



## Teachers' Opinions on Teaching Turkish to Foreigners at a Distance During and After the Covid-19 Period

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**Abstract:** In the history of the world, there have been great epidemics that seriously threaten humanity. The last major epidemic, the Covid-19 pandemic, can be considered one of the largest and most widespread epidemics in the modern era. The developing transportation and communication sector has unfortunately been a negative factor that facilitates the spread of the pandemic. As in all areas of life, serious problems and changes have been experienced in education. Online education studies with the distance education system are the most popular development of this period. The study aims to determine the opinions of Turkish teachers who teach Turkish to foreigners on the positive and negative aspects of distance online education and formal education. Using the quantitative research method, the opinions of the teachers who participated in the survey were compiled through Google forms. After three demographic questions in the survey, twelve 5-point Likert scale questions were asked. As a result of the study, it has been concluded that distance education does not need institutional spaces compared to online education, but there are advantages such as financial opportunity, transportation, and time, but face-to-face teaching is much more functional in terms of efficiency of the courses and gains. From now on, it has become necessary to develop hybrid teaching models in which both face-to-face and online courses are used together and to use them in a more planned and organized way.

**Keywords:** *Covid-19; Distance learning, Teaching Turkish to foreigners, Turkish as a second language*

### Introduction

During the Covid-19 epidemic, internet technology has been used much more in educational activities than before. It has even been the only option in some countries. Distance education, which came to the fore with the pandemic, has suddenly become a world agenda. States have started distance education even though they are not fully prepared for continuing education and training for generations. Societies and governments, which encountered such an event for the first time, did not have specific information about the results of the steps taken with the pandemic. With the start of distance education, some pros and cons of the method began to be seen. Much research has been done and published both collectively and based on each course in this process. In this process, severe increases have been observed in online education due to the pandemic. With the panic experienced in the first moments of the pandemic and the reflex to protect people's lives, the transition to online education was made within the possibilities of the societies. Considering that 770 million individuals worldwide are seriously affected by this process, a better idea of events' dimensions will be gained. It is known that almost every level of the student population in every country has been affected by the pandemic, and countries have opened the doors of distance education to prevent the spread of the pandemic. It is also emphasized that distance education courses will develop further and continue to be a more familiar learning system with new technologies soon. However, it is a pre-acceptance that education systems will return to their original ground after the pandemic. (Telle & Altun, 2020, p. 31).

We are now in a position to evaluate the positive and negative results seen in distance education during the pandemic process and determine the place of these results in future planning. In his article examining the problems and

opportunities in education and training during the pandemic period, Ertuğ highlighted the problem of re-examining education systems. As a general goal, it has determined the pandemic period in terms of education in international reports and the emerging problems and opportunities this process offers by examining the reports of institutions such as OECD and UNESCO, problems related to the learning-teaching process, problems arising from stakeholders, and technical and health problems were brought up. He also mentioned that distance education offers some opportunities at the current point (2020, p. 12). Another study determined that students had positive views on the distance education process in terms of learning/teaching environment and discipline, time management and course duration, flexibility, and accessibility. It is expressed as the opinions of the students that distance education is positive for reasons such as the fact that the education is carried out in the comfort of the home environment, there is no difficulty in waking up early, being away from disciplinary practices in the classroom environment, the lessons are shorter, the loss of time is minimized, the lessons can be watched again due to their recordable feature, and the environment is quiet. (Selçuk, Karakaya, Çimen & Yılmaz, 2021). In addition, it has been determined that during the distance education process, the communication of the students with their teachers increased, the communication was more efficient, and the students were able to communicate with their teachers at any time of the day (Chang & Satako, 2020; cited by Selçuk, 2021). On the other hand, negative opinions about distance education were also expressed in terms of inadequacies in learning and teaching, lack of self-regulation and time, lack of feedback, and affective inadequacies. In addition, it has been determined that students experience different problems with technological issues during the distance education process (Selçuk, Karakaya, Çimen, & Yılmaz, 2021).

