table 21:

Views of the Participants towards Distance Education Process

		Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree	Total
Distance education is an effective teaching model for teaching a foreign language to young learners.	f	6	21	6	9	1	43
	%	14,0	48,8	14,0	20,9	2,3	100
I didn't need parents' help in the distance education process.	f	12	20	5	5	1	43
	%	27,9	46,5	11,6	11,6	2,3	100
The lack of student technology use made the lesson difficult.	f	1	7	2	25	8	43
	%	2,3	16,3	4,7	58,1	18,6	100
I could get regular feedback from students about their homework in the distance education process	f	5	24	6	8	0	43
	%	11,6	55,8	14,0	18,6	0	100

I had difficulty finding interesting materials during the distance education process.	f	11	21	5	6	0	43
	%	25,6	48,8	11,6	14,0	0	100
Student participation in online English lessons was insufficient.	f	2	15	0	21	5	43
	%	4,7	34,9	0	48,8	11,6	100
The children had a good command of technology in their English lessons during the distance education process.	f	2	12	12	16	1	43
	%	4,7	27,9	27,9	37,2	2,3	100
It was very easy to do in-class activities with young learners during the distance education process.	f	5	21	10	7	0	43
	%	11,6	48,8	23,3	16,3	0	100
Students immediately adapted to the distance education process.	f	6	24	9	4	0	43
	%	14,0	55,8	20,9	9,3	0	100
Distance education is not suitable for teaching foreign languages to young learners.	f	1	20	10	9	3	43
	%	2,3	46,5	23,3	20,9	7,0	100

Teaching English from distance was more exhausting than face-to-face education.	f	0	10	2	18	13	43
	%	0	23,3	4,7	41,9	30,2	100
I think that English lessons in distance education are productive in terms of teaching young learners a foreign language.	f	4	16	6	16	1	43
	%	9,3	37,2	14,0	37,2	2,3	100
I did not have any problems in terms of timing in the distance education process.	f	2	19	4	15	3	43
	%	4,7	44,2	9,3	34,9	7,0	100
Students had no problems focusing on English lessons in the distance education process.	f	3	26	7	5	2	43
	%	7,0	60,5	16,3	11,6	4,7	100
There has been an increase in the English academic achievement of students in distance education.	f	5	13	16	8	1	43
	%	11,6	30,2	37,2	18,6	2,3	100

Based on the findings from Table 21, the data related to the expression "Distance education is an effective teaching model for teaching a foreign language to young learners", shows that only 2,3% of the participant teachers strongly agreed with this statement. On the contrary, 14% of the teachers strongly disagreed and the other 14% of the participants neither agreed nor disagreed that distance education is an effective teaching model for teaching a foreign language to young learners. However, 20,9% of the participants agreed with the expression, while the other 48,8% of teachers disagreed that distance education is an effective teaching model for teaching foreign languages to young learners. The fact that those who disagree are in the majority means that distance education is not an effective model for foreign language teaching.

It is revealed that only 2,3% of the participants strongly agreed with the expression "I didn't need parent's help in the distance education process" and the other 11,6% agreed. Nevertheless, other 11,6% selected the answer that they neither agreed nor disagreed with this expression. Additionally, nearly half of the teachers (46,5%) disagreed that they did not need help from parents in the COVID-19 distance education process, and the other 27,9% also strongly disagreed with this statement. According to the results, most of the teachers needed the help of parents when teaching English as a foreign language to young learners in online education.

Following the results above, 2,3% of the participant teachers strongly disagreed with the expression "The lack of student technology use, made the lesson difficult". Additionally, 4,7% of the participants neither agreed nor disagreed and only 16,3% of the teachers disagreed. However, more than half of the teachers (58,1%) agreed with the expression above and the other 18,6% strongly agreed that there was a lack of technology use among students, which made the lessons difficult in distance education.

It is apparent from the table above that, only 18,6% of the participants agreed with the expression "I could get regular feedback from students about their homework in the distance education process" and none of the participants strongly agreed with this statement. In addition, 14 % of the participants did not agree or disagree with the

expression above. In other respects, more than half of the participants (55,8%) disagreed and the other 11,6% of the teachers strongly disagreed that there was an irregularity in feedback from the students about their homework during the COVID-19 distance education process. As revealed from the results, students were a little behind in homework discipline in the distance education process.

As displayed in Table 21, 14,6% of the participant teachers agreed with the expression "I had difficulty in finding interesting materials during the distance education process" and no one strongly agreed with this statement. Moreover, 11,6% of the participants were undecided. On the contrary, nearly half of the teachers (48,8%) disagreed and the other 25,6% strongly disagreed that it was difficult to find interesting materials during the COVID-19 distance education process from the Net.

However, 48,8% of the participants agreed with the expression "Student participation in online English lessons was insufficient" and the other 11,6% strongly agreed with the statement. None of the participants was undecided, but 34,9% of the teachers disagreed and the other 4,7% strongly disagreed that student participation was inadequate in online classes. Finally, it is no longer debatable that more teachers agree than disagree.

The average of undecided teachers about the expression 'The children had a good command of technology in their English lessons during the distance education process", is 27%. This means that participating teachers were a little indecisive about whether children had a good command of technology in their English lessons during the distance education process or not. This may be because children of today are intimate with technology but it is a bit confusing whether they are used more for educational purposes or other purposes. Table 21 presents that those who agreed were 16% and those who disagreed were 12%. Even though the percentages make up almost half of the participants, the number of those who agree is still higher.

Hereby, the percentage of participants who agree about the expression "It was very easy to do in-class activities with young learners during the distance education

process" is only 16,3% and there were no participants who strongly agreed that it was very easy to do in-class activities with young learners during the distance education process. In addition, 23,3% of teachers are still undecided but 48,8% of teachers disagreed. Additionally, the amount of strongly disagreed teachers is 11,6%. As a result, teachers disagreed that it was very easy to do in-class activities with young learners during the COVID-19 distance education process.

However, only 9,3% of the teachers believe that "Students immediately adapted to the distance education process", and none of the teachers strongly agree with this statement. Moreover, the percentage of indecisive teachers is 20,9%. However, more than half of the participants (55,9%) disagreed and 14% of them strongly disagreed that student adaptation to the distance education process was easy.

It is revealed that only 7% of the participant teachers strongly agreed that "Distance education is not suitable for teaching foreign languages to young learners" and only 20,9% agreed with this statement. In addition, about 23,3% of the teachers did not agree or disagree about the expression. Oppositely, nearly half of the participants (46,5%) disagreed and the other 2,3% strongly disagreed that it was unsuitable for young learners to learn a foreign language from distance in the COVID-19 process.

It is evident that 23,3% of the participant teachers disagreed with "Teaching English from distance was more exhausting than face-to-face education" and no one strongly disagreed with this statement. In addition to this, only 4,7% of the teachers were undecided about the expression. As a result, nearly half of the teachers (41,9%) agreed and 30,2% strongly agreed that face-to-face education was more comfortable than the distance education process.

According to the findings in Table 21, the percentage of respondents who agree and disagree with the statement "I think that English lessons in distance education are productive in terms of teaching young learners a foreign language" is 37,2% for both groups. However, 14% of the participant teachers neither agreed nor

disagreed. This conclusion can be drawn by comparing the percentages of strongly agreeing (2,3%), and strongly disagreeing (9,3%). According to the percentages, most teachers think that teaching English as a foreign language to young learners from distance may not be productive.

Moreover, 34,9 % of the participant teachers agreed with the expression "I did not have any problems in terms of timing in the distance education process" and the other 7% strongly agreed with this statement. In addition, 9,3% of the teachers were undecided but 44,3% disagreed that they did not have any problems in terms of lesson duration in the COVID-19 distance education process. However, a percentage of about 4,7 strongly disagreed. Although the lesson duration was sufficient for some teachers, many teachers think that time was not enough when teaching foreign languages to children from a distance.

The findings above show that only 11,6% of the participant teachers agreed that "Students had no problems focusing on English lessons in the distance education process" and the other 4,7% strongly agreed with the statement. Nevertheless, 16,3% of the teachers did not agree nor disagree, but a higher amount of teachers about 60,5% disagreed and 7% of the participants strongly disagreed that students did not have focusing problems during the COVID-19 distance education process.

Finally, the questionnaire included a question about the English academic achievement of young learners in the distance education process. According to the findings, only 18,6% of the participants agreed that "There has been an increase in the English academic achievement of students in distance education" and only 2,3% strongly agreed with this statement. In addition, 30,2% of the participants disagreed and the other 11,6% strongly disagreed with the expression. However, 37,2% of participants did not agree or disagree that young learners achieve academic success in English.

4.2. Findings of Qualitative Data Analysis

The qualitative data of the research have been analysed using the content analysis method. The data transcribed from the structured interview responses were firstly converted into codes and presented under categories, taking into account the causal connections. In the interview part, the participants may not always be limited to a single answer but may have given more than one answer to the questions asked about the process. For example, they may have applied more than one technique to provide classroom management in the distance education process. Therefore, it can be seen in the tables below that the same participant may gave more than one answer. In addition, the names of the participants were kept confidential and coded by numbering such as P1, P2, P3, etc. according to the order of the interview.

4.2.1. Results of Structured Interviews Conducted with Primary English Teachers Working at State Primary Schools

All state primary schools in the centre of Edirne were visited and a total of 10 questions were asked to 22 English teachers who volunteered to participate in the structured interview.

Table 22

Teachers' and Students' Motivation in the Distance Education Process

Categories (Themes)	Codes	Participants
Motivation	Firstly Decreased	P11, P13, P19, P22, P24, P25, P26, P28, P31
	Surprised	P10, P17, P18, P20
	Negative	P12, P14, P15, P16, P21, P23, P27, P29, P30
	Latterly Increased	P13, P22, P24, P25, P28, P31

As displayed in Table 22, most of the participants mentioned that both their motivation and students' motivation in distance education decreased and felt negative in this process. However, some of them mentioned that at the beginning of the process, they were surprised and some of them stated that their motivation increased during the distance education process. Nevertheless, participants who mentioned that their motivation was negative in distance education are higher than the others who said that their motivation was increased. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P12: *...Especially since we work with younger age groups in primary school, it was very difficult to keep them in front of the screen. Of course, their motivation for the lessons dropped.*

Teacher's Expression P27: *…The distance education process has been a bit difficult for disadvantaged schools like us. It was difficult for our students to participate in distance education courses because of the lack of technology and sufficient internet.*

Teacher's Expression P30: *… I work at a disadvantaged school, so my students had a shortage of technological tools. There were cases of not being able to connect to the classes, or not being able to attend. I had a very difficult time when trying to reach the students, which affected their motivation negatively and indirectly.*

Table 23

Techniques Used by Participants to Improve Student Motivation in the Distance Education Process.

