HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

English Language and Teaching Program

EFL INSTRUCTORS' DIGITAL TECHNOLOGY PERCEPTIONS, MOTIVATION, AND JOB SATISFACTION LEVELS IN EMERGENCY REMOTE EDUCATION

Suheyla DEMİRKOL ORAK

Ph.D. Dissertation

Ankara, 2023

With leadership, research, innovation, high quality education and change,

To the leading edge... Toward being the best...

HACETTEPE ÜNİVERSİTESİ
EĞİTİM BİLİMLERİ ENSTİTÜSÜ

Department of Foreign Languages Education

English Language and Teaching Program

EFL INSTRUCTORS' DIGITAL TECHNOLOGY PERCEPTIONS, MOTIVATION, AND JOB SATISFACTION LEVELS IN EMERGENCY REMOTE EDUCATION

İNGİLİZCE ÖĞRETİM ELEMANLARININ ACİL UZAKTAN EĞİTİM SÜRECİNDE DİJİTAL TEKNOLOJİ ALGILARI, GÜDÜLENME VE İŞ MEMNUNİYET ALGILARI

Suheyla DEMİRKOL ORAK

Ph.D. Dissertation

Ankara, 2023

Acceptance and Approval

To the Graduate School of Educational Sciences,

This dissertation, prepared by **Suheyla DEMİRKOL ORAK** and entitled "EFL INSTRUCTORS' DIGITAL TECHNOLOGY PERCEPTIONS, MOTIVATION, AND JOB SATISFACTION LEVELS IN EMERGENCY REMOTE EDUCATION" has been approved as a thesis for the Degree of **Ph.D.** in the **Program of English Language and Education** in the **Department of Foreign Languages Education** by the members of the Examining Committee.

Chair	Assoc. Prof. Özkan KIRMIZI
Member (Supervisor)	Prof. Dr. Nuray ALAGÖZLÜ
Member	Asst. Prof. Burcu ŞENTÜRK
Member	Asst. Prof. Müge GÜNDÜZ
Member	Asst. Prof. Sevgi ŞAHİN

This is to certify that this dissertation has been approved by the aforementioned examining committee members on 07/07/2023 in accordance with the relevant articles of the Rules and Regulations of Hacettepe University Graduate School of Educational Sciences, and was accepted as a **Ph.D. Dissertation** in the **Program of English Language and Education** by the Board of Directors of the Graduate School of Educational Sciences from ...../...../.....

Prof. Dr. İsmail Hakkı Mirici
Director of Graduate School of Educational Sciences

Abstract

The present study investigated EFL instructors' digital technology integration, motivation, perception and job satisfaction levels regarding SAMR Model in the Emergency Remote Education (ERE) process caused from Covid-19 pandemic. The study was employed at 20 universities in Türkiye, and 162 female and 81 male EFL instructors participated in the quantitative study, and 14 of them participated in the qualitative part via convenience sampling method. A mixed-method explanatory research design was employed. Quantitative data was collected via online questionnaires, and qualitative data was collected via semi-structured interviews, reflection journals, and open-ended resposes. Descriptive Statistics, Pearson Correlation Analysis, Hierarchical Multiple Regression, Anova, and Content analysis methods were utilised. The results discovered that EFL instructors**'** digital technology integration levels circulated around the Substitution and Modification levels, and instructors were neither motivated nor satisfied with teaching online during the ERE. It was revealed that there was not a significant relationship between instructors' digital technology integration levels and their motivation and job satisfaction levels. Multiple Hierarchical Regression results showed that instructors' gender, background education, and online teaching experiences have a siginificant relationship with their digital technology integration levels, age and seniority do not have. The findings pointed that instructors' digital technology integration practices were rendered mainly because of passive students and insufficient infrastructure. To ensure a sustainable education, educational bodies are recommended to strengthen infrastructure, and develop regular Professional Development Units to meet the addressed gap of the instructors' insufficient background education and online teaching experiences with the upgraded methods.

Keywords: samr model, job satisfaction, online teaching motivation, emergency remote education, online elt.

Öz

Bu çalışma, İngiliz dilini yabancı dil olarak öğreten Türkiyedeki üniversite akademisyenlerinin Kovid-19 sebebi ile ortaya çıkan acil durum uzaktan eğitim sürecinde çevrim içi derslerine dijital teknolojiyi ne düzeyde entegre ettiklerini SAMR (Yerine koyma-Güçlendirme-Modifiye etme-Yeniden düzenleme) Modelini temel alarak incelemiştir. Aynı zamanda, çalışmaya katılan akademisyenlerin acil durum uzaktan eğitim döneminde çevrimiçi derslere yönelik motivasyon ve mesleki tatmin düzeyleri, demografik bilgileri de dahil edilerek incelenmiştir. Çalışmanın gönüllülük esas alınarak ulaşılan katılımcıları kolay ulaşılabilinir durum örneklemesi metodu ile örneklenmiştir. Çalışmaya 20 üniversite katılmıştır ve karma metod tekniği kullanılmıştır. Nitel veri: yarı yapılandırılmış görüşme tekniği, yansıtma raporu tekniği ve açık uçlu sorular ile; nicel veri ise 3 farklı çevirimiçi anket tekniği uygulanarak toplanmıştır. Veri analizi için Betimsel istatikler, Hiyerarşik Çoklu Regresyon testi, Anova, ve içerik analizi metodu kullanılmıştır. Nicel veriler ile nitel veriler karşılaştırılarak, akademisyenlerin dijital teknoloji entegrasyon düzeylerinin en alt basamak olan Yerine Koyma ile üçüncü basamak olan Modifiye etme basamağı arasında kaldığı anlaşılmıştır. Bununla beraber acil durum uzaktan eğitim sürecinde akademisyenlerin motivasyon ve mesleki tatmin düzeylerinin öğrencilerin derse ilgisizliği, düşük katılımı ve yetersiz alt yapı sebebi ile çok düşük düzeyde olduğu saptanmıştır. Son olarak da akademisyenlerin cinsiyeti, eğitim düzeyleri ve çevrimiçi eğitim tecrübeleri ile digital teknolojileri derse entegre etme düzeyleri arasında önemli düzeyde bir ilişki saptanırken, yaşları ve kıdem yılları ile arasında ilişki saptanmamıştır. Sonuçlara dayanarak, gelecek olası pandemi ve doğal afet durumlarından eğitim alanında en az etkilenmek ve sürdürebilir eğitime erişmek için eğitim alt yapısı güçlendirilmelidir ve akademisyenlere düzenli ve sürekli mesleki gelişim seminerleri verilmelidir.

Anahtar Kelimeler: samr modeli, mesleki tatmin, çevirimiçi eğtim motivasyonu, acil durum uzaktan eğitim, çevrimiçi ingilizce öğretimi.

Acknowledgements

I would like to express my deep gratitude Prof. Dr. Nuray Alagözlü, my supervisor, for her priceless guidance, time, suggestions, encouragement, and co-operation in the process of my Ph.D. adventure.

I would like to express my sincere appreciation to Asst. Prof. Burcu Ak Şentürk and Asst. Prof. Müge Gündüz for their valuable remarks, support, time, and care, and for being part of my Thesis Monitoring Committee. I also express my gratitude to Associate Prof. Dr. Özkan Kırmızı and Assistant Prof. Sevgi Şahin for their constructive critics and their time.

I owe a lot to my dear husband Uğur Orak who was always there to support me during my bussy and stressful days, and take care of the children inspite of his superfluous workload. And I need to thank and express my gratitude to my devoted parents Mevlide and Şahin Demirkol who always encouraged me.

I owe my sincere excusess to my one year old daughter, Amine Berra and six year old son, Ömer Kayra for the time and care stolen from them in the process.

I need to thank to my dear Associate Prof. Dr. Osman Solmaz for his continous encouragement, advices, and co-operation, and my friends Prof. Dr. Özgür Canpolat, Associate Prof. Dr. Nilay Erdem Ayyıldız, Asst. Prof. Kadri Nazlı, Asst. Prof. Ece Nazlı, and Academician Arzu Bilhan for their endless friendship and help that they presented me when I was in need.

Last but not least, I thank a lot to TUBİTAK for the endless support during my Ph.D. adventure.

Table of Contents

Acceptance and Approval ii
Abstract iii
Öz iv
Acknowledgements v
Table of Contents vi
List of Tables xi
List of Figures xiii
Symbols and Abbreviations xv
Chapter 1 Introduction 1
Problem Statement 2
Purpose and Significance of the Study 7
Research Questions 9
Assumptions 10
Limitations 10
Definitions 11
Chapter 2 Literature Review 12
21st Century Education 12
Integration of Digital Technology into Education in the 21st Century 14
Distance Education 17
Distance Education Forms 18
Synchronous Learning in Distance Education 18
Asynchrounous Learning in Distance Education 19
Multi-synchronous learning in Distance Education 20
Some Experienced Distance Education Modes 20
Web Integration and Language education 24
Success of English Courses in Distance Education 27
TESOL Perspectives of Distance Education 28
Teacher Perception of Distance Education 29
Challenges of Incorporating Technology into Education 35
Absence of teacher mediation 38
Sample Classroom Tasks for Teachers implementation in Distance Education 38
Teacher Cognition 40
Teachers' Motivation of Digital Technology Integration 40
Digital Technology and Teachers' Job Satisfaction 45
Studies Conducted on Digital Technology Integration Around the World 51

From Distance Education Mode to Emergency Remote Education Mode 53
The SAMR Model and Digital Technology Integration 54
Background Theory of the SAMR Model 56
Levels of the SAMR Model 58
Substitution 58
Augmentation 59
Modification 60
Redefinition 61
CHAPTER 3 Methodology 63
Research Design 64
Context of the study 68
Participants and Sampling 69
Data Collection Tools 72
Surveys for EFL instructors at the universities 74
Interview questions 76
Reflection journals 76
Reliability and Validity of the Qualitative Data 77
Piloting the Quantitative Data Collection Tools 78
Reliability check of the The Situational Motivation Scale (SIMS) 81
Piloting of the interview questions 83
Data Collection Process 84
Data Analysis 87
Quantitative Analysis 87
Qualitative Analysis 88
Coding 89
Categorization 89
Validity and Reliability of the Research Study 90
Summary 91
CHAPTER 4 FINDINGS 92
Quantitative Findings 93
R. Q. 1: What are the digital technology integration levels of English language teaching instructors in online teaching in terms of SAMR Model (for each level) during the time of emergency remote education in the process of Covid-19 Pandemic in Türkiye? 93
Substitution level 99
Augmentation level 100
Modification level 101
Redefinition level 101

The Summary of the first research question findings 102
R. Q. 2: What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 103
R. Q. 3: What is the job satisfaction level of English language teaching instructorss at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 105
R. Q. 4: Is there a relationship between English language teaching instructors' 107
a) motivation level and digital technology integration level of the SAMR Model at the time of experiencing emergency remote education in the Covid-19 Pandemic process?...107
b) job satisfaction level and digital technology integration level of the SAMR Model at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 107
R. Q. 5: Do English language teaching instructors' levels of digital technology integration change significantly in accordance with their gender, age, seniority, online teaching experience and background education level at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 110
Summary of the Quantitative Findings 116
Qualitative Findings 117
Findings of the Interviews 117
R. Q. 1: What are the digital technology integration levels of English language teaching instructors in online teaching in terms of SAMR Model (for each level) during the time of emergency remote education in the process of Covid-19 Pandemic in Türkiye? 119
Substitution Level 121
Augmentation level 124
Modification level 126
Redefinition level 129
R. Q. 2: What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 132
Passive listeners 133
Syllabus 135
Working home-office 136
Insufficient Infrastructure 138
R.Q. 3: What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 139

Passive listeners 140
Administrative Support 142
Teaching Platforms 143
Findings of the Reflection Journals.....144
R.Q. 1: What are the digital technology integration levels of English language teaching instructors' in online teaching in terms of SAMR Model (for each level) during the time of emergency remote education in the process of Covid-19 Pandemic in Türkiye? 145
Substitution level 146
Augmentation level.....147
Modification level.....147
Redefinition level.....149
R. Q. 2: What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 150
Passive listeners 151
Working home-office 152
Insufficient infrastructure 154
R.Q.3: What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the Covid-19 Pandemic process? 155
Passive listeners 155
Syllabus 157
Passive listeners 160
Insufficient infrastructure 162
Summary of the Qualitative Findings.....164
Summary of the Findings.....168
CHAPTER 5 Discussion and Conclusion.....176
Discussion of the Findings.....176
Discussion on the EFL Instructors' Digital Technology Integration levels in terms of the SAMR Model.....176
Discussion on EFL Instructors' Online Teaching Motivation Levels During ERE.....192
Discussion on EFL Instructors' Online Teaching Job Satisfaction Levels 200
Discussion on the Relationship between the EFL Instructors' Digital Technology Integration Levels and Their Demographic Variables 213
Pedagogical Implications.....217
Suggestions for Further Studies 220
Limitations of the Present Research Study.....222

Conclusion 223
REFERENCES.....227
APPENDICES xiv
APPENDIX-A :SAMR Model Perception Questionnaire for ELT teachers xiv
APPENDIX-B:Situational Motivational Scale-SIMS for ELT teachers xviii
APPENDIX-C: Generic Job Satisfaction Scale xx
APPENDIX-D: Interview Questions xxi
APPENDIX-E: Reflection Journal Guiding Questions xxii
APPENDIX-F: YOUTUBE Link on SAMR Model Explanation xxiii
APPENDIX-G: Power Point Slides on SAMR model..... xxiv
APPENDIX-H: Consent Form..... xxvi
APPENDIX-I: Questionnaire Permission (SAMR Model) xxvii
APPENDIX-J: Questionnaire Permission (SIMS).....xxviii
APPENDIX-K: Questionnaire Permission (GJSS) xxix
APPENDIX-L: Ethics Committee Approval xxx
APPENDIX-M: Declaration of Ethical Conduct xxxi
APPENDIX-N: Dissertation Originality Report xxxii
APPENDIX-O: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı.....xxxiii

List of Tables

Table 1 *Barriers to Effective Technology Integration 37*

Table 2 *Research Plan 68*

Table 3 *Target Universities and Statistical Regions 70*

Table 4 *Demographic Information of the Participants 72*

Table 5 *Participant Groups and Data Collection Tools.....73*

Table 6 *The Items of the SAMR Model Questionnaire 74*

Table 7 *The Changes on the SAMR Model Questionnaire 79*

Table 8 *Piloting of the SAMR Model Questionnaire for Reliability 80*

Table 9 *Whole Summary of the SAMR Model Questionnaire Statistics 80*

Table 10 *The Reliability Check of the SIMS.....81*

Table 11 *The Summary Statistics of the SIMS 82*

Table 12 *Reliability Check of the GJSS 82*

Table 13 *Piloting Results of the Interview Questions 83*

Table 14 *The Total Number of EFL Instructors at the Target Universities.....84*

Table 15 *Research Questions and Planned Quantitative Data Analysis Method 88*

Table 16 *Research Questions and Planned Design to Respond Them 90*

Table 17 *Residual Statistics 95*

Table 18 *Casewise Diagnostics for Outliers 95*

Table 19 *Kolmogorov-Simirnov Test of Distribution of Normality 96*

Table 21 *Levels of SAMR Model and the Questionnaire Items 98*

Table 22 *The Highest and The Lowest Mean Scores 98*

Table 23 *Descriptive Statistics of the SAMR Model 99*

Table 24 *Descriptives of the Substitution Level 99*

Table 25 *Descriptives of the Augmentation Level 100*

Table 26 *Descriptives of Modification Level in Ascending Way.....101*

Table 27 *Descriptives of Redefinition Level 102*

Table 28 *Descriptives of the SIMS 104*

Table 29 *Descriptives of GJSS.....106*

Table 30 *The Relationship between the SAMR Model and SIMS 108*

Table 31 *The Relationship between the SAMR Model Levels and SIMS 108*

Table 32 *The Relationship between the SAMR Model and the GJSS.....109*

Table 33 *The Detailed Pearson Correlational Analysis for SAMR Model Levels and GJSS Relationship.....110*

Table 34 *Multicolinearity Check of the Hierarchical Multiple Regression 113*

Table 35 *Model Summary of the Hierarchical Multiple Regression 113*

Table 36 *The Relationship between the SAMR Model and Independent Variables.....114*

Table 37 *Anova Table of Hiereachical Multiple Regression 114*

Table 38 *Hierarchical Multiple Regression.....115*

Table 39 *General Teaching Setting of the EFL instructors.....118*

Table 40 *SAMR Model Levels and the Activities.....165*

List of Figures

Figure 1 *Digital Educational Technology Wheel....16*

Figure 2 *Combination of Time and Context....19*

Figure 3 *A Spectrum of Distance Language Learning Contexts....22*

Figure 4 *The CMC-ELT Blended Model....23*

Figure 5 *Background of Distance Education – Language Learning....25*

Figure 6 *Teachers' Motivation and Digital Technology Integration....45*

Figure 7 *A Sample Framework for Conceptualized ICT Regarding Teacher Perception....50*

Figure 8 *SAMR Model (Puentedura, 2006)....55*

Figure 9 *Similarity between Bloom's Taxonomy and SAMR Model....57*

Figure 10 *Explanatory Sequantial Design....66*

Figure 11 *Mixed Method Studies Summary....67*

Figure 12 *Qualitative Data Analysis Steps....89*

Figure 13 *SAMR Model Levels' Percentages and Mean Scores....102*

Figure 14 *Detailed Pie Chart on the Items' Descriptive Statistics Regarding Percentages....105*

Figure 15 *Item numbers and mean values....107*

Figure 16 *Histogram of the Distribution Normality Check....111*

Figure 17 *Categories for the Digital Technology Integration Levels....120*

Figure 18 *133Categories for the Online Teaching Motivation Levels....133*

Figure 19 *Categories for the Online Teaching Job Satisfaction Levels....140*

Figure 20 *Categories for the Digital Technology Integration Levels – Revealed from Reflection Journals....145*

Figure 21 *Categories for Online Teaching Motivation Levels – Revealed from Reflection Journals....151*

Figure 22 *Categories for Online Teaching Job Satisfaction Levels – Revealed from Reflection Journals* *155*

Figure 23 *Categories Revealed from the Open-ended Responses* *159*

Figure 24 *Promoted SAMR Model levels* *169*

Symbols and Abbreviations

CoHE **:** Council of Higher Education

ELT **:** English Language Teaching

ERA **:** Emergency Remote Education

GJSS **:** General Job Satisfaction Scale

OECD **:** Organisation for Economic Co-operation and Development

SAMR **:** Substitution Augmentation Modification Redefinition

SIMS **:** Situational İnstructional Motivation Scale

STD **:** Standard Deviation

P21 **:** Partnership 21

Chapter 1

Introduction

Fast-paced technological advancements have brought the necessity of sui generis replacements in every field of life in the 21st century, specifically in the field of education in terms of digital technology integration. The developing globalized world is expecting competitive graduates from higher education institutions. At that point, the integration of technology into education becomes a significant learning and teaching strategy (Howard et al., 2000; Mirzajani et al., 2016). Ertmer (2005) explains the situation in other words that effective teaching requires influential technology adaptation.