It has been inevitable for computer and technology teachers to take more roles in institutions during the pandemic process. With the Digital Transformation Project initiated by the Higher Education Institution, 6 thousand teaching staff and 50 thousand students were trained (Telle and Altun, 2020, p. 31). It has been observed that there is a need for programs in which students can work on their own when there are no teachers in schools. A significant problem encountered in the early days was teachers' difficulties in admitting students to virtual classrooms. In the meantime, it has also been put on the agenda that teachers and lecturers with disabilities receive support according to their disability (Telle & Altun, 2020, p. 31). It has been determined that education is the most affected segment in terms of economic, social, and pedagogical aspects, especially health, in post-pandemic Turkey. With the emergence of distance education on the agenda, online education studies have also started in Turkey. The strengthening of physical, legal, and pedagogical infrastructures for education in Turkey has come to the fore. In this context, studies have been carried out on the distance education practices of the Ministry of National Education in primary, secondary, high school, and higher education (Ertuğ, 2020, p. 17). Due to the pandemic, many countries, especially China, the USA, Italy, Spain, France, Korea, Turkey, and Germany, had to take a break from face-to-face education practices. However, distance education was implemented as an alternative in a short time. In addition, studies were conducted on which learning platforms to use in education, how to help teachers implement online learning, how to reach those with little or no internet access at home, and how to monitor and evaluate learning outcomes.

It has also been presented as a different perspective that a different aspect of the pandemic has led educators, parents, and students to think critically, solve problems, be creative, communicate, cooperate and be active (Ertuğ, 2020, p. 16). The research created a table with distance course schedules according to the courses and branches from the primary, secondary and high school higher education classes for the 23 March-07 April 2020 academic year (Ertuğ, 2020, pp. 19-23). Again, it has been seen that in teacher-centered education systems, a new understanding has been reached with distance education, and since it is known that students cannot reach sufficient self-confidence in the teacher-centered system and are always lacking in individual competence, the once education system has been evaluated as an opportunity in this respect (Bozkurt, 2020).

When the problems that arise in education during the Covid-19 pandemic process are evaluated according to UNESCO, OECD, and World Bank data, they are in the first place as a problem; interruption of learning, malnutrition, feeling bad by teachers, students, and parents, being unprepared for distance education and social isolation (Sarı & Nayır, 2020, p. 995). In addition, problems such as confusion and stress for the teacher, inability to communicate with their parents, being unprepared for distance education, and not being able to dominate technology were also highlighted (Sarı & Nayır, 2020, p. 995). In addition to identifying these problems, it was also stated in UNESCO, OECD, and World Bank data that the pandemic process contributed to the teachers' training in technical subjects as a positive development (Sarı ve Nayır, 2020, p. 995).

In the survey conducted with 235 female and 155 male teachers from different branches, from all levels and large and small settlements, teachers' opinions were examined in six dimensions. These are "Difficulties experienced in distance education", "The opportunities provided by distance education to teachers and students", "Difficulties experienced during lessons in distance education", "Positive aspects of distance education", and "Working conditions of teachers in distance education" and "Use of technology in distance education". In the study, the lack of technical infrastructure in the context of technical Turkey, the problem of student-teacher communication, the problems of teachers in evaluating students, the inability of students to attend classes in some regions, the problems experienced by students in-class participation, and sound control in the lesson, their lack of ability to listen to lessons alone, students being away from the environment of friends, Serious motivation problems of Turkish teacher candidates were identified as significant problems. In addition, it was emphasized that the increase in data sharing among teachers and the increase in visibility brought convenience to learning and perception. According to the study data, it was stated that distance education was effective in producing motivation and content in teachers but did not bring any positive gains for students. This was determined by the chaos that came with the pandemic. It was observed that teachers, who were exposed to more physical fatigue in the lessons before this process, got less tired, but their workload increased on the other hand (Metin, Gürbey, & Çevik, 2021).

This study searched for the following research questions; how can the experiences gained in distance Turkish teaching during the Covid-19 pandemic be used in similar new processes, and how successful have we been at which points in this period? This study is considered a valuable study in this regard, of the opinions of teachers who personally teach

students with different mother tongues and in countries that have experienced different Covid-19 processes outside of Turkey.

### **Purpose and Method of Research**

This study aims to determine the positive and negative views of the instructors who teach Turkish to foreigners from a distance (online) during the pandemic process, based on their experiences. For this purpose, a quantitative research method was used in the study. Within the research framework, a structured five-point Likert scale (Agree, Partially Agree, Neutral, Partially Disagree, and Disagree) was prepared with questions outside the demographic structures. In the scaling approach developed by Likert, many positive and negative statements related to the attitude in question are applied to many respondents (Tezbaşaran, 1997). The validity of the questionnaire scale was checked by personally reaching the e-mails of the participants who would fill out the questionnaire. Survey results were obtained electronically and their validity rates were compared with previous similar studies. Within the framework of the Likert scale, 14 closed-ended questionnaire questions were asked to the teachers who currently teach Turkish. Obtained results were tabulated, and comments were made.