Categories (Themes)	Codes	Participants
	Playing games	P12, P16, P19, P20, P21, P23, P26, P27, P30
	Awarding	P24

Techniques	Using interactive activities	P10, P11, P18, P19, P20, P21, P23, P25
	Using audio-visual materials	P10, P11, P12, P13, P14, P15, P16, P17, P19, P21, P26, P27, P29, P30
	Using Web 2.0 tools	P25, P31
	Keeping active students on the screen	P22, P27

According to Table 23, techniques used by state primary school teachers to improve students' motivation in distance education mostly involved audio-visual materials. However, playing games and engaging in interactive activities were two of the most commonly used techniques by teachers during the COVID-19 process. In addition to these, keeping students active on the screen, using Web 2.0 tools, and awarding were other techniques teachers mentioned, but they were not preferred by most teachers. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P12: ... *Rather than uploading a lot of information, I tried to teach children, with games and songs, in a way that would appeal to their age...*

Teacher's Expression P14*:* *…There are many educational channels on the Internet about this. From there, I benefited from videos, songs, and resources that were appropriate for their age, at least to make students come to the lesson willingly.*

Teacher's Expression P19: ... *We also benefited from other sites such as songs and games, and we tried to increase motivation through interactive sites.*

Table 24

Challenges Faced by Participants in the Distance Education Process.

Categories (Themes)	Codes	Participants
Challenges	Technical problems	P11, P12, P15, P16, P17, P18, P20, P21, P26, P27, P29, P30
	Inequality in technical materials	P10, P12, P14, P16, P17, P18, P23, P26, P27, P28
	Students' talk	P19, P25
	Classroom management	P31
	The intervention of external factors	P13, P20, P24
	Low participation	P15, P17, P20, P26,, P27, P28
	Experiencing unusual system	P22

It is obvious in Table 24 that, factors that mostly challenged teachers working at state primary schools in the COVID-19 distance education process were technical problems, and the other most mentioned challenge was the inequality of student access to technical materials. However, most of the teachers complained about the low participation of the students in the courses. This can be ordinary because some children did not have technical materials and may not have had economic opportunities to provide the devices. Other difficulties teachers encountered during the COVID-19 distance education process included the intervention of external factors into the lesson, the fact that students communicate with one another, experiencing an unusual system, and classroom management. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P12: *...Mostly, being the internet infrastructure insufficient, being the children's access to technological tools limited...*

Teacher's Expression P16: *...Technological factors challenged us more. Factors that are reflected on the student through the EBA platform, that prevent the student from participating in the lesson, or factors that are completely related to the connection, or the student's internet access, the families' lack of access to technological tools. These were the factors that directly affected the lesson.*

Teacher's Expression P17: *...The issue we had the most trouble with was the parents who did not have the internet at home... We experienced a lot of disconnections, we experienced expulsions from the course. Connection issues were our biggest problem.*

Table 25

Techniques Used by Participants to Provide Classroom Management in the Distance Education Process

Categories (Themes)	Codes	Participants
Techniques	Using mute button	P10, P15, P18, P19, P20, P23, P27, P31
	Using student-centred activities	P10, P11, P13, P16, P17, P22, P26
	Encouraging students	P12, P24, P26
	Taking speaking turns	P16, P20, P21, P22, P25, P26, P28, P29, P30
	Using audio-visual materials	P13, P17, P25
	Asking parents help	P15
	Using the hand raise button	P19, P23, P27, P31
	Not difficult	P14, P28, P30

Based on the answers teachers gave in the structured interview, most of them conducted their lesson by giving the right to speak to the students in turn to provide classroom management in the distance education process. Apart from that, the other most used techniques by teachers were using the mute button for the students in the platform where they did English lessons and engaging in student-centred activities. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P19: *…Thanks to the mute button. There was also a problem in this respect since all of them were primary school students, they were more willing and sometimes there was a problem in this regard... I was giving them a right to speak with an order, starting from the top.*

Teacher's Expression P20: *…Being able to control their voices was the best thing. We couldn't do that in class, we could turn off their voice. I tried to include all of them in the lesson one by one, I was following the list on the side, and I was trying to hear the voices of all of them in turn.*

Table 26

The Effect of Young Learners in the Distance Education Process

Categories (Themes)	Codes	Participants
Young Learners' Effect	Negative (Limited attention span)	P10, P11, P14, P19, P20, P22, P24, P27, P28, P29
	Negative (Lack of technology use)	P12, P15, P18, P20, P25, P28, P30
	Negative (Intervention of external factors)	P13, P14, P19, P20
	Positive	P13, P17, P31
	Neither negative nor positive	P21, P23, P26

Following Table 26, it seems that the young age of the students affected the English courses in the distance education process negatively. However, the negativity varied from teacher to teacher. Some of them complained about the student's limited attention span, some of them about their lack of use of technology, and some of them complained about the intervention of external factors. So, negativity was divided into three codes. Again, a higher proportion of participants expressed dissatisfaction with their short attention span. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P11: *...In general, their interest and attention to the lesson can be distracted easily. While we were inside the house, we could have difficulties in focusing processes.*

Teacher's Expression P19: *…Some of them were insufficient in terms of computer use due to their young age. There were also problems with adaptation, of course, because they were young.*

Teacher's Expression P28: *...of course, it was a bit difficult for young-aged classes to be motivated on the computer screen, especially because their attention span was short.*

Table 27

Sufficiency of Lesson Duration in English Courses in the Distance Education Process.

Categories (Themes)	Codes	Participants
Lesson Duration	Sufficient	P13, P21, P26
	Not Sufficient	P10, P11, P12, P14, P15, P16, P17, P18, P19, P20, P22, P23, P24, P25, P27, P28, P29, P30, P31
	Should be increased	P11, P12, P15, P16, P17, P18, P20, P22, P24, P25, P29, P30

The table shows that very few participant teachers expressed that lesson duration in English courses in the distance education process was sufficient. Oppositely, almost all state primary school teachers found lesson duration not sufficient to teach a foreign language and most of them mentioned that lesson duration should be increased even in face-to-face education. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P15: *I think that time is not enough even in face-to-face education to teach a foreign language, besides it is an impossible thing in distance education.*

Teacher's Expression P22: *I don't think it was enough since I don't think that the courses at school are enough to teach a foreign language anyway, the course times in distance education have become even shorter. So, the duration of the courses needs to be increased.*

Teacher's Expression P25: *The duration of lessons is normally not enough, not just for distance education...*

Table 28

The Distance Education Process Convenience for Teachers

Categories (Themes)	Codes	Participants
Convenience	Sometimes easy sometimes difficult	P10, P11, P13, P19, P20, P23
	Did not make it easier	P12, P14, P15, P16, P21, P25, P28, P29, P30
	Made it easier	P17, P18, P22, P24, P26, P27, P31

Table 28 shows us that most of the participant teachers referred that teaching from distance did not make their lives easier. Some of the teachers highlighted in the structured interview that it was easy in some phases but had other difficulties. Moreover, some teachers stated that teaching from distance made their lives easier, but their number is not as high as the participants who responded negatively. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P21: *No, I do not think. It didn't make my life easier, I think it's much easier to come to school and teach lessons normally...*

Teacher's Expression P16: *No. On the one hand, it seems like an advantageous situation to be teaching from home when viewed from the outside, but it creates a bad situation in terms of communication with the student... The fact that there is little interaction, being from a distance, not having direct contact with the students or not being able to see their faces, or being in limited areas, is a situation that reduces the effectiveness and the function of the courses.*

Teacher's Expression P25*: No, I like to be face-to-face. Because it wasn't very good to be in front of the screen without seeing their facial expressions, when given a right to speak, pronouncing the word, and not seeing from their faces whether they understood or not...*

Table 29

Technological Negativities that Participants Experienced in the Distance Education Process

Categories (Themes)	Codes	Participants
Technological Negativities	Internet interruptions	P10, P11, P13, P14, P15, P16, P18, P19, P20, P21, P23, P24, P25, P26, P27, P28, P29, P30, P31
	Lack of teachers' training for using the teaching portals	P20, P22
	Lack of ability of students to use technology	P12, P26
	Problems with computer/ microphone/battery	P10, P13, P15, P19, P21, P28
	Lack of students' technological equipment	P14, P16, P17, P21, P23, P25, P27, P30

Teachers working at state primary schools mostly complained about internet interruptions and the lack of students' technological equipment. Moreover, some of them experienced problems with their computer, microphone, or battery and some of them faced negativities because of the lack of both teacher and student technology use. Still, the most frequently cited technological negativity was internet interruptions. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P13: *There was an internet interruption or sometimes the children were interrupted, they would sometimes leave and re-enter the class, and there was a disconnection there. Sometimes the sound was cut off, our voices were not going well or theirs was not coming, we were leaving the system and sometimes we were trying to reconnect.*

Teacher's Expression P14: *I didn't have a problem personally with not being able to connect to the course, I mean, there was a computer at home and the*

internet speed was good, but as I said, there were students who did not have a computer, there were also students who could not connect to the internet. In other words, participation was very limited to the lessons, not exceeding 5 fingers of a hand.

Teacher's Expression P27: *Sometimes there were interruptions with both EBA and Zoom due to too much loading. I couldn't open the sites, I needed to open but screen sharing was very difficult, and because our neighbourhood is disadvantaged, if I normally have 12 students, I always taught with 2 or 3 students in distance education. Even towards the end of the semester, the number turned to a single student.*

Table 30

Suggestions to Make the Distance Education Process More Efficient

Categories (Themes)	Codes	Participants
Suggestions	The number of students should be limited	P18
	Demo lessons should be applied	P26
	Interactive activities should be used	P13, P17
	Teacher training need	P11, P16, P19, P27, P30, P31
	An equal teaching environment need	P10, P16, P27
	Student training need	P11, P26, P19, P27, P30
	Students' missing materials should be eliminated	P11, P13, P14, P19, P20, P21, P23, P25, P26, P27, P28
	Lesson time should be extended	P18, P20, P22, P24
	Internet infrastructure should be fixed	P12, P13, P19, P20, P21, P23, P25
	A classroom environment should be created	P14, P16, P27, P28
	Cannot be efficient	P12, P15, P29

It seems that the answers given by the participating teachers to the question of “What should be done to make distance education more efficient?” are quite high in number. However, most of them mentioned that the students' missing materials need to be improved. Most of the students who did not have financial prosperity could not find the device to participate in the lesson. Another highlighted answer was about the internet infrastructure. Teachers think that the internet infrastructure in Turkey should be straightened more. Some of the answers given by participant teachers are about the teacher and student training, student number, lesson time, and demo lessons. Moreover, some of the teachers complained about the external factors that got involved in the lesson. For that reason, they indicated that a classroom environment should be created even in distance education to make the process more efficient. Finally, a few participants mentioned that distance education cannot be effective for language teaching in any way. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher’s Expression P11: *Distance education training can be given to students and teachers. It is necessary to inform the parents, the technical problems need to be solved, and the deficiencies of the students such as missing materials (tablets, computers) need to be made up.*

Teacher’s Expression P14: *This is related a bit to financial power, as I said, first the internet speed will increase, then every child will have a computer or tablet, families can connect to the internet, and of course, families need to cooperate a little with teachers. In other words, they should be able to create a classroom environment for their child.*

