Examination of the Opinions of Turkish Teacher Candidates on Listening Education Course Conducted through Emergency Distance Education

İsmail Yavuz ÖZTÜRK
Faculty of Education, Mersin University, Turkey
iyavuzozturk@mersin.edu.tr

ABSTRACT
Due to the Covid-19 pandemic, face-to-face education practices at all levels of formal education institutions in Turkey were suspended for precautionary purposes, and distance education was started urgently. Many studies have been conducted on this form of education, which has been implemented for a long time and will be replaced by face-to-face education in the 2021-2022 academic year. Among these, there are also those who examined the effectiveness of courses through emergency distance education in listening education during the pandemic period, very few studies could be identified that focused on examining the views or attitudes of teacher candidates in the field of language education towards the development and education of listening skill. Based on the idea that the process should also be addressed from the perspectives of the teacher candidates, this research examines the views of them on the "listening education" course in the Turkish Teaching Undergraduate Curriculum and conducted with EDE. For this purpose, a focus group interview was conducted through a semi-structured form with 17 teacher candidates who were studying at Mersin University Faculty of Education Turkish Teaching Undergraduate Curriculum in the 2020-2021 academic year and selected by criterion sampling method. When the interview data were analyzed, it was determined that the sessions were watched by most of the teacher candidates because they were seen as important, participation in the sessions was mainly hindered by problems with the Internet connection, although not as much as face-to-face sessions, they were seen beneficial in some degree, recordings to be seen beneficial were watched infrequently and to make up for missed synchronous sessions, teacher candidates were of the opinion that more emphasis should be placed on practices. Some suggestions were presented to curriculum developers, distance education platform designers and course instructors at the end of the study.
Keywords: Listening education, Covid-19 pandemic, Emergency distance education, Turkish teacher candidate, Turkish education.

INTRODUCTION

In December 2019, a disease caused by the SAR-COV-2 virus (COVID-19) emerged in Wuhan, China, and this disease spread rapidly around the world. Due to this disease, which has become a pandemic, countries have had to take a series of measures based on social isolation, and education has had its share. In Turkey, where the first COVID-19 case was recorded on March 11, 2020 (Ministry of Health, 2020), it was decided to temporarily close schools after 5 days, distance education (DE) has been urgently adopted at all levels of education (Council of Higher Education, 2020; Ministry of Education, 2020).

The concept of DE can be defined as follows, based on UNESCO's (2020) statements that reveal the common features of different forms of distance learning: It is the use of media and technology to enable communication and interaction despite this separation in the event that the teacher and the student experience a time and/or space separation during the teaching process. This process can be carried out through printed learning materials, one-way and massive broadcasts (TV and radio programs), social media or learning platforms. This form of education provides people with lifelong learning opportunities and meets the individual and social needs of education (Kaya, 2002). The learner's success in DE depends on having a high level of self-directed learning and study skills supported by new teaching, learning and guidance strategies (UNESCO, 2020). This means new responsibilities that the learner has to take.

Bozkurt (2020) underlines that the concepts of *emergency distance education* (EDE) and *DE* should be seen separately. According to him, while EDE is the production of temporary solutions for emerging needs in order to keep education alive in times of crisis, DE is to benefit from the option of continuing education with planned and systematic studies by employing theoretical and practical knowledge towards a specific purpose within the scope of lifelong learning. Accordingly, it can be said that the form of education that has been transitioned due to pandemic measures in Turkey is EDE. Therefore, it would be correct to make evaluations about this form of education within the scope of EDE, not DE. In other words, the advantages and disadvantages experienced should be attributed to EDE instead of the other one. The findings and results obtained in this paper are evaluated within this education type.

Many researches have been carried out on this form of education, which lasts longer than expected and was stated by the official authorities (Council of Higher Education, 2021; Ministry of Education, 2021) that it will end in the 2021-2022 academic year by leaving its place to face-to-face education in Turkey. Among these, there are those who examine the courses conducted through EDE in terms of the effectiveness of listening education. However, during the pandemic period, very few studies could be identified that focused on examining the views or attitudes of teacher candidates in the field of language education towards the development and education of listening skill as a result of a search in databases [Elton B. Stephens Company Open Dissertations, ProQuest Dissertations & Theses (PQDT), Higher Education Council Thesis Center, TR Index, DergiPark Academic, Education Resources Information Center (ERIC), Taylor & Francis, Science Direct-Elsevier] with the keywords 'Listening, Pandemic, COVID-19, Coronavirus'. Although not directly, there are a few studies that examined this issue. Derakhshan (2021) examined the opinions of the participants consisted of 130 Teaching English as a Foreign Language (TEFL) students (teacher candidates) and 40 English Language and Literature students, regarding the role of EDE in acquiring language skills. They stated that they had difficulty in understanding the audio files shared by their teachers due to poor internet connection and low sound quality. Many students saw listening skill as the most positively affected skill (35%). According to the researcher, this may be due to the nature of online sessions, where students were mostly just listeners. In addition, with the absence of visual connections, students needed to listen more carefully, and thus their listening skills could be developed unconsciously (Derakhshan, 2021). Karakus et al. (2020), in their study examining the views of Turkish teacher candidates on DE during the COVID-19 pandemic process, it was determined that the participants thought that the DE contributed the most to the listening skill and the least to the writing skill. Öztürk Karataş and Tuncer (2020) who examined the effect of EDE on the development of English as a foreign language (EFL) teacher candidates' language skills, participants thought that the features of the platform were most beneficial for their listening skills. They stated that technical problems [internet connection problem, not having a computer, sound problems, problems arising from the inadequacy of the platform (loading, speed, etc.), poor quality of the recordings] most negatively affect the development of their listening skills. Internet connection issues are the most important technical issue among others. According to the participants, with the use of EDE platforms, they could access the recordings and materials of the sessions whenever and wherever they want. This often provided an advantage in listening skill (22%) but did not provide any advantage in speaking. Yamamoto (2021), on the other hand, interviewed 3 Japanese English teacher candidates in his thesis titled "Analyzing the Self-Reported Experiences of Japanese English as a Foreign Language Pre-service Teachers with Listening Comprehension Skills", and based on the opinions gathered, he concluded that teacher education focuses on improving the language skills of teacher candidates rather than information on listening education. He (2021 also highlighted the fewness of research that deals with listening pedagogy from teacher candidates' perspectives. Based on the current deficiency in the literature, the aim of this research is to examine the opinions of Turkish teacher candidates about the listening education course they took through EDE during the COVID-19 pandemic period. In line with the stated purpose, answers are sought for the following questions:

1. What do teacher candidates think about synchronized listening education sessions?
2. What do teacher candidates think about recordings of listening education sessions?
3. What are the views of teacher candidates about their listening/watching skill before the course?
4. What are the opinions of the teacher candidates regarding whether they see themselves competent in gaining their students listening/watching skill after the course?
5. What are the opinions of the teacher candidates on the processes of the listening education course sessions?

METHODS
In this study, phenomenology, one of the qualitative research designs, was preferred. A summary of the research process is presented in Figure 1:
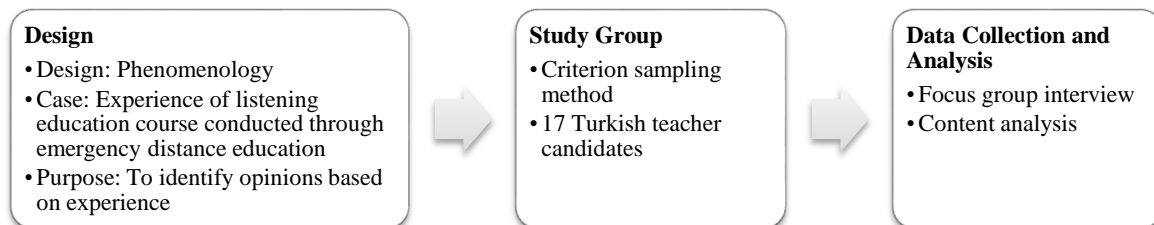
Design
- Design: Phenomenology
- Case: Experience of listening education course conducted through emergency distance education
- Purpose: To identify opinions based on experience

Study Group
- Criterion sampling method
- 17 Turkish teacher candidates

Data Collection and Analysis
- Focus group interview
- Content analysis

Figure 1. Summary of the research process

Research Design
Phenomenology research is an inductive and descriptive research type that focuses on the human phenomenon and aims to define the meanings of the expression of lived experiences (Saban & Ersoy, 2016). In this design, the researcher carries on studies to reveal the experiences of individuals regarding a concept or phenomenon (Creswell,

2007). It is aimed to determine the opinions of Turkish teacher candidates based on their experiences in the 'listening education' course they attend through EDE in this research. Thus, it is thought that the positive situations or problems experienced in the process and the solution proposals for the said problems can be put forward.

