Distance Education Problems in Foreign Language Education During the Pandemic Period

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Abstract

The purpose of this research is to determine the difficulties experienced in foreign language education at the university due to the transition from face-to-face education to distance education due to the Covid-19 pandemic. The population of the research includes undergraduate and graduate students studying German and English (teaching-literature-translation) in the spring term of 2020-2021. The sample consists of 294 students from this population who answered the online survey. In the research, a questionnaire consisting of 5 personal information questions and the "distance education problems scale" developed by the researchers were used. The scale consists of 53 items in 6 subscales. The data were collected using the google academic survey on the internet. In addition to descriptive statistics, t-test technique was used for intergroup comparisons in the analysis of the data. Students of foreign language departments think that the distance education method is not successful in foreign language teaching.

Keywords: distance education, e-learning, foreign language education, pandemic, Covid-19.

1. Introduction

The Covid-19 pandemic process has led to radical changes in the field of education, as in many areas. More importance was given to internet-based distance education applications at all education levels (Dolmacı & Dolmacı, 2020).

Everything changed around the world shortly after the appearance of the Covid-19 virus. It is understood that nothing will be the same as before and the effects of the epidemic will continue for a long time. It can be said that this great trauma will continue for the whole world even after the pandemic. In addition to the psychological and economic effects of the epidemic, there were many negative effects in the business and education world. Because of this epidemic, the whole world had to establish a new order. In many countries, education went into a serious crisis due to the epidemic, schools were suspended, conferences and seminars were canceled. How will education continue in this new order? When will schools move to full face-to-face education? Although the answers to these questions cannot be predicted yet, it is obvious that the educational processes will not continue as before. Using distance education / e-learning platforms, transferring education to the internet environment and activating education will find a greater place in the new education system than before the Covid-19 pandemic.

Few universities in the world used distance education platforms before Covid-19. However, the systems where distance education is implemented at primary, secondary and high

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school levels are almost nonexistent. In countries where technology cannot be used effectively, hardware, software, and computer-internet literacy are also not in good shape.

During the epidemic period caused by the coronavirus, distance education became the solution because students could not go to school due to curfews. States, while striving for a healthy life, have also tried to ensure sustainability in education with distance education (Telli-Yamamoto & Altun, 2020).

Although educational institutions have stated that they have taken important steps in distance education during this epidemic period, what has been done so far is not enough. However, the only solution to reduce the disruptions in education during the pandemic period is distance education methods. Therefore, it would be an appropriate strategy to allocate more resources for the development of distance education (Keleş, 2021b).

The Covid-19 outbreak caught us unprepared in education as in many other fields. Synchronous lessons in distance education have been a very important experience for both teachers and students. It is necessary to develop possible solutions to analyze, discuss, transfer to future generations and improve synchronized lesson processes (Bıyıklı, 2020).

2. Distance education

Distance learning covers all education and training processes that do not take place in the same environment. Distance education started about 200 years ago with shorthand lessons taught by letter. However, the systematic application of the concept in education is parallel to the development of technology. Face-to-face training requires a certain amount of time and space. Changing the way of communication with new media has increased the interest of scientists in distance education. Technological innovations have come to a position that can radically change the education system. This change removes the necessity of being dependent on time and place in face-to-face education. In the 2000s, autonomy in learning gradually increased and opportunities for learning independent of the environment became easier. This situation has made a transformation integrated with technology in education compulsory (Karasu & Sarı, 2019).

Distance education is "a form of education in which learner and teacher are physically far apart". Distance education method is divided into two groups (Adıyaman, 2002):

One-way educational environment: Radio/TV programs, audio video tapes, CD/DVD and printed materials.

Two-way educational environments: interactive media, channels, telephone, simultaneous training via the internet, e-mail correspondence, correspondence, messaging, mobile applications, tele/video or internet conferences.

Distance learning is a teaching process in which the teacher and the student are not together, the boundaries of time and space are removed, and various tools such as internet-television, etc., are used (Dolmacı & Dolmacı, 2020).

Rapid technological developments in the world of communication allow individuals to communicate easily, receive news, exchange of information and accordingly, development of teaching methods. The education and training world also benefits from these technological opportunities to the maximum extent. Distance education has taken place in education in various ways in the historical process. Today, distance education has become more important in education with computers and internet. Distance education, which provides fast and easy access to information, has made great contributions to globalization in the world of education (Bıyıklı, 2020).

