The Changing Culture of Teacher Training after the Pandemic: Challenges and Opportunities

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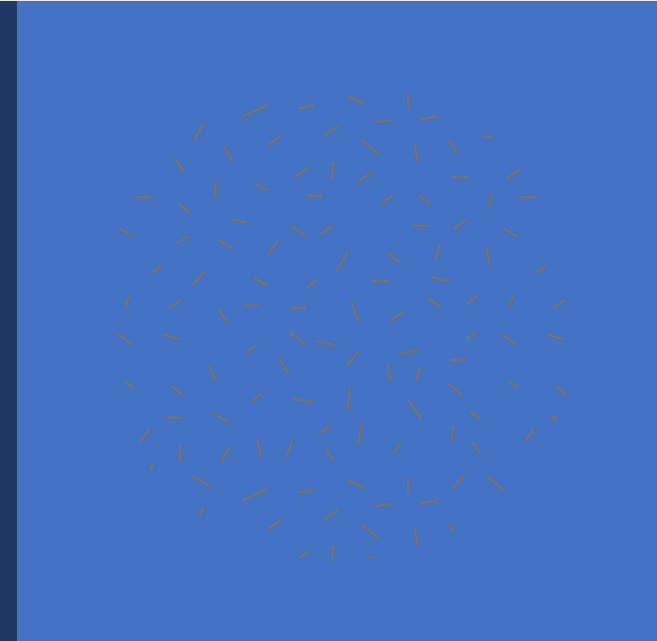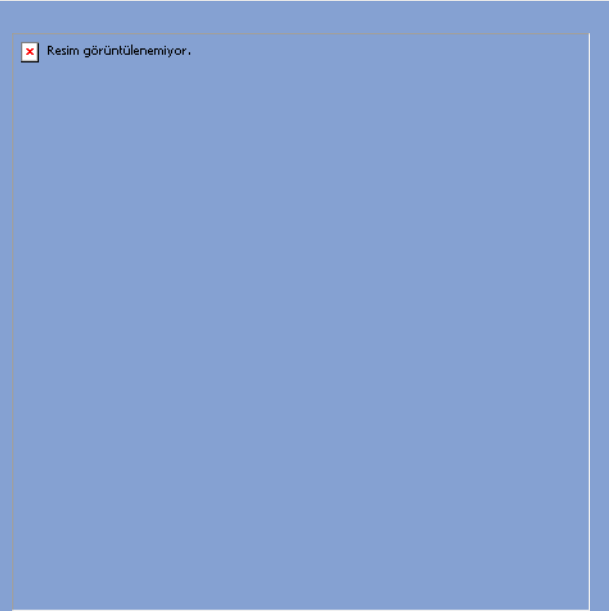
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Resim görüntülenemiyor.

Traditional-Global-Digitalized Village

The World is globally digitalized village…

In this village we need to learn and use new digital technologies to survive.

Some sayings are old-fashioned:

**«You can't teach an old dog new tricks «
William Camden**

 a common phrase that means it is challenging to teach a person something new, usually because that person has been doing things a certain way for so long that they're too stubborn to learn how to do it differently.

"Who said you can't teach an old dog new tricks?"

Global village describes the phenomenon of the entire world becoming more interconnected as the result of the propagation of media technologies throughout the world. The term was coined by Canadian media theorist Marshall McLuhan in his books The Gutenberg Galaxy: The Making of Typographic Man (1962) and Understanding Media (1964).[1] Literary scholar Sue-Im Lee describes how the term global village has come to designate "the dominant term for expressing a global coexistence altered by transnational commerce, migration, and culture" (as cited in Poll, 2012).[2] Economic journalist Thomas Friedman's definition of the global village as a world "tied together into a single globalized marketplace and village" is another contemporary understanding of the term (as cited in Poll, 2012).[2]

Natural

Unnatural

«In this globally digitalised World we need to renovate our way of teaching since our learners' learning preferences change. As a teacher trainer, we must reconsider our roles and adapt ourselves to the innovations. Otherwise, we will be left out of the system.

Old teachers must learn new 'tricks'.

We need Lifelong Professional Development»

D. Köksal

Abstract

- All over the world teacher education programs are designed to equip prospective teachers with the competencies and digital skills to tackle the difficulties of 21st-century classrooms and workplaces. To this purpose, pre-service teachers' knowledge, abilities, and qualities must be developed as part of the teacher education curriculum in order for them to be prepared to teach effectively in school systems. As a result, it is argued that the academic program of teacher education should be supplemented with an important and integral component known as school-based experiences, or practicum, which provides students with supervised experiences and aids student teachers in understanding the full scope of their role as teachers.