Study Group
The study group of the research was formed by the criterion sampling method, which is one of the purposive sampling methods. Criterion sampling is based on the understanding of studying all situations that meet a set of criteria created by the researcher or previously established (Yıldırım & Şimşek, 2013).

The criterion in determining the participants of the research was defined as Turkish teacher candidates who had attended the 'listening education' course through EDE due to the Covid-19 pandemic and volunteered to participate in the research. In the determination of the participants, attention was paid to ensure that the gender distribution of the teacher candidates was as equal as possible in order to ensure the highest level of diversity. Demographic characteristics of the study group are given in Table 1:

Table 1. Demographic characteristics of the study group

Code	Gender
G	Female
H_1	Female
T	Male
Y	Female
M_1	Male
F	Male
C	Female
M_2	Male
O	Male
K_1	Female
A	Male
M_3	Male
M_4	Male
H_2	Female
E	Female
K_2	Female
S	Female

Looking at Table 1, it is seen that 9 of the teacher candidates participating in the study were female and 8 were male. Therefore, it can be stated that the participants show a close distribution in terms of gender.

In order to increase diversity, efforts were made to ensure that the course success grades of the participants were varied, but this diversity was not at the expected level since participation in the research was based on volunteerism. The course success grades of the participants are as follows (First the code letter of the participants, then the course success score and the letter grade in parentheses are given): G, 95 (AA); H1, 83 (BA); T, 92 (AA); Y, 89 (BA); M1, 77 (BB); F, 80 (BA); C, 95 (AA); M2, 77 (BB); 0, 70 (BB); K1, 83 (BA); A, 95 (AA); M3, 68 (CB); M4, 68 (CB); H2, 71 (BB); E, 86 (BA); K2, 77 (BB); S, 92 (AA). As can be seen, the letter grades of 4 participants are AA, 5 participants' each are BA and BB, and 2 participants' are CB.

Data Collection
As stated by Yıldırım and Şimşek (2013), research data were collected through focus group interviews, which have an important function in collecting qualitative data, when the researcher thought that the data to be collected would be more. This process is described in detail below:

In order to collect the data, semi-structured interview questions were first prepared by the researcher. After scanning the resources related to listening education, EDE and DE, the opinions of two lecturers working in the field of 'Turkish education' were taken to ensure that the questions prepared were clear and understandable in terms of language and expression. The opinions of a faculty member working in the field of Computer and Instructional Technologies were taken for the appropriateness of the statements about the EDE and DE processes. In order to test the purpose of the form, a pilot interview was conducted with a Turkish teacher candidate who was not among the participants of the research. After these processes, the interview questions were given their final form as seen below:

1. How often did you attend the synchronous listening education sessions? Why?
2. For what reason/reasons did you attend the synchronous listening education sessions?
3. For what reason/reasons did you not attend the synchronous listening education sessions?
4. What do you think about whether the synchronous listening education sessions contributed to you?
5. How often did you watch the recordings of sessions? Why?
6. For what reason/reasons did you watch the recordings?
7. For what reason/reasons did you not watch the recordings?
8. What do you think about whether the recordings are helpful to you?
9. What do you think about the competence of your own listening/watching skill before the listening education course?
10. Do you consider yourself competent in helping your students acquiring listening/watching skill after the course? Why?
11. If you were the instructor of this course, how would you conduct the sessions through distance education?

Phone calls were made with the students who took the course to determine the participants and they were informed about the study. A WhatsApp group was established by the researcher in order to communicate easily with the participants who decided to participate in the research voluntarily. It was stated to the participants that due to the Covid-19 pandemic, the interview would be held remotely, not face-to-face. With their preference, it was decided to hold the interview via Zoom. After this stage, the researcher took into account that the interviews might take a long time and therefore the motivation of the participants might decrease and divided them into two groups. The first group consists of the first ten participants (5 males, 5 females) in Table 1, and the second group consists of the remaining 7 participants (3 males, 4 females). The researcher planned two separate sessions on Zoom according to the time interval that each group member was available, and sent the participation link to the teacher candidates via the WhatsApp group 5 minutes before the interviews. Each interview held on 28 and 29 January 2021, lasted approximately 110-120 minutes, and this process was recorded with the permission of the participants. The interviews started after each teacher candidate participated, the researcher first prepared them for the interview mentally, and then directed the interview questions to them in the above order.

Analysis of Data
Content analysis technique was used to analyze the data collected through focus group interviews. According to this technique, similar data are brought together around certain concepts and themes and presented in a way that the reader can understand (Yıldırım & Şimşek, 2013). In this context, the conversations recorded in the interviews were first converted into a written document by the researcher. Later, with the help of this document, the answers of the participants were examined and a code list was created, and general themes and sub-themes were determined by gathering similar codes under the same structure. At this stage, the opinion of an academician who is an expert in the field of Turkish Education was taken. Again, in order to ensure validity, the opinions of the participants were conveyed in the form of direct quotations in some places. Therefore, seeking expert opinions and quoting directly from the participants (Sutton & Austion, 2015), two of the commonly used methods for establishing validity in qualitative research, were taken into consideration in this study. The analysis of the data was carried out independently by two researchers for the reliability of the research and the views of the coders were calculated using the reliability formula of Miles and Huberman (1994). The reliability coefficient between encoders was determined to be 92.5%, based on 248 consensuses and 20 disagreements. According to the measurement reliability formula, the high percentage of agreement between encoders indicates that the measurement reliability is also high (Yıldırım & Şimşek, 2013). Based on this information, it can be stated that the coding made in the research is reliable according to the percentage of agreement between the coders (Miles & Huberman, 1994).

FINDINGS
The findings of the research are presented in 5 categories (categories) and 10 related themes based on the research questions. While addressing the findings, direct quotations are included regarding the opinions of the participants whose real names and surnames are not included, instead a separate code name to represent each of them is determined.

Opinions on Synchronous Listening Education Sessions
The findings in this category are presented in the context of synchronous listening education sessions. Below are the themes and sub-themes that were revealed in line with the statements of the teacher candidates about the frequency of their attendance to sessions:

Table 2. Frequency of Teacher Candidates' Attendance to Synchronous Listening Education Sessions

Theme	Sub-themes	f
Frequency of Attendance to Synchronous Sessions	I usually attended.	1
	I attended sessions in the first weeks.	3
	I attended the first three weeks.	1
	I attended most of them.	2
	I attended several times.	3
	I attended half of it (7 weeks).	1
	I've been to all of them until the last few weeks.	1
	I attended 9-10 weeks.	3
	I attended 3 sessions.	1
	I attended all of them.	1

According to the table, it is seen that the statements of the teacher candidates about the frequency of attendance to synchronous listening education sessions are gathered under 10 sub-themes. Based on the statements, it can be said that the number of teacher candidates attending synchronous sessions for a few weeks or 9-10 weeks is higher. These are followed by the number of attendees in most of the synchronous sessions. As can be seen, most of the teacher candidates attended either a little or most of the synchronous sessions. While there is a teacher candidate who attended all of the synchronous sessions, there is no teacher candidate who did not attend any of them.