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Various web pages such as Zoom, Cisco Webex, ClassMaster, Adobe Connect, Age of Learning, Bloomz, etc., enable teachers and students to be together in a virtual environment. On these pages, you can start a video conference, invite the people you want to make a call via e-mail, see the participants, make screen sharing and share all kinds of documents with the participants. It is possible to easily prepare course materials by using resources such as poster preparation sites (Glogster), short animation film preparation sites (Xtranormal), cartoon preparation sites (MakeBeliefsComix), story writing sites (StoryBird), educational game sites (ToytHeater) for students (Balçıkanlı, 2020).

With computers, smart mobile phones, tablet computers and internet technology, the concept of distance education has been renewed and has become an alternative to traditional education (Karasu & Sarı, 2019).

Since it is a new subject of educational sciences, it is possible to see that many related but different concepts are used with similar intentions. In its historical development, the methods of teaching via letters and radio-television can be considered as the initial distance education methods. Distance education has changed the environment thanks to personal computers and the spread and cheapness of the internet. The rapid development of smart phones has led to the inclusion of mobile applications in the field of distance education. Today, distance education has turned into methods performed on the internet. E-learning, mobile learning, distance education, online learning has emerged as intertwined concepts. E-learning is the learning method used in the distance education process. E-learning is an internet-based method with mobile learning (smartphone or tablet) or via computer, but in both cases. These can be used online/synchronous or offline/asynchronous (Ergin, 2005).

The advanced form of distance education today is internet-based learning. In this way, all activities such as lesson outcomes, feedback about the lessons, exercises for basic skills can be organized on the internet and can be continued between the teacher and the student in synchronous interaction. Nowadays, this is what is meant by the concept of distance education. However, since this approach is very new, appropriate methods, techniques and materials are not sufficiently developed (Ergin, Gürbüz & Sakarya, 2021).

2.1 *Distance education models*

The advancement of technology and education together has changed the terminology of distance education. In this terminology change, the concepts of synchronous distance education and asynchronous distance education have come to the fore (Yorgancı, 2014).

Synchronous distance education is a model in which two-way communication occurs at the same time, although the teacher and the student are not together in the same place. This training method, which takes place in real time, is called a live lesson among the public. Tools such as video conferencing, live webinars, instant messaging can also be used in this method. In this method, students can ask their questions instantly, teachers can answer them instantly and upload documents. However, in this method, students may not be able to access the information they want whenever they want. May require login and permission to access information. Synchronous distance education method requires an advanced, secure and uninterrupted internet infrastructure (Keleş, 2020c; Yorgancı, 2014).

Asynchronous distance education is a flexible communication model independent of time and space. The things to be taught in the lesson are prepared in advance, the prepared ones are delivered to the students on the web-based in advance. Asynchronous distance learning method is independent of real time. Students can access pre-prepared course materials at any time and ask questions to the lecturer via e-mail. There are messaging opportunities that encourage student interaction and involve teachers (Keleş, 2020c; Yorgancı, 2014; Devran & Elitaş, 2017).

Hybrid distance education is a method where synchronous and asynchronous distance education methods are used together. It is a common platform where planned live trainings are available and materials related to the courses can be pre-loaded (Keleş, 2020c).

2.2 *Learning management systems*

Learning Management Systems (LMS) are software that organize the distance education process, provide teacher-student communication, protect and share course material and other data, provide documentation and reporting, and serve over the web. Open source or paid samples are available. Some examples of open source LMS are: Opigno, Moodle, Sakai, Canvas, Chamilo (Keleş, 2020c).

2.3 *Advantages of distance education*

The solution to the space and time problem of education came from "Distance Education". Distance education offers more flexible and accessible opportunities than traditional education (Kırık, 2014: 76). The advantages of distance education are that it is independent of time and place, saves time for students, and allows the lessons to be watched again (Özgöl, Sarıkaya & Öztürk, 2017: 303). Distance education platforms allow students to create their own learning plans, provide flexible and diversity, provide instant feedback, and provide the opportunity to follow the lessons afterwards as it is possible to record the lessons (Balçıkanlı, 2020: 2).

The issue of absenteeism, which students are afraid of, is no longer a problem in the distance education system. Inability to continue education due to illness, family reasons or special circumstances is minimized. The desired amount of training can be taken at any time (Keleş, 2021a).