### **Application Group**

The application group of the scale consists of instructors between the ages of 22-51 who teach Turkish to foreigners remotely in Albania, Australia, Bosnia-Herzegovina, Iraq, Kazakhstan, and North Macedonia. The scale form was applied to 83 participants, 16 in Albania, 9 in Australia, 5 in Bosnia and Herzegovina, 6 in Iraq, 43 in Kazakhstan, and 4 in North Macedonia. All participants are instructors who taught Turkish to foreigners remotely during the pandemic. The instructors in the application group participated in the survey voluntarily. The tutorials in the application group were chosen by considering the accessibility of the study's authors.

### **Data Collection and Analysis**

The prepared scale form was sent to the e-mails of the instructors via Google Forms, and they were asked to fill it in. As a result of the data obtained from the closed-ended questions answered by the instructors from a distance, the satisfaction rates of the distance education process were tried to be determined. The data analyzed, and the results obtained from the satisfaction scale were presented in tables and evaluated.

### **Findings and Comments**

#### **Application Group Demographic Distribution**

The demographic distribution of the five-point Likert scale according to the country in which the participants of the application group work is as in the Table 1.

**Table 1***Application Group Demographic Distribution*

Countries	Albania	Australia	Bosnia and Herz.	Iraq	Kazakhstan	N. Macedonia	Total
Number of participants	16	8	5	6	44	4	83

The age distribution of the application group is as in the Table 1.

**Table 2***Application group age distribution*

Countries	Albania	Australia	Bosnia and Herz.	Iraq	Kazakhstan	North Macedonia	Total
Between 23-30	5	0	0	0	8	0	13
Between 31-40	9	3	5	2	22	3	44
Between 41-	2	5	0	4	14	1	26
Total	16	8	5	6	44	4	83

The teaching year distribution of the application group is as in the Table 3:

**Table 3***Application Group Teaching Experience Distribution*

Countries	Albania	Australia	Bosnia and Herzegovina	Iraq	Kazakhstan	North Macedonia	Total
Between 1-31 Years	0	0	0	0	13	0	14
Between 3-5 Years	2	0	0	1	3	0	6
Between 5-74 Years	1	1	1	0	5	1	12
Between 7-102 Years	1	1	1	0	5	2	11
10+	7	6	3	5	18	1	40
Toplam	16	8	5	6	44	4	83

Questions on Whether Distance Education is More Successful Than Face-to-Face Education The data obtained according to the "Questions About Whether Distance Education is More Successful Than Face-to-face Education", which consists of five questions, are given in Table 4.

**Table 4**

*In my Experience During the Pandemic, Distance (Online) Education is Generally More Beneficial Than Face-to-Face Education.*

	Albania		Australia		Bos.Herz.		Iraq		Kaz.		N. Maced.		Tot.	Total
	N. of	%	N. of	%	N. of	%	N. of	%	N. of	%	N. of	%		
	P.		P.		P.		P.		P.		P.			
Agree	1	6,3	0	0	0	0	0	0	2	4,54	0	0	3	3,61
Disagree	12	75	5	63	4	80	4	66,7	25	56,8	4	100	54	65,06
Partially Agree	2	13	1	13	0	0	1	16,7	5	11,4	0	0	9	10,85
Partially Disagree	0	0	1	13	1	20	1	16,7	6	13,6	0	0	9	10,85
Neutral	1	6,3	1	13	0	0	0	0	6	13,6	0	0	8	9,63
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

Of 83 teachers in 6 countries participating in the survey, 65.06% said, "In my experience during the epidemic, online education is generally more beneficial than face-to-face education." He replied, "I do not agree" with the question. In addition, 10.85% marked "Partly agree" and 10.85% marked "Partly disagree". This shows that the overwhelming majority do not support the idea that distance education is more beneficial than face-to-face education and think face-to-face education is more beneficial. When evaluated on a country basis, Kazakhstan had the lowest rate with 56.81%, and all other countries found face-to-face education more beneficial, over 60%. However, the obtained rates are pretty close to each other.

The number of teachers who stated that distance education is more beneficial than face-to-face education is only 3.61%, a meager rate.