Teacher’s Expression P26: *Elimination of technical difficulties... Facilities should be made equal for each student at a certain level. These can be tablets, phones, and smart devices, it will be good for children if they are easier to access...*

Table 31

Participants' Opinions about Teaching English from Distance to Young Learners without Obligation

Categories (Themes)	Codes	Participants
Opinions	Not possible	P14, P15, P18, P20, P23, P25, P28
	Undecided	P12
	Possible	P10, P11, P13, P16, P17, P21, P24, P26, P27, P30
	Possible for one student	P13, P19, P22, P29, P31

The final question was about teachers' thoughts on the possibility of teaching a foreign language from distance without obligation. Most of them answered that it would be possible to teach a foreign language to young learners from distance. However, the number of participants who think the opposite is also high in number. Nonetheless, some of them mentioned that it would be possible to teach a foreign language to young learners from a distance, but only to one student and not the entire class. Some examples of the answers given by the teachers to this question in the interview are as follows:

Teacher's Expression P10: *Of course, it can be taught, as we say, language is not something that can be learned at a single point; it is something that can be learned with experience by using the language. Even now, many children are playing games on their phones and tablets, and many games improve their English vocabulary...*

Teacher's Expression P12: *It can only be reinforcement, not teaching, with distance education. Teaching should be face-to-face. You can reinforce learning with distance education, but I think teaching should always be face-to-face.*

Teacher's Expression P31: *With one or two students, yes, the teacher can do this by talking to each other or making them to talk each other, but with 30 students, on distance education English cannot be taught. It needs to be in very limited numbers, it will not be efficient in the long run...*

4.2.2. Results of Structured Interviews Conducted with Primary English Teachers Working at Private Primary Schools

Similarly, all private primary schools in the centre of Edirne were visited and the same 10 questions were asked of other 9 English teachers who worked at private primary schools and volunteered to participate in the interview.

Table 32

Teachers' and Students' Motivation in the Distance Education Process

Categories (Themes)	Codes	Participants
Motivation	Firstly Decreased	P1, P2, P3, P5, P6, P7, P8
	Surprised	P2, P3
	Fluctuating	P2
	Latterly Increased	P3, P5, P6, P7, P8
	Negative	P4, P9

Table 32 shows that most of the participants mentioned that in the distance education process, their motivation decreased at first but later increased. The answers are almost similar to the answers given by state primary school teachers. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P1: *To be honest, our motivation decreased during the distance education process, because classroom dominance, classroom management, and not being able to understand what the students are feeling from their eyes, faces, and mimics made our job difficult.*

Teacher's Expression P3: *First of all, our students were surprised as we were not used to the distance education. Neither we nor they knew what to do. First of all, we tried to adapt, of course, our motivation was dropped because we were at home, and then we somehow gathered our motivation.*

Teacher's Expression P6: *Although it had a negative effect at the beginning since they were young, we increased the motivation of the students to the lesson with interactive activities, and we achieved success in the distance education process too.*

Table 33

Techniques Used by Participants to Improve Student Motivation in the Distance Education Process.

Categories (Themes)	Codes	Participants
Techniques	Listening to songs	P1, P3
	Playing games	P1, P4, P5, P7, P8, P9
	Using colourful materials	P2, P3, P4
	Using Web 2.0 tools	P6, P7, P8

The answers given by teachers who worked at private primary schools are similar to the answers of teachers working at state primary schools in this question, too. Again, teachers tried to improve students' motivation during the COVID-19 distance education process by playing games, and using colourful materials and Web

2.0 tools, just as they did at state schools. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P1: *…we played games first, and then we started our lesson…*

Teacher's Expression P3: *Since I was an English teacher in primary school, I played music at the beginning of the lessons. Because we were limited in front of a screen, we turned on music, they wore the clothes they liked, we set different colours for each day, and we prepared banners in our way.*

Teacher's Expression P4: *We did more game-based activities. We used realistic materials with the potential to attract their attention and focus them on the lesson by producing different games, clothes, or any other objects.*

Table 34

Challenges Faced by Participants in the Distance Education Process

Categories (Themes)	Codes	Participants
Challenges	Technical problems	P1, P4, P5, P6, P8, P9
	Students' talk	P1, P5, P7
	Students' age (easily get distracted)	P1
	Lack of physical contact	P2, P4
	Being on the screen	P1, P6
	The limited time of lessons	P4
	The intervention of external factors	P6, P7
	Lack of parental support	P8

It is obvious in Table 34 that at private schools, teachers again complained mostly about technical problems in the distance education process. Secondly, they had problems with students' talk in the English lessons. Lack of physical contact with students, being constantly on the screen, and intervention of external factors in the lesson are other challenges teachers faced in the COVID-19 process. In addition, limited time for lessons and the student's young age were other challenges expressed by the teachers. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P1: *Technical problems, limited internet, constant internet disconnection, and the talk of the students each other on the platform we used, after the internet interruptions…The fact that the students were in a primary school group, also affected us negatively.*

Teacher's Expression P2: *Like many students, most teachers are kinesthetic. They make lessons by contacting their children, they caress their hair, they touch their back, and they give a high five. This was the most challenging factor for me, not being physically in the same environment as the children.*

Teacher's Expression P6: *The problem in this process was that the children were not concentrated…There were many external factors because students were at home with their families, their cats and dogs were constantly on the camera, and we had a lot of trouble in terms of their attention. Of course, we also had technological problems, such as internet interruptions, the camera not turning on, and the sound not being heard.*

Table 35

Techniques Used by Participants to Provide Classroom Management in the Distance Education Process.

Categories (Themes)	Codes	Participants
Techniques	Using mute button	P1, P7, P8, P9
	Doing lessons at different places	P2
	Listening to songs	P6
	Using the hand raise button	P5, P7
	Doing group works	P6

As presented in Table 35, to provide classroom management, private primary school teachers mostly used the mute button, but they also used the hand raise button. Most of the participant teachers mentioned in the interview that the platform they used in the distance education process helped them a lot through classroom management. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P7: *Thanks to Zoom. The mute feature in Zoom has helped me a lot because I'm in a primary school class and children always want to share something… so I kept all their voices down, and we always continued our lessons by raising hands.*

Teacher's Expression P8: *The platform helped us a lot in terms of classroom management. We allowed them to speak first, they were talking accordingly, or their cameras were always on.*

Teacher's Expression P9: *Of course, since there were features such as turning off the sound on the computer, I can say that it was not very difficult for me.*

Table 36

The Effect of Young Learners in the Distance Education Process.

Categories (Themes)	Codes	Participants
Young Learners' Effect	Negative (Limited attention span)	P1, P2, P4, P5. P7, P9
	Negative (Lack of technology use)	P6, P7
	Students remained passive	P1
	Worries about the process at the beginning	P7, P8

It is seen in Table 36 that students' young age also affected the English lessons negatively in private primary schools. Negativity is once again divided into (1) the limited attention span of students and (2) the lack of technology use. However, most of the participants complained about the limited attention span of the students. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P4: *Of course, the problem of concentrating is more common at younger ages, the time to look at the screen is less in children, they are more active, and because they are more active, the time to remain in a sitting position is limited. Courses were negatively affected in this process.*

Teacher's Expression P9: *…I can't say that, for the younger age group, they can concentrate on the lesson.*

Teacher's Expression P7: *Of course, most of them did not know how to use technology. In this sense, we were negatively affected at first, but later on, as we did online lessons with the process, they got used to the process and improved their use of technology.*

Table 37

Sufficiency of Lesson Duration in English Courses in the Distance Education Process.

Categories (Themes)	Codes	Participants
Lesson Duration	Sufficient	P1, P3, P4, P6, P7
	Not Sufficient	P2, P5, P9
	Should be increased	P8

As displayed in Table 37, unlike teachers working at state primary schools, teachers in private schools mostly mentioned that the time allocated to foreign language lessons in distance education was sufficient. This may be since the duration of foreign language courses in private schools is longer than in state schools in normal face-to-face education too. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P6: *Yes, it was enough. Since our one lesson lasted 40 minutes in online lessons, our regular face-to-face lessons are also 40 minutes. 40 minutes are enough for a student. Of course, this is also related to the lesson hours, we had 9 hours of English lessons per week, which means 9 times 40 minutes a week.*

Teacher's Expression P7: *Frankly, it wasn't very good in our first year, because we could only do lessons 2 hours a week, but then we fixed it. We keep applying the lesson program we used in our regular school in distance education too. So there was no difference, we were able to train the whole curriculum.*

Table 38

The Distance Education Process Convenience for Teachers

Categories (Themes)	Codes	Participants
Convenience	Sometimes easy sometimes difficult	P1, P2, P4, P8, P9
	Did not make it easy	P3, P7
	Made it easy	P5, P6

It is obvious in Table 38 that teachers in private schools are undecided on this question. Many of them mentioned that distance education made their lives easier in some ways and difficult in others. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P2: *It had two ways. It was nice to be at home, but English is an interactive lesson, so it requires mobility. It made it both easier and harder for me.*

Teacher's Expression P4: *Yes, when there is nothing to do during the pandemic period. But of course, it didn't make it easier because distance education is completely different from the classroom environment.*

Teacher's Expression P8: *In terms of classroom management, yes. The dominance was a little more on the teacher, in that respect yes, but it didn't make my life much easier, it was good for the children…*

Table 39

Technological Negativities that Participants Experienced in the Distance Education Process

Categories (Themes)	Codes	Participants
Technological Negativities	Internet interruptions	P1, P2, P3, P4, P8, P9
	Lack of teachers' training for using the teaching portals	P5, P6
	Lack of ability of the students to use technology	P5, P6
	Problems with computer/ microphone/battery	P3, P4, P7, P8
	Electricity cut	P2, P9

Table 39 illustrates that teachers working at private and state primary schools gave the same answer: internet interruptions. However, private school teachers did not mention the lack of technological equipment, which was the second most mentioned by state school teachers. This may be since the welfare level of the families of the students studying at private schools is higher than state school students. So, they did not have such problems. They only stated that they occasionally had issues with the computer, microphone, or battery. However, some teachers remarked on teachers' and students' inabilities when using technology. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P3: *Of course, sometimes we had problems with the computer not turning on and with the internet connection, albeit for a very short time. However, it found a solution very quickly; we did not have many problems.*

Teacher's Expression P4: *There were internet interruptions, the computer froze, it got locked, we had to turn it back on, there were problems with the children's computers, and sometimes they were disconnected from the lesson.*

Table 40

Suggestions to Make the Distance Education Process More Efficient.