With distance education, it is possible to reach every segment of the society, from anywhere, to any data. These possibilities are becoming more and more intense in parallel with the development in information technologies. Distance education also offers individuals the opportunity to manage their own time (Altıparmak, Kurt & Kapıdere, 2011: 322). Another advantage of distance education is that it offers equal opportunity in education to students living in rural areas or working in a job (Odabaş, 2003: 29).

Nowadays, where digital transformation of institutions is accelerating, the reasons for choosing distance education are as follows (Keleş, 2020c):

- Overcomes geographical limitations. The same education is available from all over the world.
- Overcomes temporal limitations. It allows training at different times.
- Overcomes spatial limitations. The large number of students is not a problem.
- It is flexible, it allows many different training methods.
- Distance education platforms are low cost.
- It provides convenience for people who have problems in real-time communication.

2.4 *Disadvantages of distance education*

Disadvantages of distance education are the following: lack of attendance requirement, insufficient distance education applications in practice-based courses, students' lack of distance education experience, difficulty in asking questions and receiving feedback, and insufficient computer and internet connection. It has been observed that students do not care

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about distance education lessons, attendance to lessons is low, they are not informed enough about distance education, and unwanted situations can occur in synchronous lessons (Özgöl, Sarıkaya & Öztürk, 2017: 303).

Lack of face-to-face communication in distance education leads to the lack of eye contact, and the emotional dimension of education remains incomplete (Balçıkanlı, 2020: 3).

Two important problems of the internet-based distance education system are highlighted: (1) Educators have to deal with technology more than their own specialties and students; (2) Since it is a very new model, the technical and educational problems experienced in web-based education could not be fully solved (Odabaş, 2003: 30-31).

As in all internet software, security is an important problem in distance education platforms. In particular, distance education platforms that issue certificates can be attacked by hackers (Keleş, 2021b).

The most important insufficiency of distance education is in skill training. Distance education is quite insufficient when it comes to reinforcing the learned knowledge with practice and gaining skills, as in art education, foreign language education, secondary education technical education. Because success in such acquisitions, which must be acquired by imitating the teacher, cannot be achieved by distance education (Ergin, 2005).

2.5 *Foreign language teaching with distance education*

The methods and techniques required for education to be successful differ according to the fields of science. In some sciences, just listening/watching may be sufficient for learning. However, in some sciences, it is necessary to imitate and repeat the teacher. This imitation may be only verbal in some sciences, while in others it may be necessary by doing the action. The acquisition of both listening and speaking skills in foreign language learning is possible with mutual dialogue between the teacher and the student. Although it is very easy to achieve this in face-to-face education, this interaction cannot be achieved with the same ease in distance education.

Distance foreign language education first started with the method of teaching by letters, fascicles published periodically were sent to the students by mailing. This method, which remained in the form of a one-way educational environment, was continued with mass media in the following periods, mass communication channels and broadcasts replaced letters. However, the educational environment remained one-sided. Bi-directional educational environments have been developed with the development of informatics-based technologies. Starting with teleconferencing, this type of distance foreign language education environment has gradually changed into remote but face-to-face video calls with "video call" programs. In distance foreign language education, the course and course contents have increased as much as possible today. The student can choose the course program and content suitable for his/her language needs, these vary according to the purpose and areas (Asutay, 2020).

The opportunities offered by today's technologies to people have also changed the ways of accessing information. The use of computer software and applications aimed at responding to the various needs of language learners such as distance education has led to the differentiation of paradigms in traditional teaching methods. This new set of values largely determines the quality of learning processes (Özperçin et al., 2015: 138).

Language learning is not a phenomenon that can be performed alone by its nature. In this case, the problem arises of "to what extent, in which levels, or in terms of which skills language learning can be done completely autonomously". The development of learning autonomy can only be possible with the provision of content and environments that will support it and the guidance

of the instructors. Mastering a language can be possible by improving skills such as "reading, listening, writing, and speaking" (Karasu & Sarı, 2019).

Language lessons, where interaction, communication and speech-based activities should be used predominantly, can be partly carried out by distance education. It may be possible to gain some of the gains that students take in the course through distance education under the guidance of the teacher. The most important point here is how familiar the teacher who will practice distance education is with web Technologies (Balçıkanlı, 2020).