**Table 5**

*Students Were More Successful in Writing Skills in Distance Turkish Teaching Than in Face-to-Face Education.*

	Albania		Australia		Bos.Herzeg.		Iraq		Kaz.		N. Maced.		Tot.	Total
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree	1	6,25	0	0	0	0	0	0	2	4,54	0	0	3	3,61
Partially Agree	4	25	1	12,5	0	0	1	16,66	5	11,37	0	0	11	13,26
Neutral	1	6,25	1	12,5	0	0	0	0	6	13,64	0	0	8	9,63
Partially Disagree	2	12,5	1	12,5	1	20	1	16,66	6	13,64	0	0	11	13,26
Disagree	8	50	5	62,5	4	80	4	66,68	25	56,81	4	100	50	60,24
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

60.24% of the teachers stated, "Students were more successful in Turkish distance learning than face-to-face education." He replied, "disagree" with the question. If the answers "partially agree" and "partially disagree" are accepted as close to "disagree" with a weight of 13.26%, it is concluded that face-to-face education is more beneficial for writing skills.

Writing skill is used more actively in environments where digital materials are not used much. The presence of automatic error correction, word recall, and dictionary dictionaries, tablet, and phone applications may cause the student to fall behind in terms of both motor and mental skills in writing skills.

**Table 6**

*The Students Were More Successful in Reading and Comprehension Skills in Distance Turkish Teaching Than in Face-to-Face Education.*

	Albania		Australia		Bos.Herzeg		Iraq		Kazakhstan		N. Maced.		Tot.	Total
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree	1	6,25	0	0	0	0	0	0	1	2,27	0	0	2	2,4
Partially Agree	5	31,3	2	25	0	0	0	0	1	2,27	0	0	8	9,64
Neutral	1	6,25	0	0	0	0	0	0	3	6,82	0	0	4	4,81
Partially Disagree	0	0	2	25	0	0	0	0	3	6,82	0	0	5	6,03
Disagree	9	56,3	4	50	5	100	6	100	36	81,82	4	100	64	77,12
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

77.12% of the teachers stated, "Students were more successful in distance learning Turkish in reading-comprehension skills than face-to-face education." He replied, "disagree" with the question. If 9.64% of the "partially agree" answer and 6.03% of the "partially disagree" answer is considered close to "disagree", it is concluded that face-to-face education is more successful in reading-comprehension skills at a high rate.

**Table 7**

*Students Were More Prepared to Participate in the Distance Tsh Teaching Subjects Than in Face-to-Face Education.*

	Albania		Australia		Bos. Herzeg.		Iraq		Kazakhstan		N.Maced.		Tot.	Total
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree		1 6,25	0 0	0 0	0 0	0 0	0 0	0 0	2 4,54	0 0	0 0	0 0	3	3,61
Partially Agree		2 12,5	2 25	0 0	0 0	0 0	0 0	0 0	1 2,27	1 25	0 0	0 0	6	7,22
Neutral		1 6,25	0 0	1 20	0 0	0 0	0 0	0 0	3 6,82	0 0	0 0	0 0	5	6,02
Partially Disagree		0 0	1 12,5	1 20	1 16,66	6 13,64	0 0	0 0	6 13,64	0 0	0 0	0 0	9	10,85
Disagree		12 75	5 62,5	3 60	5 83,34	32 72,73	3 75	60 72,3	32 72,73	3 75	60 72,3	3 75	60	72,3
Total		16 100	8 100	5 100	6 100	6 100	44 100	4 100	44 100	4 100	4 100	83	100	

72.30% of the teachers stated, "Students were more prepared to participate in the subjects to be learned in Turkish distance teaching than face-to-face education." He replied, "disagree" with the question. If 7.22% of the answer "partially agree" and 10.85% of the answer "partially disagree" are accepted as close to "disagree", the thesis that the students attend the subjects to be learned in face-to-face education more prepared is refuted and vice versa. That appears to be the case.