- In Turkey, pre-service teachers have the Course "Teaching Practicum" for two semesters. These experiences shape pre-service teachers since they are authentic, as opposed to the artificial atmosphere of university education courses.

Abstract

With the closure of schools during the pandemic process, each country took its own measures to continue education. Universities in Turkey continued their education in virtual classrooms by using different platforms as well as Microsoft teams and converting existing materials into digital materials. For the school practices and experiences of the students of the Education Faculties, the Higher Education Council has developed a package program for the tasks that need to be done every week for each semester. At the beginning of the pandemic, pre-service teachers were asked to watch and evaluate the asynchronous online courses designed for distance education by the Ministry of National Education. In the following periods, when the Ministry started synchronous education in schools, the lessons were observed and taught synchronously by the pre-service teachers.

Realities:What is?, and what should be?

- COVID-19
- The closure of educational institutions such as universities and schools has had a wide-ranging impact on the world, including disrupting teacher education because teaching practicum could not be conducted as usual. To deal with the pandemic, new different dimensions of teaching practicum develop, as well
- has shown that we must actively diversify learning experiences and instructional environments rather than waiting for another disaster to force our hands. We've been tasked with redesigning our schools' day-to-day operations so that our students may study more efficiently and effectively while utilizing the innovative technology that their generation prefers.
- has confronted us all with the fact that we have to be competent in digital literacy, which we are in but stay away from, otherwise we will be in the disadvantaged group.
- as new dimensions of problems and opportunities for teaching practicum.

Studies on Challenges Teaching Practicum in Turkey

Arslan, Y. F. (2019). "Reflection in pre-service teacher education: exploring the nature of four EFL pre-service teachers' reflections." Reflective Practice, 20(1), 111-124.

Ersin, P., Atay, D., & Mede, E. (2020). "Boosting Preservice Teachers' Competence and Online Teaching Readiness through E-Practicum during the COVID-19 Outbreak." International Journal of TESOL Studies, 2(2), 112-124.

Özkanal, Ü., Yüksel, I., & Uysal, B. Ç. B. (2020). "The Pre-Service Teachers' Reflection-on-Action during Distance Practicum: A Critical View on EBA TV English Courses." Eğitimde Nitel Araştırmalar Dergisi, 8(4), 1347-1364

The challenges of online teaching practicum

1. The lack of 'live' communication between pre-service teachers and students (Sepulveda-Escobar et al., 2020).

2. The Lack of interaction (Özkanal, Yüksel & Uysal, 2020).

3 The lack of knowledge and experience in using technology and digital materials(Ersin, Atay, &Mede, 2020). – Struggling in technology integration and material preperation (Özkanal,Yüksel & Uysal, 2020).

4. The lack of knowledge and experience in using computer and Internet applications.

5. The limitation of access faced by students created a barrier for pre-service teachers to conduct lessons and therefore, they were permitted to teach via asynchronous and synchronous platforms (Nurfaradilla et al., 2020).

6. Access to reach thestudents(Nurfaradillaet al. 2020)

7. Lack of support from and communication with their cooperative teacher which is also their mentor at schools' online placement which led to a negative factor in their development (Sepulveda-Escobar et al.2020).

Opportunities

- Preservice teachers become familiar with technology and improved their technological skills via practice, learning, and using new applications and tools in the process.

- They learned how to get the most out of online platforms, which will benefit their teacher education and future career (Sepulveda-Escobar et al., 2020).T

- They realized that they needed to be better equipped for the real world, where changes and modifications are required to keep moving forward.

- During the online teaching practicum, pre-service teachers and their university instructors interacted more frequently and successfully (Nel and Marais, 2020).

Opportunities

- Pre-service teachers received help from their practice school in terms of relationships, communication, and care, as well as from their university lecturer, who provided technical and emotional support (Sepulveda-Escobar et al. 2020).

- Pre-service teachers were able to transmit their lesson plans to their university lecturer for comments and schedule a follow-up virtual meeting if necessary, eliminating the need to travel and wait for a meeting (Kim, 2020).

- Online teaching practicum allows cooperating teachers and university professors to provide instant feedback and constructive support to pre-service teachers, who can then change and improve themselves and their lectures (Nel and Marais, 2020).

- University lecturers were able to connect better with pre-service teachers because the exchanges were direct and apart from the school where they were put(Nel and Marais, 2020).