In the table below, the themes and sub-themes revealed in line with the statements of the teacher candidates regarding the reasons for their participation in the synchronous listening education sessions are given:

Table 3. Opinions of Teacher Candidates on the Reasons for Attending the Synchronous Listening Education Sessions

Theme	Sub-themes	f
Reasons for Attending Synchronous Sessions	Being a representative of students	1
	Considering the course important	5
	Liking the lecturer's expression	2
	Thinking that the course will be productive	2

When Table 3 is examined, it is seen that the opinions of the teacher candidates about the reasons for attending synchronous listening education sessions are gathered under 4 sub-themes. Since the course were considered important in the presented views, it is understood that attending the synchronous sessions was ensured. One of the participants, Y revealed this situation with the following statements:

> One of the biggest reasons I wanted to attend the sessions was that it was a field course and it was related to one of the four basic language skills. Since I care about these points, I tried to attend the sessions as much as I could.

It is seen that another sub-theme emerging in Table 3 is related to the situation of liking the lecturer's expression. In their views on this sub-theme, the participants stated that they attended the synchronous sessions because they liked the lecturer's expression or found it successful. The view of the participant with the code name M1 on this situation is as follows: 'But in this process, I took care to attend the sessions more. This is because I liked the way the teacher explained the course contents.' In addition, the participant with the code name T said, 'I attended because I thought the sessions would be productive. The teacher's presentations and lectures were very successful. That's why I joined.' expressing his opinion that both the lecturer's expression was successful and he expressed his belief that the course would be productive. The other participant G, who thought that the course would be productive, said: '...I realized that I could learn a lot in this course. That's why I attended many sessions.' One participant stated that he attended synchronous sessions because he was a representative of students, but that this was not the only factor, he tried to attend in all his courses: 'I attended all of the synchronous courses because I was the class representative of the course. I was posting a link to the WhatsApp group. Besides, I was trying to attend all my other courses synchronously.'

In Table 4, the themes and sub-themes revealed in line with the statements of the teacher candidates regarding the reasons why they could not attend the synchronous listening education sessions are given:

Table 4. Opinions of Teacher Candidates on the Reasons for Not Attending the Synchronous Listening
Education Sessions

Theme	Sub-themes	f
Reasons for Not Attending Synchronous Sessions	Lack of device	2
	Anyway, the recordings of the sessions was loading, the thought	1
	Considering that they were not useful	1
	Death of relatives	1
	Being preparing for the Public Personnel Selection Exam (KPSS)	1
	Lack of internet quota	1
	Problems with internet connection	10
	Family situations	1
	Health problems	2
	Being busy with other things during course hours	3
	Working in a job	3
	Falling asleep	4

Looking at the table, it is understood that 12 sub-themes are formed according to the answers given by teacher candidates. When the data are examined, it is seen that the problems experienced in the Internet connection were mostly mentioned in the opinions about not being able to attend the synchronous sessions. In relation to this situation, it has been expressed that there were infrastructure problems in the place in where they were living (city, village, neighborhood, etc.) or network failures were existed. T, one of the participants, said, 'There were infrastructure problems here on rainy and stormy days. Because of this, I could not attend some sessions.'

Another view most expressed by the participant teacher candidates is that they could not attend the synchronous sessions because they started in the morning and they could not wake up. The K2 said the following:

> I have two brothers who go to secondary school. One of them is going to high school. Our sessions overlapped. Since I had a chance to watch the sessions later, I was giving my computer to one, the phone to the other. At night, I was watching the recordings. Even when I watched the recordings at night, I couldn't sleep and woke up early in the morning. I was able to attend my sessions when my siblings did not have an important session.

As can be seen, a teacher candidate who has a large number of siblings but has a shortage of devices to follow the course preferred to watch the recordings during the night instead of attending the synchronous sessions during the day, and stated that she could not wake up for the sessions in the morning even if she wanted to, because she went to bed late at night.

In the other two sub-themes of the views on not being able to attend synchronous sessions, it is understood that the teacher candidates were busy with other endeavors (moving house, traveling, etc.) or working in a job (waiting, working in plantation, etc.) during session hours. These are the most reported reasons for not waking up. The participant with the code name F said the following regarding this: 'I also attended most of the sessions. I couldn't attend for 4-5 weeks. I was also working in our plantation. That's why I couldn't attend.'

Another reason put forward by the participants is that they could not attend the synchronous sessions due to lack of devices or health problems. A teacher candidate, codenamed H2, said, 'Because there was only one computer, I had a hard time logging in with my own phone because my phone was a bit old. I did all my assignments last semester with this phone. Then the phone started to fail. That's why we couldn't all attend the sessions at the same time.', and a participant with the code name S said, 'We were suffering from some health problems as a family.' sentences reveal the situation in question. In addition to these, the fact that the recordings of synchronous sessions were uploaded to Mersin University Distance Education Platform, the thought that such sessions were not useful, the loss of motivation caused by the deaths due to the COVID-19 pandemic, the insufficiency of the Internet quota, family situations and being prepared for Public Personnel Selection Exam (KPSS) are among the opinions presented by each participant. The following words of the participant with the code name M1 regarding being prepared for KPSS are remarkable: 'I was also attending the sessions at the beginning, but I did not attend the later sessions because I was studying for KPSS.'

Considering the opinions about participation in synchronous sessions, it is understood that most of the teacher candidates had attended either a little or most of the simultaneous sessions because they consider them important, and could not attend the sessions mainly because they had problems with Internet connection.

The themes and sub-themes revealed in line with the teacher candidates' statements about whether the synchronous listening education sessions contributed to them are presented in the table below:

Table 5. Opinions of Teacher Candidates on Whether Synchronous Sessions Contributed to them

Theme	Sub-themes	*f*
Whether Synchronous Sessions Contributed to them	Although it was not as efficient as face-to-face education, they contributed to me.	12
	They contributed to me little.	2
	They contributed to me more than face-to-face sessions.	2
	They contributed to me a lot.	1

According to the table, it is seen that the opinions of the teacher candidates about whether the synchronous sessions contributed to them or not are gathered under 4 sub-themes. When the sub-themes are examined, it is understood that all of them are in the direction of the synchronous sessions that contributed to the teacher candidates, but there are differences between their levels. The number of teacher candidates who thought that the sessions done via aforementioned method were not as efficient as face-to-face sessions, but contributed to them, is the highest. They are followed by those who thought that such sessions directly contributed to them. There are those who found the contribution level low, albeit in small numbers. Two teacher candidates thought that synchronous listening education sessions were more productive than those done within the scope of face-to-face education.

A teacher candidate named O, who thought that the synchronous sessions contributed to them even if they were not as efficient as face-to-face sessions, and emphasized that he was working in a job during the session periods, expressed the following:

> *If I remember correctly, I was able to attend two synchronous sessions. Considering them, I did not receive as much contribution as face-to-face sessions. If there were face-to-face education, even if we were working in a job, we could document the sesisons' hours and attend them without going to work at that time, but in distance education, you cannot tell the sessions' hours to the employer and this time you cannot attend the sessions due to work.*

K1 who thinks that the synchronous sessions were effective, although not as much as face-to-face sessions:

> *Among the courses I attended, the one I learned the most was listening education. Although not face-to-face, simultaneous sessions also contributed to me. The lecturer didn't just give lectures depending on the slides, this was a positive situation for me.*

Expressed her satisfaction with the fact that the lecturer did not depend on the slides while lecturing.
A teacher candidate named M2, on the other hand, expressed the opposite opinion from the above and stated that the sessions done through EDE rather than face-to-face are more productive for him, since they solve his sleep problem:

> *If there had been face-to-face sessions, maybe I could have slept, I might not have gone to school, but thanks to distance education, I attended the sessions even though it was morning. From this point of view, distance education has been more productive for me than face-to-face education. If I was at school, I would either not come to class or I could sleep.*

Expressing his opinion in this direction, M1 also used the following expressions:

> *I embrace distance education more because I finished high school openly. I prepared for YKS.* (The Higher Education Institutions Examination) *remotely by watching video sessions. I feel more comfortable at home. I feel more comfortable than when I was at school.*

T, one of the participants who thought that synchronous sessions contributed little, made a comparison with the DE platform of another university and argued that the platform of his own university was insufficient:

> *The current platform is not yet at the level to make our learning qualified. There are many things that need to be fixed. I attended the certificate program of another university through distance education and got a certificate. I can say that the distance education model I saw there is very good in this regard. Compared to it, our platform was insufficient. For this reason, I think that all the sessions I attended synchronously contributed little to me. I got an idea, but clearly "I'm good at this, I've improved myself." I can't say.*

The participant codenamed Y, on the other hand, expressed the opinion that synchronous sessions were are not as productive as face-to-face ones because her eyes were tired in front of the screen by saying 'Since it is not face-

to-face, I cannot say that the listening education course was as efficient as the other courses, because my eyes hurt a lot because I was in front of the screen and I could not focus on the sessions.'.