**Table 8**

*Students Had Difficulty Being Motivated to the Lesson in Distance Education Compared to Face-to-Face Education.*

	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	Tot.	Total
Agree	12	75	5	62,5	3	60	4	60	27	61,36	2	50	53	63,87
Partially Agree	2	12,5	3	37,5	2	40	1	20	3	6,81	1	25	12	14,46
Neutral	1	6,25	0	0	0	0	0	0	6	13,63	0	0	7	8,43
Partially Disagree	0	0	0	0	0	0	1	20	0	0	0	0	1	1,2
Disagree	1	6,25	0	0	0	0	0	0	8	18,18	1	25	10	12,04
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100



63.87% of the teachers stated, "Students had difficulty being motivated to the lesson in distance education compared to face-to-face education." He replied, "agree" to the question. If 14.46% of the "partially agree" answer and 1.20% of the "partially disagree" answer is accepted as close to "agree", it is seen that a high rate of students has difficulty in being motivated in distance education compared to face-to-face education. This can be accepted as a reflection that distance education does not allow for the seriousness of the lesson and the student's motivation as much as it does in the classroom environment.

**Table 9**

*After Distance Education, Students Continue Their Lessons in Face-to-Face Education, More Adapted to Technology.*

	Albania		Australia		Bos.Herzeg.		Iraq		Kazakhstan		N.Maced.		Tot.	Total
	N. of	%	N. of	%	N. of	%	N. of	%	N. of	%	N. of	%		
	P.		P.		P.		P.		P.		P.			
Agree	8	50	0	0	1	20	0	0	12	27,28	1	25	22	26,5
Partially Agree	1	6,25	5	62,5	2	40	5	83,34	21	47,75	2	50	42	50,62
Partially Disagree	1	6,25	2	250	0	0	0	0	1	2,27	0	0	3	3,61
Neutral	0	0	0	0	0	0	0	0	5	11,35	0	0	5	6,02
Disagree	6	37,5	1	12,5	2	40	1	16,66	5	11,35	1	25	16	19,27
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

26.30% of the teachers said, "Students continue their lessons in a way more adapted to technology in face-to-face education after distance learning Turkish." While answering the question "agree", 19.27% of them marked "disagree", and 50.62% of them marked "partially agree". The high rate of "partially agree" and the closeness of the "agree-disagree" options indicate that students increase their knowledge about technological developments in course activities when they start face-to-face education after distance Turkish teaching.

**Table 10**

*Students Stated That Face-to-Face Teaching was More Beneficial in the Distance Turkish Teaching Process.*

	Albania		Australia		Bos.Herzeg.		Iraq		Kazakhstan		N.Maced.		Tot.	Total
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree	1	6,3	0	0	0	0	0	0	5	11,4	0	0	6	7,22
Partially Agree	2	13	1	13	1	20	2	33,3	5	11,4	0	0	11	13,3
Neutral	1	6,3	0	0	0	0	1	16,7	2	4,54	0	0	4	4,81
Partially Disagree	2	13	3	38	2	40	0	0	7	15,9	2	50	16	19,3
Disagree	10	63	4	50	2	40	3	50	25	56,8	2	50	46	55,4
Toplam	16	100	8	100	5	100	6	100	44	100	4	100	83	100

7.22% of the teachers stated, "Students stated that face-to-face teaching is more beneficial in the distance Turkish teaching process." While answering the question "agree", 54.44% marked "disagree", 13.25% "Partially agree", and 19.28% "Partially disagree". The high rate of "disagree", "partially agree", and "disagree partially" indicates that the students are not willing to express the idea that face-to-face education is more beneficial. They give more support to distance education.

**Table 11**

*Students Wanted Turkish Distance Education to Continue.*

	Albania		Australia		Bos.Herzeg.		Iraq		Kazakhstan		N. Maced.		Tot.	Total
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree	2	13	1	13	1	20	0	0	4	9,1	0	0	8	9,63
Part. Agree	1	6,3	1	13	1	20	2	33	10	23	0	0	15	18,1
Neutral	0	0	1	13	0	0	0	0	7	16	0	0	8	9,63
Part. Agree	1	6,3	1	13	1	20	2	33	10	23	0	0	15	18,1
Part. Disagree	2	13	1	13	2	40	1	17	1	2,3	0	0	7	8,43
Disagree	11	69	4	50	1	20	3	50	22	50	4	100	45	54,2
Total	16	Total	8	100	5	100	6	100	44	100	4	100	83	100

9.63% of the teachers said, "Students wanted Turkish distance teaching to continue." While answering the question "I agree", 54.23% marked "I do not agree", 18,08% "Partly agree", and 8.43% "Partly disagree". If the "disagree" rate is high and the answers given to the questions "partially agree" and "partially disagree" are accepted as close, it is

concluded that the students do not want distance education to continue, and it is seen that they support face-to-face education more.