Opportunities

- During the pandemic, university lecturers took on additional obligations as counselors and educators, according to Robinson and Rusznyak (2020). This was done to support pre-service teachers during their teaching practicum.

- Furthermore, teaching practicum during the epidemic provided pre-service teachers with an opportunity to put their teaching skills to the test while also finding ways to improve them (Sepulveda-Escobar et al., 2020).

- The teaching and learning environment was novel, and pre-service teachers were allowed to explore new tactics and develop new ideas for delivering curriculum to students on their own, making them more responsible (Sepulveda-Escobar et al., 2020).

Opportunities

- They also had the opportunity to learn by observing each other's teaching besides sharing their teaching ideas and feedback with each other during online teaching practicum (Kim, 2020).

- Normally during teaching practicum, only supervisors observe pre-service teachers and debrief them individually but in a virtual teaching environment, pre-service teachers could attend each other classes, observe, and then give feedback (Kim, 2020).

- Thus, pre-service teachers could further improve their teaching skills not only by evolving themselves but also by learning from each other.

Digital Literacy

- One of the wonders of modern times is the democratization of information. Knowledge does not have to be contained within the confines of a university; it has the potential to spread around the globe. Students don't have to go looking for information; digital learning may come to them.

- Teachers gain from these innovative teaching and learning methods as well. Teachers may take on more pupils from a wider range of backgrounds, share their knowledge, and double their efforts with the help of technology.

- The novelty of these technologies and behaviors is noteworthy. There was very little in the way of online education or digital learning just 20 years ago. Higher education today would be difficult to envision without some type of digital connection.

- Because digital learning is still so new, the terminology used to describe it is constantly changing. Many of the phrases are interchangeable, while others have quite distinct meanings. To better set expectations with students, be clear in promoting course options, and more, it's critical to recognize these distinctions.

Digital Literacy

- Martin (2005:135-136) defines "digital literacy' as the awareness, attitude, and ability of individuals to appropriately use digital tools and facilities to identify, access, manage, integrate, evaluate, analyze and synthesize digital resources, construct new knowledge, create media expressions, and communicate with others, in the context of specific life situations, to enable constructive social action; and to reflect upon this process" (pp. 135–136).

- In addition, Ng (2012: 1066) notes, "**Digital literacy refers to the multiplicity of literacies associated with the use of digital technologies**. These technologies are a subset of electronic technologies that include hardware and software used by individuals for educational, social and/or entertainment purposes in schools and at home"

Digital Literacy

Similarly, Hague and Payton (2010:2) state,

"To be digitally literate is to have access to a broad range of practices and cultural resources that you can apply to digital tools. It is the ability to make and share meaning in different modes and formats; to create, collaborate and communicate effectively, and to understand how and when digital technologies can best be used to support these processes"

Ferrari (2012) also says, "Being digitally literate implies the ability to understand media (as most medium have been/are being digitalized), to search and being critical about retrievable information (with the widespread of the Internet) and to be able to communicate with others through a variety of digital tools and applications (mobile, Internet)" (p. 16).

Almost all teaching staff coped with the sudden shift from the face-to-face teaching model to online teaching during the COVID-19 pandemic, they had to struggle to adapt to the additional stresses and workloads. Accordingly, this caused changes in teachers' professional roles, a decline in their satisfaction levels, and many digital literacy challenges, because teachers had to balance their responsibilities, teaching, work-life, and development during the urgent imperative to move to online teaching. Teachers had more obligations, which often entailed teachers facing greater psychological pressure.

In addition, pressure could also result from a lack of technical support. There are still teachers with no or little digital literacy in online teaching, as they come from all ages and backgrounds, which often entailed teachers facing greater psychological pressure. In addition, pressure could also result from a lack of technical support. There are still teachers with no or little digital literacy in online teaching, as they come from all ages and backgrounds.