A teacher candidate, codenamed M4, stated that, without comparing with face-to-face education, the synchronous sessions contributed a lot to him:

> *Of course it was too much. We have processed some of the content related to listening education in another course before. With this course, we have strengthened it even more. How healthy listening is realized, its biological dimension... It has contributed a lot in these points. For me it was an improving and good course. I've reaped a lot of benefits of it.*

If the suggested views are summed up, it is seen that all of the teacher candidates thought that the synchronous and distance listening education sessions contributed more or less to them. Among these, the majority of those who thought that the synchronous sessions contributed to them, although not as much as the face-to-face sessions. Some of the instructors' teaching by sticking to the slides, difficulty of obtaining permission to attend the sessions, which can be obtained in the face-to-face education process, in the EDE process and for this reason, not running efficiently the synchronous sessions attended even if it is difficult at work, inability to get as much efficiency as face-to-face education in practical sessions were among the limitations emphasized by the teacher candidates in this group. It was also encountered with teacher candidates who claimed that synchronous sessions contributed little to them, on the grounds that the insufficiency of the platform or the fact that watching the sessions in front of the screen caused pain in their eyes. One of the participants expressed the opinion that synchronous sessions conducted remotely are more efficient than face-to-face sessions, with the thought that it eliminates the loss of motivation due to coming to school after waking up early in the morning and making preparations. Another participant expressed the similar opinion because he felt more comfortable at home, based on the habit of watching video sessions remotely from the high school preparatory period. A teacher candidate expressed the opinion that synchronous sessions contributed a lot to him, without comparing it with face-to-face sessions. However, when the investigation was made, it was determined that this participant mainly evaluated the theoretical course contents and expressed his opinion and stated that he attended the synchronous sessions only a few times. Therefore, it is seen that teacher candidates who had participated more in synchronous sessions made a comparison with face-to-face ones and expressed their opinions, while a participant who did not make this comparison attended synchronous sessions several times.

Opinions on Listening Education Course Recordings

The findings in the category are presented in the context of the recordings of the synchronous listening education sessions. The themes and sub-themes revealed by the teacher candidates' statements about how often they watched the recordings are given below:

Table 6. Frequency of Watching the Recordings of the Teacher Candidates

Theme	Sub-themes	*f*
Frequency of Watching the Recordings	I watched all the recordings.	2
	I didn't watch any of the recordings.	2
	I watched it once.	1
	I watched the recordings of a few sessions in the first weeks.	1
	I rarely watched.	5
	I watched the recordings of 3-4 sessions.	2
	I watched the recordings of 5-6 sessions.	1
	I watched half of the total course recordings (7 weeks).	1
	I watched most of the recordings.	2

According to the table, it is seen that the opinions of the teacher candidates about the frequency of watching the recordings are gathered under 9 sub-themes. Based on the opinions presented, it can be stated that the number of teacher candidates who rarely watched the recordings is higher. This is followed by those who watched all, most or 3-4 of the total course recordings and those who did not watch any of them. The number of teacher candidates who followed 5-6 or 7 sessions' recordings is one. As can be seen, the number of participants who did not watch any of the recordings is very few, and it can be said that most of the participants watched at least one recording. Themes and sub-themes revealed in line with the statements of the teacher candidates regarding the reasons for watching the listening education course recordings are given below:

Table 7. Teacher Candidates' Opinions on the Reasons for Watching the Recordings

Theme	Sub-themes	ƒ
Reasons for Watching the Recordings	To make up for the sessions that could not be attended synchronously	13
	To make up for missed points in synchronous sessions	4
	To make up for points not understood in synchronous sessions	2
	To evaluate my presentation	1

When Table 7 is examined, it is seen that the opinions of the teacher candidates about the reasons for watching the recordings are gathered under 4 sub-themes. In the presented opinions, it is understood that the recordings are followed mainly to make up for the sessions that cannot be attended synchronously. One of the participants, C, revealed this situation with the following statements: 'I watched all the recordings because I could not attend the synchronous sessions.'

It is seen that another sub-theme emerging in Table 7 is related to making up for the parts missed in synchronous sessions. The participant, codenamed S, stated with the following sentences that she watched the recordings in order to make up for the synchronous sessions she could not attend and the points she missed in the synchronous sessions. She also underlined that the ability to watch, pause or fast forward the recording at any time is a convenience that is not available in synchronous sessions. In this direction, K2 said, "The sessions in the form of recordings were more beneficial for me. I could stop and continue whenever I wanted, I could take a break." she said.

Expressing that she watched the recordings in order to understand the points that she could not understand in the synchronous sessions, G said the following sentences: 'I watched the recordings again to strengthen understanding on subjects that were difficult to understand.' On this subject, another participant, codenamed M1, said: 'I also did not fully understand the midterm exam, I watched the recording of the relevant week in order to understand it better.'

It has been determined that a teacher candidate (M1) watched a recording in order to evaluate his lecture in a session: '... Apart from that, there was a session where I spoke and made a presentation. I watched the replay of it. To see my speech disorders, to look critically at myself.'

According to the opinions expressed, it is understood that the listening education course recordings are mainly followed to make up for synchronous sessions that cannot be attended. It is seen that the number of teacher candidates who watched the recordings in order to make up for the missed or incomprehensible session parts despite being attended synchronously is much less. It is also emphasized that they had the flexibility to watch, pause or rewind course recordings at any time.

In Table 8, the themes and sub-themes revealed in line with the statements of the teacher candidates regarding the reasons for not watching the listening education course recordings are given:

Table 8. Opinions of Teacher Candidates on the Reasons for Not Watching the Recordings

Theme	Sub-themes	ƒ
Reasons for Not Watching the Course Recordings	Seeing participation in the synchronous sessions as sufficient	9
	Internet connection problem	3
	Feeling tired after returning from work	2
	Insufficient internet quota	1

Looking at the table, it is seen that there are 4 sub-themes according to the answers given by the teacher candidates. When the data is examined, it is understood that the opinions about not following the recordings are mainly mentioned about the fact that it was sufficient to attend the synchronous sessions. One of the participants, H1 expressed this situation with the following sentences:

This is not just a case of listening education course. I don't want to watch it again in other courses. It makes me feel better to listen to the lecture in session and take the necessary notes. To be honest, watching the recording of that session afterward makes me very bored.

The view of the teacher candidate named E is in this direction: 'I did not watch the recordings of the synchronous sessions I attended because I was taking notes while I was following those sessions. That's why the contents of the

session were a little more permanent.'

Another view most frequently expressed by the participants is that they refer to the difficulties they experienced with the Internet connection. Regarding this, participant codenamed K1 said, '...at first, I was listening when I missed a session, but unfortunately I could not watch the recordings at all because I was in the village and there was no internet connection.' and S said, '... I had trouble due to power cuts. I was waiting for the power to come. When the electricity came on, I continued to watch the recording from where I left off.'