**Table 12**

*Which of the Following Skills do You Think Students Had the Most Difficulty with During the Epidemic?*

	Albania		Australia		Bos.Herzeg.		Iraq		Kazakhstan		N. Maced.		Tot.	Total %
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Listening-Understanding	0	0	0	0	0	0	1	16,7	2	4,54	0	0	3	3,61
Vocabulary Teaching	8	50	4	50	3	60	4	66,6	25	56,8	3	75	47	56,64
Speaking	4	25	3	38	0	0	0	0	6	13,6	0	0	13	15,67
Reading-Understanding	0	0	1	13	1	20	1	16,7	7	15,9	0	0	10	12,04
Writing	4	25	0	0	1	20	0	0	4	9,09	1	25	10	12,04
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

56.64% of the teachers said, "Which of the following skills do you think students had the most difficulty with during the epidemic?" While answering the question "Vocabulary teaching", 15,67% marked the "Speaking" option. The prominence of these two most preferred options can be considered a reflection of the inability to allocate sufficient time and practice to students individually during distance education. This situation shows us that the teacher is active and the student is passive.

**Table 13**

*Students Were More Successful in Listening-Comprehension Skills in Distance Turkish Teaching Than in Face-to-Face Education.*

	Albania		Australia		Bos.Herzeg.		Iraq		Kazakhstan		N. Maced.		N. of P.	Total %
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree	3	18,8	0	0	0	0	0	0	3	6,82	0	0	6	7,22
Part. Agree	7	43,8	4	50	1	20	0	0	11	25	1	25	24	28,92
Neutral	2	12,5	0	0	2	40	0	0	4	9,1	0	0	8	9,63
Part. Disagree	1	6,25	3	37,5	0	0	1	6,66	9	20,5	0	0	14	16,87
Disagree	3	18,8	1	12,5	2	40	5	83,3	17	38,6	3	75	31	37,36
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

37.36% of the teachers stated, "Students were more successful in distance learning Turkish in listening-understanding skills than in face-to-face education." While answering the question "disagree", 28.92% marked "Partially agree", and 16.87% marked "Partially disagree". "Partially agree and Partially disagree" answers can be considered close to "disagree" answers. This shows that distance education is not successful in listening comprehension skills. However, the preference rate for the answer "disagree" is below 50%, which shows us that face-to-face education is not overwhelmingly superior in this field.

**Table 14**

*Students Practiced Turkish Distance Teaching Compared to Face-to-Face Education.*

	Albania		Australia		Bos. Herzeg.		Iraq		Kazakhstan		N. Maced.		Tot. N.	Total %
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	of P.	
Agree	1	6,25	0	0	0	0	0	0	5	11,4	0	0	6	7,22
Part. Agree	2	12,5	1	12,5	1	20	2	33,3	5	11,4	0	0	11	13,25
Neutral	1	6,25	0	0	0	0	1	16,7	2	4,54	0	0	4	4,81
Part. Disagree	2	12,5	3	37,5	2	40	0	0	7	15,9	2	50	16	19,28
Disagree	10	62,5	4	50	2	40	3	50	25	56,8	2	50	46	55,44
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

55.44% of the teachers said, "Students practiced in the distance learning Turkish than in face-to-face education." While answering the question "disagree", 13.25% marked "Partially agree", and 19.28% marked "partially disagree". "Partially agree and Partially disagree" answers can be considered close to "disagree" answers. From these ratios, it is possible to conclude that distance education is not very successful in speaking practice. In the 12th table, we came across the second option for the weak of distance education in terms of speaking practice. We can accept that situation as supporting our table.

**Table 15**

*Students Practiced More Vocabulary in Distance Learning Than in Face-to-Face Education.*

	Albania		Australia		Bos. Herzeg.		Iraq		Kazakhstan		N. Macedonia		Tot.	Total %
	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%	N. of P.	%		
Agree	0	0	0	0	0	0	1	17	2	4,5	0	0	3	3,61
Part. Agree	4	25	3	38	0	0	0	0	6	14	0	0	13	15,67
Neutral	4	25	0	0	1	20	0	0	4	9,1	1	25	10	12,04
Part. Disagree	0	0	1	13	1	20	1	17	7	16	0	0	10	12,04
Disagree	8	50	4	50	3	60	4	67	25	57	3	75	47	56,64
Total	16	100	8	100	5	100	6	100	44	100	4	100	83	100

56.64% of the teachers said, "Students practiced vocabulary teaching in distance learning than face-to-face education." While answering the question "disagree", 15,67% marked "partially agree", and 12.04% marked "partially disagree". "Partially agree and Partially disagree" answers can be considered close to "disagree" answers. From these ratios, it is possible to conclude that distance education is not very successful in vocabulary teaching practice. In the 12th table, vocabulary teaching practice was the weakest option in distance education. It was concluded that 56.64% of them were distressed. The result in this table is almost the same as the other.