Digital Divide

- Another important problem was the Digital Divide.
- The digital divide is defined as a disparity in Internet and ICT access that affects 52 percent of women and 42 percent of men globally. According to an OECD research titled «Education in the Covid-19 Outbreak», every pupil is unable to access the internet and computers essential for their education.
- Turkey ranked 70th out of 77 nations in terms of students with Access to the Internet connection,' according to the survey. On the list, Denmark, Finland, and Estonia stand out as the countries with the most students with internet Access, with Indonesia in the bottom position.
- Globally, at least 1.5 billion students and 63 million primary and secondary teachers are affected by the unprecedented disruption caused by the COVID-19 pandemic, with school closures in 191 countries.
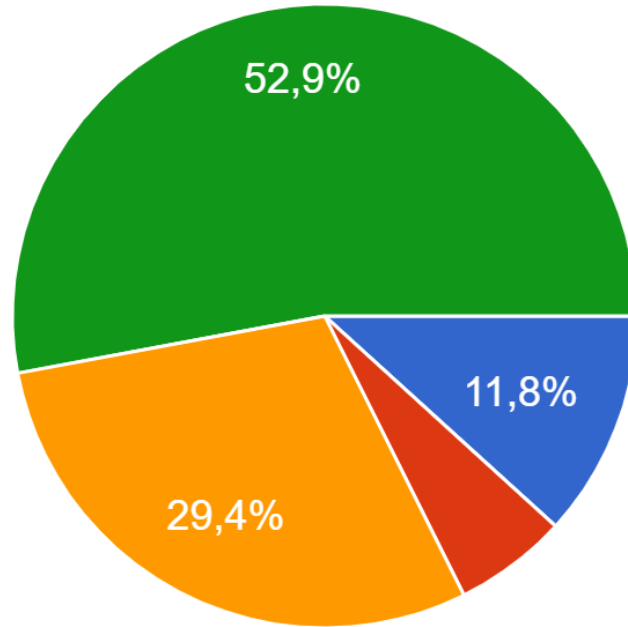
As a teacher trainer, do you think you are digitally competent in teaching English as Foreign Language? If yes/no, explain

To some extent. Although I try to use and implement digital materials in my teaching, there are many applications that I am not aware of how to integrate into my teaching.

Yes, I feel competent in preparing appropriate learning environments.

yes, I follow the recent trends carefully and I am good at using technology in my classes.

Yes, I have been integrating different digital tools into course content for different purposes.

For the applications that we have to use, yes, I am. however, the situation made us more competent as I had no idea about Microsoft teams before. Now, I can deal with many problems.

I can manage to use SOME digital tools in my courses, but I can't say that I am quite proficient in using all types of them.

Can you define digital literacy? Do you think your students are digitally competent? Explain

- It is the knowledge of how to use digital tools such as computers, smart phones to access knowledge. I believe they are digitally competent since they are born into a world with these tools.

- It encompasses being aware of both in text and meta text features in digital platforms. My students are moderately competent.

- Digital literacy is about finding and accessing the required info on digital channels and interpreting it correctly and using it appropriately for the intended purposes. most of my students seem to be digitally competent.

- yes

- Digital literacy encompasses the ability to use various forms of technological devices & content to enrich instruction. Though not all, a great majority of the students are competent.

- It's using technology to find, evaluate, and communicate information. They just try to do what is asked from them. Nothing more. They become digitally literate with online lessons and their requirements.

- I think digital literacy is being able to use some Web tools such as smartphones, e-readers, search engines. Yes, I think my students who are mostly digital natives are digitally competent.

Do you use ICTs in training your pre-service teachers? In what ways?

- Yes. The classrooms are equipped with smart boards or OHPs, and these are used to give lectures in classes. Other than that, I sometimes use smartphones during my classes to access online dictionaries, and class materials.
- Yes, I use learning management websites for sharing and discussing class materials.
- I use interactive programs to teach listening, educational videos and the smart board effectively. sometimes they google certain concepts and share what they have found.
- Yes, I adopt different forms of ICT such as e-learning & teaching, LMS and assignments on platforms.
- Yea. I use web 2 tools. especially YouTube Channel. To visualize the games that I aim to teach.
- Yes. I use and I also motivate my sts to use some Web.2 tools such as pixton, prezzy, padlet, kahoot, google classroom and canvas.

Did you have any problems adapting to online teaching during the Pandemic? Can you give a list of the most challenging ones for you?

- Even though I can regard myself as a competent digital literate teacher, I have had problems integrating online teaching due to the new tools we were supposed to use (Teams or Zoom). We were just told to download and use these tools to teach online, there was not any training on how to use them effectively for different classes. For example, I taught a speaking skills course to students, but there was barely an exchange of interaction between me and my students.

- It was challenging to adapt in-class materials in line with the online class hours. Lack of face-to-face communication felt isolating too.

- I adapted in a relatively short time. Using the correct buttons was challenging n the first week. Then attendance and testing were challenging. Most students did not attend. Sometimes they did not respond. They don't use their cameras, so it is very different from a real classroom setting.

- No

- I was used to conducting the online process before the pandemic. The main challenge was some students' unfamiliarity and unwillingness to follow the requirements of online teaching.