Prensky (2001) states that integration or adaptation of technology into the teaching and learning process requires timed steps, and it may not happen all of a sudden. Experienced instructors or teachers were not born into technology, which brings the issue of the 'digital immigrants' term to the stage. While young people who were born in 2000 and after are called digital natives, the ones who were born before then are called digital immigrants in terms of their daily exposure rate to digital technology. It is worth remembering that the world is considered a global village since the advancements in communication technologies have annihilated the problem of distances. In this regard, it is vital to perceive the multiple dimensions of the transition process. Bandura (1986) and Fauziati (2015) note that teachers' motivation and perceptions are closely related to their teaching habits. Therefore, while analyzing teachers' technology-integrated educational activities and job satisfaction levels, it is advised to analyze the motivation and perception levels of instructors as well.

Motivation and perceptions are not the solitary elements to be analyzed for inspecting teachers' technology-integrated educational activities (Puentedura, 2006). Teachers are integrating technology into their teaching activities at various levels, and those levels are summarized under four categories by Puendetura (2006), and they are named

to be the SAMR Model (Substitution, Augmentation, Modification, and Redefinition) in 2006. The SAMR Model is the order of teachers' digital technology integration levels from the very very basic level (Substitution- without any interferences) to a more convoluted level (Redefinition – numerous interferences). The model enables researchers to measure the efficient exploitation of digital technology in accordance with the levels (Yalçın, 2018). The SAMR Model is absorbed multidisciplinary, and it is utilized in all grades of schooling system ranging from mathematics education to the education of deaf students in various institutions. Alivi (2019) emphasizes the significance of technology integration in the field of language education, and suggests a hierarchical process of enhancing level-appropriate tasks. The reason for employing the SAMR Model as the frame to evaluate digital technology integration is that the SAMR Model is explained as transforming technology integration into exciting, engrossing, easy, and inspirational activity apart from organizing the integration levels (Puentedura, 2006; Puentedura, 2012; Puentedura, 2014; Yenmez, 2019). The SAMR Model describes the optimal hierarchical evolvement of the digital technology integration in language education as well. The Substitution level is the firs level, and it grows into the Redefinition level regarding reorganizing the tasks from top-to-toe. Although there are studies related to the SAMR Model in various disciplines, the number of studies inspecting the EFL instructors digital technology integration levels into language classes from the perspective of the the SAMR Model is very limited in the literature. In this regard, the primary purpose of the present study is to examine EFL instructors' digital technology integration levels via SAMR Model.

Problem Statement

The pandemic situation caused by the COVID-19 has infected around 239.303.783 people all around the world resulting in 4.877.149 deaths as of 12th October 2021. It was foreseen that nearly 40-70 percent of the global population is going to be infected with the concerned viral disease. As a natural result of such a kind of an immense number of infected populations, the global economy was pushed into danger in terms of the production rate,

supply rate, consumption rate, and job market as well. Numerous national and international business bodies have announced their collapse (United Nations Educational, Scientific and Cultural Organization [UNESCO], 2020). Governments took precautions such as lockdowns to struggle with the viral disease and lowering the death number. Plethora of organizations either public or government have instructed the people working under their roof to work home-office in the pursuit of reaching financial targets. While software companies and services were organized easily during this duration, many governmental and educational organizations went through difficult situations regarding the preparedness level of both teachers and the systems. A sudden shift from face-to-face education to Emergency Remote Education has evoked a feeling of fraternity among teachers caused by teaching methods, technology integration level, motivational curves, and background education.

The COVID-19 virus was first seen in late 2019 in the city of Wuhan in China and spread to all world countries rapidly. It was infecting the victims via respiratory passage and leading to the death of many patients. Considering the infection passage of the virus, social distancing terms come to the stage, and states declared a curfew. In parallel to the spread of the COVID-19 virus, all world countries started the applications such as social distancing, lockdown conditions, and prohibition of intercity transportation (Yaman, 2021). Thus, the running life stopped, and millions of people switched to online programs via home-office style. It is appropriate to use the term ‘online life’ since all kinds of living conditions were rapidly programmed in accordance with the online versions. There happened a swift change from face-to-face life to limited online life. The change was so immediate and accepted that, while most countries had not thoroughly experienced distance education, they had to employ emergency remote education all of a sudden. Emergency Remote Education (hereafter ERE) describes the situation of immediate change from regular education conditions to alternative education conditions in the occasion of sudden wide-scale crises ranging from pandemics to natural catastrophes (Ferri et al., 2020; Hodge et al., 2020).

The problems aroused by the global crisis are generally reflected mainly in the field of education since education is the reflection of life. The same situation happened with the outbreak of the COVID-19 pandemic, which out-broke in late 2019 and affected all world countries. All bodies of education switched to ERE from facet-to-face education all of a sudden without any background preparation. Language education has also been affected by the concerned situation since it is based on generally communicative, and life-based practices. Although, at the surface level, the developed countries' education system has been affected by the situation at the minimum level thanks to their powerful preparedness in terms of technological background; developing and underdeveloped countries have experienced the disadvantages of their low level of preparedness. However, Morris claims (2021), as opposed to the surface-level picture, even improved countries have been affected by the situation severely. Welson (2021) asserts that although educators are all charged with integrating technology into their online classes and their instructions, they are ineffective in terms of their actual practices in the class. It is an undeniable fact that cultivating educators with only theoretical knowledge and ignoring actual hands-on practices is a pitfall.

As also stated by Hyllegard and Burke (2002), integrating technology is not dully based on instructional computer-aimed strategies, it requires a distinct medium. This medium can be counted as motivation and satisfaction of educators for ameliorating the teaching and learning process. Old-fashioned teaching methods should be abandoned to place room for new technology-assisted classroomsto enhance the equality of technology-integrated education. When the preparedness level of institutions and teachers is counted as an important feature of the probable failure, it is wise to inspect teachers’ digital technology integration levels, motivation levels, and job satisfaction levels during the days of the ERE.

According to the reviewed studies, the advantages of technology integration into the learning process have been searched in many studies since information technologies were

introduced into daily life with the minimum cost (Gustad, 2014; Billings & Mathison, 2012; O'Hara et al., 2011; O'Hara & Pritchard, 2008; Bauer & Kenton, 2005). The researchers mainly focused on instructional studies, collaborative classes, and problem-solving skills (Bauer & Kenton, 2005; Gustard, 2014; Herold, 2016). However, the abovementioned studies also revealed that technology has not been integrated as an educational approach, but as an aid. Herold (2016) states that a very limited number of research studies support the effective usage of technology in terms of the learning process across all grades. Su (2009) underlines that the issue is not about the deficiency of technology, but it is all about the teachers' inability to adapt new thoughts to old or major topics. Similarly, Bauer and Kenton (2005) state in their study that teachers across all grades are in lack of technological skills to integrate technology precisely.

While teachers are short of the required talent to cope with the digital technology integration, their motivation and job satisfaction levels are counted as the challenging reasons. Afshari et al. (2009) state that motivation and job satisfaction levels are in reciprocal relationships with each other and have the main roles in digital technology-integrated education. Geer et al. (2017) assert the presence of basic technological devices, programs, and systems is a crucial factor to improve teachers' motivation and job satisfaction levels. At that point, the SAMR Model works well with those tools to explain the level of technology adaptation into the online classes (Martin, 2020). The SAMR Model gives the preference chance to teachers to select among the four categories (Substitution, Augmentation, Modification, and Redefinition) for the target motivational and learning tasks (Hamilton et al., 2016).

The SAMR Model has a taxonomy-based approach in four levels for electing, adopting, and commenting on the tasks; teachers have the option of differentiating the task from lower level to higher level. While teachers are already good at the Substitution level, they can be very unskilled and demotivated at the level of Redefinition (Bosch et al., 2019; Hamilton et al., 2016). The situation gets worse in the field of language education in the

EFL countries since teachers are already foreign to the concerned language and its culture; that is why, being creative and making modifications to the old tasks as outlined in SAMR is a challenge for them (Beisel, 2017).

Although most language teachers are enthusiastic about technology-aided language classes, their actual practices stay at the level of Substitution or Augmentation without their conscious attention, which is the repetition of the course books (Brooks Kirkland, 2014; Chou et al., 2012; Muilenburg & Berge, 2015). Ertmer (1999) asserts the existence of two different barriers inhibiting technology usage in the classroom, and Ertmer counts them as internal and external barriers. According to him, internal and external barriers include the inadequate level of teacher confidence, perceptions, and motivations, and he eventually identifies the value of technology integration. Puentedura (2013) claims that teachers' reflection on the technology-integrated classes in terms of the SAMR Model has the possibility of bringing a new perspective on the issue; since it may bring the awareness and desired preparedness level of technology integration reciprocally (Tsybulsky & Levin, 2016).

As seen in the abovementioned related studies, the majority of educators are in lack precise technology integration into language education. The studies barely dwell on issues in terms of digital technology integration level, motivation level, and job satisfaction level of the educators under the outline of the SAMR Model (Bauer & Kenton, 2005; Gustard, 2014; Herold, 2016). Technology integration is a necessity in the 21st century since its effects are crucial in the field of language education in terms of increasing students' thinking skills. The globalized world is expecting competitive generations from higher education institutions, and educators are always in the first cycle of the improvement of promising generations. That is why it is vital to analyze the problem from the instructors' dimension, especially at the time of the COVID-19 pandemic.

Another common pitfall is ineffective technology integration as a whole. While instructors are charged with integrating digital devices into their teaching practices, they are often unprepared to deal with this expectation effectively. It is highly emphasized that

educators are not aware of their skills, and lack of motivation to activate their theoretical information (Blumenfeld et al., 1987). As the outcome of the ineffective practices of digital technology integration into language classes, students' achievement level is low (Hyllegard & Burke, 2002). The gist of overcoming the so-called failure of educators' digital technology challenge is to analyze the problem in detail, and useful strategies, methods, or models should be drawnin accordance with the nature of the context for teachers to integrate digital technologies into the classes.

Purpose and Significance of the Study

The rationale of this dissertation is the need to inspect EFL instructors' digital technology integration levels in terms of the SAMR Model during ERE at the time of the COVID-19 pandemic, which has been subject to a restricted number of studies around the world, but to none in Türkiye. Apart from the Turkish setting, Martin (2020) underlines that very little is known about EFL instructors' levels of digital technology integration levels regarding the SAMR Model, and ERE shall be considered as an opportunity to discover it.

Apart from EFL instructors' digital technology integration levels, their cognition regarding their awareness of integrating digital sources into the courses and their technological competencies is in need of inspection via 21st century tools. Schulman (1986) underlines that teacher cognition should be investigated regarding each single dimension of the education in accordance with the immediate century's needs. There is an obvious knowledge gap in the literature in terms of the teachers' knowledge-base and teachers' optimal technology adoption into their actual courses. In this line, it is aimed to focus on the EFL instructors' digital technology integration levels into their actual classroom practices in addition to their online teaching motivation levels and job satisfaction levels under the ERE conditions.

The digital literacy is one of the controversial issues under discussion and requires close-eye on it regarding the appropriate digital technology integration. In order to reach

higher order thinking skills and promoting effective dijital technology integration into ELT process, EFL instructors' digital literacy levels should be taken nto consideration as well. Schulman (1986) asserts that teacher cognition should be supported withknowledge-base approaches and promoted higher order skills with the aim of increasing teachers' preparedness level.

The significance and originality of the present study lie in the several areas that it aims to contribute to the literature. The main scope of this study is to investigate the digital technology integration levels of EFL instructors in terms of the SAMR Model during the Emergency Remote Education (ERE) process. The SAMR Model was adopted as a lens to examine the EFL instructors' emergency remote education experiences at the time of the COVID-19 pandemic in the present study. Furthermore, Viberg and Grönlund (2017) point out the need of examining the adjustment level of distance language education courses in response to the teachers' competencies, motivation levels, and passion for teaching in distance in the mode of either synchronous or asynchronous teaching settings. They underline that teachers' adjustment level of distance language education is one of the underresearched areas, and there exists a gap in the literature since it does not have a long history. At that point, the SAMR Model exemplifies a perfect match model for examining teachers' organization of the classes in distance education, and the present study aims to address the mentioned gap in the literature via the present study.

While the primary aim is to inspect EFL instructors' levels of digital technology integration via the SAMR Model lens, the secondary aim is to reveal their motivation levels and job satisfaction levels of teaching online during the ERE process Additionally the relationship between their digital technology integration levels and motivation levels and job satisfaction levels (respectively) are aimed to analyse. Therefore, the outcomes of the study may lead to taking educational precautions on the issue of technology integration for future unseen crises. Moreover, the findings may be used as proven facts to develop mixed classroom settings for upcoming years by caring about teachers' majors, gender, age, job

satisfaction levels, and motivation levels. To our knowledge, it is beneficial to remind that there is no single study on the SAMR Model on the days of ERE during the COVID-19 pandemic and its link with instructors' motivation levels and job satisfaction levels. In a nutshell, this dissertation aims to bring an in-depth understanding of multiple factors that are closely related to EFL instructors' ERE practices.

Research Questions

The following research questions are going to guide the present dissertation thesis.

1. What are the digital technology integration levels of English language teaching instructors in online teaching in terms of the SAMR Model (for each level) during the time of emergency remote education in the process of COVID-19 pandemic in Türkiye?

2) What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the COVID-19 pandemic process?

3) What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the COVID-19 pandemic process?

4) Is there a relationship between English language teaching instructors'

a) motivation level and digital technology integration level regarding the SAMR Model at the time of experiencing emergency remote education in the COVID-19 pandemic process?

b) job satisfaction level and digital technology integration level regarding the SAMR Model at the time of experiencing emergency remote education in the COVID-19 Pandemic process?

5) Do English language teaching insturctors' levels of digital technology integration change significantly in accordance with their gender, age, seniority, background education, and online teaching experiences at the time of experiencing emergency remote education in the COVID-19 pandemic process?

Assumptions

The concerned assumptions are ordered as follows:

1. Target participants (EFL instructors) would respond to the online surveys.

2. Target participants would be volunteer for participating in the reflection journal part and the interviews with their honest attitudes.

3. Target participants would be sincere and honest in the reflection journals, interviews, and online surveys.

4. The items in the surveys and questions in the interviews would be clear and understandable.

To ensure the abovementioned assumptions to the maximum level, the researcher confirmed the reliability and validity of the data collection tools and ensured the anonymity and confidentiality of the participants.

Limitations

There are always limitations in a research study. Miller (2016) explains the limitations as the researcher has little or no control, and those can be counted as sample size, sample kind, research design, and duration of the study. In the present research study, there is a limited number of participants and convenience sampling was utilized, which is counted as hindrances to the generalizability of the findings since findings are only limited to a small number of participants, and not the representative of the whole context. Another limitation is the research design; the present study is a mixed-method descriptive study, and although it aims to reveal the relationship among multiple factors, it does not bring a causal relationship understanding of the situation.

Definitions

COVID-19 pandemic: It is the pandemic situation evoked in Wuhan-China in 2019 and has spread to the whole world countries caused by coronavirus infectious disease.

Distance Education: It is also called distance learning, which is the education model of students who are not always in the school context physically but following the classes from various modes, and not always in an online version (Allen & Seaman, 2014).

Emergency Remote Education (ERT): It means a temporary shift from the regular mode of the Daily education to alternative modes under emergency crisis conditions.

Online Distance Education: It is the distance education model enabled by the Internet, permiting easier dual-way communicative classes, and making the classes alive as well. The difference between the distance education and online distance education is the previous one referes that the class is conducted synchronously, however in the latter one classes are conducted by the teachers without audiences, and teachers record them on the agreed teaching platforms to be utilized by the target audience laterp.

SAMR (Substitution, Augmentation, Modification, Redefinition) Model: This model was introduced by Puntedura in 2006 to investigate the technology integration level. The model has four hierarchical levels starting from Substitution and ending with Redefinition. It helps to understand the success level of the technology integration.

Chapter 2

Literature Review

As an essential part of life, the field of education is exposed to every kind of change and evolvement that humans face. In turn of the constant developments in educational technology; teachers' teaching practices, methods, and instructions are changing as well (Kolb, 2019). While educational technology has been concerned as an alternative or positive face of education, it has started to be considered as an obligation with the outbreak of the Covid-19 pandemic, and it had to be shifted from face-to-face education to emergency remote education. This chapter is going to dwell on the following topics: the history of educational technology in terms of distance education and an explanation of its related model, which is the SAMR Model, motivation, and job satisfaction factors of emergency remote education from teachers' perspectives.

21st Century Education

Every century brings in various paradigm shifts regarding education stretching from schooling systems to classroom designs, along with teachers' awareness, qualities, beliefs, etc, Current schooling system was shaped in accordance with the Industrial Age, but tomorrow's schooling system is going to be shaped according to the Digital age (Arstorp, 2018). The main change is visible between before and after the 2000s; before the year 2000, education meant solely the flow of knowledge from teacher to students. However, education has been about growing generations like a compass to navigate surely among the sources and evolve (Organisation for Economic Co-operation and Development [OECD], 2015). Hence, solely staying updated is not adequate for educational organizations since it cannot be estimated to what extent today's required competences will be desired in 30 years' time. The 21st century requires competitive generations from educational institutions, and in order to meet the concerned requirement, policymakers are asked to

introduce new teaching methods, concepts, and strategies. The priorities shall be on the understanding of the link between the education system and the digital age.