It is also understood that there are participants who could not watch the recordings because they were working in a job and returned from work tired. The participant codenamed M2 said: 'My own laziness actually. I could watch the recordings when I came home from work, but because I felt tired, I came home and went to bed early, I couldn't watch them.'

Finally, there was a participant (M4) who could not watch the recordings due to insufficient internet quota:
I started watching the recordings when I got the Internet at home. Because my mobile phone's Internet quota was low. Considering the videos of other courses, my quota was insufficient. That's why I tried to follow it superficially at that time. So I can say that I have a problem in terms of quota. After the home internet connection was taken, I overcame these problems and started to watch the recordings more regularly.

According to the statements of the teacher candidates about the reasons for not watching the recordings, the opinion that it was sufficient to have already attended the synchronous sessions is predominant. Problems experienced in internet connection, feeling tired when coming home due to working at a job, and insufficiency of internet quota are among the opinions that have been identified, albeit at a low level, among the reasons for not being able to watch the recordings.

The themes and sub-themes revealed in line with the teacher candidates' statements about whether the listening education course recordings have contributed to them are presented in the table below:

Table 9. Opinions of Teacher Candidates on Whether the Recordings Contributed to Them

Theme	Sub-themes	f
Whether the Recordings Contributed to them	They contributed.	14
	They should be installed on the platform even though I haven't watched any of them.	2
	They didn't contribute.	1

According to the data in Table 9, the opinions of the teacher candidates about whether the recordings contributed to them or not are grouped under 3 sub-themes. The teacher candidates who thought that the recordings contributed to them are in the majority. A participant named G had the following to say about it: 'I think they contributed because while listening to the lecture, there were points that we missed, did not understand, or could not attend the session, we closed the gap through these recordings.' A participant, codenamed H1, who said that she was working at a job, mentioned the importance of recordings for her, over the problems about recordings she experienced in another course:
In terms of repetition, I also think it is positive. For example, the instructor of another course did not upload any recordings at first, and when we could not attend the session, we had no way of knowing what was going on. We couldn't rewatch. This was affecting me negatively as I was working in a daytime job. I sent a message to the instructor, and then he started uploading the recordings to the platform. It is a great advantage for me that the recordings were uploaded to the platform because of these experiences.

The teacher candidate named F, on the other hand, emphasized the contribution of the recordings of the practical sessions: 'It contributed in general. It was especially useful to watch the recordings of the courses in which we made practices.'

Although two teacher candidates did not watch any recordings, they stated that recordings should be uploaded to the Mersin University Distance Education Platform. In this context, a participant named A stated the following:
Since I attended all of the synchronous sessions and did not watch any of the recordings, I cannot comment on this. But even though I haven't watched it, I think the recordings should be uploaded to

the platform. If there is something I don't understand, it helps me to understand by watching the recordings again. Sometimes I may not be available at home. There can be noise, I can get distracted, I can miss the subject, I want to watch it again... In such cases, the recordings are good.

A teacher candidate named M3 who said that he watched a few recordings stated that these recordings did not contribute to him: "I watched a few recordings. I don't remember them either. It did not contribute anything." According to the opinions about whether the course recordings contributed or not -whether they watched the recordings or not- most of the teacher candidates thought that they contributed to them in terms of repeating (especially in the practical sessions), making up for missed sessions or sessions' parts, and understanding the points that were not understood.

Opinions of Teacher Candidates on Their Listening/Watching Competence Before the Course
Themes and sub-themes revealed in line with the teacher candidates' statements regarding their listening/watching competence before the listening education course are presented in the table below:

Table 10. Opinions of Teacher Candidates on Their Listening/Watching Competence Before the Course

Theme	Sub-theme	*f*
Listening/Watching Competence Before the Course	I consider it sufficient because I think I have the talent.	5
	I consider it sufficient because I received training on this skill before.	3
	I do not consider it sufficient because I have not received any education on this skill before.	7
	I do not consider it sufficient because I have a problem of distraction/inability to focus.	2

According to the table, it is seen that the opinions of the teacher candidates on their listening/watching competence before the course are gathered under 4 sub-themes. The number of teacher candidates who found their pre-course listening/watching competence insufficient because they did not receive any education is the highest. A participant, whose code name is G, used the following statements regarding this:

It wasn't enough, so after this course, I realized that listening is actually the basis of other skills, and I think a lot of work should be done on this. Because when I look at my own education life, for example, I can say this for primary and secondary school, I don't remember a study explaining its importance. So everything was going very normal. The subjects were passing normally, but no serious listening practice was done. That's why I wasn't so clearly aware of the importance of listening. After taking this course, I really started to think differently and realized that I can and should do many things for my own students.

A teacher candidate with the code name H1 said, "I also saw that I was incompetent in terms of listening/watching because until now, no proper activity was done in schools to improve my listening/watching skill." she said. F expressed his opinion as follows: 'I also felt incompetent before the course and underestimated listening skill. Except for our teachers who took English classes in the past, our other teachers have never given us such a training.' When attention is paid, it is understood that the participants who expressed their opinions in this direction took the process before the 'listening education' course to primary school.

This group is followed by those who considered themselves competent before the course as they have talents. A teacher candidate named T said 'Except for a few points in terms of both listening and watching, I think I'm a good listener/viewer as long as I'm not in an environment that will distract me. I am a person who pays a lot of attention to details, especially when watching content such as movies and videos.' on this subject.

Another sub-theme related to finding one's own listening/watching skill sufficient before the course is that having received education on this subject stands out. Regarding this situation, Y expressed her opinion as follows:
In particular, I prepared an activity on listening education in the 'basic concepts of language education' course. That's why I knew. In the 'Turkish language' course I took in the first grade, the teacher of the course had us do a song listening activity. It was an activity that required us to catch the lyrics. As a result, I had knowledge, through this course I once again refreshed them.

A participant with the code name S also said: 'I also think that I am a good listener. Sometimes I get distracted in a session, but I can collect the attention of me right away. In the same way as watching, I took the 'media literacy' course, as my friends said, and that course also contributed to me.'

When the opinions on this subject are examined, it is observed that the teacher candidates pointed to some courses they took in the lower grades during their undergraduate education before the listening education course.

Also, according to Table 10, it is seen that the view of finding his/her own listening/watching skill insufficient before the course due to distraction or inability to focus constitutes another sub-theme. Regarding this sub-theme, a participant codenamed A said, 'I was at a low level before I took the listening education course. I've been like this since I was little. I am someone who gets distracted very quickly. That's how I am when I read a book.' was of the opinion.

When the above statements are taken into account, it is understood that most of the teacher candidates find themselves incompetent because they have not received any education (from primary school) on developing listening/watching skill. In addition to these, there are teacher candidates who considered their listening/watching skills to be incompetent before and after the course because they have problems with distraction/not being able to focus. Even though they were in the same course, there are also participants who argued that their listening/watching skill had already become competent thanks to some of the courses (media literacy, basic concepts of Turkish education, Turkish language) they had taken at the undergraduate level before the listening education course.

Opinions of Teacher Candidates on Whether They Competent in Gaining Listening/Watching Skills to Their Students after the Course
The themes and sub-themes revealed in line with the statements of the teacher candidates about whether they see themselves as competent in giving their students listening/watching skills after the course are presented in the table below:

Table 11. Opinions of Teacher Candidates on Whether They Competent in Gaining Listening/Watching Skills to Their Students After the Course

Theme	Sub-themes	f
Competence in Gaining Listening/Watching Skills to Their Students After the Course	I think that I am not enough to conduct an activity.	16
	I think that I am enough to design an activity.	13
	Theoretical information about listening/watching skill was useful.	12
	I have the necessary theoretical knowledge about conducting an activity.	8
	I can conduct an activity with the knowledge I have.	1
	I am not competent in theoretical knowledge about listening/watching skill.	1

From the Table 11, it is understood that 8 sub-themes are formed according to the answers given by the teacher candidates about whether they see themselves as competent in giving their students listening/watching skill after the listening education course. When the data are examined, it is seen that the opinions mainly refer to the state of not seeing oneself as competent to conduct activities to be used both in-class and in the assessment-evaluation process. The reason for this situation are overcrowded classrooms, the lack of participation in the synchronous sessions where the activity was conducted or the failure to watch the recordings, inability to experience face-to-face activities in the classroom environment, lack of practice hours in Turkish Teaching Undergraduate Curriculum. K2, one of the teacher candidates, revealed this situation with the following statements:

Actually, I also watched the activity practices in the listening education course, but I couldn't get much efficiency because it was remote. I wish we could do an activity practice in this course after designing it, but the duration of the course, the lack of practice hours, the distance and the large number of students prevented this.