Categories (Themes)	Codes	Participants
Suggestions	The number of students should be limited	P1
	Demo lessons should be done	P2
	Interactive activities should be used	P3, P5, P6
	More detailed applications need	P4
	Teacher training need	P7, P8
	An equal teaching environment need	P8
	Student training need	P8
	Technology must be integrated into our lives	P9

Table 40 represents that likewise, the highest number of answers given to this question by teachers working at state primary schools was to eliminate the technological deficiencies of the students. However, since there is no such problem in private schools, teachers mostly talked about the use of interactive games. The other suggestions mentioned are also seen in the table above. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P5: *I think more interactive games can be used. As far as I have seen, the training has been very concrete, especially at state schools. I think some of the techniques used by private schools make education more fun. I think something fun can be added to the lessons, rather than from point A to point B, to keep the children stable and to attract them to education.*

Teacher's Expression P6: *It is necessary to use more interactive game tools and lesson tools. In other words, the teacher shouldn't open a white page and write what needs to be written there and continue the lesson in this way. I think that lessons*

should be supported with different group activities, different interactive game tools, and Web 2 tools.

Table 41

Participants' Opinions about Teaching English from Distance to Young Learners without Obligation

Categories (Themes)	Codes	Participants
Opinions	Not possible	P1, P7, P9
	Undecided	P2, P4
	Possible	P3, P5, P6, P8

As Table 41 illustrates, similarly, the opinions of teachers working at state primary schools are the same as those of teachers working at private primary schools. Most of them are in favour of teaching languages from a distance to young learners without obligation. Some examples of the answers given by the teachers to this question in the structured interview are as follows:

Teacher's Expression P3: *If the student has a great need to learn the language, of course, it can be taught; it depends on the student's will.*

Teacher's Expression P5: *Of course, there are loads of apps right now. I see many companies doing this in many advertisements…*

Teacher's Expression P6: *It can certainly be taught, as a result, foreign language teaching is a subject that requires interaction. This can certainly be achieved in the same way by applying colourful activities that will attract more attention to the children by using different activities from the camera in the online lesson.*

4.3. Discussion

The data obtained from this research, which was put forward to address the problems faced by primary school English teachers working with young learners during the COVID-19 distance education process, are shown in the above tables. Based on the findings of both qualitative and quantitative research, some results were obtained in the study. Before moving on to the conclusion part, it would be useful to discuss the findings gathered from the participant teachers.

According to the data obtained from the first interview question of the research "How did the distance education process affect the motivation of you and your students?" English teachers working at state primary schools mostly mentioned that the motivation of both themselves and their students were negatively affected (see Table 22). In addition, teachers working at private primary schools also noted that they were never positively affected by the process, their motivation decreased at first, but as they got used to the process, their motivation increased gradually later on (see Table 32). Moreover, the results obtained from the quantitative data also supported the findings of the qualitative research because, in the questionnaire, almost all of the teachers gave a negative answer to that question (see Table 17). Distance education during the COVID-19 process for young learners has negatively affected the motivation of both teachers and students. Similarly, in their study, Tadesse et al. (2020) found that the level of anxiety, depression, and stress was high among students during schools closure. In addition, it was concluded in another research that young learners needed more motivation from parents due to the home setting in the distance education process (Lau and Lee, 2020, Kruszewska et al, 2020). Besides, the findings from the study conducted by Di Pietro et al. (2020) support that distance education led students to spend less time on learning and to experience stress and a lack of learning motivation.

Moreover, considering the statement “Distance education is an effective teaching model for teaching a foreign language to young learners” in the questionnaire, it was figured out that most of the participants disagreed with that expression (see Table 21). On the other hand, the participant teachers also disagreed with the statement “Distance education is not suitable for teaching a foreign language to young learners” in the questionnaire (see Table 21). It can be concluded that the young age of students affected the English courses negatively in the distance education process and teachers did not find the distance education process effective for teaching a foreign language to young learners. On the contrary, most of the participants believed that, although distance education is not an effective learning model for young learners, it is a suitable teaching model for foreign language teaching. The study conducted by Meşe and Sevilen (2021) also supported that online learning put forward many challenges in terms of keeping students motivated to maintain their aim of learning a second language. Likewise, participants were asked in the interview about the kinds of techniques they used to increase the motivation of the students while teaching English as a foreign language during the COVID-19 distance education process. Both state (see Table 23) and private (see Table 33) primary school teachers expressed that they mostly played games and used interactive activities to increase the motivation of their students during the pandemic period. The reason why teachers generally used these techniques in the distance education process may be because they observed that students concentrated more carefully on the lesson when they used these techniques. Similarly, Wati and Yuniawatika (2020) found out that the application of game-based learning can foster students’ motivation and can improve their creativity in online education.

To further elaborate on the problems faced by English teachers in distance education, the following question was asked to the participants in the interview: “Which factors challenged you the most during the distance education process?” According to the findings, technical problems were the most mentioned challenging factor in the COVID-19 distance education process, both from the state (see Table 24) and private (see Table 34) school teachers. However, English teachers working at state

primary schools also mentioned that the lack of technological materials for students challenged the language learning process as much as the technical problems. Especially teachers working in low-income neighborhoods reported that they conducted the lessons with very few students. Because they could not find a way to attend, there was little student involvement in the courses. A similar conclusion was reached by Petek (2021) that among the biggest problems in distance education was a lack of student participation. As Tzifopoulos (2020) concluded in his study, teachers and students from state schools had limited or no access to the internet during the COVID-19 process. Moreover, there were similar questions in the questionnaire too, and the most-marked option again was technical problems (see Table 14). This will create a huge disparity between students from economically and geographically advantaged families and students from low-income welfare families (Tran et al., 2017). The importance of technology, which forms the basis of distance education, cannot be questioned. It is typical to experience technical difficulties in lessons connected to the Internet network occasionally, but frequent disconnections affect the process of the lesson negatively. In this respect, the following question was asked to the teachers regarding this issue. “Did you experience any technological negativity in the lessons? If you did, what were they?” Teachers from state and private primary schools provided the same responses. Almost all of the participating English teachers complained about the interruptions on the internet during that process. In addition, teachers working at state primary schools also complained about the lack of technological materials for the students (see Tables 29 and 39). Alea et al. (2020) also showed in their research that teachers felt encumbered because of the lack of facilities, equipment, and capacity to switch to distance education. The self-reported frequency of technical difficulties experienced by participant English teachers during the COVID-19 distance education process was corroborated by a high proportion of affirmative responses to the questionnaire question about this issue, thereby providing evidence of the prevalence of technical problems within the distance education context (see Table 19). Similarly, Ünal and Bulunuz (2020) also showed that there were students who cannot attend live classes because they did not have a computer, telephone, or internet infrastructure.

The purpose of this research is to show that teachers who worked with young learners experienced more difficulties in the distance education process compared to other teachers who worked with upper classes. Therefore, the following question was asked in the interview with the English teachers during the data collection process: “How did the young age of the students affect the process of the lessons?” English teachers both from private and state schools stated that the young age of students during the COVID-19 distance education process affected the courses negatively. As mentioned in the findings section, the negativity here was divided into (1) negativity because of their limited attention span and (2) negativity because of their lack of technology use. The most frequently reported negative aspect by teachers was the young learner's short attention span (see Tables 26 and 36). The lack of attention of students can be because of their age, but it can also be because it was difficult to get used to for some students. All students may not have good interaction with online learning platforms (Haleem et al., 2020), because some students can adapt quickly while others take longer. On the other hand, the time allocated to foreign language lessons in schools has always been a matter of debate even in normal face-to-face education. The perceptions of sufficiency and insufficiency of the time regarding foreign language teaching were divergent among individuals, with some finding it to be adequate while others deemed it insufficient. By addressing this issue, it was essential to get teacher opinions and both state and private schools primary school English teachers were asked the following question in the interview: “Do you think that the time allocated to the lessons in the distance education process was sufficient to teach children a foreign language?” English teachers working in both institutions gave different answers to this question. While teachers working at private schools reported that the time was sufficient to teach children a foreign language in both distance education and face-to-face education (see Table 37), English teachers working at state schools declared that the course duration is insufficient for teaching foreign languages in both distance education and face-to-face education and should be increased (see Table 27). In addition to these, most of the participant English teachers disagreed with the expression “I did not have any problems in terms of timing in the distance education process” in the questionnaire (see Table 21). A significant proportion of participants in the study marked the option of "Not Efficient" in response

to the question regarding the perceived efficiency of the lesson duration for teaching English as a foreign language in the context of COVID-19 distance education, indicating dissatisfaction with the allotted time for instruction (see Table 10).

Like everyone else in the COVID-19 process, teachers continued their work from a distance. The following question was posed to the participating English teachers during this process to obtain the opinions of those who have attempted to teach English as a foreign language to young learners from a distance: “Has the distance education process made your life easier?” English teachers working at private primary schools mostly said that it had two dimensions and sometimes made their lives easy, sometimes not (see Table 38). However, state primary school English teachers certainly expressed that the distance education process did not make their life easy (see Table 28). In addition, based on the findings of the questionnaire, most of the teachers agreed that teaching English from distance was more exhausting than face-to-face education (see Table 21). The findings also claimed that the participants also disagreed that it was easy to do in-class activities with young learners during the COVID-19 distance education process (see Table 21). Since the research aims to identify the problems faced by teachers working with young learners in distance education and to offer suggestions, the following question was asked to the participating teachers: “What do you think should be done to make distance education more efficient?” More interactive activities, according to private school teachers, should be used to make the distance duration process more efficient in foreign language teaching (see Table 40). However, state school teachers complained about the students' lack of technological materials. According to the state primary school teachers, firstly, students' missing materials should be eliminated, and secondly, the internet infrastructure in Turkey should be strengthened more to make the distance education process more efficient (see Table 30). In his research, Mouchantaf (2020) came to a similar conclusion: teachers in the COVID-19 process were generally pleased with their distance teaching experience, and they primarily complained about students missing lectures, technical problems, and a lack of institutional help and training. Moreover, the results of the questionnaire revealed that the English teacher’s thoughts about things that could be

done to solve the problems in the distance education process also included the development of internet infrastructure (see Table 20). Afterward, the following question was asked to the participant English teachers in the interview: “Do you think that it is possible to teach the language from a distance to children without an obligation (even if there is no reason like a pandemic)?”. A majority of the English teacher participants from both state (see Table 31) and private (see Table 41) primary schools reported that the implementation of distance-based foreign language instruction could be feasible if certain barriers, such as inadequate internet infrastructure, technical difficulties, and a lack of materials for students, were addressed, and class sizes were reduced. These findings suggest that the elimination of these obstacles and the provision of appropriate resources could enable successful foreign language learning through distance education.

Finally, among the participating English teachers were those who specifically mentioned that teachers should attend training courses about distance education. Apart from the teachers, it would be beneficial for students to attend training courses on how to use these platforms and applications to ensure that the effect of distance education is greater and more efficient. It is obvious from the findings part that teachers did not have sufficient technological knowledge (see Table 9), they had not received any training on distance education before the COVID-19 process (see Table 8), and the students also had deficiencies in using technology (see Table 21). This may have reduced the efficiency of distance education to teach a foreign language to young learners. Moreover, Fiş Erümit (2021) concluded that teachers' lack of technological pedagogical content knowledge, as well as their pedagogical competencies, were negative aspects of distance education. Additionally, in another study, Toptaş (2022) also found out that teachers who continued instruction in distance education during the pandemic process were generally inexperienced. The majority of teachers who have received training had not been given education before, and only a small percentage of them had received distance education before. This may significantly have led to a decrease in the effectiveness of distance education and lower productivity of the lessons. This lack of prior experience in distance education could have resulted in

teachers being less familiar with the technology and pedagogy required for effective remote instruction. Furthermore, it may also have contributed to a lack of confidence and increased difficulties in adapting to this new mode of teaching. This highlights the importance of providing adequate training and support for teachers to ensure the success of distance education programs.