As above mentioned, every century brings its unique needs with itself and expects society to meet the addressed needs. The 21st century is the century of ICT and digital technologies due to the fast evolution of technology in all walks of life; human faculty, and in line with this, education has been under the effect of this continuous change (Morris, 2021). Distances have not been a matter of issue thanks to the discovery and application of distance education programs. Utilizing distance education chances may give students the opportunity of catching equal education conditions to a certain degree and strengthen their higher-order skills that were not presented in the past centuries (Morris, 2021).

Technology offers piles of innovative functions that can be absorbed in language education. While the modes of distance education have been employed over the years, it has gained an identity in the 21st century. Distance education for all disciplines has gone through a pile of evolution circles consisting of print and broadcast systems, correspondence course systems, mass media, and multimedia systems, online education systems, etc. The major mean of distance education has been shaped by each generation and its progressive learner-centered control, interaction opportunities, and possibilities. The freshest mode of distance education is the correspondence course system, which was first served in the late 20th century in order to offer education to individuals who were in lack of regular institutional courses due to ethical, cultural, and geographical factors. The very first distance education mode was shaped by print-based correspondence courses, which was the only interaction mean between learner and teacher. Radio broadcast programs were even employed as a mean of distance education in 1924 by British Broadcast Corporation (BBC), and since then it has been actively utilized to spread education to rural areas and dispersed population.

Apart from radios, televisions were targeted to be employed to reach the scattered learner population, and though it was started to be enrolled in the distance education system

as a means, it lasted 20 years to make it familiar to learners. Thus, the second generation of distance education was symbolized by the blend version of broadcast and print methods, and the UK Open University was the first to use it to enhance its distance education population. The third generation of distance education depends on a communicative approach. Learners were offered both print and multimedia sources together with the chance of internet access opportunity. That communicative approach has been a gateway to developing virtual learning environments via either audio or video conferencing. The functions and target audience of distance education have gained novel dimensions within generations, and the fourth generation of distance education has provided learners with the right to selection when, where, and how to learn in the 21st century. That new dimension has increased the interaction, communication, discussion, getting prompt feedback potential of learners via the integration of e-learning platforms, blended and hybrid systems, distributed learning, and mixed more. What about the role of the computer? In the second and third generations of distance education, computers played a significant role together with other means such as print and broadcast materials; however, its existence in the fourth generation has been paramount as a result of its enrollment in the instructional approach via the internet.

How about a correspondence course system? Correspondence courses were started first in Europe in the form of earlier means of distance education. Laterally, radio, television programs, and videotaped classes became popular with the instructional focus. Videotaped classes were served as an agreed standard in both universities and special courses for the last two decades. Apart from videotaped classes, audiotaped classes have been shared

Integration of Digital Technology into Education in the 21st Century

Advancements in the global knowledge society are ensured with the increased rate of education at all walks of life. Recognition of the advantages of educated and competent

citizens and nations has resulted in an enormous demand for modernized and reachable education forms, which organizations are having difficulty in adapting cause of traditional habitual education methods. Distance education form of the 21st century promises expansion of education in all disciplines and at all degrees with its cost-effective and malleable features for both digital natives and digital immigrants with the identity of 21st-century learners.

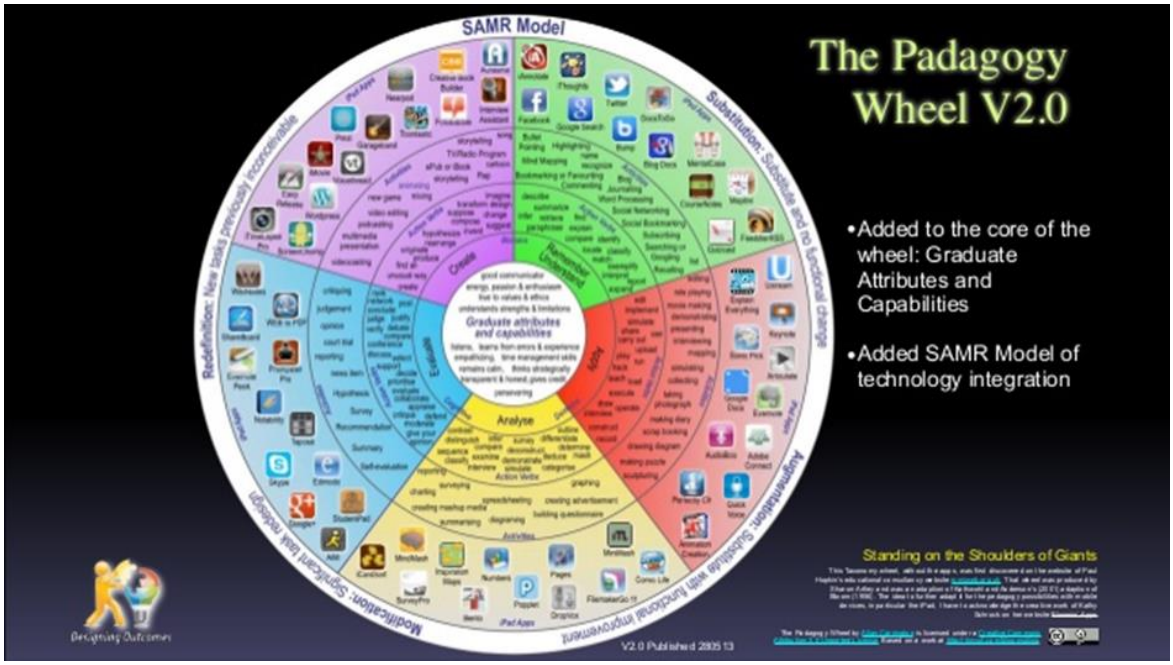
The purpose of integrating educational technology into the learning and teaching process is to bring logical solutions related to geographical distances and improve the conditions of the immediate learning materials in terms of accessibility and eligibility. It is vital to notice that while integrating technology into education, a precise evaluation should be made through evaluation check questions (Morris, 2021) such as:

1. Does the concerned digital technology permit students to complete the task with minimum distraction?
2. Does the concerned digital technology include motivating factors to make students eager to take part in the learning process?
3. Does the concerned digital technology be a reason for any potential shift from passive learners to active learners?
4. Does the concerned digital technology scaffold students in terms of understanding the concepts and tasks?
5. Does the concerned digital technology bring learning opportunities rather than their typical school day?

On the one hand, digital technology integration necessitates effort and time in terms of careful planning and evaluation (Aziz, 2010; Hamilton et al., 2016; Kolb, 2019; Morris, 2021). On the other hand, digital technology integration has the probability of catalyzing the content learning process, academic achievement, and the English language learning process (Billings & Mathison, 2012; O'Hara & Pritchard, 2009; Pritchard & O'Hara, 2011).

Figure 1

Digital Educational Technology Wheel



To our notice, the learning experience has taken place through social interaction in all walks of life since the 19th century (Dewey, 1897). That is why social interaction opportunities shall have been cared for while evaluating digital education technologies. Education technology should be interwoven with social interaction through communicative and collaborative tasks; socializing must be promoted, not limited.

In contrast to its pros, Young (2002) focuses on the challenges of employing digital technology by asserting that it is not a magical stick that can solve all problems such as motivation, satisfaction, awareness, preparedness, and perceptions. Apart from psychological problems, the barriers related to implementation level must be handled in the first phase regarding cost, standardization, scheduling of the systems, and registering of learners. Baker (1986) counts technical problems, and understanding scientific and quantity-oriented course contents as the preliminary drawbacks of distance education from learners' perspective. While so-called barriers are mainly learner-centered, governments may have the possibility of overcoming the issue with systematic and organized strategy

resolution boxes, specifically for underserved communities in either developing or underdeveloped countries.

One another striking issue related to the fast speed of distance education is the language of instruction. As common and equal education is the target of education, and the language of the global world regarding commerce, social relations, policies, and governmental relations is English, English is promoted as the medium of instruction in most educational bodies in terms of content, material, and instruction. Thus, a certain level of proficiency in English is the prerequisite for the accomplishment of distance education in all disciplines.

Distance Education

Around the world, in all circles of English defined by Kachru (1997), higher education contexts provide a tremendous field for distance education since higher education organizations are struggling to respond to the addressed needs of the increasing number of adult learners. Distance education gives way to access to formal education at any time and anywhere free from physical contact in traditional brick-and-mortar buildings. The most attractive and defining feature of distance education is its access flexibility. This feature can be considered as an explanation of its exponential advancement. A comparison of the distance education courses population rate in 2002 of 9.6 % and 33.5% in 2012 proves the increasing interest in distance education in the years between 2002 and 2012 in the United States (Allen & Seaman, 2014).

Although access to distance education is mainly struggling to the language barrier, academic preparation of English, its cost, culture, individual factors, process, schedules, and government policies are the following factors that affect the scheduling of the strategies for reaching higher populations. Some governments have localized some approaches to reach geographically dispersed, historically, ethnically, and socioeconomically disadvantaged candidates and communities (in the case of India) (Altbach et al., 2009).

Some sample strategies consist of decreasing the admission fees and minimizing the admission criteria with the aim of strengthening the access policy of distance education. In the case of admission fees, governments are serving grants, scholarships, and loans in fluctuating amounts.

Distance Education Forms

Distance education has evolved around the technological advancements in each generation and has gained distinct forms. Each form of distance education is under usage by the audiences of education in accordance with their needs. Correspondence courses, online courses, off-line courses, etc. are all symbols of education in distance and have been uttered with various names though their stem mechanisms are the same.

Synchronous Learning in Distance Education

Synchronous distance education stands for communication, making use of real-time via telephone, chat rooms, discussion groups, etc. Partcipants' time flexibility is controlled here since the course is realized in the planned time. Synchronous courses are more motivating than asynchronous courses in terms of feeling less isolation from the community, immediate communication chance, getting inspired from mates, and storing energy. Thus, group cohesion is developed over time among classmates, and a sense of belonging to a group invokes a learning appetite (Viberg & Grönlund, 2017). Hence, synchronous distance education has the spirit of live conversation and spontaneous feedback opportunities, as well as the feedback type, which is shaped in the courses. Altogether with its benefits, since learning is a matter of learning style and learner's characteristics, some learners do consider real-time classes as a loss of time and do not tolerate fixed times classes but are in favor of recorded classes.

Figure 2

Combination of Time and Context

	Same time	Different time
Same place	ST-SP (classroom teaching, face-to-face tutorials, workshops)	DT-SP (learning centre/ self-access centre)
Different place	ST-DP (synchronous distance learning)	DT-DP (asynchronous distance learning)

Asynchrounous Learning in Distance Education

Asynchronous distance language education infers realizing the class at any time by teachers without learners' participation obligation and recording and sharing that record with the learners. Thus, the learning opportunity is open to reach at any time in the form of print, CD-ROM, video, e-mail, or computerized discussions. At that step, the mode of Computer-Mediated Communication (CMC) can be given as an example. CMC presents the flexibility of learning time, learners may reach the materials and take part in the conversation individually at their convenience. Voice mails, e-mails, conferencing, etc. are all envisaged with the purpose of giving the chance of revisiting the records later on. Learners may contact their teachers, leave messages, and get their responses or feedback a few days later instead of immediate responses (Young, 2000). In comparison to the synchronous version, asynchronous distance education is cost-effective for organizations, and they are not restricted to a scheduled time (Viberg & Grönlund, 2017).

Multi-synchronous learning in Distance Education

A plethora of distance education centers and providers at institutions have begun to enroll hybrid form of distance education; the combination of the synchronous and asynchronous learning-teaching delivery forms of distance education with the purpose of benefitting from both delivery forms of distance education. The term *'multi-synchronous'* delivery form is uttered by Mason (1998) in order to define the capitalizing of the pros of both forms. This form is the most popular version which is used in the distance language education field. One very famous example is the usage of an internet-based satellite television program named English Business Communication created by Christine Über Gross in 2001. It functions as combining;

Television in remote classes (synchronous)

Office hour chat programs, assigning and responding to homework, and class announcements (asynchronous)

E-mails for assignments, giving feedback (asynchronous)

Face-to-face meetings in orientation weeks (synchronous)

Some Experienced Distance Education Modes

Based on the required dimension, there is a pile of online learning modes that have been arranged to design and occupy learners with purposeful tasks, prompt feedback, reflection-on and reflection-in with mates and teachers, and discussion groups with mentors via collaborative tasks. In all experienced models, the fundamental feature was to teach subject matter skills via instructional methods. For all modes, Salmon (2004) depicts five strands to enrich success at the final. The first stage is the presence correspondence course and participant induction, the second stage is establishing the online identity of the learners, the third stage is exchanging learners' information, the fourth stage is initiating course-related discussion parts, and the fifth stage is the reflection and checking personal development.

In 2004, the UK Open University (UKOU) introduced a VLE project since they had a certain number of considerable systems; and these systems had already processed conferencing, discussion parts, content delivery (template driven), authentication, audio conferencing, assignment handling, and assessment. Through the VLE perspective, UKOU aimed to favour some approaches such as demonstrating leadership in the current pedagogy, flexibility, reaching open source or open service approach rather than commercially oriented distance education, and eventually engaging with the technically VLE community (UKOU website).

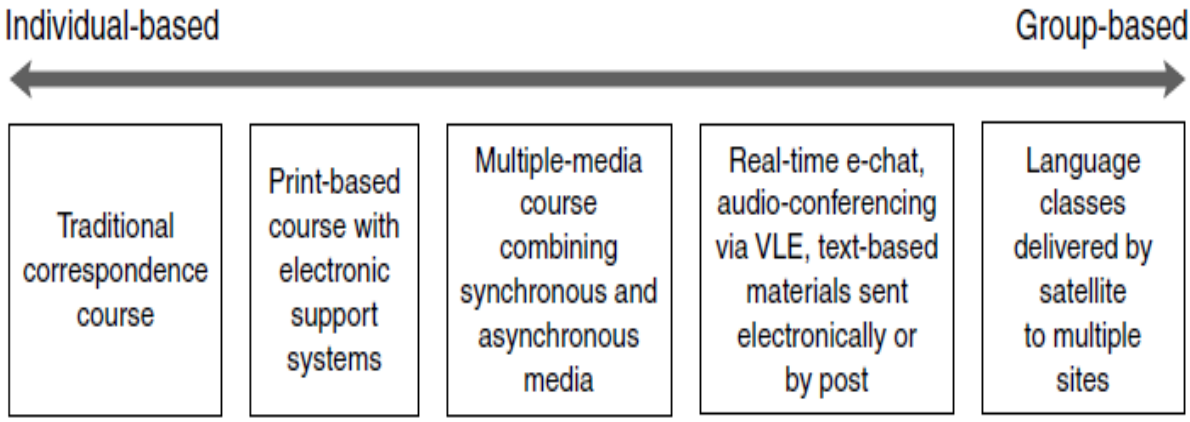
In Massachusetts Institute for Technology (US) case, the aim is to bring all educational materials together including syllabus, assessment materials, book lists, and course content in online learning platforms via the OpenCourseWare initiation. The model promises open access to all kinds of educational materials and claims open access benefits for all educational bodies around the world.

CPDE (Continuing Professional Development Education) mode was based on a constructivist approach, and designed for the MA degree learners in ITM (InformationTechnology Management). Learners were imagined as active participants of the process rather than passive information receptors (McPherson & Nunes, 2004). The teacher is in the facilitator or scaffolder role and supports the independent engagement of the learners. Authentic learning activities, exchanging experiences, feedback, and ideas are highly promoted. All these activities are encouraged in collaborative and meaningful assignments.

One another experienced distance education mode is the Educational Management Action Research (EMAR) model, and its frame was proposed by Goodyear and Khakhar (McPherson & Nunes, 2004). The purpose of the frame was to construct a major action research management framework including the cycle of Diagnosing, Action Planning, Action Taking, and Action Evaluation.

Figure 3

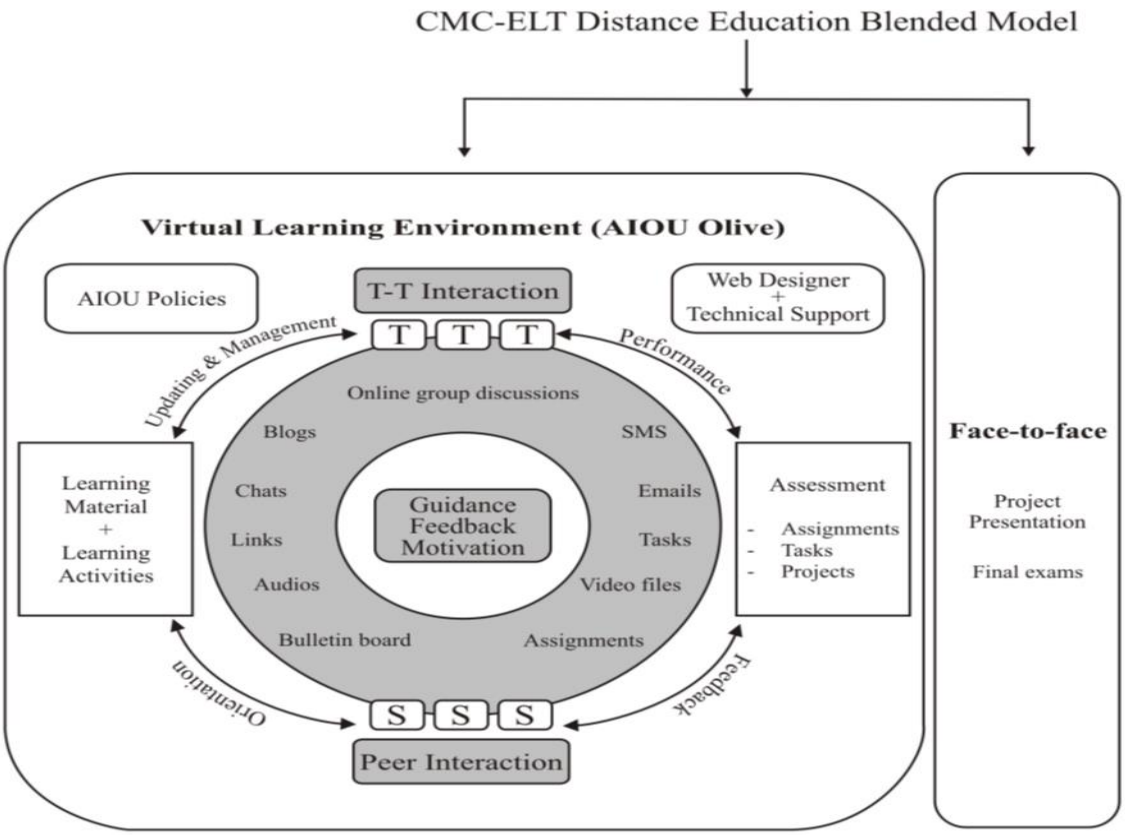
A Spectrum of Distance Language Learning Contexts



Regarding Language education in distance, the blended mode of Computer-Mediated Communication and English Language Teaching (CMC-ELT) mode was designed, and it is not projected on any kind of pedagogical framework. However, it aims to bring a cost-effective perspective into language education via distance education forms. That is why, it can be considered as a need-oriented mode, and prevails over the conscious of learners' previous learning experiences, knowledge, and learning strategies by bearing in mind that all these constraints construct the specific structure, content, and strategy. The blended dimension in the model promises maximum learning outcomes by combining traditional distance education forms with modern e-learning formats. Virtual classrooms enhance the opportunity of exchanging information, gather new data, discussing, and shaping raw data. The most recognizable advantages of the blended mode are cost-effectiveness, time-saving (reducing traveling time), flexibility, and accommodating various learning styles dimensions of it (Igneri & American Management Association, 2005). The CMC-ELT blended mode has been designed as a basic mode by keeping in mind the ELT. Thus, the mode has counted the implementation stage of the distance education setting, nature of the content, subject matter skills, learner profiles, learning styles and strategies, course objective, learning activities and outcomes, available technology, and means of instruction (Farooq et al., 2012).