- I was used to conducting the online process before the pandemic. The main challenge was some students' unfamiliarity and unwillingness to follow the requirements of online teaching.

- Especially assessment. Preparing forms for testing was difficult. I solved the problem by watching youtube videos.

- At first, I must say that yes. We were not ready. Our learning management system caused lots of problems. But after a week or two, we adapted and had courses smoothly.

Were you able to cooperate with the mentoring teachers during their online teaching practicum?

- No. I do not believe there were any mentoring teachers during the time I was teaching online.

- Yes we contacted by Wapp.

- I made phone calls with them a few times.

- I did not have a practicum group when it was totally online.

- Yes, most of the time we achieved cooperation using whatsapp.

- Yes. We met through zoom and shared some online materials.

Can you explain the progress of the online teaching practicum? How did it develop?

- I guess the department coordinator along with the Ministry of Education took part in the process.
- We shared our term plan with trainees together with mentors and enriched it with digital components in theoretical classes. It included practice and reflection in addition to theory.
- I provided information about the course schedule and the forms they had to fill in. They followed the online lessons of the practice school through Zoom. we talked about their observations. They shared their lesson plans with me before teaching. After revisions, they used their plans for online teaching. They recorded some lessons by getting the permission of the teacher. I watched them and gave them feedback. I communicated with the teacher and evaluated the students.
- It was a bit difficult to adapt and we had so many technical problems. In one semester, everyone was online … it was a lot better. In the other semester, teachers were at school, but university students were online. It was more difficult to adapt.
- Students recorded the courses that they had through eba and zoom.

Write some advantages and disadvantages of online teaching practicum?

- It is advantageous because you can teach more students compared to face-to-face classes. It is possible to teach any time and from anywhere.

- For its disadvantages, it is very important to know how to design your courses in online teaching. There is also the risk of students ghosting your lecture during online teaching.

- A quick share of online materials as positive, no real nonverbal communication available as negative.

- The biggest advantage is that. everything is online and recorded. The disadvantages are that students cannot experience a real classroom setting. They do not see the real students. They cannot improve their classroom management skills. attendance and testing are also challenging.

- Cannot think of many advantages. we learn by doing and we do things actually in the classroom. it is another way of teaching, but I do prefer face to face teaching as it is a lot more advantageous

- It gave us the chance of observing almost all the lessons of our students and also the feedback provided by the teachers. Sometimes we also participated in these sessions. This was a great advantage. However, we could not observe the interaction of our student teachers with their students. They did not have the chance of being in the school setting.

How can we reflect on the experience in an online teaching practicum on English Language Education Programs?

- By asking each module teacher and the students, we can learn their opinions and take action accordingly.

- Through action research and reflective logs.

- We Can have separate courses or courses to prepare our students for digital literacy and the challenges of online teaching settings.

- We should be ready for all circumstances. Teachers should be flexible and ready for any changes.

- We did our best of course. But I can't say that it was a great experience. St teachers could not spend time in the classrooms. This was a disadvantage that we could not compensate.

Research Questions

- 1. How digitally competent do preservice teachers think they are? Why and why not?

- 2. How do they rate their comptence in using ICTs?

- 3.What do they think of the use of digital devices and ICTs in personal learning and classroom learning?

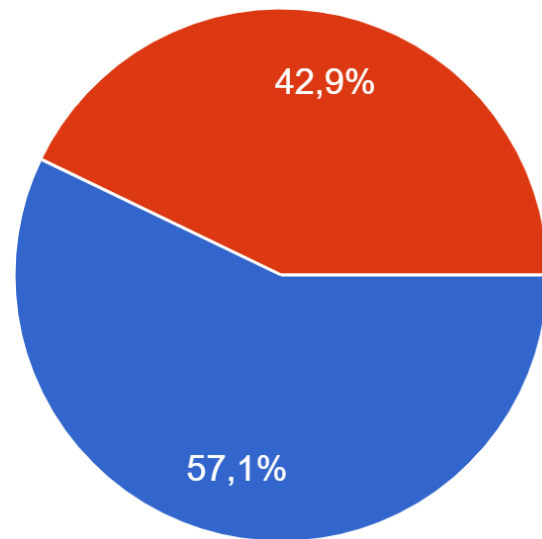- 4. What problems did thay have in online courses and teaching practicum during Pandemic?

- 5.