Today, thanks to technology and programs developing parallel to it, it has become easier for language learners to realize autonomous learning. However, in order for language learners to benefit from these opportunities, there is a need for instructors who are competent in computer technologies to guide them. Increasing teachers' knowledge and skills with courses such as web design, computer programming, and writing smart phone applications to design and develop web-based materials makes it possible to create technology-based environments that are more suitable for educational principles (Karasu & Sarı, 2019).

3. Method

The purpose of this research is to determine the difficulties experienced in foreign language education at the university due to the transition from face-to-face education to distance education due to the Covid-19 pandemic. The population of the research includes undergraduate and graduate students studying German and English (teaching-literature-translation) in the spring term of 2020-2021. The sample consists of 294 students from this population who answered the online survey. Of the 294 university students studying foreign languages, 66.32% study German, and 33.7% study English. 63.3% of the participants are undergraduate (1st-4th grade) students (Table 1).

Table 1. Sampling distribution

		Frequency	Percent
Which foreign language education student are you?	German	195	66.3
	English	99	33.7
Your level of education as a student?	Foreign language preparatory class	74	25.2
	Undergraduate (1st/2nd class)	100	34.0
	Undergraduate (3rd/4th grade)	86	29.3
	Master's Degree	18	6.1
	Doctorate	16	5.4
Total		294	100.0

In the distance education process, the most used real distance education programs by students in virtual classroom education are Microsoft Teams (70.1%) and Zoom (26.9%). Apart from that, the majority of the programs they say they use are online communication programs or social networks. During the pandemic process, it is seen that students cannot effectively use distance education-specific virtual classroom management programs (Table 2).

Table 2. Frequency distribution of the programs used by students
in virtual classroom education in the distance education process

	Frequency	Percent
• c) Microsoft Teams	206	70.1
• f) WhatsApp, Telegram	106	36.1
• b) Zoom	79	26.9
• h) SMS, email	72	24.5
• a) UZEM-Distance Education of the Institution	69	23.5
• d) Google Meet	45	15.3
• e) Google Classroom	10	3.4

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• 1) Other (Blue Button)	8	2.7
• g) Skype, Duo, Hangout, Viber	4	1.4
Total	294	100.0

In the research, a questionnaire consisting of 5 personal information questions and the "distance education problems scale" developed by the researcher were used. The scale consists of 53 items in 6 subscales. The data were collected using the google academic survey on the internet. In addition to descriptive statistics, t-test technique was used for intergroup comparisons in the analysis of the data. While interpreting the "distance education problems scale" scores, 0 means minimum score and 1 maximum score.

This research did not receive any specific grant from funding agencies in the public, commercial, or not-for-profit sectors.

4. Results

According to the students' opinions, the highest distance education problem was "Internet and computer related problems ($\mu=0,473$)" compared to others. According to the opinions of the students, the lowest distance education problem compared to the others was "Problems related with the teacher ($\mu=0,147$)". According to student opinions, the distance education method ($\mu=0,284$) used in foreign language teaching during the pandemic period includes problems (Table 3).

Table 3. Descriptive statistics on distance education problems at subscale level

	N	Mean	SD	Skewness	Kurtosis
Problems related with internet and computer	294	0.473	0.234	0.155	-0.608
Problems related with students (you or your friends)	294	0.396	0.279	0.588	-0.446
Scale	294	0.284	0.188	1.108	0.983
Problems based on measurement and evaluation	294	0.255	0.276	1.202	0.638
Problems based on the content/acquirements of the course	294	0.252	0.246	1.060	0.800
Problems based on the computer distance education program	294	0.182	0.280	1.255	0.606
Problems related with teacher	294	0.147	0.214	1.851	3.211

According to the students' opinions, the highest level of distance education problem compared to the others originating from the internet and computer is "Internet disconnection/freezing ($\mu=0.707$)". According to the students' opinions, the lowest level of distance education problem compared to the others originating from the internet and computer is "The low image quality ($\mu=0.330$)". According to students' opinions, the distance education method used in foreign language teaching during the pandemic period contains high-level ($\mu=0.464$) problems originating from the internet and computer (Table 4).

Table 4. Descriptive statistics on internet and computer-related distance education problems

	N	Mean	Std. Deviation
• d) Internet connection interruption / freezing	294	0.707	0.456
• e) Poor internet connection	294	0.588	0.493
Subscale	294	0.464	0.310
• a) Having slow working computer	294	0.429	0.496
• c) Asynchronous internet connection	294	0.384	0.487
• f) Poor sound quality	294	0.347	0.477
• b) Poor image quality	294	0.330	0.471

According to students' opinions, the distance education method used in foreign language teaching during the pandemic period not includes ($\mu=0.182$) important problems originating from the distance education computer program (Table 5).