Figure 4

The CMC-ELT Blended Model (Farooq, Al Asmari, & Javid, 2012)



The model was designed in accordance with the AIOU virtual education setting (Online Learning Institute of Virtual Education) constructed by the Department of Computer Sciences of the University with Moodle (Modular Object-Oriented Dynamic Learning Environment). The primary aim of the CMC-ELT mode is to make learners gain critical thinking and self-regulation skills in order to handle the increasing amount of data on the internet. Thus, the desired output of the mode is to reach constructed data, not the assimilated one as suggested by the constructivist view, which is also associated with the work of John Dewey who asserts that diversion between a society and individuals is not possible. He defines interaction and persistence as the vital principles of learning progress though the link between persistence and interaction, and meaning construction, are idea generation.

The common feature of the abovementioned modes is that distance education has functioned over the years based on the need analysis of each generation, and therefore has tried to surpass the habit of face-to-face communication via the improvement of technology in the field of education in the forms of audio-conferencing, video-conferencing, and computer-assisted online learning platforms.

Web Integration and Language education

The appeal of serving web-based correspondence courses in higher education is an ongoing trend as proved by the enlarging of the literature in this field (White, 2013a). Although web-based course applications have been integrated into nearly all academic disciplines, the language education field has been one of the most dynamic fields regarding web integration. A basic web search via Distance Learning Course Finder shows that a minimum of 130 countries serve distance education, and a minimum of 1,330 language courses are offered among the total number of 55 000 distance courses, which are registered with an average number of 30 000 learners annually. Accessibility and convenience are the most probably the reason for this popularity (White, 2003).

Interest in offering language education via distance education forms has been growing each day as a result of the needs. In addition to the known advantages of distance education, the communicative function of the language can be ensured more practically and effectively via distance education. It is suggested to remember that not all electronic data sources are recommended, teachers must be selective; otherwise, misuse of advantages can cause rise of disadvantages. In distance education, each mode requires various skills or competencies such as responding via reading, or writing from learners at every stage; for example, CD-ROMs and websites. Learners are required to insert the CD or log into the website and follow the instructions there, which makes learners more active than in Televison-oriented distance education in the first generation. Brain waves are in the passive recipient mode in the Television case while the language learning process requires active

participation. As a result of the interaction feature of the language learning process, interactive chatrooms have gained importance. Washington State University conducted experimental research in the fall of 1999, in the research the students, who actively participated in the chatrooms instead of their traditional university classes, demonstrated better performance than the students who actively participated in two hours in the classes at the university (Payne, 2000). Students' success was attributed to more interaction possibilities and the obligation of selecting the topic and appropriate words on their own. According to the cognitivist view, when the mind is actively engaged with grammar-related practices, topic, and vocabulary selection, learning occurs faster (Ehrman, 1999; Hokanson, 2000a; Oxford, 1999).

Figure 5

Background of Distance Education – Language Learning

1940s	Educational radio
1950s	16mm film
1960s	Broadcast television (live and pre-taped)
1970s	Audiocassettes
1980s	Live satellite delivery (one-way video, two-way audio) Video compression (two-way video/face-to-face) Videocassettes
1990s	Computer-based education (asynchronous) Interactive multimedia Multimedia conferencing CD-ROM The Internet The WWW Web-based video, audio, multimedia
2000–	Broadband technology Wireless access

In terms of sound choice in language education, a pedagogical distance learning setting is superior to a classroom setting. The availability of cognitively selecting and matching sound activities leads to receptive and productive language functions. Learners' cognitive style is active in selecting their learning activities (Ehrman, 1999; Hokanson, 2000a; Oxford, 1999). Thus, choosing activities is significant not only for engagement but

also for the abrasive education teaching and learning process. Learners make use of distance education tools rapidly, a practice, a segment, or a video program can be watched over time instead of studying on a cloze test and multiple choice test or filling in the blanks.

Distance language education also presents simpler ways to realize National Foreign Langauge Strands for each country which are basically constructed around ‘Communication, Culture, Connection, Comparison, and Community’. A distance education teacher may confront that technological tools present more options to enact germane to the five strands than traditional paper-pen forms, chalkboards, and text books. In distance education form ‘Communication’ strand can be enacted via e-mails, discussion boards, chatrooms, and applications for exchanging authentic ideas in the target language, and generally on target ‘culture’ and facts. Communicative practices are linked with also other disciplines such as math (calculating the bill in a restaurant), social studies (rituals or beliefs), and even science (weather forecasting). ‘Comparison’ is generally actively taking part in the classes in the form of comparing native and target language in terms of the currency rate, clothing style, belief systems, participating in an event, etc. The "Community," strand is activated via directly communicating with native speakers and learning the language, sharing local or international projects with them, producing a video, or discussing product features on web-based tools. Not only web-based tools, but also CD-ROMs and video programs can be counted among the ways of enacting five strands of "Communication, Culture, Connections, Comparisons, and Community" experiences in a powerful way. CD-ROMs and videos frequently present plot-driven causes to occupy learners in the target language.

Distance education also decreases the anxiety rate of the learners. Regarding feedback, learners get immediate feedback such as refutation or confirmation of their responses in the technological environment, and in numerous programs, learners get even grammatical explanations of the refutation, which is seldom possible elsewhere. Getting such feedback seems to calm down learners’ anxiety, and provokes them to continue the

practices voluntarily. Lower-anxiety rate is linked with better L2 comprehension and production, participation in episodes, having meaningful task realization, which is defined as an upward spiral of successful language acquisition (Hokanson, 2000). Being able to get such feedback appears to calm student anxieties over lack of understanding. Less anxiety is associated with more L2 understanding and production, and more participation in episodes of meaningful language, which is an upward spiral of more efficient acquisition.

Apart from distinctive advantages, distance language education benefits from every kind of opportunity and material such as print-based courses and online courses together with their impact (Yang, 2011). The studies carried out so far have circled various perspectives of distance language education ranging from the competence and skills of language teachers (Murphy et al., 2010) to learners' perceptions of web-based language education (Chang & Lan, 2019; Sun, 2014). Despite the growing number of studies, there are still areas to be explored in the distance teaching of languages. One of them is the language teachers' perceptions of their own teaching modes, how they perceive their distance language teaching practices, their satisfaction levels with their modes, and their motivation to pursue their actions. At that focal point, the present study aims to examine the English language teachers' perceptions via the SAMR Model, together with their motivation and job satisfaction levels in order to define teachers' adopted mode level and fill in the gap in the literature to a certain point for further emergency remote education calls.

Success of English Courses in Distance Education

Achievement level in distance education is bound to several constraints. The most important constraint is counted as the academic English language skill which is the baseline of degree completion and further field-dependent studies (Andrade, 2014). The following important constraint of success is the need for autonomous or self-regulated learners for successful distance language education; since learners take responsibility for their learning

process rather than teachers or trainers. Thus, it is possible to evaluate that in both education styles (face-to-face and distance education), learners need to be self-directed.

The undeniable fact is that learning a foreign language via the forms of distance education necessitates not only interaction but also specifically designed input and output in terms of reading and listening materials, meaning negotiation, and getting prompt feedback (Krashen, 1985; Long, 1996; Swain, 1995). Furthermore, the approaches and course designs selected and adopted by the course coordinators are directly related to the success of the learners and the form of distance education as well.

TESOL Perspectives of Distance Education

At the beginning of the 21st century, *TESOL Quarterly* announced a special call on the global economy and language education for the coming years and published a special issue with the collected articles. All of the articles centered on distance education opportunities and perspectives on the key characteristics of the landscapes in distance education in accordance with technological advancements. Warschauer (2000) approaches the issue from an English language education perspective, and comments on the global market and English language relation, which is in turn closely related to the commercialization of the higher education systems. Warschauer (2000) warns about the potential dangers of the upcoming development of distance education;

> The desire of high class distance education system requires a serious amount of budget and personal interaction,
>
> System providers may feel under pressure to confine the learners-teacher interaction, and place importance on pre-piled sources,
>
> Administrators may chase after getting the property rights of the classes and materials in order to reuse them to cut down on expenditures,
>
> Employing part-time staff may cause low quality in the professionalism of the classes.

Warschauer (2000) perceives that the development of distance education is parallel to the improvement and effective adjustment of the internet to either synchronous or asynchronous learning and teaching processes.

Murray (2000) places a slightly different evaluation of distance education in his review, he calls distance education in his review as 'the stepchild of the traditional education'. He comments that not only the education system change but also the learners' profiles change. In the latter one, learners are keen on the flexibility of the classes, and the availability of free settings. Murray (2000) criticizes the narrow literature research in the field related to distance education and comments on CMC, the adjustment of materials and sources by teachers in distance education. While much attention has been on the nature of distance education, virtual reality, sense of community, and self-discipline, little attention has been engaged with the structural and pedagogical background, school of thought, and competency level of the second language teachers (Murray, 2000; Warschauer,2000; Warschauer et al., 2000). If the global market is the concern of the century, second language teachers shall be examined from various perspectives in order to present implications and suggestions for further studies and literature to be integrated into the systems.

Teacher Perception of Distance Education

Digital technologies have had their place widely in the education systems of developed and, to a certain extent, developing countries. The swift shift to digitalization in all walks of life has augmented the increasing worth and betterment of higher education institutions in the 21st century; such as the requirement of adjusting implementable ICT policies and systems (Shaikh, 2009). However, making use of the available technology does not necessarily mean meaningful integration into teaching is guaranteed. Certain mediating factors are in need of effective integration, and they include teachers' background knowledge, preparedness level, perceptions, motivation, and attitudes (Penuel, 2006; Bebel & Kay, 2010). On the one hand teachers' are considered the key factor of the integration

process of the distance education spectrum, on the other hand, teachers' inadequate passion rate to improve the system, lack of competency level, and unwillingness rate of learning ICT skills are associated with the dismal product of the education (Shaikh & Khoja, 2013). In the same vein as Shaikh and Khoja, Aziz et al. (2012) state that teachers' low commission rate is ascribed to obscure focus, lethargic behavior, and a shortage of passion. The main problem is about the teachers' mindset regarding the adjustment of the distance education learning process, and setting up organizations recognizing teachers' professional development needs at both in-service and pre-service levels may be counted as a solution at the simple level. Gonzalez-Marino (2008) underlines that teachers are already competent and passionate about teaching and improving students' higher-order skills in order to help them handle real-world challenges, which causes bigger changes in society as in the butterfly effect. The impact rate of the butterfly effect is closely related to the teachers' perception and placing distance education in their professional life. Lee (2006) ascertains that teachers underperform technology, and benefit from digital technologies at the lesser level. As seen from studies, teachers' perceptions and practical usage of digital technologies is a controversial issue, and it leads the discussion of teachers' beliefs, competencies, attitudes, and knowledge, which are the prime ingredients of the melting pot, and that pot predicts the uptake of the digital technologies in the educational organizations. However, Nawaz and Qureshi (2010) emphasize that very little literature concentrates on the teachers' perception and adaptation of digital technologies, considering critical factors such as motivation and job satisfaction level. Each change in society necessitates changes in education. Hence, teachers' perceptions, attitudes, and motivation for digital technology adaptation are highly recommended to be examined at the higher-education level (Zamir & Thomas, 2019) because higher education institutions are more open and ready to enroll in distance education in all disciplines regarding their technical preparedness level. Zamir and Thomas (2019) recommend inspecting teachers' perceptions by bounding to two variables: external and internal variables. While external variables depend on sources, context, materials, and administrators' attitudes, internal variables are the stimulus, motivational

curves, beliefs, and self-efficacy (Woolfolk, 2012). Baucus and Mitchell (2014) cite that even though the external world and internal knowledge may seem separate constructs at the surface, they are bounded at the deeper level, and thus, there shall be a balance while examining these two interrelated constructs. Tondeur et al. (2017) sum around fourteen qualitative case studies in the literature about technology integration-related teachers' perception level, and conclude their study with the bi-directional relation between these two interwoven constructs. Even though novice and experienced teachers' perception levels fluctuate in terms of whether they are prone to adopt distance education or not, at the end of the day, both groups exhibit similar negative approaches (Sahay & Dawson, 2019).

In contrast to Baucus and Mitchell (2014), Schunk (2012) insists on the persistent existence of the internal belief system rather than the external world regarding individuals' perception characteristics, and orders generosity, honesty, and commitment among the main characteristics of the teachers' perception. Encountering the changes in teachers' perception of technology integration into classrooms is possible, with the gradual exposure rate to the technology diffusion since teachers may change their opinion or perception together with their attitudes is a matter of concern (Bögel et al., 2018).

An astonishing finding comes from a study conducted in 2012 by Player-Koro (Player-Koro, 2012). He conducts a study to explore the relationship between teachers' perception and self-efficacy, he ends up that teachers' confident and positive approach does not yield a higher rate of digital technology integration, but facilitates learners' learning process. A similar study conducted in the Chinese context to the EFL teacher participants in 2017 by Huang et al. (2017) demonstrates that EFL teachers generally have positive approaches to digital technology integration but in practice, they lack performance. These studies prooves the gap between teachers' perception and practice, and this needs further research studies to explore the deeper reasons behind this. Apart from the gap problem, the role of distance education is another problem that needs to be examined. Consortium

for School Networking (2019) states that teachers' roles should include decision-makers in the teaching process free from institutional pressure.

Consortium for School Networking (2019) reports that students who are placed in the educational bodies can reach the technology both in and out of the classroom easily. Although it seems a really positive function of the technology, easy access brings the achievement gap and decreases the students' engagement rate (Bebell & Kay, 2010; Gkatzidou & Pearson, 2009; Godzicki et al., 2013). As a solution, teachers must be the decision-maker about when and how to reach technology, how to implement it, and how to comprehend the result achieved from technology (Sawyer, 2017). At that point, teachers' technology integration-related perceptions may fluctuate by relying on their background education, professional development, and interests (Barron et al., 2014).

U.S. Department of Education's National Education Technology Plan (2017) warns teachers at all levels that if carefully planned, designed, altered, and multiplied tasks are applied, the effective technology integration rate shall be accelerated. This report signals the SAMR Model as well, by putting a higher emphasis on teachers. Shall teachers' perceptions be shaped in the same line with the benefits of technology-integrated education, teachers' job satisfaction may increase in the same direction.

Inan and Lowther (2020) underline that the successful integration of technology into classes is a complex and heavy-going process, and depends on various parameters. Thus, it is recommended to examine both the roles of technology integration and teacher perception (Önalan & Kurt, 2020). Inan and Lowter (2020) explain the roles of technology integration as; making use of technology for instructional delivery, instructional preparation, and means of learning. In the first step, instructional preparation comes and means using technology for creating teaching materials, planning the lessons, and collaborating. Secondly, making use of technology for instructional delivery refers to employing computers to catch the students' attention for practice or presenting the course content. Finally, making use of technology as a means to encourage students to produce products, share them with

others, communicate and get feedback from others (Inan & Lowther). The roles of technology integration into education show that teachers are active in various roles in each step, which shows that teachers, and in turn, teachers' perceptions are the key factors that direct the learning process. Önalan and Kurt (2020) report that since teachers and teachers' perceptions are neglected in the technology integration process, and technology is integrated for non-instructional purposes, distance education is still far from being successfully adopted.

The desired effective technology integration requires confident, free, and comfortable teachers (Gorder, 2008). For this reason, teachers' strong feeling in terms of their comfort, influence their tendency toward technology integration, and with this regard, teachers' perception of themselves and the benefits of technology integration increases linearly in the learning and teaching process (Carver, 2016; Hutchison & Reinking, 2011). It is important to see that teachers are not the only decision-makers' mechanisms here, school administrators should be in action and take responsibility, otherwise given the plethora of duties on teachers' shoulders most probably result in demotivated outraged teachers (Bakir, 2015).

Carver (2016) employed a mixed-method study on teachers' perceptions of the benefits and challenges of technology integration. The qualitative part of the study included K-12 educators from all levels and came up with 64 positive sides of technology integration. From the quantitative part of the study, the researcher found that teachers are of the opinion that technology encouraged students to be active in classes. Bebell and Kay (2010) employed a comprehensive study with K-12 levels, and teachers reported high-achieving students thanks to technology integration. Godzicki et al. (2013) conducted a similar study in different contexts, both teachers and students reported a higher level of motivation and job satisfaction after 12 weeks of technology-integrated education. An and Reigeluth (2012) produced similar results in their study conducted with 126 K-12 teachers in Texas and Arkansas. In Krygz context, Mwalongo (2011) employed a study on the teachers' perception

of digital technology integration in the courses and found out that teachers do not perceive the existence of digital technology integration in the field of instructional practices, and a parallel result was reached six years later by Herro and Quigley (2017), which informed that digital technology integration was perceived successful for collaborative learning environment via digital tools.