CHAPTER V.

5. CONCLUSION AND SUGGESTIONS

In this section, the conclusion of the study will be involved and the suggestions based on the findings will be offered in general terms.

5.1. Conclusion

The present study was designed to analyze the problems encountered with the COVID-19 distance education process by English teachers working with young learners. At the beginning of the thesis, two research questions aimed to be answered to find out the problems and to reach the conclusion.

Quantitative and qualitative research methods were used to answer the targeted research questions. A questionnaire was developed as a quantitative data collection tool to identify the problems faced by teachers working with children during the COVID-19 distance education process. In addition, structured interview questions were designed as a qualitative data collection instrument to support the quantitative data and applied to the participating teachers. In the research, the descriptive analysis method was used. In addition, the content analysis method was also performed to analyze the qualitative data. According to the results of the analysis obtained in the research, certain problems are reported by young learner English teachers during the implementation of distance education.

As noted in the findings and discussion parts, the main problems faced by English teachers working with especially young learners during the COVID-19 distance education process were: (1) the problems caused by the young age of the

students (such as limited attention span and lack of technology use) (2) technical problems and internet interruptions, (3) the lack of technological tools of students with low-income levels to attend the courses.

So, by addressing the above problems, the study discusses the recommendations that can be put forward to improve the effectiveness of distance education for primary school English students during and after the pandemic. This is another question that will enable the research to achieve its purpose. This question was also asked of the teachers who participated in the data collection process. According to participating English primary school teachers in this research, (1) the internet infrastructure in our country needs to be strengthened and (2) the missing materials of the students should be eliminated to make the distance education process more efficient for the foreign language learners. Finally, in the findings section, it was revealed that most of the teachers did not receive training in the field of distance education. Although it was not mentioned much among the participants, it is assumed that teachers and even students who receive training in the field of distance education will have a significant positive effect on distance language teaching.

5.2. Suggestions

In line with the findings, this study revealed the problems encountered by primary school English teachers during the COVID-19 distance education process, and it can be concluded that providing solutions to these problems would make positive contributions to teachers and students in general. If distance education becomes necessary in the future, it is crucial to address the identified challenges and provide the necessary training and resources for teachers to effectively deliver instruction remotely.

The following suggestions can be made regarding the findings: It may be beneficial for teachers who teach in the field of English (not only in the field of foreign languages but also regarding all fields of teaching) to receive training in the field of technology use and distance education. In addition, a course about distance education for young learners can be added to the curriculum of universities' ELT programs. Thus, teacher candidates can receive this training before their graduation. Moreover, teachers should follow the technology closely and should not fall behind. The problem of distraction caused by the students' young age can be eliminated by teachers by incorporating interactive activities into the lesson, and the problem of students' inability to use technology can be demonstrated to the children by their families through educational pages that technology will be used for more than just games. Moreover, internet interruptions, which are included in the technical problems that the participating teachers reported the most, can be solved by further strengthening the internet infrastructure of the country. However, some of the technological device deficiencies of the students, which are complained of by teachers working at state primary schools and mostly by teachers working at low-income neighborhood schools, and which significantly reduced student participation in distance education, can be provided by aid organizations or can be provided financial aid to families to overcome students' technological deficiencies. Finally, as another suggestion, EBA or other platforms where distance education courses are taught can be updated and renewed frequently (every 3 months) according to student and language learning levels.

This study, which investigated the problems faced by English teachers working with young learners in distance education, can also focus on different areas and contribute to the studies that will be designed in the future. Additionally, while the present study focuses on the experiences of only 43 English teachers working with young learners during the distance education process, it is important to note that the perspectives of other educators teaching different subject areas or working with students of different ages and proficiency levels may also be valuable to consider in future studies. Furthermore, a more comprehensive and diverse sample size would allow for a greater understanding of the challenges and opportunities presented by

distance education in various contexts. It is recommended that future research efforts aim to expand the scope of the study group to gain a more holistic understanding of the experiences and perceptions of educators in distance learning environments.

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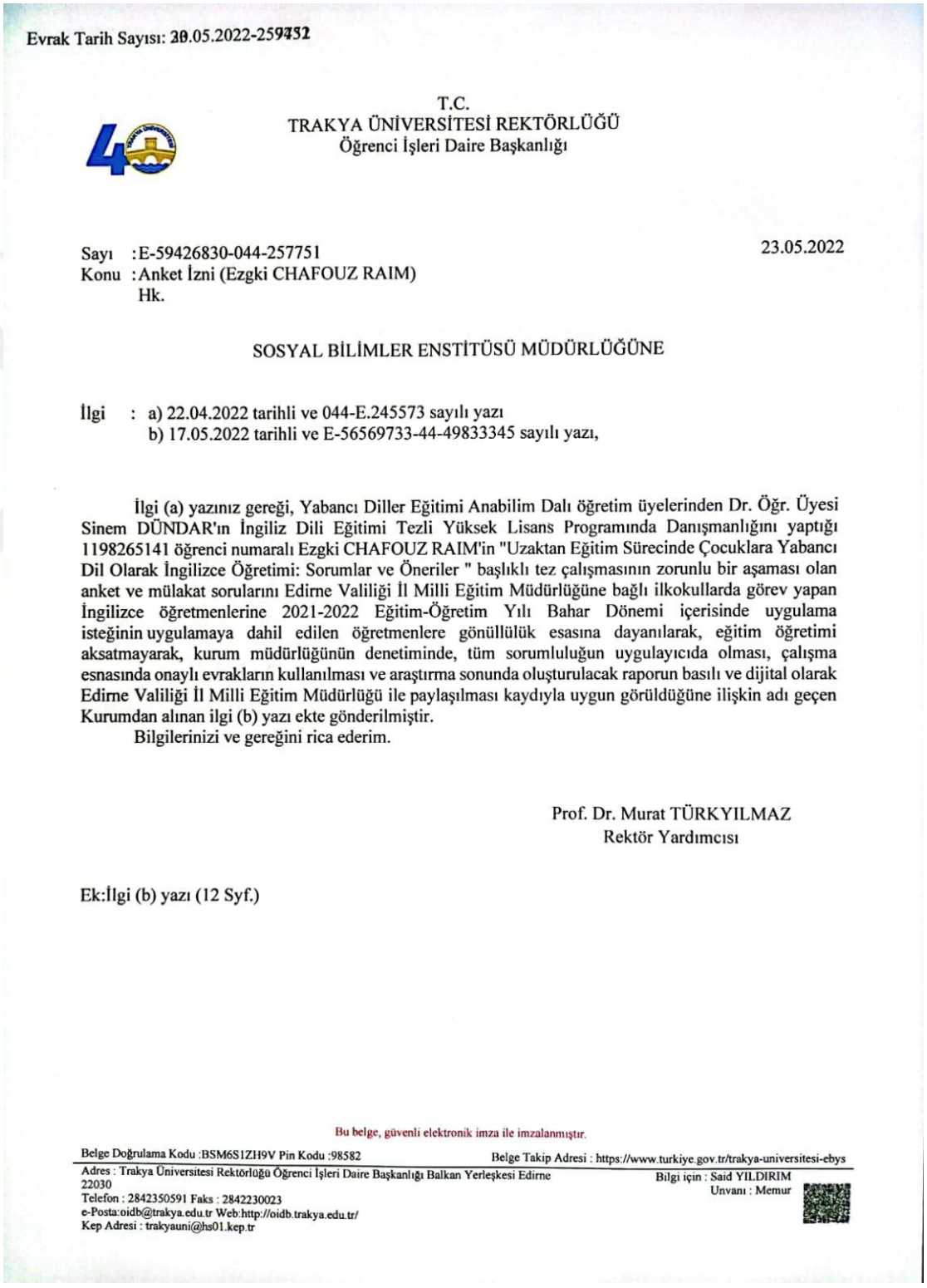
APPENDICES

Appendix 1: Trakya Üniversitesi Sosyal Bilimler Enstitüsü Anket İzni Hakkında



Evrak Tarih Sayısı: 30.05.2022-259752

T.C.
TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜ
Öğrenci İşleri Daire Başkanlığı

Sayı : E-59426830-044-257751
Konu : Anket İzni (Ezgki CHAFOUZ RAIM) Hk.

23.05.2022

SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi : a) 22.04.2022 tarihli ve 044-E.245573 sayılı yazı
b) 17.05.2022 tarihli ve E-56569733-44-49833345 sayılı yazı,