The teacher candidate with the code name H1 points out the lack of practice in the classroom environment with the following sentences:

I know how I can conduct any activity that I had designed thanks to the practices in the courses, but I think that I am lacking in doing this in a real classroom environment because we could not do these practices in the real classroom environment due to distance education. I have problems with breathing and excitement control. If we had practiced in a real classroom environment, maybe I would have been able to overcome these difficulties.

In this direction, a participant with the code name M3 said, "I find it sufficient at a very low level. Because I think that by just taking a course – if this is a distance course – we will not be enough at all." he said.
One of the views expressed within the scope of the theme in question is that the theoretical aspect of the course predominates because the practice time for the listening education course is not included in the Turkish Teaching

Undergraduate Curriculum, which started to be implemented in 2018. One of the participants, F expressed this situation with 'I wish this course had practice hours as in the previous Undergraduate Curriculum. It is not correct that it consists entirely of theoretical sessions." sentences. T, on the other hand, said, 'The instructor had these practices made even though there was no practice hour in the Undergraduate Curriculum, I hope that the deficiency in the Curriculum will be eliminated as soon as possible and more practices will be made in the next courses.'
Only one of the teacher candidates (participant with the code name G) considered herself sufficient in conducting the activity:

> Compared to before the course, I see improvement in myself. For example, I think that I have information about what to do before, during and after listening and I can guide my students. The practices in the course also guided me in this regard. In the future, I can design new activities and conduct them.

While most of the teacher candidates considered themselves incompetent in conducting activities, 8 of them thought that they had the necessary theoretical knowledge on this subject, in other words, they were equipped with the necessary information to conduct an activity. On this subject, it would be appropriate to take a look again at the words of the teacher candidate with the code name H1 above. In addition, M1 said, 'I may not be able to conduct the activities in a course exactly like the teacher of the listening education course, but I understood the philosophy of this. I understood how listening could be improved with what types of activities.'

Another point where the opinions put forward gain weight is related to the process of designing an activity. Most of the participants thought that they were sufficient in designing activities after the listening education course conducted through EDE. In this context, M4 said 'I can design an activity, but I think I am lacking in practice', H2 said 'I think I have improved myself in terms of activity. However, I don't know about conducting it because I couldn't do any practice.', E said, "There may be no problem in designing, but I think that I will have problems in practice right now.", A said 'I saw that the activities conducted in the course were based on creativity. In fact, I have already started to design some activities in my head. It has been helpful in that respect.'

The opinions that the theoretical information about listening/watching skills in the listening education course were useful is another issue reported by most of the teacher candidates. In relation to this, G said '... I learned a lot about physiological, psychological and cognitive disorders that I may encounter in my students. I think they will be very useful in my professional life.', M2 said 'I understood the theoretical information at first. I think these will come in handy in my professional life.', M3 said 'There are stages of listening, elements of listening and such... When you know these, you can have a better experience as a teacher. So it contributed to me.', M4 said 'It is important to have information about what listening is and how it happens. Of course, the contribution of this course in this sense is enormous.' and K2 said 'The midterm assignment, where I had the opportunity to examine both the theoretical information and the Turkish Curriculum in more detail, was useful.' H2 expressed her view that the theoretical knowledge about the physiology of listening and aphasias was useful, with the following sentences:

> The instructer also said that it is important for us to know how listening takes place in the brain. Because when our students have such problems in the future, we, as teachers, need to realize this. It has been effective for me in that way.

Regarding this subject, a teacher candidate named A also said, 'I can say that I started to pay more attention to people thanks to the sessions given about the brain.'

In the context of the benefit of the theoretical knowledge in the course, 2 teacher candidates emphasized the change in their views before and after the course. M1 expressed this situation with these sentences: 'Before the course, I did not think that a person's listening skill could be improved. With the course, this idea gradually evolved, and now I think the opposite.' and K1 with these 'The course contributed a lot to my professional life because although I consider myself good at listening/watching, I didn't think it was that important for children before. I learned a lot thanks to the course.'

One of the participants (code name is T) stated that he was not competent in theoretical knowledge about listening/watching skill:

> I do not think that I am fully competent in theory. I think I have an idea about the process. How to prepare an activity for children, how to conduct it; I pretty much made up my mind on how to evaluate their success. But I don't see enough of them. Of course, I think that I can improve myself by reading more, encountering examples of activities, and then I can provide a quality education.

When the opinions are examined, it is understood that most of the teacher candidates do not consider themselves competent to have the activities that they will use both in the classroom and in the assessment-evaluation process,

but they think that they have the necessary theoretical knowledge about designing activities. In addition, it is seen that the theoretical contents presented in the sessions are useful.

Opinions on the Processes of the Listening Education Course Sessions
Asked to the teacher candidates, 'If you were the instructor of this course, how would you conduct the sessions through distance education?' The themes and sub-themes revealed according to their answers based on this question are given in the table below:

Table 12. Opinions on the Processes of the Listening Education Course Sessions

Theme	Sub-themes	ƒ
Opinions on the Processes of the Listening Education Course Sessions	I would reduce the theoretical parts.	7
	I would practice more in sessions.	5
	I would make teacher candidates practice.	5
	I consider that the practices made in the sessions are sufficient.	7
	I think the theoretical parts sufficient.	7
	I would assign an activity design assignment in midterm and/or final.	3
	I would put more emphasis on watching skill.	1

When Table 12 is examined, it is seen that 7 sub-themes are formed depending on the answers given by the teacher candidates to the question asked about the teaching processes. The opinions presented focus on finding the theoretical parts of the course sufficient or more and finding the practices sufficient. 7 of the teacher candidates thought that the theoretical parts of the course should be reduced. In relation to this, H1 stated that:

> In general, I find the practices of the instructor of the course good. I think he went into detail only in the theoretical parts. Yes, he said that he did so in terms of KPSS, but I said: Is this much about the physical dimension of listening necessary? I wouldn't give these subjects too much; I would go into that subject less if I were him.

In this regard, F said 'I would try to minimize the theoretical dimension. Even if there was no practice hour in the Undergraduate Curriculum, I would try to devote a certain part of the course to practice, and the instructor tried to do so.', M2 said 'If I were the instructor, I would try to finish the theoretical parts in a short time.', K1 said 'The theoretical parts were a bit too much as the instructor conducted the course according to the curriculum.'

Contrary to the opinions above, 7 of the teacher candidates considered the theoretical parts sufficient. A participant named T said the followings:

> Theoretical information is also really helpful, first of all, it helps people understand themselves, and understands how listening takes place. With the meaning she/he deduced from this, decides what kind of activity method she/he will follow. In this respect, I think the theoretical parts are important.

The following words of one of the teacher candidates, Y, reveal both this issue and the opinion that the practices in the sessions were sufficient:

> I couldn't do anything more than the instructor of the course because the conditions of distance education... The practice hours of the listening education course in the Undergraduate Curriculum have already been abolished. There would be no more. I would watch a video or how to do an event, I would do this. Would I have covered the physical aspects of listening in such detail as the instructor did? Yes, I would. These are interrelated. It should not be missing. The chain must be completed. What is an ear? What is the eardrum? These are necessary.