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Table 5. Descriptive statistics on the computer distance
education program related distance education problems

	N	Mean	SD
• a) Capabilities of the program are very limited	294	0.194	0.396
Subscale	294	0.182	0.280
• b) The program is not useful	294	0.170	0.376

According to the students' opinions, the highest level of distance education problem compared to the others originating from the content/acquirements of the course is "Insufficient mutual communication (μ=0.544)". According to the students' opinions, the lowest level of distance education problem compared to the others originating from the content/acquirements of the course is "Requiring physical correction of the student's action (μ=0.133)". According to students' opinions, the distance education method used in foreign language teaching during the pandemic period contains middle level (μ=0.252) problems originating from the content/acquirements of the course (Table 6).

Table 6. Descriptive statistics on distance education
problems related to course content/acquirements

	N	Mean	SD
• d) Insufficient mutual communication	294	0.544	0.499
• a) Requires immediate individual feedback	294	0.296	0.457
• g) Being a lesson to be learned by doing	294	0.286	0.453
Subscale	294	0.252	0.246
• f) Requiring repetition/imitation of the teacher	294	0.184	0.388
• c) Being a skill-based course	294	0.167	0.373
• b) Sometimes involving a one-to-one master/apprentice relationship	294	0.156	0.364
• e) Requiring physical correction of the student's action	294	0.133	0.340

According to the students' opinions, the highest level of distance education problem compared to the others originating from the students is "Lack of motivation (μ=0.694)". According to the students' opinions, the lowest level of distance education problem compared to the others originating from the students is "Not reading sources (μ=0.190)". According to students' opinions, the distance education method used in foreign language teaching during the pandemic period contains high level (μ=0.396) problems originating from the students (Table 7).

Table 7. Descriptive statistics on distance education
problems related to with students (you or your friends)

	N	Mean	SD
• i) Lack of motivation	294	0.694	0.462
• c) Low active participation in class	294	0.639	0.481
• f) Indifference	294	0.459	0.499
• e) Not watching the lesson carefully	294	0.415	0.494
• l) Taking distance education lightly	294	0.412	0.493
Subscale	294	0.396	0.279
• b) Technical inadequacy in computer and program	294	0.395	0.490
• d) Not being prepared for the lesson	294	0.371	0.484
• j) Arbitrariness in participating in synchronized lessons	294	0.313	0.464
• k) There is no suitable physical environment (quiet room etc.)	294	0.313	0.464
• a) Not doing the exercises	294	0.282	0.451
• g) Turning off the camera	294	0.269	0.444
• h) Not reading resources	294	0.190	0.393

According to the students' opinions, the highest level of distance education problem compared to the others originating from the teachers is "Teacher explains the online lesson in a monotonous voice (μ=0.289)". According to the students' opinions, the lowest level of distance education problem compared to the others originating from the teachers are "The teacher's live

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class environment is not suitable (μ=0.075)" and "Teacher does not upload enough presentations before the live class (μ=0.075)". According to students' opinions, the distance education method used in foreign language teaching during the pandemic period contains low level (μ=0.147) problems originating from the teachers (Table 8).

Table 8. Descriptive statistics on distance education problems related to with teachers

	N	Mean	SD
• e) Teacher explains the online lesson in a monotonous voice.	294	0.289	0.454
• m) Seems like not used to distance education	294	0.241	0.429
• g) Teacher is unsuccessful to add the student to the live class	294	0.211	0.409
• c) Insufficient technique to use the live curriculum	294	0.197	0.399
• a) Teacher can't motivate us	294	0.194	0.396
• l) The teacher is lack of managing virtual classroom skills	294	0.163	0.370
Subscale	294	0.147	0.214
• d) Teacher does not use additional material (film, slide, etc.) in the live class	294	0.129	0.336
• i) Teacher is unwilling	294	0.116	0.320
• h) Teacher cannot give feedback to the student	294	0.102	0.303
• f) Teacher does not upload enough additional material for course preparation	294	0.099	0.299
• k) The teacher does not turn on the camera	294	0.082	0.274
• n) Underestimates distance education	294	0.078	0.269
• b) Teacher does not upload enough presentations before the live class	294	0.075	0.264
• j) The teacher's live class environment is not suitable	294	0.075	0.264

According to the students' opinions, the highest level of distance education problem compared to the others originating from the measurement and evaluation is "Skill-based gains cannot be measured (μ=0.371)". According to the students' opinions, the lowest level of distance education problem compared to the others originating from the measurement and evaluation is "My visual works cannot be measured properly (μ=0.146)". According to students' opinions, the distance education method used in foreign language teaching during the pandemic period contains middle level (μ=0.255) problems originating from the measurement and evaluation (Table 9).