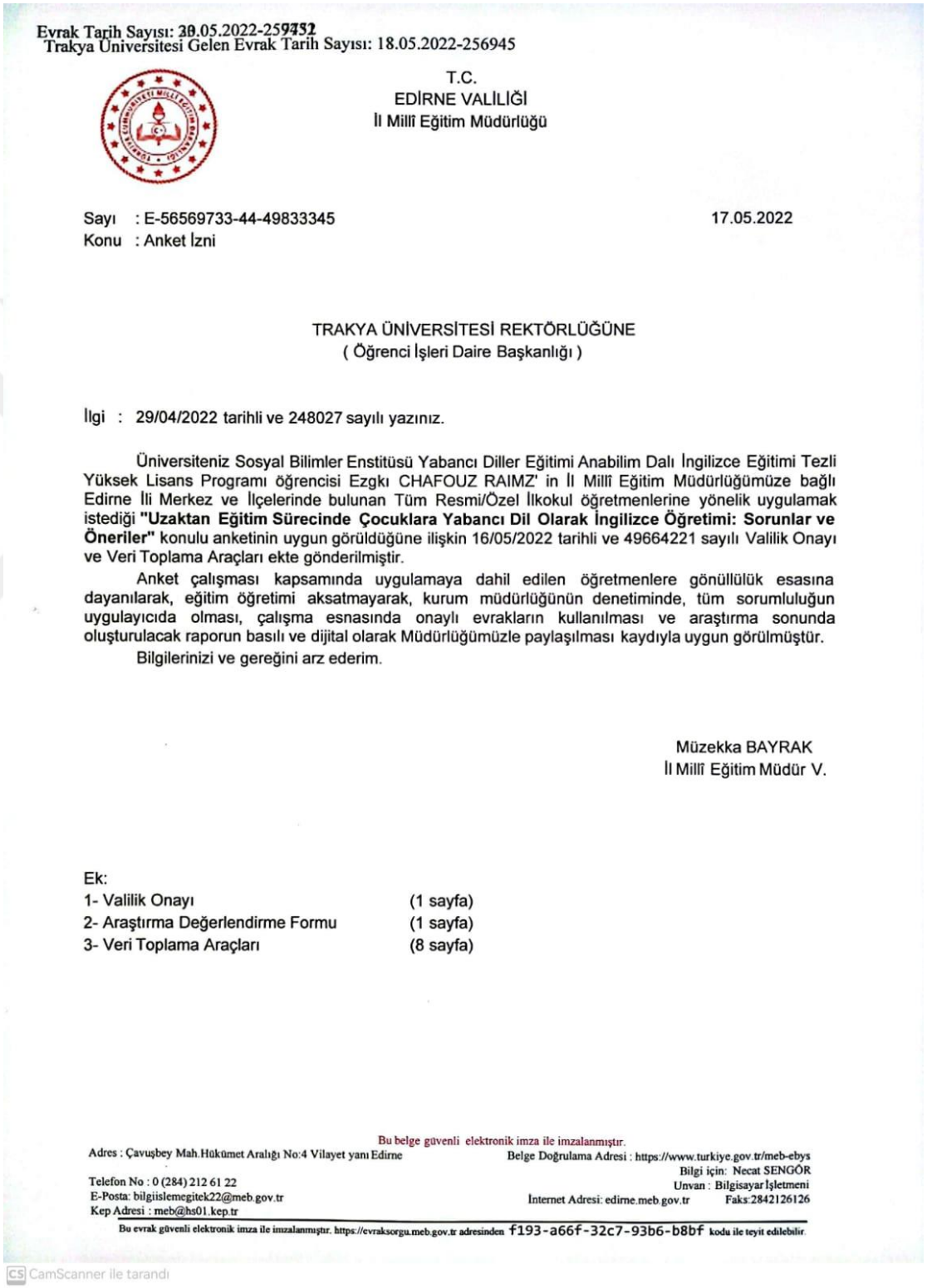
İlgi (a) yazınız gereği, Yabancı Diller Eğitimi Anabilim Dalı öğretim üyelerinden Dr. Öğr. Üyesi Sinem DÜNDAR'ın İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında Danışmanlığını yaptığı 1198265141 öğrenci numaralı Ezgki CHAFOUZ RAIM'in "Uzaktan Eğitim Sürecinde Çocuklara Yabancı Dil Olarak İngilizce Öğretimi: Sorumlar ve Öneriler " başlıklı tez çalışmasının zorunlu bir aşaması olan anket ve mülakat sorularını Edirne Valiliği İl Milli Eğitim Müdürlüğüne bağlı ilkokullarda görev yapan İngilizce öğretmenlerine 2021-2022 Eğitim-Öğretim Yılı Bahar Dönemi içerisinde uygulama isteğinin uygulamaya dahil edilen öğretmenlere gönüllülük esasına dayanılarak, eğitim öğretimi aksatmayarak, kurum müdürlüğünün denetiminde, tüm sorumluluğun uygulayıcıda olması, çalışma esnasında onaylı evrakların kullanılması ve araştırma sonunda oluşturulacak raporun basılı ve dijital olarak Edirne Valiliği İl Milli Eğitim Müdürlüğü ile paylaşılması kaydıyla uygun görüldüğüne ilişkin adı geçen Kurumdan alınan ilgi (b) yazı ekte gönderilmiştir.
Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Murat TÜRKYILMAZ
Rektör Yardımcısı

Ek:İlgi (b) yazı (12 Syf.)

Bu belge, güvenli elektronik imza ile imzalanmıştır.
Belge Doğrulama Kodu :BSM6S1ZH9V Pin Kodu :98582 Belge Takip Adresi : https://www.turkiye.gov.tr/trakya-universitesi-ebys
Adres : Trakya Üniversitesi Rektörlüğü Öğrenci İşleri Daire Başkanlığı Balkan Yerleşkesi Edirne 22030
Telefon : 2842350591 Faks : 2842230023
e-Posta:oidb@trakya.edu.tr Web:http://oidb.trakya.edu.tr/
Kep Adresi : trakyauni@hs01.kep.tr
Bilgi için : Said YILDIRIM
Unvanı : Memur

Appendix 2: Trakya Üniversitesi Sosyal Bilimler Enstitüsü Anket İzni



Evrak Tarih Sayısı: 30.05.2022-259752
Trakya Üniversitesi Gelen Evrak Tarih Sayısı: 18.05.2022-256945

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-56569733-44-49833345 17.05.2022
Konu : Anket İzni

TRAKYA ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Öğrenci İşleri Daire Başkanlığı)

İlgi : 29/04/2022 tarihli ve 248027 sayılı yazınız.

Üniversiteniz Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ezgkı CHAFOUZ RAIMZ' in İl Millî Eğitim Müdürlüğümüze bağlı Edirne İli Merkez ve İlçelerinde bulunan Tüm Resmi/Özel İlkokul öğretmenlerine yönelik uygulamak istediği **"Uzaktan Eğitim Sürecinde Çocuklara Yabancı Dil Olarak İngilizce Öğretimi: Sorunlar ve Öneriler"** konulu anketinin uygun görüldüğüne ilişkin 16/05/2022 tarihli ve 49664221 sayılı Valilik Onayı ve Veri Toplama Araçları ekte gönderilmiştir.

Anket çalışması kapsamında uygulamaya dahil edilen öğretmenlere gönüllülük esasına dayanılarak, eğitim öğretimi aksatmayarak, kurum müdürlüğünün denetiminde, tüm sorumluluğun uygulayıcıda olması, çalışma esnasında onaylı evrakların kullanılması ve araştırma sonunda oluşturulacak raporun basılı ve dijital olarak Müdürlüğümüzle paylaşılması kaydıyla uygun görülmüştür.

Bilgilerinizi ve gereğini arz ederim.

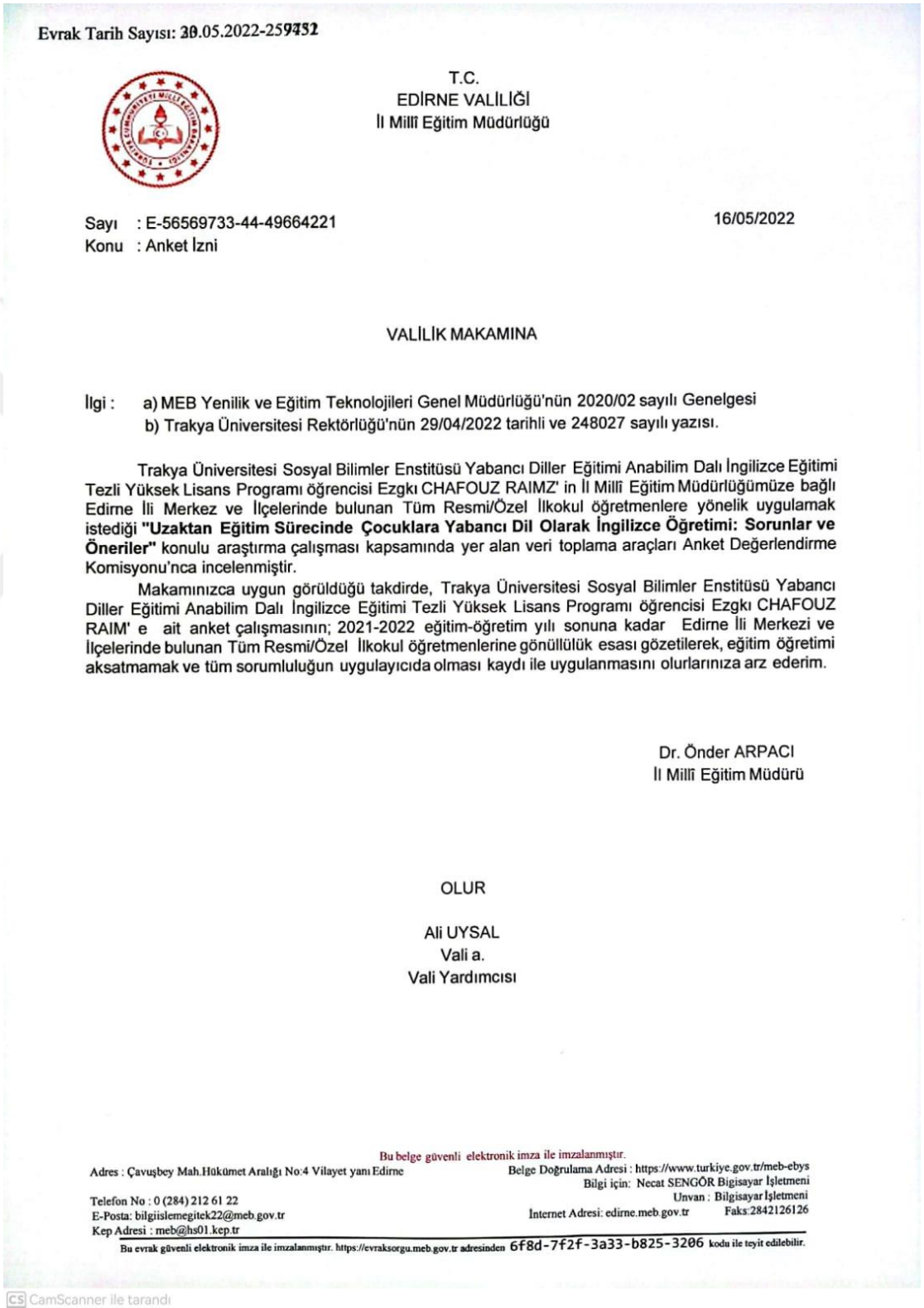
Müzekka BAYRAK
İl Millî Eğitim Müdür V.

Ek:
1- Valilik Onayı (1 sayfa)
2- Araştırma Değerlendirme Formu (1 sayfa)
3- Veri Toplama Araçları (8 sayfa)

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Çavuşbey Mah.Hükümet Aralığı No:4 Vilayet yanı Edirne
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Necat SENGÖR
Unvan : Bilgisayar İşletmeni
Telefon No : 0 (284) 212 61 22
E-Posta: bilgiislemegitek22@meb.gov.tr
İnternet Adresi: edirne.meb.gov.tr Faks:2842126126
Kep Adresi : meb@hs01.kep.tr
Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden f193-a66f-32c7-93b6-b8bf kodu ile teyit edilebilir.

CamScanner ile tarandı

Appendix 3: T.C EDİRNE VALİLİĞİ İl Milli Eğitim Müdürlüğü Anket İzni



Evrak Tarih Sayısı: 30.05.2022-259452

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-56569733-44-49664221
Konu : Anket İzni

16/05/2022

VALİLİK MAKAMINA

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2020/02 sayılı Genelgesi
b) Trakya Üniversitesi Rektörlüğü'nün 29/04/2022 tarihli ve 248027 sayılı yazısı.

Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ezgkı CHAFOUZ RAIMZ' in İl Millî Eğitim Müdürlüğümüze bağlı Edirne İli Merkez ve İlçelerinde bulunan Tüm Resmi/Özel İlkokul öğretmenlere yönelik uygulamak istediği **"Uzaktan Eğitim Sürecinde Çocuklara Yabancı Dil Olarak İngilizce Öğretimi: Sorunlar ve Öneriler"** konulu araştırma çalışması kapsamında yer alan veri toplama araçları Anket Değerlendirme Komisyonu'nca incelenmiştir.