The majority of opinions expressed that the practices conducted within the scope of this course are sufficient. Above, in addition to the statements of the participant named Y, the following words of K1 are related to this:

> I was very satisfied with the lectures and practices of the instructor. The theoretical parts were a bit too much as the course was based on the curriculum. But it was very good that he conducted the practices with his own initiatives. If I were him, I would do the same.

When the table is examined, it is seen that another theme that emerges is related to conducting more practice in the course. Within the scope of this theme, which was revealed based on the opinions of 5 teacher candidates, C said: 'Maybe I would conduct more practice on how to prepare and execute an activity.' The following words of M2 are related to the theme of getting teacher candidates to practice, as well as conducting more practice in the sessions:

> If I were the instructor, I would try to finish the theoretical parts in a short time. Later, I would tell

my students how to make a session plan. I would conduct a sample activity, then I would make the volunteer students conduct activities. For them to see the execution of a session.

In another sub-theme that emerged about the dimension of the teaching process of the listening education course, it is seen that emphasis was placed on making teacher candidates practice. In parallel with M2's comments above, K2 stated the following:

I wouldn't talk too much theoretical. The instructor of the course managed the process really well, but if I were him, I would have loaded the theoretical parts on the student. I think practice is better for them. Council of Higher Education's Undergraduate Curriculum is very theoretical. Theoretical parts are very useful for KPSS. Knowing that theoretical knowledge, overcoming KPSS and not being able to do an activity for the student... I think this is a much worse problem. So the activity could have been more.

The following statements of a participant named G are also related to this theme:

If I were the instructor, I would give the basic information first, the things that need to be known about the course. Apart from that, maybe I would make the students do something in terms of practices. So if I made an activity, maybe I would want something from them. How much that would be enough, I don't know. If there was something that could be done under the circumstances, maybe I could ask the students for such an activity.

Among the opinions regarding the teaching process in the same sub-theme, there are also suggestions to assign teacher candidates the task of preparing activities within the scope of midterm and/or final assignment. M4, one of the 3 teacher candidates who made this suggestion, said the following:

I would explain the subjects until the midterm, but I would ask students to create activities related to listening education as assignment during the midterm, by giving ample, detailed instructions. I wish they had seriously prepared for this. I would like that for the final as well.

In relation to this theme, the teacher candidate with the code name A said, 'Otherwise, as my other friends said, I could have given an activity assignment. The final assignment would at least be an activity design assignment.' It is a suggestion that more emphasis should be placed on watching education besides listening to the following sentences of the same participant: 'I could have put a little more emphasis on watching. Because we focused a little more on listening.'

According to the opinions and suggestions presented, it is seen that the teacher candidates mostly made statements about the theoretical and practical parts of the course. While 7 teacher candidates emphasized that the theoretical parts of the course should be reduced, especially emphasizing the lack of practice hours in the Undergraduate Curriculum, a few of them stated that they found the theoretical parts sufficient. In addition, 7 of the teacher candidates found the practices in the course sufficient, and 5 of them stated that they did not find it sufficient. It was also proposed to give teacher candidates to practice in the sessions, to prepare an activity for midterm and/or final assignments. Finally, one of the teacher candidates suggested that watching skill was neglected and that it should be emphasized a little more. This is thought to be due to the fact that the course name in the Turkish Language Teaching Undergraduate Curriculum (Council of Higher Education, 2018) is 'listening education', this dimension has been neglected by mentioning the word 'watch' once in the course content, and therefore, the instructor of the course carried out the educational activities within this framework.

CONCLUSIONS

In the light of the relevant research data, the results of this research, which was carried out to determine the views of Turkish teacher candidates on the listening education course conducted through EDE during the Covid-19 pandemic, are discussed in this section.

Considering the opinions about attendance to synchronous sessions, it is seen that most of the teacher candidates attended either a few or most of the synchronous sessions of the course; there were no teacher candidates who did not attend any of the sessions; since the listening education course was considered important, it was determined that they mostly attended synchronous sessions. In addition, it was determined that they could not attend to the sessions due to problems with the internet connection. Opinions about internet connection problem are the results of many studies in the field (Arslan and Şahin, 2013; Asmara, 2020; Bakioğlu and Çevik, 2020; Başaran et al., 2020; Bayburtlu, 2020; Bennet et al., 2020; Birişçi, 2013; Can, 2020; Dias et al., 2020; Faridah, et al., 2020; İskender, 2021; Kan and Fidan, 2016; Karakuş et al.; 2020; Karakuş et al., 2021; Metin vd., 2021; Mohan et al., 2020; Kavuk and Demirtaş, 2021; Wang et al., 2020; Yılmaz, 2020). Internet connection problems might be solved by providing devices, financial supports (like University of York) or GB assistance by mobile operators with the

Council of Higher Education's initiative as Öztürk Karatas and Tuncer (2020) stated.

All of the teacher candidates are of the opinion that the synchronous and remote listening education sessions contributed more or less to them. Among these, the majority of those who thought that the synchronous sessions contributed to them, although not as much as the face-to-face sessions. One of the participants expressed the opinion that synchronous sessions contributed a lot to him, without comparing it with face-to-face sessions. However, when the examination was made, it was determined that this participant mainly evaluated the theoretical course contents and expressed his opinion and stated that he attended the synchronous sessions several times. Therefore, it is seen that teacher candidates who participated more in synchronous sessions made a comparison with face-to-face education and expressed their opinions, while a teacher candidate who did not make this comparison attended synchronous sessions several times. The tendency to compare the courses conducted through EDE with face-to-face courses and to find face-to-face courses more efficient has been found in studies in the literature (Başaran et al., 2020; Bozkurt, 2020; Düzakın and Yalçınkaya, 2008; Elcil and Şahiner, 2014; Görgülü-Arı and Hayır-Kanat 2020; İskender, 2021; Karacaoğlu et al., 2021; Karal et al., 2011; Kavuk and Demirtaş 2021; Keskin and Özer Kaya, 2020; Kürtüncü and Kurt, 2020; Pınar et al., 2020; Uyar, 2020; Yalman, 2013) is also a frequently encountered situation.

Among the other limitations emphasized by the teacher candidates in this group are the situation where it is difficult to get the permission to attend the sessions, which can be taken during the face-to-face education process, during the EDE process, and therefore, the synchronous sessions attended at the workplace -even if it is difficult- were not efficient, inability to get as much efficiency as face-to-face education in practical courses. Ways should be developed for students working in a job to easily obtain the official permissions they will need in the DE or EDE process as well as in the face-to-face education process.

It was also encountered with teacher candidates who claimed that synchronous sessions contributed little to them, on the grounds that the inadequacy of the platform or the fact that following the lesson in front of the screen caused pain in eyes. Opinions about looking at the screen for a long time and distraction are also presented among the problems experienced by teachers from different branches (working in primary and secondary schools) experienced with students in the study of Kavuk and Demirtaş (2021). It has been reported in various sources that long-term exposure to screen light causes physiological and psychological problems such as distraction, fatigue, long-term retinal damage, inability to sleep, blurred vision, pain and dryness in the eyes, and this negatively affects the DE process (Eyesafe, 2020; Figueiro et al., 2011; Shochat, 2012; Tüsgil, 2020). In this study, the fact that only one teacher candidate experienced the said negative situation (pain in the eyes) suggests that individuals in the position of students may have taken the necessary precautions. In any case, before the DE or EDE process, individuals in the position of students should be informed about what kind of precautions they can take against the negativities that may arise from looking at the screen for a long time. Besides, even if it was switched urgently, it would be appropriate to take the opinions of students in the development of DE or EDE platforms that were designed and put into operation. In particular, it is essential to establish opportunities for interaction which is constantly emphasized in the literature (Anderson, 2003; Attri, 2012; Doğan and Tatık, 2015; Faridah et al., 2020; Gacs, et al., 2020; Gewin, 2020; Karakuş et al., 2020; Karal et al., 2011; Marsh, et al., 2010; Rovai, 2002; Uçari 2016; Ustati and Hasan, 2013). In designing and using processes of platforms, the highest level of teacher-student, student-student and student-content interaction must be taken into account.