Apart from the abovementioned studies, some other studies' findings are consistent with each other in that teachers' beliefs, attitudes, and perceptions have a significant effect on digital technology integration in the classroom. (Abbitt, 2011; Ertmer et al., 2010; Hughes, 2005). According to the abovementioned studies derived from literature, effective technology integration is highly linked with teachers' perceptions.

Primary Concerns about Teacher Perceptions Regarding Distance Education

Primary requirements have changed in parallel to the gradual exposure to technology in the field of education. While the main emphasis was on teachers' quality in the face-to-face education system, this emphasis has shifted to the quality of distance education with the increasing popularity of technology integration into language education. And that shift has brought the responsibility of designing virtual materials and engaging students via digital technology integration into the classes. As the upcoming consequence of digitalization in the field of language education, the new teaching competencies and instruction methods have become significant for language courses. Thus, teachers' perception of integrating digital technology into their teaching activities has been reshaped with the concern of; encouraging learner motivation, facilitating the language courses fruitfully, and stress-free communication environment (Young, 2006). Similarly, building a sense of belonging to a community for language learners is another important element for structuring teachers' perceptions (Conrad, 2004). Online education is more favorable rather than brick-and-mortar schooling systems since linguistic interaction is the key bone of language education, and it is easy to reach on digital platforms. However, the major drawback is the shortage of contextual elements and non-verbal symbols which are inherent

in digital platforms (Hauck & Stickler, 2006). On the one hand, Di Pietro (2010) asserts that teachers may use concise writing to show their care and interest in building friendships with students, and this may help to decrease the drawback effect of inadequate non-verbal symbols. Similarly, Ferdig et al. (2009) suggest teachers present immediate feedback to students. On the other hand, Means et al. (2010) claimed the vice versa: there is no impact of either immediate feedback or synchronous communication on students' feeling of belonging.

Challenges of Incorporating Technology into Education

Most of the time learners are prominent daydreamers, and the case gets worse in the absence of physical sanctions in distance education. A bored learner is easily distracted if the activities are not engrossing. The situation that happens in both distance education and face-to-face education through controlling gets much more difficult in distance education. Hokanson (2000b) advises that carefully organized student-centered lesson plans may help to decrease the problem to a minimum level. If students are considered critical learners, polishing their higher-order skills should be aimed at the planning level.

It is an admitted fact that when compared to traditional teaching methods (e.g., paper-pen, chalkboards), integrating digital technology into education is a challenging factor for teachers especially for digital immigrants (Mishra and Koehler, 2013; Papert, 1980; Turkle, 1995) since digital technologies are more dynamic, opaque, and protean. Protean here means that digital technologies offer a plethora of options for users to use for entertainment, teaching, communication, or economics. Moreover, technology has a rapidly changing feature that brings the need for users to update themselves regularly, which is another time-demanding and challenging dimension of the technology for most users. Since even personal improvement necessitates a good deal of time, designing new tasks via digital technologies into education makes teachers hesitate to adopt it instead of integrating it (Kirkland, 2014). Hence, teachers (digital immigrants) are confronted with the dispute of

technology integration. In the same vein as Kirkland (2014), Egbert et al. (2002) underline that teachers refrain from integrating technology into education because of various reasons: inadequate instructions and resources, timing, and background education, and lack of training support. While the majority of the teachers are conscious of time and space flexibility and agree that digital technology integration gives them a place to prioritize the tasks, some others complain about the requirement of being the creative and organized person to manage the overdose of materials presented by the technology (Graham, 2019). From another perspective of the challenges, Pei and Wu (2019) cite that teachers are in the opinion of neglecting digital technologies' reputation and that distance education causes communication and collaboration gaps among peers, teachers, and students.

One another problem is the shortage of need analysis of learners, especially in language classes. Distance learning from the perspective of learners is to do what is instructed by the teachers, in that case, it is more distance teaching not learning (Hokanson, 2000a). Those ‘to do’ activities are generally cloze tests and quizzes where the likelihood of students’ engagement is high literally or symbolically. Since learners do not have the freedom of selecting how to communicate in the target language. Furthermore, teachers do not have the possibility to observe learners’ disengagement cause of the actual distance, and opposite to the physical classroom environment, not able to craft the immediate activity. That point, one another inextricable disadvantage of distance education is the low level of meaningful connection between learners and teachers.

Li (2020) suggests that the technological forms that digital immigrants and digital natives use shall be different from each other or simplified versions can be suggested. However, either way, teachers should be conscious of technology integration into education especially language education, which is indispensable in the 21st-century education system, social demand, and the needs of the century. Therefore, teachers are advised to follow the hierarchy of the SAMR Model with the aim of getting used to the system and designing the tasks appropriately step by step (Li, 2020).

Table 1

Barriers to Effective Technology Integration

External Barriers to Technology Integration	Internal Barriers to Technology Integration
Convenient Access to Computers	Teachers' inexperience in using technology as a productivity tool
Funding and Equipment Issues	Fragmented knowledge
Lack of time to experiment and develop lessons and units	Teacher beliefs and views on technology
Support from the school and wider community/Poor Leadership	Teacher confidence
Lack of time to develop rubrics for assessment	Teacher positivity toward technology
Lack of availability of guidance and ongoing support from specialist mentors and online resources	Teacher resistance to change
Changing/evolving technology	Willingness to adjust long-standing pedagogical beliefs and classroom role
Compatibility of technology-related innovation with the school's philosophy	Prior negative experiences with technology
Inadequate Infrastructure	Feelings of intimidation that students know more
	Motivation and desire to improve technology knowledge and related skills

Overcoming the challenges of distance language education is bound to the careful organization of the courses via more authentic communicative activities and individualized practices. Creating episodes with the learning materials is suggested to have a better memory trace for long-lasting language acquisition. The gist here is to match the learners' cognitive style, and degrees with the exact learning setting and sources. It is a facile reality that gathering information in a web-based environment is a rapid phenomenon, and presents information about the language progress of the learners empirically via records of the attainments. Thus, distance language education deserves a serious trial.

First Row Requirements in Distance Education

From the point of learners' view, they are demanded to respond to novel conditions when they begin distance education. The conditions include;

- Learning in isolation
- low level of structural and supportive interaction for gaining real-time evaluation
- Handling problems with self-regulation and motivation without assistance
- Designing effective time-management

- Balancing the competing demands of society, family, and academic contexts
- Learners may encounter more chaotic situations and requirements to solve them without any assistance regarding the distance education process.

Absence of teacher mediation

Within the distance language education context, language learners are there alone to internalize, observe, and evaluate the learning process without a similar amount of input as presented in traditional face-to-face education? Teachers are enrolled in 21st-century language classrooms in the role of either mediator or scaffolder, but in the absence of mediation within distance education, learners may falter in the beginning till they set up their own distance learning style, and find ways to match their learning objectives with the available context and sources. Doughty and Long (2002) sum the teacher's role in the classroom as the most reliable source, decision maker, and main source of L2 data, and the removal of this character from the context most probably may cause some anxiety and lack of confidence till the self-discipline is constructed. That is why, the absence of a teacher is considered a challenge for learners till adaptation or orientation is reached in a few weeks.

Sample Classroom Tasks for Teachers implementation in Distance Education

Puendetura (2006, 2013) outlines the four tiers of the model briefly, and when the tasks are evaluated according to the description of the tiers; preparing syllabuses, materials, resources, and lesson plans may become less effort taking. Some level-appropriate tasks are derived from literature as in the following;

From the basic level a class, which necessitates Substitution tasks, might include dictation via text messages or WhatsApp messages, or even note-taking functions of the smartphones can be employed. Here, the aim is only to substitute paper-pen format with digital forms; digitally dictated texts might be saved and shared if required easily without any physical contact.

In the coming step of the SAMR Model, Augmentation, a developed text message or dictation developed at the Substitution level can be converted into assigning students to create a story chain through group texting. Although at first glance the task at this level may look like the substitution of the pen-paper format, it has a functional implication since it is a chain story, shared and uploaded to any kind of social blog. That is how the created stories or completed tasks are shared with others outside of the classroom context and be made visible and open to comments.

A fundamental part of the face-to-face teaching collaboration is enacted at the Modification stage with the collaborative tasks focusing on one final shared group product. The tasks can be counted as work in pairs, group work, rehearsing together, giving-getting feedback, short video recording, and short oral group presentations. In this case, group members study, practice, and benefit from all forms of technology, and its function till they achieve one satisfactory final product. In terms of English language learning, with the rehearsals and spending time together only via English, they have the chance to intensive practice rate, motivation, learn from their peers, and examine themselves. Thanks to the immediate feedback they get from their group friend, they improve themselves for the next task straight away. When students make their final product ready, they can publish it on local sites, and upload their presentations to the school's site or youtube.

The final step of the SAMR Model is the Redefinition, which requires creating a completely new task, and that is why generally teachers fall back in this level by reasoning it as time-consuming since it is time-demanding. However, noticeable improvement in students' ICT skills and higher-order skills is recorded in this step, since the tasks ask for more effort and critical thinking from students to complete them. For instance, a trouble hunt game in English can be adopted here via GPS (global positioning system), it enables students to get the signals on their devices and receive clues, so students will collect the signals and clues to find the location (Martina, 2020).

Teacher Cognition

The cognition can be described as every single action of the teachers in the classrooms ranging from planning the course materials, preparing the course plan to deciding on the assessment criteria and teaching methods. Borg (2003) explains that "cognition is what teachers belive, know, and think in relation to their work" (p.81). Teachers are accepted as significant agents converting policy into action which is possibly described as the perfect promotion of the cognition-level activities.

Teachers' cognition goes hand in hand with their actual classroom practices. As also underlined by Kramsch (2017), teachers' classroom performance as the reflections of their background education. The main problem is catch the harmony between the cognition and performance in education. Majority of the education experts, teachers, and teacher educatiors are in the opinion that ther should be an agreement between the perception and the practice, but most of the time their attitudes contradicts with their statements. McKenna summarizes this disagreement as teachers' irrelevance with their performances, and unsufficient level of cognition. Not only teacher educators but also teachers should be cautioned about smooth consistence of their practice and perception in order to decrease the any possible risk of poor education and contradiction. Ambigapathy (2007) calims that contradictions are inevitable, however it is not the case of disagreement between the cognition and practice; it is the case of effect of attitudes on the cognition. Although it has been noted that practices are generated from the cognition and perception (Schulman, 1986), Ambigapathy asserted that persistent practices change the perception level and cognition gradually. Hence, teachers are the crucial factors for deciding on the any success and failure at the schools.

Teachers' Motivation of Digital Technology Integration

Driving one's motivation constantly and keeping the focus on one thing are counted as challenging factors by teachers (Young, 2002; Morris, 2021). If the situation is motivating

students via remote education, it makes the challenge doubled; since students are not sharing the atmosphere physically, teachers do not have the opportunity to rapidly observation of students' motivation. At that point, benefits of the technology integration via a remote education style can be discussed. While distances and residential costs are lessened via remote education, the invoking factor of sharing the same setting has been hindered. Apart from that dimension, the selected digital education technology should be in line with both teachers' and students' immediate knowledge, skill, and preparedness level.

Young (2002) and Aziz (2010) assert that the adaptability dimension shall be inspected in detail in digital technology; since the application procedure needs motivation by teachers. In the same vein as Young and Aziz, Morris (2021) claims that teachers must be ensured that their preparedness level has been cared, for and they are going to be qualified with the required knowledge and skills. If teachers are informed that their preparedness level is taken into consideration before the application level, their intrinsic and extrinsic motivation to integrate digital technology into their class voluntarily and believe its benefits may increase (Morris, 20021; Martin,2021). Motivation is affected by the feeling of freedom. if teachers are verified that they have the freedom of choice in terms of planning their classes, they may act willingly in the integration process. On the same side as Beisel (2017), Aziz (2021) concludes that motivation should be strengthened with cognition, sense, and memory in order to reach fruitful results.

Lyddon (2016) recommends insisting on the concrete benefits of incorporating digital technology into the EFL process in order to motivate teachers. Persson and Nouri (2018) cite that the most visible motivating factors of integrating digital technologies into the learning process are; assisting learners in terms of observing and recalling the gap-filling activities in the mind, and communicative features. Furthermore, monitoring learners' self-regulated efforts to learn in authentic settings shall be considered as one another motivating factor for EFL teachers (Kim & Kwon, 2012). There is also a pile of studies proving that integrating technology into the EFL process is motivating also for learners regarding the

features of; immediate feedback, keeping records, social networking, and reaching didactic conversation styles (Rahimi & Yadollahi, 2011; Miglani & Awadhiya, 2017; Alzubi et al., 2019).

Motivation is the combination of intrinsic and extrinsic states of willingness to start, keep, and end an action. Slavin (2012) states that motivation is a matter of pushing and getting one to clear the pathway for the ones who try. Motivation is the reason for why acting in one or another way and keeping that action till the end, and that is the reason why it has been the subject matter of a plethora of research studies in various fields. In the field of education, motivation is under the lens for years from various perspectives (i.e. teachers, students, and parents.), in accordance with the century's needs, motivation, and digital technology integration has been also inspected by Gasaymeh et al. (2017). They analyzed the issue from the perspective of teachers' motivation and digital technology integration in the context of Jordan. They ended up with the results which sign internal factors as the significant motivators of digital technology integration into the class, and enhancing job satisfaction levels in addition to students learning. However, the results demonstrated external factors such as administrative issues and background education as the moderate effecters in comparison to internal factors. Apart from other motivation-related studies in the field of education, this case study is concrete evidence of the gap in the literature that further studies are in the need of searching about teachers' technology-related motivation and job satisfaction levels. Driving one's motivation constantly and keeping the focus on one thing are counted as the challenging factors by teachers (Young, 2002; Morris, 2021). If the situation is motivating students via remote education, it makes the challenge doubled; since students are not sharing the atmosphere physically, teachers do not have the opportunity of rapid observation on students' motivation. At that point, benefits of the technology integration via remote education style can be discussed. While distances and residential costs are lessened via remote education, the invoking factor of sharing the same setting has been hindered. Apart from that dimension, the selected digital education technology

should be in line with both teachers' and students' immediate knowledge, skill, and preparedness level.

Young (2002) and Aziz (2010) assert that the adaptability dimension shall be inspected in detail of the digital technology; since application procedure needs motivation by teachers. In the same vein with Young and Aziz, Morris (2021) claims that teachers must be ensured that their preparedness level has been cared, and they are going to be qualified with the required knowledge and skills. If teachers are informed that their preparedness level is taken into consideration before the application level, their intrinsic and extrinsic motivation to integrate the digital technology into their class voluntarily, and believing its benefits may increase (Morris, 20021; Martin,2021). Motivation is affected by the feeling of freedom. if teachers are verified that they have the freedom of choice in terms of planning their classes, they may act willingly in the integration process. On the same side with Beisel (2017), Aziz (2021) concludes that motivation should be strengthened with cognition, sense, and memory in order to reach fruitful results.

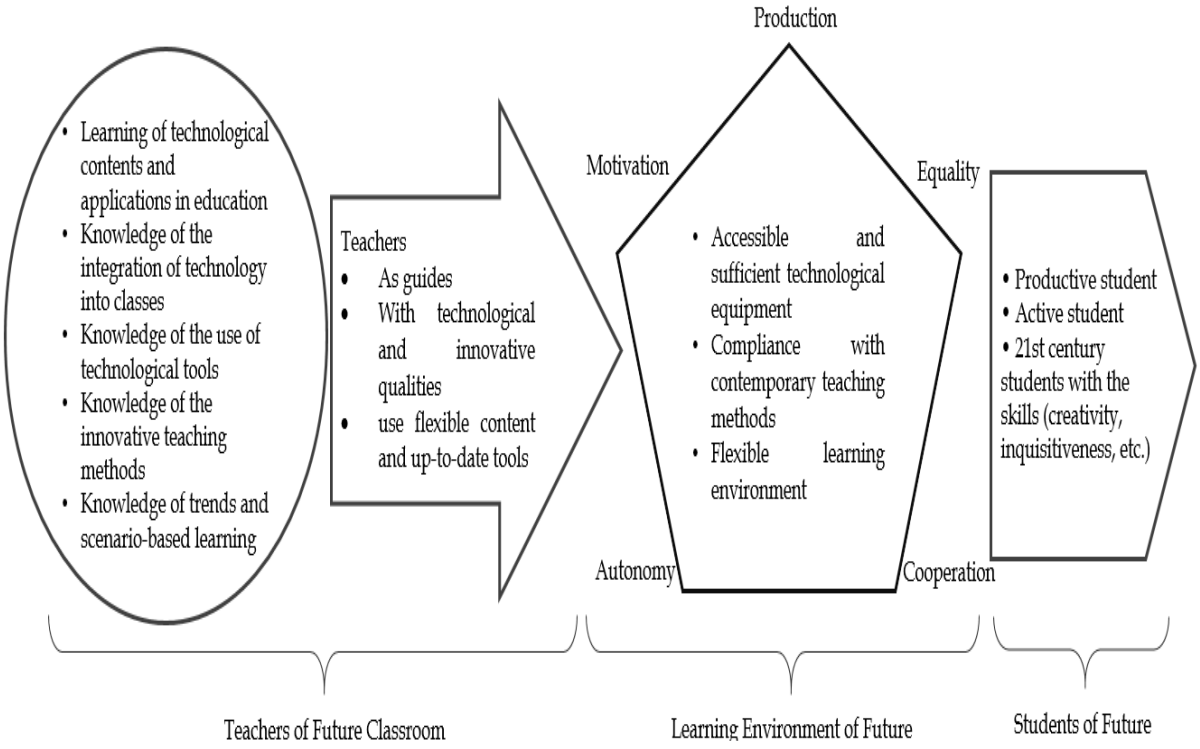
Lyddon (2016) recommends insisting on concrete benefits of incorporating digital technology into EFL process in order to motivate teachers. Persson and Nouri (2018) cite that the most visible motivating factors of integrating digital technologies into learning process are; assisting learners in terms of observing and recalling the gap filling activities in the mind, and communicative features. Furthermore, monitoring learners self-regulated efforts to learn in the authentic settings shall be considered as one another motivating factor for EFL teachers (Kim & Kwon, 2012). There are also a pile of studies proving that integrating technology into EFL process is motivating also for learners regarding the features of; immediate feedback, keeping record, social networking, and reaching didactic conversation styles (Rahimi & Yadollahi, 2011; Miglani & Awadhiya, 2017; Alzubi et al., 2019).