Makamınızca uygun görüldüğü takdirde, Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ezgkı CHAFOUZ RAIM' e ait anket çalışmasının; 2021-2022 eğitim-öğretim yılı sonuna kadar Edirne İli Merkezi ve İlçelerinde bulunan Tüm Resmi/Özel İlkokul öğretmenlerine gönüllülük esası gözetilerek, eğitim öğretimi aksatmamak ve tüm sorumluluğun uygulayıcıda olması kaydı ile uygulanmasını olurlarınıza arz ederim.

Dr. Önder ARPACI
İl Millî Eğitim Müdürü

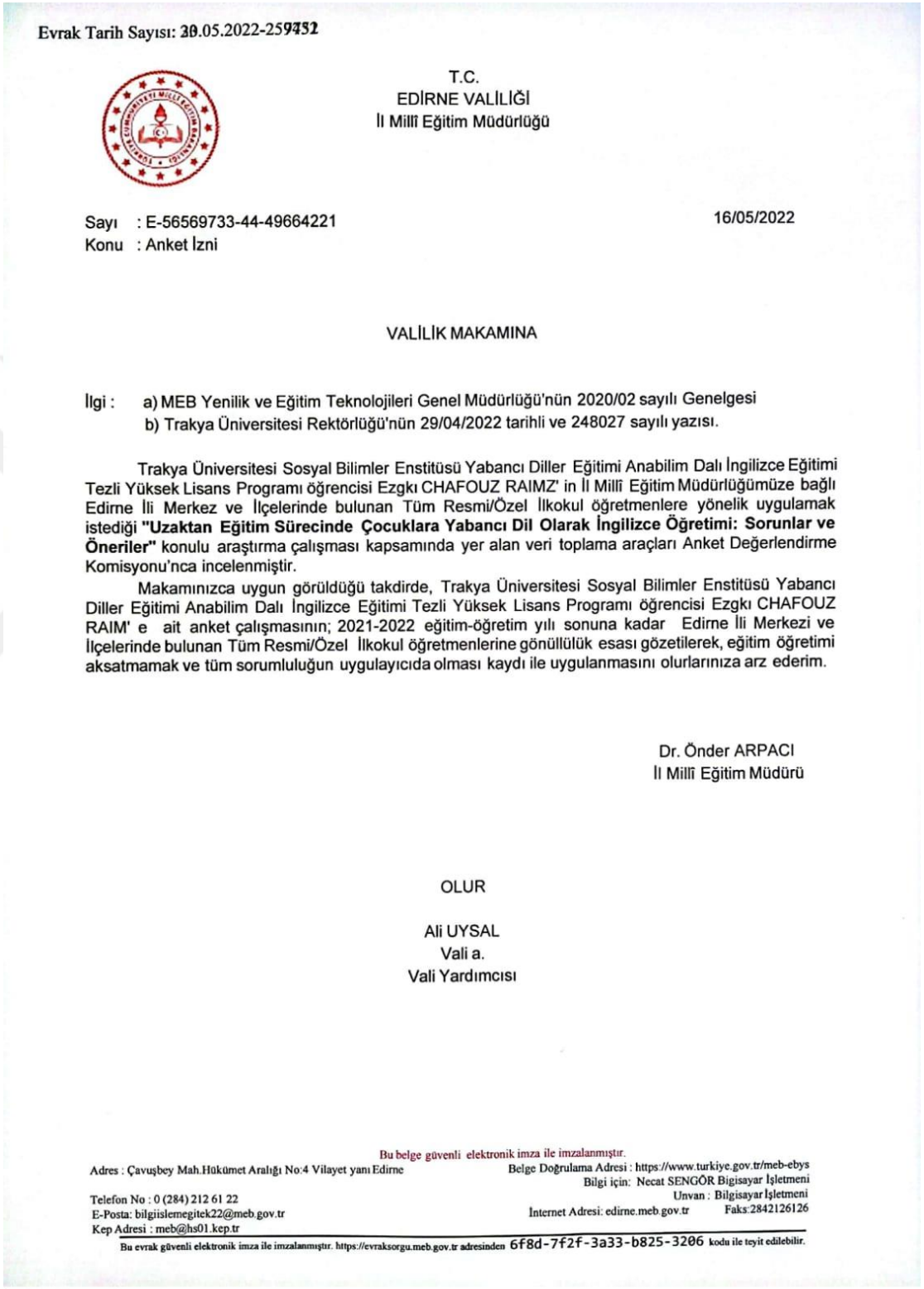
OLUR

Ali UYSAL
Vali a.
Vali Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Çavuşbey Mah.Hükümet Aralığı No:4 Vilayet yanı Edirne
Telefon No : 0 (284) 212 61 22
E-Posta: bilgiislemegitek22@meb.gov.tr
Kep Adresi : meb@hs01.kep.tr
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Necat SENGÖR Bigisayar İşletmeni
Unvan : Bilgisayar İşletmeni
İnternet Adresi: edirne.meb.gov.tr Faks:2842126126
Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 6f8d-7f2f-3a33-b825-3206 kodu ile teyit edilebilir.

CamScanner ile tarandı

Appendix 4: T.C EDİRNE VALİLİĞİ İl Milli Eğitim Müdürlüğü Anket İzni



Evrak Tarih Sayısı: 30.05.2022-259452

T.C.
EDİRNE VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-56569733-44-49664221
Konu : Anket İzni

16/05/2022

VALİLİK MAKAMINA

İlgi : a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğü'nün 2020/02 sayılı Genelgesi
b) Trakya Üniversitesi Rektörlüğü'nün 29/04/2022 tarihli ve 248027 sayılı yazısı.

Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ezgkı CHAFOUZ RAIMZ' in İl Millî Eğitim Müdürlüğümüze bağlı Edirne İli Merkez ve İlçelerinde bulunan Tüm Resmi/Özel İlkokul öğretmenlere yönelik uygulamak istediği **"Uzaktan Eğitim Sürecinde Çocuklara Yabancı Dil Olarak İngilizce Öğretimi: Sorunlar ve Öneriler"** konulu araştırma çalışması kapsamında yer alan veri toplama araçları Anket Değerlendirme Komisyonu'nca incelenmiştir.

Makamınızca uygun görüldüğü takdirde, Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Eğitimi Tezli Yüksek Lisans Programı öğrencisi Ezgkı CHAFOUZ RAIM' e ait anket çalışmasının; 2021-2022 eğitim-öğretim yılı sonuna kadar Edirne İli Merkezi ve İlçelerinde bulunan Tüm Resmi/Özel İlkokul öğretmenlerine gönüllülük esası gözetilerek, eğitim öğretimi aksatmamak ve tüm sorumluluğun uygulayıcıda olması kaydı ile uygulanmasını olurlarınıza arz ederim.

Dr. Önder ARPACI
İl Millî Eğitim Müdürü

OLUR

Ali UYSAL
Vali a.
Vali Yardımcısı

Bu belge güvenli elektronik imza ile imzalanmıştır.
Adres : Çavuşbey Mah.Hükümet Aralığı No:4 Vilayet yanı Edirne
Belge Doğrulama Adresi : https://www.turkiye.gov.tr/meb-ebys
Bilgi için: Necat SENGÖR Bigisayar İşletmeni
Unvan : Bilgisayar İşletmeni
Telefon No : 0 (284) 212 61 22
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İnternet Adresi: edirne.meb.gov.tr Faks:2842126126
Kep Adresi : meb@hs01.kep.tr
Bu evrak güvenli elektronik imza ile imzalanmıştır. https://evraksorgu.meb.gov.tr adresinden 6f8d-7f2f-3a33-b825-3206 kodu ile teyit edilebilir.

CamScanner ile tarandı

Appendix 6: Anket çalışması

Uzaktan Eğitim Sürecinde Çocuklara Yabancı Dil Olarak İngilizce Öğretimi: Sorunlar ve Öneriler

Trakya Üniversitesi Sosyal Bilimler Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Yüksek Lisans Programında tez çalışmam kapsamında Uzaktan Eğitim Sürecinde İngilizce Öğretmenlerinin Çocuklara Yabancı Dil Olarak İngilizce Öğretiminde karşılaştıkları sorunları araştırıyorum. Bu çalışma doğrultusunda, araştırmanın amacı COVID-19 nedeniyle uzaktan eğitime geçişle, özellikle ilkokul öğrencileriyle çalışan İngilizce öğretmenlerinin bu süreçte karşılaştıkları sorunları tespit etmek ve öneriler sunmaktır. Anket 35 sorudan oluşmaktadır. Soruların bazıları farklı gereksinimlere sahip olabileceğinden, lütfen soruları dikkatli okuyunuz. Cevaplarınız tamamen isimsiz olacak ve sadece akademik amaçlarla kullanılacaktır.

Ankete yalnızca bir kez katılabilirsiniz. Yıldız (*) ile işaretlenmiş soruları cevaplamanız zorunludur.

Anketle ilgili herhangi bir sorunuz varsa, lütfen bana şu e-posta'dan ulaşın:

ezgkiraim@trakya.edu.tr

Zaman ayırdığınız için teşekkür ederim!

1. Cinsiyetiniz?

- Kadın
- Erkek

1. Çalıştığınız kurumun türü nedir? *

- Özel
- Devlet

2. Mesleki deneyiminiz kaç yıldır? *

- 1 yıldan az
- 1-3 yıl
- 4-5 yıl
- 6-10 yıl
- 11-15 yıl
- 16-20 yıl
- 20 yıl ve üzeri

3. Derslerine girdiğiniz öğrencilerin yaş aralığı kaçtır? (Birden fazla seçenek işaretleyebilirsiniz.) *

- 5-6 yaş
- 7-8 yaş
- 9-10 yaş
- 11-12 yaş

4. Derslerine girdiğiniz öğrencilerin sınıf mevcudu kaçtır? *

- 5-10
- 11-15

- 16-20
- 21+

5. Uzaktan eğitim sürecinde derslerinizi hangi cihazlardan takip ettiniz? *

- Bilgisayar
- Tablet
- Akıllı telefon
- Diğer (Lütfen belirtiniz)

6. Uzaktan eğitim sürecinde derslerinizi hangi platformdan işlediniz? *

- EBA
- Diğer (Lütfen belirtiniz)

7. Uzaktan eğitime geçmeden önce,uzaktan eğitim ile ilgili herhangi bir oryantasyon programına katılmış mıydınız? *

- Evet
- Hayır

8. Teknolojiye olan hakimiyetiniz sizce hangi seviyededir? *

- Çok kötü
- Kötü
- Orta
- İyi
- Çok iyi

9. Uzaktan eğitim sürecinde ders sürelerinin, çocuklara yabancı dil öğretebilmek için yeterli olduğunu düşünüyor musunuz? *

- o Evet
- o Hayır

10. Çocuklara uzaktan eğitim yoluyla yabancı dil öğretirkensizi en çok zorlayan ne olmuştur? *