A teacher candidate said that she was satisfied with the instructor's teaching by not sticking to the slides. Although it has been stated in Chtourou and Zouari (2020), Gordon et al. (2010), Yıldız and Selim's (2015) researches that slides are among the most used materials in courses conducted through DE, it is thought that it is appropriate for the instructor of the course not to lecture only by looking at this type of material. Because presentations should not be the primary teaching environment in the DE process (Jones, 2003). Instructors should be warned that only slide-based lectures should not be taught in sessions conducted through DE or EDE, and that this type of material should be used as a supporting element of lecture.

One of the participants thought that coming to school after waking up early in the morning and making preparations eliminates the drowsiness in the sessions and the loss of motivation based on these; another one expressed the opinion that synchronous sessions conducted remotely are more productive than face-to-face sessions because he feels more comfortable at home, based on the habit of watching remote sessions from the high school preparatory period. As Kandemir (2014) determined, these views seem to be related to the affordability of DE, the alternatives it offers in learning, and the spatial independence it provides to learners. In addition, in a study conducted by İskender (2021), it was determined that DE, which offers a different option to students with suitable conditions, is seen as a plus value for both instructors and learners with its accessibility feature at any time. In the study of Görgülü-Arı and Hayır-Kanat (2020), the participants (science and social science teacher candidates) presented

the views of saving time regarding DE, in Paydar and Doğan's (2019) study, they (primary school teacher candidates) experienced the comfort of space, and in Pınar and Dönel Akgül's (2020) study, they (secondary school students) were better motivated to take lessons in the home environment.

When the views about watching the course recordings were examined, it was determined that the number of participants who did not watch any of the recordings was very few, and most of the participants watched the recording of at least one session. However, in general, the frequency of watching the course recordings is low. In a study published by Can (2020), the rate of watching video recordings of the courses conducted through DE was low among university students. The researcher's conclusion that the recordings may have had a low viewing rate due to the need for more internet use was among the opinions presented by teacher candidates in this paper, albeit at a low level. The most dominant reason for not watching the recordings is the fact that it was considered sufficient to have already attended the synchronous sessions. Problems experienced in internet connection and feeling tired when coming home because of working at a job are among the reasons for not being able to watch the course recordings, albeit at a low level.

Course recordings were mainly followed to make up for the sessions that could not be attended synchronously. It has been observed that the number of teacher candidates who watched the recordings to make up for missed or incomprehensible session parts even though they attended synchronously is much less. It was also emphasized that they had the flexibility to watch, pause or rewind course recordings at any time. The fact that it offers the flexibility to watch and repeat at any time is a point identified about the advantages of DE or EDE in many studies (Başaran et al., 2021; Görgülü Arı and Hayır Kanat, 2020; Kan and Fidan, 2016; Karal et al., 2011; Marsh, 2010; Öztürk Karataş and Tuncer, 2020; Pınar and Dönel Akgül, 2020) based on collecting opinions from primary, secondary or university students. In order to overcome the problems that can be experienced in the internet connection and to take advantage of the advantages of DE, educational activities can be carried out with a design that blends face-to-face and DE.

According to the opinions about whether the course recordings contributed or not -whether they watched the recordings or not- most of the teacher candidates thought that the course recordings contributed to them in terms of repeating (especially in the practical sessions), making up for missed sessions or session sections, and understanding the points that were not understood.

Nine of the teacher candidates who participated in the research found their listening/watching skills to be incompetent before the course, and 8 of them were competent. 4 of those who saw it as insufficient mentioned that their listening/watching skills did not reach a sufficient level even after the course. Most of the participants found themselves inadequate as they have not received any training (from primary school) on developing their listening/watching skill. In addition to these, there are participants who considered their listening/watching skills to be incompetent before and after the course because they have problems with distraction/not being able to focus. Even though they were in the same class, teacher candidates who argued that their listening/watching skill have already become sufficient thanks to some courses they took at the undergraduate level before taking the listening education course. Among these courses, 'media literacy' is an elective course, 'Turkish language' and 'basic concepts of language education' are among the compulsory courses (Council of Higher Education, 2018). In addition, the 'Turkish language' course is given by different instructors and students can choose the instructor they want at the beginning of the semester. Therefore, it is seen that the teacher candidates who prepared activities related to listening/watching education in the 'basic concepts of language education' course and those who took courses from the lecturer/staff who conducted listening/watching activities in the 'Turkish language' course or preferred 'media literacy' among the elective courses find their listening/watching skill competent before the listening education course. It would be appropriate to state that the number of teacher candidates who considered themselves competent in this subject before the listening education course is high because they think that they have the ability to listen/watch. Considering the small number of teacher candidates who stated that their listening/watching skills are still insufficient for various reasons after the listening education course, the high number of teacher candidates who consider themselves sufficient, it is seen that a situation has emerged in parallel with the research findings of Karakuş et al. (2020) and Özer and Çekici (2020). As a matter of fact, according to the Turkish teacher candidates who participated in a study conducted by Karakuş et al. (2020), DE courses contributed the most to their listening skill compared to other language skills. In the research of Özer and Çekici (2020), the participating instructors expressed the opinion that the Turkish language course taken with the DE system can have a partially positive effect on the development of their students' listening skills. It may be appropriate to provide additional listening/watching sessions during the period when face-to-face training is available for teacher candidates who find their listening/watching skill incompetent even after the course.

When the opinions of the teacher candidates regarding whether they saw themselves competent in gaining

listening/watching skill to their students after the course are examined, it is understood that a large part of the teacher candidates did not consider themselves competent in conducting activities that they would use both in the classroom and in the assessment-evaluation process, but they thought that they had the necessary theoretical knowledge about designing activities. These views show that the listening education course taught through DE is insufficient in terms of making activity practices and they differ from the participants' views in İskender's (2021) research. In the aforementioned research, the instructors expressed the opinion that listening skill education would be effective in teaching Turkish to foreigners through DE. The separation of the opinions of the teacher candidates at the focus of this article is due to the excessive class size, not participating in the synchronous sessions or not following the recordings of these sessions, lack of experience of doing face-to-face activities in the classroom environment and lack of practice hours in Turkish Teaching Undergraduate Curriculum according to their own statements. By overcoming these problems, the negative views presented may become parallel to the views obtained by İskender. Considering the possibility that today's teacher candidates will be able to teach via DE or EDE in the future, it should be ensured that they conduct activity practices in synchronous listening education sessions, even from a distance and there is no practice time in the Curriculum.

Participants mostly expressed their opinions about the theoretical parts of the course and the practices within the scope of processes of the sessions. While 7 teacher candidates emphasized that the theoretical parts of the course should be reduced, especially emphasizing the lack of practice hours in the Undergraduate Curriculum, the same number of teacher candidates stated that they found the theoretical parts sufficient. Also 7 teacher candidates found the practices within the course sufficient, and 5 of them stated that they were not sufficient. In addition to these, it was also suggested that teacher candidates should be given practice in the sessions, and assignments to prepare activities in midterms and/or finals. Finally, one of the participants suggested that the watching skill was neglected and that it should be emphasized a little more. In this, it is thought that the fact that the name of the course is "listening education" in the Turkish Language Teaching Undergraduate Program (Council of Higher Education, 2018) and that the word "watch" is mentioned once in the course contents, this dimension is neglected, and therefore the instructor of the course carries out the educational activities in this direction. It is thought that the reason for this are that the course name in the Turkish Language Teaching Undergraduate Curriculum (Council of Higher Education, 2018) is "listening education", neglecting this dimension by mentioning the word 'watching' once in the course contents offered in the Curriculum, and therefore, the instructor of the course may have processed the sessions within this framework. It would be appropriate to eliminate the mentioned deficiency in the Undergraduate Curriculum in order to increase the effectiveness of listening education course in terms of practice.

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