Motivation is the combination of intrinsic and extrinsic state of willing to start, keep, and end an action. Slavin (2012) states that the motivation is the matter of pushing and

getting one to clear the pathway for the ones who tries. Motivation is the reason of why acting in one or another way and keeping that action till the end, and that is the reason of why it has been the subject matter of plethora of research studies in various fields. In the field of education, motivation is under the lens for years from various perspectives (i.e. teachers, students, parents.), in accordance with the century needs, motivation and digital technology integration has been also inspected by Gasaymeh et al. (2017). They analyzed the issue from the perspective of teachers' motivation and digital technology integration in the context of Jordan. They ended up with the results which signs internal factors as the significant motivators of digital technology integration into the class, and enhancing job satisfaction level in addition to students learning. Hovewer, the results demonstrated external factors such as administrative issues and background education as the moderate effecters in comparison to internal factors. Apart from other motivation related studies in the field of education, this case study is the concrete evidence of the gap in the literature that further studies are in the need of searching about teachers' technology related motivation and job satisfaction levels.

Figure 6

Teachers' Motivation and Digital Technology Integration (Adapted from Göçen et al., 2020)



Digital Technology and Teachers' Job Satisfaction

As a term job satisfaction refers to the level to which a person recognizes their effort and experience as adequate, or whether this effort yields either positive or negative consequences (Kumcagiz et al., 2014). And job satisfaction level is closely related to motivation level and is interwoven with stress. Morris (2021) underlines the increased rate of teachers' stress decreases their job satisfaction levels. Although technology is expected to decrease the burden on teachers' shoulders, it is seen that cause of the deficiency in the background preparedness level regarding technology integration, teachers' stress has been doubled and in turn, job satisfaction levels have lessened in the same direction. In the current world of education, teachers' job satisfaction level is declining and teacher stress is increasing. It is also closely related to the teachers' perception of technology integration into their classes: teachers may perceive digital technologies as digital sources increasing

students' engagement and accomplishment levels or a futile burden that is expected to be filled obligatorily. Teachers' perception of the digital technology integrated classes decides on their job satisfaction levels since their perceptions manage their actual classroom practices and their classroom performances decide on their satisfaction levels. The more the teachers are motivated the integrate digital sources into their classes, the more satisfied they become (Morris, 2020).

A theory suggested by Herzberg (1968) examines the motivational factors from a job satisfaction perspective. In his theory, he categorizes the motivational factors as intrinsic and extrinsic factors. Intrinsic ones are related to responsibility, achievement recognition, accomplishment, and improvement. While the intrinsic factors affect the job satisfaction level regarding salary or administrative issues, the picture is all about the higher level of job satisfaction regarding teaching (Herzberg, 1968). Herzberg (1968) and other theorists (McClelland, 1985; McGregor, 1960; Milanowski, 2000) have found a direct link between motivation and job satisfaction in terms of teaching. Herzberg's theory is adopted in many studies since it underlines the correlation between motivation and job satisfaction levels such as the reason and result relation (Wang et al., 2018).

According to studies in the field of education, three important characteristics are found largely dominant in teachers' job satisfaction levels: workplace relationships, institutional leadership, and job design & environment (Ansley et al., 2019; Johnson et al., 2012; Pas et al., 2012). In terms of school leadership, principal support is linked with the teachers' job satisfaction levels, (Brown & Wynn, 2009; Grissom, 2011). Since institutional leaders have the power to organize the institutional climate and environment which strengthens recognition, and belonging and provide support. Teachers may have the feeling of belonging to a community and gain recognition from others. Supportive principals increase the culture of teaching and learning in the immediate teaching environment by increasing the teachers' job satisfaction levels.

Workplace relationship is also known as teacher interdependence, and it refers to respect, collaboration, and trust among colleagues in the working place. Powerful relationships in the workplace vaccinate the feeling of security in the teachers which fosters teachers' self-confidence in terms of enrolling in various types of education such as hybrid, face-to-face, or distance education. According to Woods and Weasmer (2004), communicative and collaborative workplaces are predictors of successful and satisfied teachers. This communication and collaboration gain more importance when technology integration becomes a matter of issue since all of the teachers in an institution do not have an equal level of technology comprehension. At that point, the communicative and collaborative group work overcomes the deficiencies of the teachers, which, in return, supports increasing the job satisfaction levels of the teachers. Some studies underline that technology integration can have a positive effect on teachers' job satisfaction levels only if it is utilized meaningfully and functionally (Kolb, 2019; Nicol et al., 2018; Tan et al., 2019).

Digital technology-integrated classes and teachers' job satisfaction levels are much more related to job design and the environment. In digitalized classes, teachers have difficulty managing the classes both psychologically and academically if they are in lack the required competencies and the infrastructure. The acclaimed reason behind that kind of situation is the problems related to the self-efficacy beliefs of the teachers (Ansley et al., 2019). In the same line as Ansley et al, Wang et al. (2018) state that while self-efficient teachers yield a high rate of job satisfaction, the ones with a moderate level of self-efficacy are found to be hesitant about employing digital technologies in their classes. This may be explained by the teachers' sufficient background education and experiences with technology-integrated classes.

In summary, it is possible to conclude that while teachers' job satisfaction level is interdependent with their motivation levels, it is also bound to several factors ranging from principal support to the workplace. Besides, it is strongly linked to retention and burden rates (Didonna, 2018).

Studies Conducted on Digital Technology Integration in the Turkish Context

A pile of studies has been employed in Turkey regarding teacher-oriented barriers affecting technology integration. The most relevant studies are selected and examined chronologically. To start with, the study conducted by Gülbahar and Güven in 2008 with 326 primary school teachers explored that even though teachers are passionate about integrating technology into their classrooms, they are short of access to required pieces of equipment, and lack of in-service professional development support. In 2011, Şahin-Kızıl conducted a study with 76 high school EFL teachers and come up with similar findings to Gülbahar and Güven's study. High school EFL teachers reported positive perceptions and inadequate preparedness levels via the likert type questionnaire. In the following year, a study on teacher-oriented challenges on the issue of technology integration into online classes was conducted by Ünal and Öztürk (2012), and they found resources and background education-related challenges as a barrier in front of effective technology implementation. In the same vein aforementioned studies, Aydın (2013) with 157 EFL teacher participants, and Göktaş et al. (2013) with 1373 teachers from all grades in 52 schools reported that while teachers have positive perceptions about technology integration, they lack the required technical knowledge of using software, which makes them hesitant to manage the technology integrated classes. Özdemir (2017) employed a qualitative study with fourteen Turkish teachers on the barriers in front of successful technology integration, and according to the content analysis findings, she ended up the research with eight main obstacles hampering the process. The reported obstacles were; school of thought, instructional habits, lack of administrative support, low level of access to software regularly, waste of time, not appropriate Turkish classes, teacher's low level of self-confidence, and inadequate course materials. Those aforementioned studies' results are in line with the studies of Ozdamli and Uzunboylu (2015), Şad and Goktas (2014), Kafyulilo 2014), and Thomas et al. (2014).

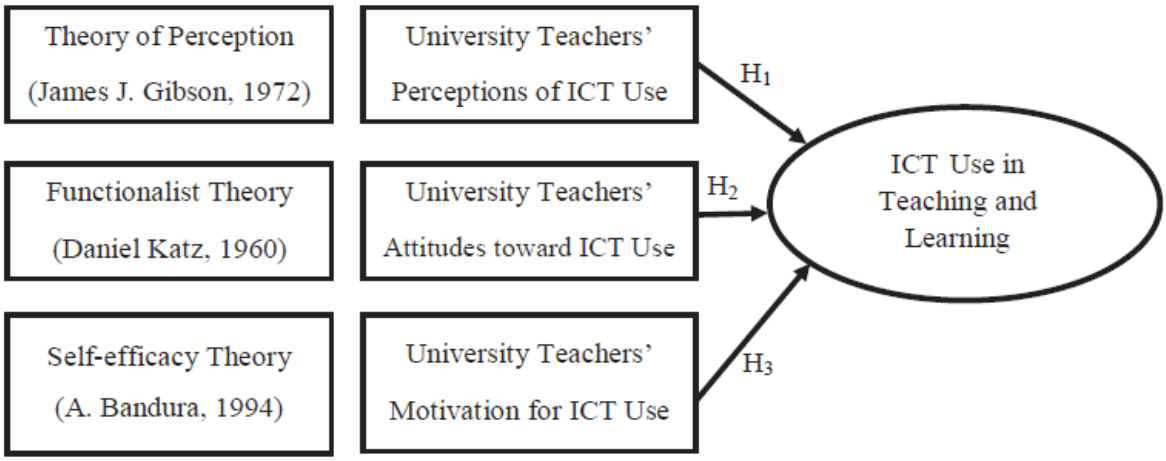
Online teaching shall not stand for the simple simulation of face-to-face education via using digital tools and virtual classrooms (Compton et al., 2009). In the same vein, Cavana-ugh et al. (2004) cite similar results, and explain that the beneficial practices of face-to-face education may not yield similar results in online education environments. Direct transformation of the instruction from face-to-face education to virtual classrooms is not favorable, and materials are always in need of adjustments regarding instruction, approach, and psychological motives under the frame of related theories or models. A pile of studies has been employed in Turkey regarding teacher-oriented barries affecting technology integration. The most relevant studies are selected and examined chronologically. To start with, the study conducted by Gülbahar and Güven in 2008 with 326 primary school teachers explored that even though teachers are passionate about integrating technology into their classrooms, they are in short of access to required equipments, and lack of in-service professional development support. In 2011, Şahin-Kızıl conducted a study with 76 high school EFL teachers and come up with the similar findings to Gülbahar and Güven's study. High school EFL teachers reported positive perception and inadequate preparedness level via likert type questionnaire. In the following year, a study on teacher-oriented challenges on the issue of technology integration into the online classes was conducted by Ünal and Öztürk (2012), and they found out resources and background education related challenges as a barrier in frond of the effective technology implementation. In the same vein aforementioned studies, Aydın (2013) with 157 EFL teacher participants, and Göktaş et al. (2013) with 1373 teachers from all grades in 52 schools reported that while teachers' have positive perceptions about technology integration, they lack of the required technical knowledge of using software, which make them hesitant to manage the technology integrated classes. Özdemir (2017) emloyed a qualitative study with fourteen Turkish teachers on the barriers in frond of the succesful technology integration, and according to the content analysis findings, she ended up the research with eight main obstacles hampering the process. The reported obstacles were; school of thoughts, instructional habits, lack of adminisrative support, low level of access to software regularly, waist of time,

not appropriate Turkish classes, teacher's low level of self-confidence, and inadequate course materials. Those aforementioned studies' results are in line with the studies of Ozdamli and Uzunboylu (2015), Şad and Goktas (2014), Kafyulilo 2014), Thomas et al. (2014).

Online teaching shall not stand for the simple simulation of face-to-face education via using the digital tools and virtual classrooms (Compton et al., 2009). In the same vein, Cavanaugh et al. (2004) cite similar results, and explain that the benefical practices of face-to-face education may not yiled in similar results in online education environments. Direct transformation of the instruction from face-to-face education to virtual classrooms is not favourable, and materials are always in need of adjustments regarding instruction, approach, and psychological motives under the frame of related theories or models.

Figure 7

A Sample Framework for Conceptualized ICT Regarding Teacher Perception (Zamir &Thomas, 2019)



According to the research studies' result, teacher's perception needs to be analyzed from various perspective in the light of either a theory or a model, in order to pose the exact problem.

Studies Conducted on Digital Technology Integration Around the World

In the 21st century, technological advancements have reached such a degree that their effect is visible in all grades of education ranging from kindergarten to higher education institutions. Technology is mainly integrated by the institutions for utilizing one-to-one Chromebook features of technology in order to enhance the accessibility of education. Under the circumstances of functional and effective facilitation of digital technologies, students' both engagement and learning can increase, in return, educators' teaching motivation and job satisfaction levels can increase equally (Tan et al., 2019). There is a pile of studies conducted on digital technology integration into the various disciplines of education.

Bebel and Kay (2010) conducted a study in Massachusetts with 116 participants and tried to investigate the relation between digital technology integration into the classes and the student's success level. It was an experimental study, while half of the students were provided with all of the required technical devices, the other half was not provided, they tried to survive with insufficient technological devices. The results showed that the availability of the technological devices is not a matter of success since the students' engagement level was weak. Aziz (2010) states in his study that technology integration can gain meaning with educators' motivation and students' engagement.

Along the same line Bebel and Kay (2010), and Godzicki et al. (2013) employed more directed research on technology education by conducting pre-test and post-test during the quasi-experimental study with 115 participant students. They discovered that the increasing amount of exposure to digital technologies in English Classes increased the students' success level. However, it was found that the majority of the digital technologies integrated practices stayed at the very basic level, and educators could not benefit from the technology functionally.

In the Florida context, Carver (2016) conducted a mixed-method study on discovering educators' perceptions and challenges with technology integration into the classes. 64 educators took part in the research. The results underlined that educators were delighted with the increasing engagement rate of the students, which provoked them to try harder to overcome the challenging software programs and applications.

Gallagher-Landis (2017) employed a quantitative study on the integration of one-to-one Chromebooks into education settings in Pennsylvania. As a data collection tool, both formative and summative tests were used. Both educators and students took pat in the study. The findings pointed out that there was not a significant increase in the success rate of the students. Depending on the findings, Gallagher-Landis commented that technology integration requires a specific culture, vision, and profession.

In 2020, Morris conducted a research study in the US context in order to examine the instructors' motivation levels and job satisfaction levels of practicing the educational technologies in the classes. It was found that while teaching motivation levels and job satisfaction levels are related to each other, the factors which affect them are different. There was not a significant relationship between teaching assignments and job satisfaction levels. although instructors were expected to fill many responsibilities they are provided many digital resources as well, which facilitated their job.

It is the age of digital technologies, and the field of education with no exception is under the enormous bombardment of software programs and applications, which simplifies the job of education, especially regarding distance education. Whereas many studies are conducted on digital technologies integration into education, each of them has come with various results, which contribute to the research from various dimensions in the literature.

From Distance Education Mode to Emergency Remote Education Mode

According to the World Health Organisation (WHO) reports, a virus popped up in Wuhan in China on 31 December 2019 and spread rapidly to all world countries. The virus was named COVID-19 and caused a pandemic alarm situation on 11 March 2020 around the world since its contamination was so astonishingly rapid (WHO, 2021). Although world history has witnessed several pandemics, their effect was local compared to COVID-19. While the pandemics in world history caused to death of millions of people, none of them spread around the world countries without any exception rapidly. With the aim of decreasing the risk of contamination, governments started to take precautions regarding restrictions and lockdown conditions. The education system was affected by the so-called restrictions, it was cited that 1.57 billion students in the countries more than 190 were affected by the restrictions (UNICEF, 2021). Globally, the date, 02 April 2020 on which the highest contamination number was recorded, was recorded as consisting of the highest number of students, 84.8% of the world students who experienced the adverse effect of the lockdown conditions (UNESCO, 2020). According to the reports of the Turkish Higher Education Council, in the context of Turkey, education was suspended for a while on 13 March 2020, and higher education institutions started to switch to emergency remote education mode gradually (YÖK, 2020). Although the mode is known as distance education, because of the process academicians named the mode as Emergence Remote Education (Bozkurt & Sharma, 2020; Hodges et al., 2020; Schlesselman, 2020).

According to the general education frame prepared by Dan Coldeway (1988), an applicable education can be employed in four ways: first, face-to-face education (at the same time, at the same place); second, one-to-one education (the same place, different time); third, synchronous education (the same time, different place); fourth, asynchronous education (different time, different place). As clear in the last two ways, education can be applied in different places free from time. In asynchronous education, students have the flexibility of reaching the course materials whenever they want, they have the freedom of

choice to decide when, where, and how to learn the classes (Simonson et al, 2019). However, asynchronous education, which was favored mainly during the COVID-19 process, does not give the freedom of time to the students since the classes are conducted via online teaching platforms at the scheduled time.

The main dynamic for deciding on the proper ERE mode was the infrastructure's efficiency level of the institutions. The ERE conditions forced the academicians to enroll in either synchronous or asynchronous distance education modes obligatorily. Therefore, academicians had to utilize the face-to-face education course materials for distance education which lessened the quality of the classes and engagement level of the students since the materials were proper for manual usage not for digital platforms. That obligatory action of the academicians made them gain experience in teaching online under emergency conditions and gain awareness about their strengths and weakness in terms of their own profession (Sekreter et al, 2021).

The SAMR Model and Digital Technology Integration

SAMR Model was introduced by Dr. Ruben Puentedura in 2006 SAMR; model focuses on four tiers –Substitution, Augmentation, Modification, and Redefinition- in order to explain the technology integration levels in the classes. It is significant to notice that technology integration shall not mean replacement of the authentic manual resources, but the redesign, and reconstruction of real-life tasks allowing students to expand their ICT skills and combine them with higher-order skills (Martina, 2020). That is why SAMR Model is considered the perfect fit model to describe the technology integration into the classes (Puentedura, 2006). SAMR Model has gained popularity as a framework due to its flexible practicality and continuous evolution (Hamilton et al, 2016).