- o Sınıf yönetimi
- o Motivasyon eksikliği
- o Adaptasyon süreci
- o Teknik sorunlar
- o Ders süresinin kısıtlı olması
- o Diğer (Lütfen Belirtiniz)

11. Uzaktan eğitimde sınıf yönetimini sağlamanın zorluk düzeyini seçiniz. *

- o Çok zor
- o Zor
- o Orta
- o Kolay
- o Çok kolay

12. Uzaktan eğitim sürecinde sınıf yönetimini nasıl sağladınız? *

- o Öğrencilere sırayla söz hakkı vererek
- o Öğrencilerin sessiz olmasını sağlayacak aktiviteler uygulayarak
- o Öğrenciler arası birebir iletişimi kısıtlayarak
- o Diğer (Lütfen belirtin)

13. Sizce uzaktan eğitimde sınıf yönetimini sağlayamamadaki en büyük etken ne olabilir? *

- Öğretmenlerin teknolojiye hakim olmaması
- Öğrencilerin teknolojiye hakim olmaması
- Teknik sorunların iletişimi ve dersi kısıtlaması
- Öğrencilerin uzaktan eğitim sürecinde adapte olamaması
- Diğer (Lütfen belirtin)

14. Uzaktan eğitimin, öğrencilerle sınıf içinde uyguladığınız etkinlikleri kısıtladığını düşünüyor musunuz? *

- Evet
- Hayır

15. Size göre uzaktan eğitim, İngilizce derslerinde kullanılan materyallere erişimi kolaylaştırmış mıydı? *

- Evet
- Hayır

16. Pandemi koşullarından dolayı ani uzaktan eğitime geçiş, öğrencilerinizin motivasyonunu nasıl etkiledi? *

- Olumlu yönde
- Olumsuz yönde

17. Bu sürece kolay adapte olabilmek için ne tür etkinlikler uyguladınız? Lütfen yazınız. *

18. Uzaktan eğitim sürecinde sık sık teknik aksaklıklar yaşadınız mı? *

- Evet
- Hayır

19. Teknik sorunların giderilmesi için sizce ne yapılmalı? Lütfen yazınız. *

20. Uzaktan eğitim, çocuklara yabancı dil öğretiminde etkili bir öğrenme modelidir. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

21. Uzaktan eğitim sürecinde velilerin desteğine ihtiyaç duymuyordum. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

22. Uzaktan eğitim sürecinde öğrencilerin teknolojik eksikliği, dersi yürütmemi zorlaştırıyordu. *

- o Kesinlikle Katılmıyorum
- o Katılmıyorum
- o Kararsızım
- o Katılıyorum
- o Kesinlikle katılıyorum

23. Uzaktan eğitim deslerinde öğrencilerden ödevler hakkında düzenli geri dönüş alabiliyordum. *

- o Kesinlikle Katılmıyorum
- o Katılmıyorum
- o Kararsızım
- o Katılıyorum
- o Kesinlikle katılıyorum

24. Uzaktan eğitim sürecinde ilgi çekici materyaller bulmakta zorlanıyordum. *

- o Kesinlikle Katılmıyorum
- o Katılmıyorum
- o Kararsızım
- o Katılıyorum
- o Kesinlikle katılıyorum

25. Çevrimiçi İngilizce derslerinde öğrencilerin derse katılımı yetersizdi. *

- o Kesinlikle Katılmıyorum
- o Katılmıyorum
- o Kararsızım

- Katılıyorum
- Kesinlikle katılıyorum

26. Çocuklar uzaktan eğitim sürecinde İngilizce derslerinde teknolojiye oldukça hakimlerdi. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

27. Uzaktan eğitim sürecinde çocuklarla sınıf içi aktivite yapmak oldukça kolaydı. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

28. Öğrenciler uzaktan eğitim sürecine hemen adapte oldular. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

29. Uzaktan eğitim çocuklara yabancı dil öğretimi için uygun değildir. *

- Kesinlikle Katılmıyorum

- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

30. Uzaktan eğitim İngilizce dersleri yüz yüze eğitime kıyasla daha çok yorucuydu. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

31. Uzaktan eğitimde İngilizce derslerinin çocuklara yabancı dil öğretimi açısından verimli olduğunu düşünüyorum. *

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

32. Uzaktan eğitimde zamanlama açısından derslerde herhangi bir sorun yaşamadım.*

- Kesinlikle Katılmıyorum
- Katılmıyorum
- Kararsızım
- Katılıyorum
- Kesinlikle katılıyorum

33. Uzaktan eğitimde öğrenciler İngilizce derslerine odaklanma açısından sorun yaşamadılar. *

- o Kesinlikle Katılmıyorum
- o Katılmıyorum
- o Kararsızım
- o Katılıyorum
- o Kesinlikle katılıyorum

34. Uzaktan eğitimde öğrencilerin İngilizce akademik başarılarında artış olmuştur. *

- o Kesinlikle Katılmıyorum
- o Katılmıyorum
- o Kararsızım
- o Katılıyorum
- o Kesinlikle katılıyorum

Appendix 7: Questionnaire

Teaching English as a Foreign Language to Young Learners in the Distance Education Process: Problems and Suggestions

Within the scope of my thesis in Trakya University Social Sciences Institute, Department of Foreign Language Education, and English Language Teaching Master's Program, I am researching the problems faced by English Teachers when Teaching English as a Foreign Language to Young Learners in the Distance Education Process. In line with this study, the research aims to identify the problems faced by English teachers working with young learners, especially primary school students, and to offer suggestions during the transition to distance education due to COVID-19. The survey consists of 35 questions. As some of the questions may have different requirements, please read the questions carefully. Your answers will be completely anonymous and will be used for academic purposes only.

You can only participate in the survey once. It is mandatory to answer the questions marked with an asterisk (*).

If you have any questions about the survey, please contact me at:

Thank you for giving a time!

1. Gender? *

- Female
- Male

2. What is the type of institution you work for? *

- Private
- State

3. How many years of professional experience do you have? *

- Less than 1 year
- 1-3 years
- 4-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- 20 years and more

4. What is the age range of the students whose classes you attend? (You can mark more than one option.) *

- 5-6 years old
- 7-8 years old
- 9-10 years old
- 11-12 years old

5. What is the class size of the students whose classes you attend? *

- 5-10
- 11-15
- 16-20

- 21+

6. On which devices did you follow your lessons during the distance education process? *

- Computer
- Tablet
- Smartphone
- Other (Please specify)

7. From which platform did you teach your lessons during the distance education process? *

- EBA
- Other (Please specify)

8. Before moving on the distance education, did you participate in any orientation program related to distance education? *

- Yes
- No

9. At what level do you think your dominance in technology is? *

- Very bad
- Bad
- Medium
- Good
- Very good

10. Do you think that the duration of the lessons in the distance education process was sufficient to teach children a foreign language? *

- Yes
- No

11. What was the most challenging factor for you while teaching a foreign language to children through distance education? *

- Classroom management
- Lack of motivation
- Adaptation process
- Technical problems
- Restricted course time
- Other (Please Specify)

12. Select the difficulty level of providing classroom management in the distance education process. *

- Very difficult
- Difficult
- Medium
- Easy
- Very easy

13. How did you provide classroom management in the distance education process? *

- Giving students the right to speak in turn
- Practicing activities that keep students quiet
- Restricting one-to-one communication between students
- Other (Please specify)

14. What do you think is the biggest factor in not being able to provide classroom management in distance education? *

- Teachers' lack of knowledge of technology
- Students' lack of knowledge of technology
- Technical problems which restricted the communication and the lesson
- Students' inability to adapt to the distance education process
- Other (Please specify)

15. Do you think that distance education restricted the activities you practiced with students in the classroom? *

- Yes
- No

16. In your opinion, did distance education facilitate access to the materials used in English classes? *

- Yes
- No

17. How did the sudden transition to distance education due to pandemic conditions affect the motivation of your students? *

- Positively
- Negatively

18. What kind of activities did you use to adapt to this process easier? Please write. *

19. Did you often experience technical problems during the distance education process? *

- Yes
- No

20. What do you think should be done to fix the technical problems? Please write. *

21. Distance education is an effective learning model for teaching foreign languages to children. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

22. I did not need the support of parents during the distance education process. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

23. The students' lack of technology use in the distance education process made it difficult for me to conduct the course. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

24. I was able to get regular feedback from students about homework in distance education courses. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

25. I had difficulty finding interesting materials during the distance education process. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

26. Students' participation was insufficient in distance English courses. *

- Strongly disagree
- Disagree
- Irresolute
- Agree

- Strongly agree

27. The children had a good command of technology in the English courses during the distance education process. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

28. It was very easy to do in-class activities with children during the distance education process. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

29. Students adapted to the distance education process immediately. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

30. Distance education is not suitable for teaching foreign languages to children. *

- Strongly disagree

- Disagree
- Irresolute
- Agree
- Strongly agree

31. English lessons in distance education were more tiring than face-to-face education. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

32. I think that English lessons in distance education were productive in terms of teaching children a foreign language. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

33. I did not have any problems in terms of timing in distance English courses. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

34. Students had no problems focusing on English lessons in distance English courses.*

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

35. There has been an increase in the English academic achievement of students in distance education. *

- Strongly disagree
- Disagree
- Irresolute
- Agree
- Strongly agree

Appendix 8: Tez Mülakat Soruları

Mülakat Soruları

1. Uzaktan eğitim süreci sizin ve öğrencilerinizin motivasyonunu nasıl etkiledi?
2. Uzaktan eğitim sürecinde öğrencilerinizin motivasyonunu artırmak için ne tür teknikler uyguladınız?
3. Uzaktan eğitim sürecinde sizi en çok hangi faktörler zorladı?
4. Uzaktan eğitimde sınıf yönetimini nasıl sağladınız?
5. Öğrencilerin yaşlarının küçük olması derslerin işleyişini nasıl etkiledi?
6. Sizce uzaktan eğitim sürecinde derslere ayrılan süre çocuklara yabancı dil öğretmek için yeterli midir?
7. Uzaktan eğitim süreci hayatınızı kolaylaştırdı mı?
8. Derslerde teknolojik açıdan olumsuzluklar yaşadınız mı? Yaşadınızsa bunlar nelerdir?
9. Uzaktan eğitimin daha verimli olması için sizce neler yapılmalıdır?
10. Sizce zorunda kalınmadan da (pandemi gibi bir neden olmasa da) çocuklara uzaktan dil öğretilebilir mi?

Appendix 9: Interview Questions of the Thesis

Interview Questions

1. How did the distance education process affect the motivation of you and your students?
2. What kind of techniques did you use to increase the motivation of your students during the distance education process?
3. Which factors challenged you the most during the distance education process?
4. How did you provide classroom management in distance education?
5. How did the young age of the students affect the course of the lessons?
6. Do you think the time allocated to the lessons in the distance education process was sufficient to teach children a foreign language?
7. Has the distance education process made your life easier?
8. Did you experience any technological negativities in the lessons? If so, what are they?
9. What do you think should be done to make distance education more efficient?
10. Do you think it is possible to teach language to children from distance without an obligation (even if there is no reason like a pandemic)?