Pre-service Teachers' Digital Competence

Age

36 yanıt
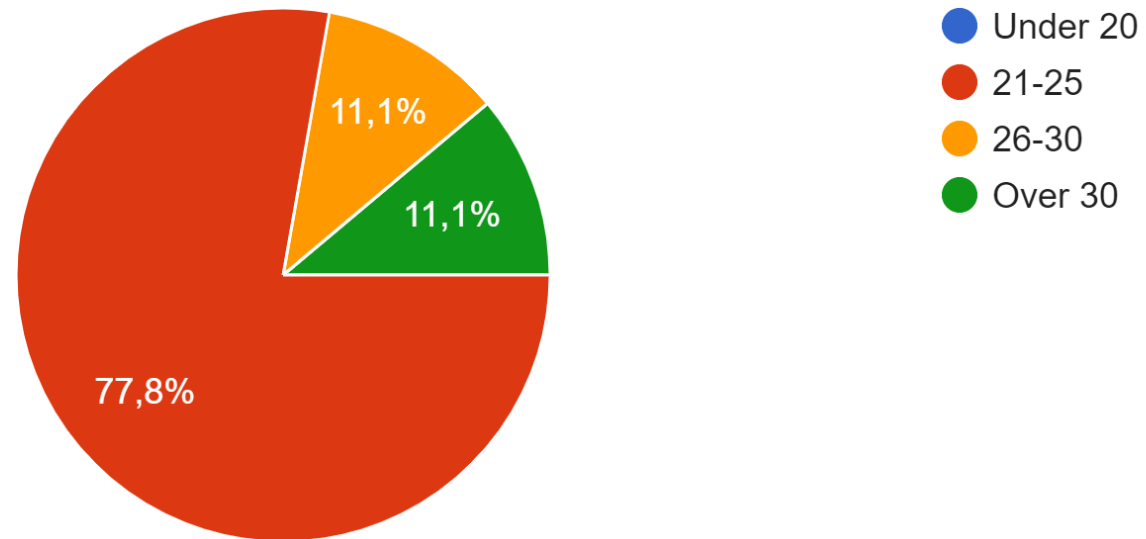
Gender

35 yanıt

Female
Male

57,1%

42,9%

RQ 1: How digitally competent do preservice teachers think they are? Why and why not?

Do you believe that as a prospective teacher you are digitally competent? If yes, why? If no, why not?	Respondents who say 'yes' CAN	Reasons	Respondents who say 'no'
	• use online sites, worksheets, games during my lesson • use smartboard all the time • use powerpoint, word, drive, mail, excel etc. • use office programs and Google tools easily • use different sites and apps to teach. I also exclusively use the internet for my research and my overall work. • use different sites and apps to teach • use technological devices, and programs better	• I grew up with it since the age of 6 • My general computer knowledge also helps me with interactive whiteboards • I grew up with technology and I was able to keep up with it. • growing up with technology helped me to understand the digital space. • we have had the chance to be educated with all these digital materials. • Since my childhood, I have been into technology. • because I'm interested in Web 2.0 tools and they attract my attention.	• I think I'm not that competent because I'm still having problems on using an online material. • I think I am not fully competent but trying to upkeep with the rest, watching other teachers to get an idea about things that they use in a class, etc • no, because I am not good at digital things

RQ 2: How do they rate their comptence in using ICTs?

Competence in using	Good	Very good	Competence in using	good	Very good
word processing applications (e.g. Word, pages, Google Docs)	%44.4	%47.2	tools for creating content	%41.7	%38.9
spreadsheet applications (e.g. Numbers, MS Excel, Google Spreadsheet)	%33.3	%13.9	tools for interactive whiteboards (e.g. SmartBoard, Promethean)	%25.7	%42.9
presentation applications (e.g. PowerPoint, Keynote, Google Presentation)	%33,3	%59.3	educational games	%25	%61.1
image processing	38.9	47.2	student response systems, Response Devices and SRS Hardware (e.g. Kahoot, Socrative)	%27.8	%38.9
video editing	%25	16.7	applying copyright rules online	%27.8	%25
Virtual Platforms (Zoom, Microsoft Teams, Hopin, Brella, etc)	%36.1	%38.9	applying privacy rules online	%30.6	27.8
systems for cloud storing of files	%22.	%38.9	identifying cyber bullying	%22.2	%30.6
social media/Social networking services.	%16.7	%69.4	taking action if someone posts an unwanted image of me on the Internet	%16.7	38.9
online discussion groups	%36.1	%36.1	evaluating the credibility of digital information	%38.9	%27.8
learning management systems (e.g. Canvas, It's Learning, Moodle)	%22.2	%38.9			

Skills for using computer and internet applications (Information and communication technologies, or ICTs)

RQ 3: What do they think of the use of the digital devices and ICTs in personal learning and classroom learning?