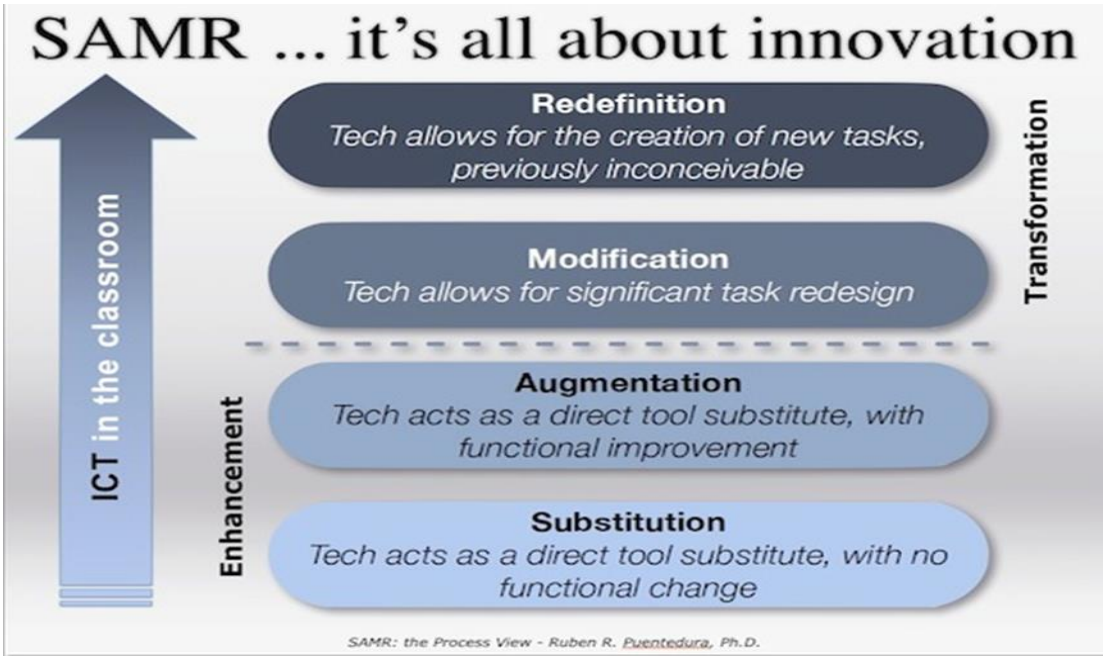
Although the SAMR Model was first authored in the K-12 setting, it has spread to the university context immediately to evaluate online teaching, remote teaching, and

distance teaching (Jude et al., 2014; Romrell et al., 2014), it is now adopted in the resent research study to evaluate emergency remote education caused by Covid-19 pandemic.

SAMR Model is also employed for evaluating the technology integration rate in undergraduate classrooms (Pfaffe, 2017; Patton, 2015; Abdullah, 2014). Some other researchers inspected the technology integration from the social media perspective such as world avatars and Instagram (Al-Ali, 2014). Kukulska et al., (2017) advise in the book chapter that the impact of technology integration gets denser and more informative at Modification and Redefinition levels in English language education in terms of content, emerging roles, and expertise of teachers. In the same line as Kukulska et al. (2017), Hockly (2012) reports the SAMR Model as a developed and adequate model to evaluate the technology integration in English language classes to reflect on both students' and teachers' performance.

Figure 8

SAMR Model (Puentedura, 2006)



The SAMR Model and technology are intertwined in a complex way. Technology is seen as a tool that can change the way of teaching from the Substitution level to the

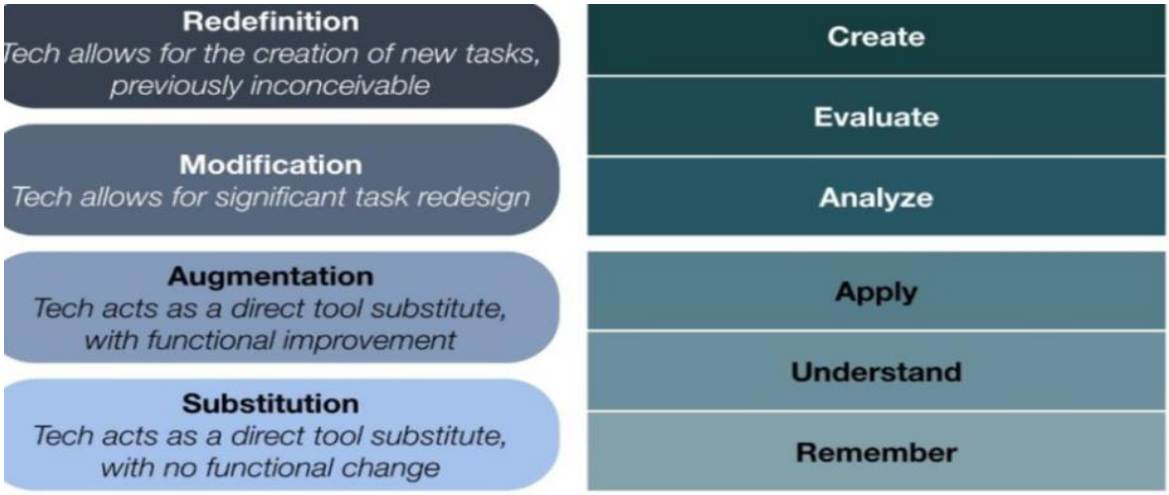
Redefinition level. “For example, technology tools in the augmented category provide teachers with improved ways of interacting with students. This is evident in the way that Google Forms transform exit tickets by quickly and efficiently identifying areas of confusion, highlighting opportunities to dive into the next day’s lesson” (Portnoy, 2018) Portnoy deems technology to be an integral component in implementing Puentedura’s SAMR Model because it not only allows the teacher/student interaction to become more augmented; but, it also provides the tools necessary to redefine the lesson itself. Technology in education is allowing students to take field trips to the moon; teachers to flip classrooms and redesign of lessons to take place precisely (Portnoy, 2018). These examples are evidence of technology working along with the levels of the SAMR Model. Even at the basic Substitution level, technology allows students to type notes more quickly as opposed to writing them on paper with a pencil. Effective integration of technology in the classroom also contributes to student engagement. Many of the methods used in traditional classrooms are also effective in the classroom which includes technology. The teacher cannot simply rely on technology to teach the class; they must follow the framework for instructional planning. According to Pitler et al. (2012), a teacher must create an environment for learning, help students develop understanding, and help students extend and apply knowledge.

Background Theory of the SAMR Model

SAMR Model is popularized by Puentedura (2006), illustrating a hierarchy of technology integration by teachers in pedagogical practice as an evaluation model of teachers’ digital technology integration. It starts with Substitution as the lowest level to Redefinition as the highest one. SAMR Model functions as a bridge between teachers’ digital technology integration practices and pedagogical knowledge regarding their evaluation; that is why it is generally linked with the application of Bloom's Taxonomy (see Figure 9).

Figure 9

Similarity between Bloom's Taxonomy and SAMR Model



Bloom's Taxonomy demonstrates the categorization of the levels of cognition in the learning process. This categorization, popularized as Bloom's Taxonomy, was introduced by Benjamin Bloom in 1956., and advises teachers to lead students in accomplishing higher-order thinking skills in the learning adventure. Likewise, the SAMR Model inspires teachers to combine ICT into teaching practices by building and increasing target students' learning activities at all levels with the aim of achieving better critical thinking and learning performance. Bloom's Taxonomy (Bloom et al., 1956) comprises Knowledge, Comprehension, Application, Analysis, Synthesis, and Evaluation circle at levels ranging from lowest to highest. Those levels were revised by Anderson et al. (2001); Synthesis was changed with Evaluation, and Create was ordered at the highest level. According to the revised version of Bloom's Taxonomy, the new order is Remember, Understand, Apply, Analyse, Evaluate, and Create, (respectively). When the SAMR Model is compared with Bloom's Taxonomy, Substitution, and Augmentation levels have coincided with Remember, Understand, and Apply levels. The higher levels, the Modification and the Redefinition are on the same line with Analyse, Evaluate, and Create tiers of the Bloom's Taxonomy. Both SAMR Model and Bloom's Taxonomy, aim to accomplish the highest degree of the hierarchy within a process. This process launches with the lowest level in order to

strengthen students with the level-appropriate skills constantly until achieving the upper level of the learning process (Aziz, 2010; Hilton, 2016).

Puentedura (2014) asserts that SAMR Model has a connection with the education theory of Bloom's Taxonomy in terms of cognitive skills hierarchy; a reciprocal relationship is a matter of issue. The more teachers proceed with their assignments via SAMR Model, the more they proceed toward Bloom's Taxonomy (Puentedura, 2014; Schrock, 2013).

Levels of the SAMR Model

As abovementioned, the model inspects teachers' digital technology integration levels by proceeding on four tier hierarchical model as abbreviated in the model name 'SAMR'. The letters stand for: Substitution, Augmentation, Modification, Redefinition.

Substitution

According to SAMR (Substitution, Augmentation, Modification, Redefinition) Model, Substitution means "tech acts as a direct tool substitute, with no functional change." (Puentedura, 2006). In application, the Substitution proceeds like an overhead projection, the activities of the books without any interferences in all meanings are reflected to the digital screens, so it can be summarized as replacing the activities from manual sources to digital sources. Beisel (2017) describes Substitution level as the direct employment of technology as a substitute for older or manual sources without any change in the tasks assigned to students. Beisel (2017) reports that no noteworthy improvement is observed with the exchanging of manual resources for digital resources at the level of Substitution. Task application does not require any effort from teachers. For instance, whiteboards and teachers are substituted by interactive whiteboards or any version of digital tools. Another clear example can be like; students do not write writing pieces on paper but on various programs on their laptops. As shown here, digital tools replace manual tools just at the level of Substitution, an alternative version.

Evans conducted a study in 2008 on college-level students who were studying for their final reading (English) exam via podcasts, as it is conducted in the form of the digital versions of the traditional reading books or revising notes; it is the example of Substitution of the books. Evans (2008) reported that this practice falls into the Substitution category since the main concept stayed unchanged, he discovered that students found the podcasts effective substitution of the books.

In 2012, Gromik employed research with English learners and assigned them to video-record their speaking and upload it on the online forum of the classroom. Although several forms of technology were enrolled, the activity was in the form of Substitution since the main concept stood still. Gromik (2012) found out that filming the students' English-speaking performance made them gain confidence and fluency, in contrast to traditional classroom speaking practices.

Both Evans (2008) and Gromik (2012) reported positive dimensions of the Substitution category of the SAMR Model from students' point of view. Although the contribution of Substitution practices regarding academic success is not proven adequately scientifically, it is clear that learners prefer it to the traditional classroom methods (Morris, 2021).

Augmentation

Augmentation is summarized as "tech acts as a direct tool substitute, with functional improvement." by Puendetura (2006). Augmentation functions like Substitution with only small differences in terms of providing functional usage of the technological tools. An example is benefitting from various dictionary programs, online dictionaries, or thesaurus while writing an essay on Microsoft Word. Also, students may benefit from various grammar programs to check the correctness degree of their Word documents. In this process, students not only use digital technologies (i.e. laptops, mobile phones, Microsoft Word Programs) but also their functions (i.e. dictionaries, thesaurus), which gives them the

opportunity of gaining more knowledge and searching skills. However, small improvement is recorded at this level (Beisel, 2017).

With the purpose of investigating the effect of the Augmentation category of the SAMR Model, Pfeiffer et al. (2009) employed a study on snorkeling activity. The students in the classroom were divided into two categories: one was supported with paper-pen format theoretical information on a special fish kind, and the other group was supported with a video on a portable screening, which facilitates determining the special fish kind. The researchers found out that the students with the technological equipment had more learning outcomes when compared to the traditionally way supported group. The study showed that the learning materials were augmented and the result was a success.

One another study was conducted on inspecting Augmentation by Chuang and Tsao in 2013 (Chuang & Tsao, 2013). The nursing students were divided into two groups: the first group used traditional lectures to memorize the lessons, and the second group was sent text messages after every lecture regularly. The purpose was to strengthen students' memorization skills of medical information. The study comes up with result that the students who received text messages regularly demonstrated important learning gains over the first group. Both of the studies demonstrate that learners who are exposed to augmented technology achieve significant learning gains.

Modification

While in the first two levels of the SAMR Model, Substitution and Augmentation, the focal point is the enrichment of the tasks that are identified in the learning process and the enhancement of higher-order skills, the focus is on the variety of the tasks at the Modification level. Modification invokes the meaning of "tech allows for significant task redesign." (Puendetura, 2006). The usage of technology does not merely refer to integrating more technological functions; it refers also to presenting students with various kinds of learning choices via tasks. For instance, students may catch the convenience of group work

or pair work instead of personal studies, which is also the underlined skills of 21st-century learning and innovation skills. Thanks to collaborative studies via Google Docs. platforms and immediate feedback from peers is a bonus advantage as well. Students may have the chance of raising awareness about giving and getting feedback to/from peers and be conscious of the significance of the evaluation of their study. At the Modification level, the aim is the carefully redesign the immediate task, and make students feel on the learning track by evaluating, giving feedback, explaining, reasoning, or defending their idea in collaborative and communicative tasks. It is clear from here that not only students' ICT knowledge is fostered, but also their higher-order skills such as creativity, critical thinking, collaboration, and communication skills are strengthened. Thanks to carefully redesigned tasks, prominent improvements are observed (Beisel, 2017).

The Modification level of the SAMR Model was studied by Cornelius and Marston (2009) in a simulation of a scenario –Flood disasters. Students were informed about a flood disaster scenario via text messages and assigned to communicate with each other on the information they learned in the lectures. Students enjoyed learning about the safety techniques out of classroom walls via simulations not via reading or any other forms of the traditional forms. The researchers reported that the Modification of the planned task into technology via simulation made students enjoy the learning activity and made them active learners.

Redefinition

The Redefinition level is outlined as the top level of the SAMR Model in terms of technology integration by Puendetura (2006), who refers it to as "tech allows for the creation of new tasks, previously inconceivable". Higher-order skills are polished at the Modification level as well; the focus is on dense communication and collaboration dimensions of the redesigned tasks. While the Redefinition level is also putting the emphasis on higher-order skills, it mainly circles around creatively and critically redesigned tasks (Puendeture, 2014).

In terms of language classes, students are motivated to exercise various language skills in line with the level-appropriate designs. The predominant aim of language classes is to make the students feel out of the box via authentic learning contexts. For a brief example to conduct in language classes for Redefinition of the tasks; students may be asked to prepare a video on a recipe of their favorite food and upload it to a youtube channel in speaking classes. That task type necessitates language knowledge (i.e. grammar, pronunciation) and digital technology skills to upload it, and students may have the chance of reaching worldwide viewers and get their feedback, which may constitute an encouragement for them. Another very applicable activity for writing in English is to integrate social media into the learning process: posting photos, commenting on photos, following others' comments, etc. This kind of social media integration not only motivates them to write freely but also enthusiasts them about the worldwide users of the concerned social media site (Facebook, Instagram, etc.). In comparison to improved levels of the students at the Modification level, strong advancements are recorded.

Liu and Tsai (2013) employed an exploratory case study on the Redefinition level of the SAMR Model with English Language learners. The researchers constructed an augmented reality application that uses GPS to navigate users' locations. The main target was here to create an enjoyable English learning environment, and it reached the desired target by inducing the items' descriptions and asking students to search for them. In the second step, students were asked to reflect on the activity; students reflected on their experiences by uttering through engagement and practices related to the items in the written examination, and they used the terms which they had learned in the app activity.

The research activity of Liu and Tsai is concrete proof of the teaching effect of the Redefinition step of the SAMR Model on the learners in their own context. If similar steps are followed in a similar context, close results can be reached at the end, which is educative and enjoyable for learners.

CHAPTER 3

Methodology

This chapter is concerned with the methodology session of the present research study. The current study has four purposes. The primary purpose is to investigate English Language Teaching (ELT) instructors' digital technology integration levels via the SAMR Model during the days of the Covid-19 pandemic. Another purpose is to explore the levels of online teaching motivation and job satisfaction of EFL instructors' during the Covid-19 pandemic and to detect if there is any significant relationship between the levels of online teaching motivation, job satisfaction and their digital technology integration. Apart from those, instructors' background education, age, seniority, online teaching experience, and gender are also inspected in terms of the relationship between them and instructors' degree of technology integration via the SAMR Model. Apart from those, teachers' background education, age, seniority, online teaching experience, and gender are also inspected in terms of the relationship between them and teachers' degree of technology integration via the SAMR Model.

This chapter outlines the methodology, which is planned to be utilized in the present research study, and the following titles are covered: research design, the context of the study, participants and sampling, data collection tools, data collection process, data analysis, and triangulation. Following aims are addressed in the concerned mixed-method explanatory descriptive research study:

a) to explore EFL instructors' digital technology integration levels via SAMR Model during ERE

b) to explore about EFL instructors' online teaching motivation during ERE

c) to explore about EFL instructors' online teaching job satisfaction levels during ERE

d) to explore if there is a relationship between EFL instructors' online teaching motivation levels and Digital technology integration levels via SAMR Model,

and

online teaching job satisfaction levels and digital technology integration levels via SAMR Model during ERE

e) to explore whether there is a significant relationship between EFL instructors' gender, seniority, online teaching experience, age, background education, and their digital technology integration levels.

Research Design

The present research study is a mixed-method explanatory research study since the researcher aimed to collect quantitative data in the first phase. The qualitative data was collected in the second phase of the study to back up and explain the quantitative data (Creswell, 2018; Singh, 2006). In terms of the design, the present research study a correlational design was employed since the relationship between:

EFL instructors' technology integration levels via the SAMR Model and the instructors' motivation level,

EFL instructors' technology integration levels via the SAMR Model and the instructors' job satisfaction level,

instructors' technology integration levels via the SAMR Model and the instructors' demographic features such us age, gender, seniority, background education, and online teaching experience were investigated.

The correlational design permits researchers to investigate and evaluate the degree of the relationship between variables, which are either two or more than two, and it also enables researchers to comment on whether one variable predicts the value of another

(Creswell, 2012). In order to respond to the research questions, correlation analyses were conducted for detecting relationship between the two constructs. Dörnyei (2007) states that correlation analyses demonstrate to what extent the two concerned constructs are interrelated.

A research design is a blueprint plan that is processed by the researcher to respond to the research questions validly, objectively, accurately, and economically (Kumar, 2011). Research design is the planned way of the selection of the participants and data collection instruments, context of the study, and analysis of the data. Kerlinger (1986) advises ensuring the validity, objectivity, and coherence of the responses at the research design step. It is named ‘control of variance’; since the current study was planned to be a mixed-method research study, methodological triangulation aided in ensuring validity, objectivity, and coherence among responses. After following research questions, variables are the second backbone of the research design from reliability and validity perspectives.