Table 9. Descriptive statistics on distance education
problems related to with measurement and evaluation

	N	Mean	SD
• a) Skill-based gains cannot be measured	294	0.371	0.484
• d) Labor is on a par with copy homework	294	0.303	0.460
• k) The result is being evaluated; the process cannot be taken into account	294	0.296	0.457
• g) Objective assessment possibility is poor	294	0.289	0.454
• l) Acquirements that cannot be expressed in writing cannot be measured	294	0.289	0.454
• h) They cannot prevent cheating in online exams	294	0.286	0.453
• i) Unfair results with copy in online exams	294	0.259	0.439
Subscale	294	0.255	0.276
• b) Cognitive gains cannot be measured	294	0.248	0.433
• c) They give a lot of homework	294	0.228	0.420
• j) Assessment with only homework is insufficient	294	0.187	0.391
• f) My auditory works cannot be measured properly	294	0.153	0.361
• e) My visual works cannot be measured properly	294	0.146	0.354

Male students (μ=0.453) perceive the problems arising from students at a higher level than female students (μ=0.369). In other dimensions, there is no difference according to gender (Table 10).

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Table 10. Comparison of distance education problems according to gender

		N	Mean	SD	t	df	Sig. (2-tailed)
Problems related with internet and computer	Female	199	0.487	0.232	1.510	292	0.132
	Male	95	0.443	0.239			
Problems based on the computer distance education program	Female	199	0.176	0.278	-0.539	292	0.590
	Male	95	0.195	0.285			
Problems based on the content/acquirements of the course	Female	199	0.263	0.250	1.137	292	0.257
	Male	95	0.229	0.239			
Problems related with students (you or your friends)	Female	199	0.369	0.258	-2.424	292	0.016
	Male	95	0.453	0.313			
Problems related with teacher	Female	199	0.144	0.203	-0.256	292	0.798
	Male	95	0.151	0.236			
Problems based on measurement and evaluation	Female	199	0.253	0.267	-0.106	292	0.915
	Male	95	0.257	0.294			
Problems related with distance education	Female	199	0.282	0.182	-0.242	292	0.809
	Male	95	0.288	0.202			

Distance education problems of students in all sub-dimensions do not differ according to whether the foreign language education they study is German or English (Table 11).

Table 11. Comparison of distance education problems according to
the foreign language education they have studied in German or English

		N	Mean	SD	t	df	Sig. (2-tailed)
Problems related with internet and computer	German	195	0.473	0.239	0.029	292	0.976
	English	99	0.472	0.227			
Problems based on the computer distance education program	German	195	0.192	0.283	0.887	292	0.376
	English	99	0.162	0.275			
Problems based on the content/acquirements of the course	German	195	0.245	0.238	-0.660	292	0.510
	English	99	0.266	0.262			
Problems related with students (you or your friends)	German	195	0.392	0.276	-0.352	292	0.725
	English	99	0.404	0.286			
Problems related with teacher	German	195	0.147	0.206	0.043	292	0.966
	English	99	0.146	0.230			
Problems based on measurement and evaluation	German	195	0.267	0.282	1.096	292	0.274
	English	99	0.230	0.263			
Problems related with distance education	German	195	0.286	0.185	0.270	292	0.787
	English	99	0.280	0.195			

Students who have not received training in the use of computer programs used in distance education experience more problems based on distance education programs than those who receive education (Table 12).