## **Conclusion and Discussions**

The pandemic has shown us that distance education activities offer convenience in time, space, and transportation. However, as of today, distance education has lagged behind the efficiency of face-to-face teaching. That is why students initially liked transportation, etc. When they realized the deficiencies they experienced in terms of gains over time, it turned out to be an acceptable situation for them to demand face-to-face training again.

It is not an easy situation to keep student motivation alive by following and directing the classroom in distance education. Especially in cases where the number of students is high, and students lack motivation, it is inevitable that some students fall behind in specific skills compared to face-to-face teaching. This situation can cause severe distress to teachers who attend classes intensively. By dividing large classes into groups, teaching lessons with a small number of students can provide opportunities to develop speaking and vocabulary teaching skills. It may also be necessary to carry out and follow up on extra extracurricular activities.

Students may show a natural inclination toward specific technological tools, but this may not mean that they have developed toward educational technologies. The tools and programs used in the distance education period can also enable students to develop in this direction and work more efficiently afterward use of technology in teaching activities, especially hybrid teaching activities, is constantly developing. From this point of view, it can be assumed today that the instructors who make supportive infrastructure studies and actively use the hybrid teaching model will be more successful in the future.

Since there are no questions and details about the internet infrastructure of the countries, the technical equipment of the students, the technical infrastructure support provided by the educational institutions to the teachers, the efficiency of the distance education support programs used, all the countries in this study can be considered as equal status. It is possible that students who are consciously and purposefully involved in a face-to-face education classroom, guided and followed by a concrete teacher, will be more motivated for their lessons.

Reading from digital tools cannot be very productive due to space, screen size, eyestrain, and distraction from different stimuli coming from digital tools. Weakness of attention and lack of concentration can also create problems in comprehension skills and may require reading the text many times. It is essential to devote time to this activity and prepare a unique environment for developing reading comprehension skills in distance education.

In distance education, it is necessary to follow the student's writing skills but to send homework constantly, receive the return of the given homework, and then inform and guide the student regularly. Whether students do their homework with their efforts is also a severe issue. Conducting the exams remotely in distance education and continuously using the keyboard seriously harms pen writing skills development. Especially in countries where different alphabets are used (Arabic, Persian, Chinese, etc.), students' handwriting skills develop much more slowly.

It is a fact that listening-understanding training, which is one of the four language skills of language and the way to communicate correctly, is not at the desired level in the virtual environment. It is essential to minimize the barriers to listening and understanding since it is a situation that the student will fully realize depending on his preference and willingness. Therefore, we can conclude that distance education techniques will not be wholly sacrificed. Their efficiency can be increased with material development studies, and they can be developed with appropriate listening comprehension activities.

The most important reason for the inadequate speaking practice training in distance education is the poor opportunity to follow crowded groups over the computer. It is impossible to organize and observe the student in the classroom environment. It is necessary to observe and follow each student individually. This causes inefficiency in terms of time and excessively reduces the students' attendance time to the course. In addition, some educational techniques used in the classroom environment (such as making speaking practice in groups, having conversation practice with the student next to you, and doing speaking exercises by putting them on the board) cannot be used in distance education, and this hurts the development of speaking skills.

The most important reason for the weak practice of vocabulary teaching in distance education is the poor ability to follow crowded groups over the computer. Methods (such as doing the vocabulary training exercises one by one and checking the exercises in the course books and workbooks used in the classroom environment) are not used in distance education, which hurts the development of vocabulary teaching skills.

Generally speaking, students are less willing to come and go to school and receive education under classroom discipline. The reasons for this are loss of time, financial difficulties, laziness, unnecessary consideration, accepting distance education as sufficient, and protection from epidemic diseases. We can accept these rates as an indication that such training methods will gain more importance in the future. Plans are made according to the supply-demand balance. The chaos of city life and the more active use of virtual environments will inevitably cause the education sector to be positively affected by this.

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