	Claims	Agree	Strongly agree	Undecided
The use of digital devices in the teaching learning process(tablets, mobiles, computers)	supports my understanding of a topic.	%18.9	%59.5	%21.6
	is helpful for me when learning subjects	%24.3	%62.2	%8.1
	makes me want to learn	%29.7	%54.1	%8.1
	makes it easier for me to learn	% 27	%67.6	%2.7
	I can check if the publisher of the online information is trustworthy	%37.8	%45.9	%10.8
	I can consider the credibility of the author(s)	%35.1	%45.9	%8.1
	I can find objective online information	%21.6	%56.8	%18.1

The Use of ICT	enhances students' learning	distracts students from learning	both
	• I think it enhances because new generation is already connected with this kind of things so it cant be distractive for them. • It enhances students' motivation. They are growing into a digitalised world and they seem more competent than us. • Digital tools certainly have a positive impact on students' motivation to learn. When they try to learn something new; they can easily achieve the desired information, and edit, save and copy them within minutes. • It makes the lessons easier to learn and more enjoyable. • enhances students learning because by using them students can meet nearly real life situations, simulations without any dangerous risk, practice new information in a short time with enjoy. • I think it enhances learning process. Technological developments should be implied to the education systems. Different learning styles can make a difference. • It enhances learning because it gives quick and easy access to various information • I think it enhances learning process. Technological developments should be applied to the education systems. Different learning styles can make a difference.	• It can be, because students may want to do other things on internet such as playing game. ○	• It can act as both an enhancer and a distractor. It solely depends on the appropriate use of it. • it does both • I think both. But as long as the students are guided well it is useful • It both enhances and distracts students from learning. In distraction perspective, students are way further addicted to social media and technology than I can imagine. But, sometimes and somehow, they use their addiction to be a competent person when it comes to technology.

What problems did pre-service teachers have in using ICT in online courses during the Pandemic?

Those having no problem	Those having problem
• **I didn't have any problem. I have enough information and practice about ICT**	• Yes, mostly internet connection problems
• **No. Because instructions given by the teacher, were clear and easy to apply. Also, I know how to use many of the software/websites that we use so far**	• I wasn't a teacher during the Pandemic, but as a student, I observed that some students lack access to the internet, technological devices, or appropriate study space. Also, some of the lecturers struggled during online courses and ignored student activeness as well as participation.
• **No. Because the programs were always simple and easy to adapt and learn.**	• Sometimes there can be technical or software problems that can disrupt the flow of the lesson. I had some technical problems during presentations, but that does not necessarily mean that the bad overshadows the good..
• **No. Because all the websites and online meeting platforms were easy to use**	• Yes, I did. Sometimes I had problems. You may experience problems with the system.
• **No, my teachers introduced the platforms we are going to use and for the rest, I learnt by myself.**	• Yes, didn't know how to use a certain application during an online class
	• There is a difference between online teaching and face to face teaching in terms of flow rate. While face to face teaching there are interactive situations between among students and teacher. So, low rate of lesson is not a distracting component but while online teaching, as we get used to consume every online product very fast, low flow rate becomes a really distracting element. Because of this difference, if the teacher didn't attention the rate, it is hard to keep our focus to the lesson.
	• Yes. Some teachers are not as competent as they should be. So, sometimes, problems arouse.
	• I had problems because none of the online classes were effective and i did not learn anything during that time. Everyone can say that.

Did you get any support from your instructor(s) in using technology in both teaching language and designing instructional materials? Do you think they were competent enough to use ICTs and the virtual platforms during the Pandemic?