Table 12. Comparison of distance education problems according to whether students
have received training on the use of computer programs used in distance education

		N	Mean	SD	t	df	Sig. (2-tailed)
Problems related with internet and computer	No	149	0.487	0.225	1.022	292	0.307
	Yes	145	0.459	0.244			
Problems based on the computer distance education program	No	149	0.245	0.300	4.006	292	0.000
	Yes	145	0.117	0.243			
Problems based on the content/acquirements of the course	No	149	0.277	0.257	1.764	292	0.079
	Yes	145	0.227	0.233			
Problems related with students (you or your friends)	No	149	0.386	0.261	-0.626	292	0.532
	Yes	145	0.406	0.298			
Problems related with teacher	No	149	0.166	0.211	1.617	292	0.107
	Yes	145	0.126	0.215			
Problems based on measurement and evaluation	No	149	0.280	0.266	1.622	292	0.106
	Yes	145	0.228	0.284			
Problems related with distance education	No	149	0.307	0.187	2.121	292	0.035
	Yes	145	0.261	0.188			

Students who do not have an independent room where they can study distance education at home have more problems with distance education in all sub-dimensions than students who have an independent room (Table 13).

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Table 13. Comparison of distance education problems according to whether students have an independent room where they can study distance education courses at home

		N	Mean	SD	t	df	Sig. (2-tailed)
Problems related with internet and computer	No	77	0.578	0.246	4.746	292	0.000
	Yes	217	0.435	0.219			
Problems based on the computer distance education program	No	77	0.286	0.329	3.870	292	0.000
	Yes	217	0.145	0.252			
Problems based on the content/acquirements of the course	No	77	0.315	0.266	2.648	292	0.009
	Yes	217	0.230	0.236			
Problems related with students (you or your friends)	No	77	0.516	0.294	4.545	292	0.000
	Yes	217	0.353	0.261			
Problems related with teacher	No	77	0.214	0.263	3.290	292	0.001
	Yes	217	0.122	0.188			
Problems based on measurement and evaluation	No	77	0.373	0.360	4.547	292	0.000
	Yes	217	0.212	0.225			
Problems related with distance education	No	77	0.380	0.221	5.485	292	0.000
	Yes	217	0.250	0.163			

Students who do not have an internet connection where they can study remotely at home have more distance education problems than students who have internet connection at home in all sub-dimensions and total scale (Table 14).

Table 14. Comparison of distance education problems according to whether students have an internet connection where they can study distance education courses at home

		N	Mean	SD	t	df	Sig. (2-tailed)
Problems related with internet and computer	No	58	0.655	0.228	7.158	292	0.000
	Yes	236	0.428	0.214			
Problems based on the computer distance education program	No	58	0.353	0.363	5.450	292	0.000
	Yes	236	0.140	0.239			
Problems based on the content/acquirements of the course	No	58	0.384	0.291	4.720	292	0.000
	Yes	236	0.220	0.223			
Problems related with students (you or your friends)	No	58	0.605	0.291	6.839	292	0.000
	Yes	236	0.345	0.251			
Problems related with teacher	No	58	0.275	0.277	5.323	292	0.000
	Yes	236	0.115	0.183			
Problems based on measurement and evaluation	No	58	0.453	0.354	6.523	292	0.000
	Yes	236	0.206	0.229			
Problems related with distance education	No	58	0.454	0.226	8.575	292	0.000
	Yes	236	0.242	0.152			

5. Conclusion

According to the opinions of foreign language teacher candidates:

- Distance education is not successful in foreign language teaching.
- Face-to-face education is more effective than distance education in foreign language education.
- Distance education materials are insufficient in foreign language education.
- Distance education measurement and evaluation processes in foreign language education are problematic.
- Teachers do not know distance education methods and techniques.
- Active participation in live lessons is very low in distance education.
- Students come to the distance education lesson unprepared.
- Students' knowledge about the use of programs used in distance education is insufficient.

6. Recommendations

Recommendations based on the results of the research are as follows:

o   Students should be given awareness-raising and informative trainings on the following subjects in order to adapt to new paradigms in education that emerged with the pandemic.
- Self-discipline enhancer.
- Self-confidence booster.
- Planned working habit.
- Necessity of distance education.
- Sense of responsibility.
- Using distance education programs.

o   Teachers should be given awareness-raising and informative pre-service and in-service trainings on the following subjects in order to adapt to new paradigms in education that emerged with the pandemic.
- Effective use of distance education programs.
- How to make successful measurement and evaluation in distance education?
- How to prepare course materials for distance education?
- Communication skills in virtual environments on the internet.
- What are the different teaching techniques to be used in distance education?
- How to manage the virtual classroom in the online education process in distance education?
- Necessity of distance education.
- Using distance education programs.

o   Face-to-face and distance education in foreign language education should be designed as a hybrid model.

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