

THE EXPERIENCES OF FOREIGN LANGUAGE TEACHER CANDIDATES DURING THE EMERGENCY REMOTE TEACHING

Hamdullah Sahin

*Assist. Prof. Dr., German Language Teaching Department, Faculty of Education,
Anadolu University, Eskisehir (Turkey)*

Abstract

The emergency remote teaching that emerged with the Covid-19 pandemic has been an unexpected situation for students, teachers, and teacher educators. During this period, educators have had to abandon the methods they always use and moved their lessons to the online environment while students have had to learn their lessons away from the classroom. Mostly, in-class communication has been limited or even non-existent in such online teaching environments. Moreover, the experiences of educators and students about this remote teaching have differed: Some have handled this teaching effectively, some others have had difficulties. Therefore, the current study focuses on what pre-service teachers experience during the emergency remote teaching in order to reveal their practices and problems. With this given background, this study aims to investigate how pre-service teachers go through the online remote teaching and how their experiences in this period influence them for their future career. For this purpose, by applying a qualitative research design, the present study collected the data by conducting interviews with 12 pre-service foreign language teachers at the Faculty of Education. The participants started their university life with face-to-face education, continued with online remote teaching, and eventually returned to face-to-face education again. The results of the interview data showed that most of the sample did not find the online remote teaching efficient. Particularly, they reported that the differences in educational environments and the inability to provide in-class communication in online education negatively affected their psychology. In addition, they indicated that both they and their teachers did not receive any training or support in online remote teaching; so, they survived this period by trial and error. Pre-service teachers also did not have sufficient knowledge and skills to decide how to proceed if they found themselves in a similar situation in the future. While almost all the pre-service teachers preferred face-to-face education to online remote teaching due to their own experiences, some students stated that they could use remote teaching in their own career. As a result of this study, some suggestions were provided such as opening a new course on digital literacy and online teaching in teacher education programs and conducting in-service training for educators in this field.

Keywords: *Digital literacy, emergency remote teaching, foreign language teaching, teacher education.*