Yes, I did	No, I didn't
• Yes I did. Most of them were competent enough.	• No i did not receive any support since my instructors were significantly older than me and i had a better understanding of ICTs than them.
• I did from some of them. And they were good enough. But the rest I gave support.	• I studied some programs at the beginning of my university years. That education was beneficial and enough.
• yes, we had course called "Material Design" and we learned a lot of tools about teaching language and they were quite effective.	• I didn't get any support from my instructor(s). I myself did the whole thing. Some of my teachers were not competent enough to use ICTs. When I first witnessed this, I questioned whether my teacher had ever used a computer in his/her life. Yet, many of them were competent enough to use ICTs.
• Our teachers generally use in their lectures and they are quite motivated on recommending them to us. They are competent and skilled.	• I had a lesson that taught us about virtual teaching tools. It was beneficial in my opinion. I haven't necessarily seen my instructors using them personally, so it might be hard to interpret anything. In terms of the pandemic, our teachers struggled as much as we did.
• My lecturer taught me a lot. She was a great role model thanks to her way of conducting her online courses in addition to the content.	• Yes, the lesson in the university helped a lot. My instructor was more than competent to use ICTs and it helped me.
• Some of my teachers were competent to use ICTs. I got support from my instructor in Erasmus about ICT.	• No i did not get any help from my instructors in using technology but they helped me with their recommendations of the online platforms. Most of them had challenges using ICTs at first.
• Some of my teachers helped us a lot during the pandemic era. Those who helped are clearly competent and gradually we observed them improving themselves even more	• I got some online courses in the past. I have a web designer certificate, online google courses. Yes, they were awesome.
• I didn't need much support from my instructors, but I learnt new digital tools from them. Some of them used really interactive and enjoyable tools for teaching and this guided me to use them in my future teaching. Most of my instructors were competent enough to use ICT.	• No, I didn't. I think there are few teachers who are good at technology
• Yes, I received enormous amount of support during my usage of technology. I believe they knew what they were doing.	• I did not. I did not need to.
• Yes, I still get support from my mentors all the time when I need. In my opinion, Mrs. X and Mr. Y are extremely competent when it comes to ICT.	• Most of them, yes but I didn't need help.
• Yes, they were very supportive and competent.	

Do you need any training to develop your digital skills in teaching foreign languages? In what areas?

Yes	No
Yes. Video editing.	No i do not need any training i already know what to use and which areas even before i decided to be a teacher.
If there are programs that I didnt encounter yet, I want trainings about them	I personally believe that the information needed to use digital tools can be found on the internet easily. Therefore I wouldn't say that any specific training is required
I didn't think about it before, it can be in any area.	I got ICT class and I think I am good at it. But learning is a lifelong so I can improve myself more.
YES in speaking practices	I don't think that I need training but of course I will try to learn new ones or the ones that I don't have enough information.
Some areas are confusing to me, these includes Excel, video editing etc. These may help my teaching career.	
In order to give required information to students about a unit, we sometimes need to edit a video. Therefore, I should train to develop my editing skills. It has always been challenging for me. But, one day I will overcome it.	No, I don't think so.
Yes, of course at first you need to learn the beneficial programs for you and how to use them according to your purposes.	
I think there is. There are still applications that I do not know and want to learn.	
Yes, at using Excel and video editing.	
I always try to learn new skills on any digital areas. It is must for a teacher. Designing, html, css, Adobe programs, web designing.	
I am competent in my digital skills. But perhaps designing interactive games etc. could be improved.	
Maybe about video editing	
I think i know enough. I always use digital materials when i am teaching.	
I think I do, but can't decide on which specific area. I'd like to improve myself in any area available in ICT.	
I believe that for material designing learning Photoshop would be very useful	
Of course as many areas as possible.	
Smartboards	
yes, to prepare effective lessons	

Suggestions

For Policymakers – Ministry of National Education – Higher Education Council and other stakeholders

Whether the Pandemic (Covid19) continues or comes to an end, policymakers responsible for designing the educational system should reconsider the current policies and develop innovative evidence-based policies to integrate digital technologies into virtual learning. We need a nation-level strategy for developing the digital literacy of language teachers.

For Curriculum Designers

In curricula, the learning objectives and outcomes are expressed in Bloom's Original Taxonomy, which is mainly knowledge-based. When designing curricula, they need to consider Bloom's Digital Taxonomy (Anderson *et al.*, 2001) for the integration of digital learning skills in language education. Also, CEFR was updated.

Suggestions

For Teachers/Professors

Of course, there are advantages and disadvantages associated with digital learning. It's up to teachers to help students maximize the former and minimize the latter. But to do this teachers need support and training to develop their digipedagogical skills.

For Researchers

In our country there has been many studies on distance education, the use of ICTs and digital technologies in foreign language education. The research in our country generally focus on the correlational relationship between variables. Some are descriptive. Most studies lack theoretical and epistomological foundations. For more comprehensive information We need in-depth research on the effect of the use of digital technologies on language education in both face-to-face and distance education.

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Suggestions

For Learners

In today's world, we all know that the new generation is almost inborn digital. What they need is equality in Access to computers and the internet. The government should minimize or give an end to the digital divide. The schools must have the infrastructure.