Variables are;

Dependent variable: Participants’ motivation and job satisfaction levels at the time of experiencing emergency remote education during the Covid-19 Pandemic.

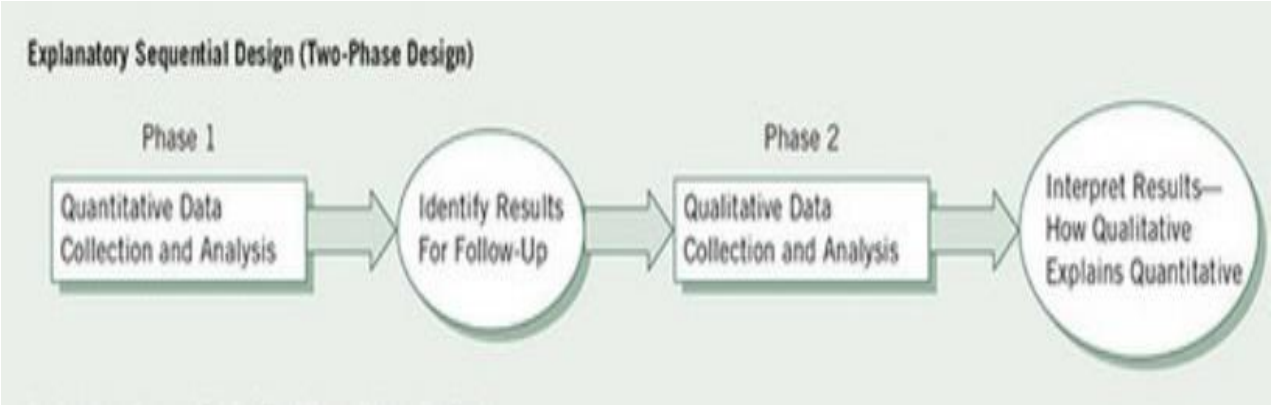
Independent variable: Participants’ technology integration levels of the SAMR Model, background education, age, gender, online teaching experience, and seniority.

While the quantitative studies present only numerical information about the research questions, they do not place participants’ own voices. Apart from this, all research questions may not be responded to only via numerical data. That is why qualitative data is asked in the second step. Numerical data is backed up through qualitative data, and it also gives the researcher a chance to check the alignment between participants’ own voices and close-ended responses in the questionnaires through a mixed-method explanatory design.

Therefore, mixed-method studies are also strong in terms of reliability and validity (Creswell, 2003; Kumar, 2011; Riazi; 2010) (see Figure 10).

Figure 10

Explanatory Sequantial Design (Creswell, 2018)



Apart from the mixed method research design dimension, methodological triangulation was also enrolled through employing three different data collection tools with the purpose of ensuring and increasing the reliability and validity of the results. The abovementioned data collection tools are e-mailed questionnaires, semi-structured interviews, and reflection journals apart from open-ended responses in the surveys.

Figure 11

Mixed Method Studies Summary

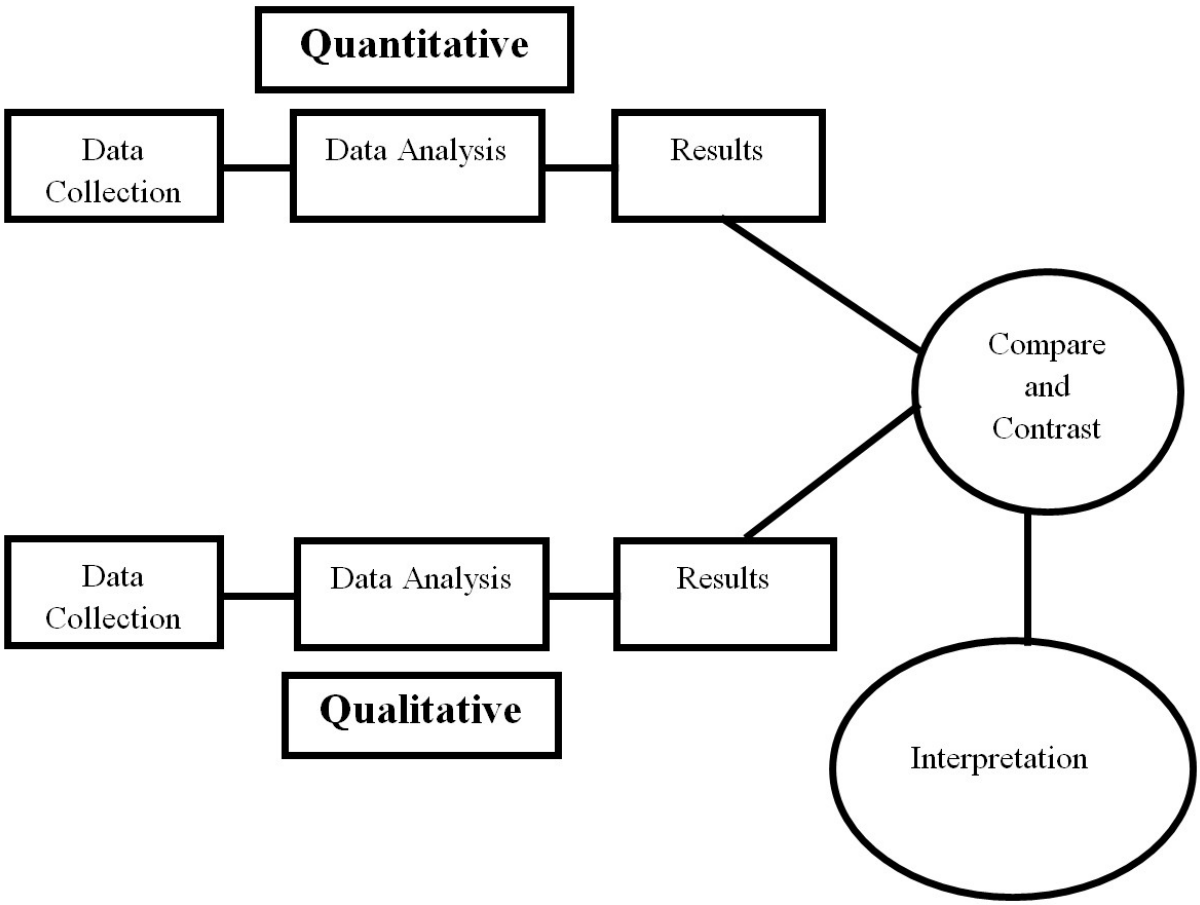


Figure 11 sums up the research design of the present mixed-method explanatory research study. In the quantitative part of the study, 3 surveys: The Generic Job Satisfaction Scale (Mac Donald & McIntyre, 1997), The Situational Motivation Scale (Guay, Vallerand, & Blanchard, 2000), and SAMR Model Perception Quetionnaire (Martin, 2020) were employed. For the qualitative part of the study, reflection journals and semi-structured interviews together with open-ended questions at the end of the surveys were benefitted to gather the data from the participants. In order to complete the concerned dissertation thesis, the following research plan has been adopted and the data collection process was began, and it lasted around 7 to 8 months (see Table 2).

Table 2

Research Plan

Plan	1st M.	2nd M.	3rd M.	4th M.	5th M.	6th M.	7th M.	8th M.	9th M.	10th M.	11th M.	12th M.	13th M.	14th M.
Review of the Literature														
Formulation of R. Q.														
Deciding on the methodology(setting, participants, methods, instruments)														
Designing data collection tools and materials														
Taking ethical committee permissions														
Data Collection														
Data Analysis														
Writing up findings and implications														
References and Appendices														
Thesis Defence														

Context of the study

As a result of the Covid-19 pandemic, all of the higher education institutions in Türkiye switched to emergency remote education conditions since March 2020. All of the concerned departments and schools processed the emergency remote education protocol via various online education systems (LMS, Blackboard, Zoom, Google Meets, Microsoft Teams, etc.) for more than two years. Teachers taught English as a foreign language via remote education platforms at least 12 hours a week variously in Bachelor Degree (BA), Master Degree (MA), and Doctor of Philosophy (Ph.D.) programs at higher education institutions in Türkiye.

While 100% attendance was expected from students in some higher education institutions, some other higher education institutions expect either 20% or non-attendance

to online courses. However, non-attendance or low attendance rate did not mean students did not follow the remote education lectures, as they were obliged to watch the recordings of the lectures via either the agreed school system or the YouTube channels of their teachers. Teachers were checking students' progress from the frequency rate of watching the recordings on the system and from the exam performances, as well. That was why all of the students were experiencing the emergency remote education via either the online version (Synchronous system) or watching recordings on YouTube or on the institution's agreed system (asynchronous).

As a technological tool to reach remote education, all types of mobile learning (mLearning) devices (mobile phones, tablets, computers, headphones, etc.) have been accepted by Higher Education Council since March 2020. Students have not been obliged to obtain a personal computer or tablet, they have been set free to benefit from their smart phones. And this dimension also has increased the possibility of keeping the students on the education track.

In summary, the context of the concerned research study is Turkish higher education institutions dispersed in the seven geographical regions of Türkiye and employing emergency remote education in English classes at the time of emergency remote education.

Participants and Sampling

In accordance with the research questions, participants were EFL instructors working at various universities in the seven different geographical regions, and statistically categorized various parts of Türkiye who are teaching via emergency remote education. Since it is a mixed-method study, there are two phases: phase one (quantitative data collection) and phase two (qualitative data collection). At the very beginning part of the research, it was aimed to reach at least 250 EFL instructors at the universities in Türkiye for the quantitative part of the study, however, out of average 1077 contacts, 243 EFL instructors responded to the e-mails, and took part in the questionnaire. The data was started to be collected following the Ethical Committee Permission letter. There were not

any specific selection criteria for the candidate participants of the quantitative phase; participants' availability and volunteer participation were prioritized. That is why convenience sampling was enrolled. Creswell (2003) states that convenience sampling means participants' selection according to the samples' availability. The researcher planned to include the participants from seventeen different universities in Türkiye by being bound to the data of Nomenclature of Territorial Units for Statistics (NUTS), apart from social media groups participation. Türkiye is constituted of seven geographical regions, and the statistical information about the population is presented on NUTS which is web page including information about the socio economic situation of each regions of Türkiye. The aim of collecting data from the participants who were geographically dispersed to the seven geographic regions of Türkiye was to represent EFL instructors teaching in the seven regions of Türkiye, which makes the results representative. Target universities from each region were selected according to the EFL instructors population density and enrollment of emergency remote education, and highly populated universities regarding EFL instructors in each region were selected as target candidates.

Table 3

Target Universities and Statistical Regions

Target university name	**Nomenclature of Territorial Units for Statistics**
İstanbul University	İstanbul Region (TR1)
Çanakkale 18 Mart University	West Marmara Region (TR2)
Dokuz Eylül University	Aegean Region (TR3)
Muğla Sıtkı Koçman University	Aegean Region (TR3)
Eskisehir Anadolu University	East Marmara Region (TR4)
Yalova University	West Anatolia Region (TR5)
Hacettepe University	West Anatolia Region (TR5)
Çukurova University	Mediterranean Region (TR6)
Çağ University	Mediterranean Region (TR6)
Niğde Ömer Halis Demir University	Central Anatolia Region (TR7)
Karadeniz Technical University	East Black Sea Region (TR9)
Bartın University	West Black Sea Region (TR8)
Sinop University	West Black Sea Region (TR8)

Atatürk University	Northeast Anatolia Region (TRA)
Fırat University	Central East Anatolia Region (TRB)
Malatya İnönü University	Central East Anatolia Region (TRB)
Bingöl University	Central East Anatolia Region (TRB)
Tunceli University	Central East Anatolia Region (TRB)
Dicle University	Southeast Anatolia Region (TRC)
Gaziantep University	Southeast Anatolia Region (TRC)

For phase two, qualitative data were collected via interview sessions and reflection journals. Convenience sampling was utilized in this phase, too; since reaching the target community was too hard at the time of the pandemic, purposive sampling could not be an option. The qualitative part's participants were volunteer participants who responded positively to take part in the journal writing and interview sessions. Target participants were reached through their e-mails they left on the survey to be contacted for the qualitative part.

Regarding the demographic information of the participant EFL instructors, they were asked about their background education, gender, age, online teaching experience, and seniority. Out of 243 participants, there were 162 (66.7%) female instructors, and 81 (33.3%) male instructors (See Table 4).

Table 4

Demographic Information of the Participants

	N	%
Gender		
Female	162	66 . 7
Male	81	33 . 3
Age		
25 - 30 years old	36	14 . 8
31 - 35 years old	82	33 . 7
36 - 50 years old	85	35 . 0
51 or above years old	40	16 . 5
Years of experience		
1 – 5 years	36	14 . 8
6 -10 years	70	28 . 8
11 -15 years	49	20 . 2
16 years or above	88	36 . 2
Education		
Bachelors	74	30 . 5
Master	92	37 . 9
Doctorate	77	30 . 7
Online Teaching Experience		
0 – 1 years	49	20 . 2
1 – 2 years	136	56 . 0
2 – 4 years	33	13 . 6
4 or above years	25	10 . 3
Origin of Department		
English Language and Teaching	192	79.01
English Language and Literature	37	15.22
Trabslation and Interpreting	14	5.76

It is recognizable in the above table that the male participants were outnumbered by the females. This situation is also recognized in the studies of Taşçı (2019), Şekerci (2011), and Ülkümen (2013) who employed research studies on EFL instructors' self-efficacy beliefs. Relying on the cultural background in terms of job selection in Türkiye, females mainly outnumber males in choosing ELT as a profession (Şekerci, 2011). In the context of Türkiye, females densely circle around teaching jobs while males opt for various other jobs like business or engineering (Taşçı, 2019).

Data Collection Tools

In the present mixed-method explanatory research study, both qualitative and quantitative data collection tools were employed. In phase one; quantitative data was collected via Likert-type questionnaires, which had already been prepared in English.

Questionnaires were employed in English; since the target participants were already proficient users of English as EFL instructors. There were Likert-type surveys for EFL instructors who are working at the various universities in Türkiye (see Table 5).

Table 5

Participant Groups and Data Collection Tools

Target Participant Group	Surveys
EFL instructors	SAMR Model Perception Questionnaire
	Generic Job Satisfaction Scale
	The Situational Motivation Scale –SIMS-

Surveys were selected and adapted in accordance with the research questions, the purpose of the research study, and the research gaps stated in the literature. That is why ‘SAMR Model’ ‘emergency remote education’, ‘motivation and job satisfaction related to emergency remote education’, and ‘motivation related to emergency remote education’ and ‘remote teaching’ were selected as the keywords for searching the surveys on search engines. Surveys were adapted in accordance with the context in line with the comments of Thesis Observation Committee members. As also underlined by Dörnyei (2007), wording of the data collection tools was investigated by paying attention to simple, basic, and natural language avoiding negative structures (i.e. using no or not), and ambiguous sentences or words. In the adaptation process, the research questions and the related literature were the main frames. In order to show the adaptations, survey 1 is cited one by one with all items in the intext since the minor adaptations were made on it upon the piloting the stage, survey 2 (Appendix 2) and survey 3 (Appendix 3) are presented in the appendices part of the research study.

Surveys for EFL instructors at the universities

Survey 1 (SAMR Model Perception Questionnaire): The first survey is on instructors' digital technology integration levels via SAMR Model. The questionnaire is a forty-one-item questionnaire with a 3 point Likert-type ranging from "never" to "always" developed by Thomas Martin in 2020 with the aim of evaluating teachers' technology integration in terms of four main levels: Substitution, Augmentation, Modification, and Redefinition (SAMR) model (see APPENDIX A). Each level was investigated via various items as cited in Table 6 below.

Table 6

The Items of the SAMR Model Questionnaire

Items		
Substitution	1.	I have increased the usage of digital technologies to prepare my lecture notes, assignments and examinations during Pandemic.
	1.	I have increased the frequency of using PowerPoint presentation method to deliver my lectures.
	2.	I have uploaded my teaching and learning materials on my schools system for students to access during Pandemic.
	3.	When supporting my students, I have increased the fequency of benefitting from e-mails to communicate them during the pandemic
	4.	I have refered my students to electronic databases for reference materials instead of hard copy textbooks at the time of Pandemic.
	5.	When supporting my students at the time of Pandemic, I highly benefitted from my cell phone in compared to before pandemic.
	6.	During my online lectures, I have used the smart boards/interactive boards installed in the lecture rooms for writing instead of the chalkboard during Pandemic.
	7.	I have prefered students to submit their course work assignment through e-mail instead of by post during Pandemic.
	8.	In my University, all notices are placed on the web pages.
	9.	When supporting my students at the time of Pandemic, I have highly communicated to them through social media such as Facebook, Twitter, chatrooms, discussion boards, etc.
	10.	I have administered multiple choice questions for tests/examinations through the system of the University in the time of Pandemic.
	11.	I have recorded my lectures on CDs/other media and shared them to my students via the system of the University / e-mail /YouTube.
	12.	I have taken the video/audio recordings of myself while lecturing in the time of Pandemic to use them in subsequent years to teach the same course to another cohort of students via distance education.
Augmentation	13.	I have increased the frequency of consulting search engines (e.g. Google) to look for vital research content in my discipline during Pandemic.
	14.	I have started to use the editorial tools in my word processor to correct grammatical errors in any documents I process during Pandemic.
	15.	I have benefitted from the editorial tools in my word processor to receive alternative words to use in my essays during Pandemic
	16.	I have used digital libraries as a source of useful content for my lectures during Pandemic.
	17.	I have employed track changes tool in my word processor to review communal documents or students' dissertations during Pandemic.
	18.	I have used Internet group lists to contact my students in matters related to their academics during Pandemic.
	19.	I have used citation tools like Endnote to improve on the citation and referencing quality of my scholarly work during Pandemic.
	20.	I have encouraged my students to use Google docs to accomplish group assignments/course work during Pandemic.
	21.	I have used bulk messaging to contact my students in matters related to their academics during Pandemic much more than before Pandemic.
	22.	I have subjected my scholarly work to plagiarism tests using plagiarism-detection software much more than before Pandemic.

	23.	I have increased the frequency of providing feedback to students' reports, papers, and assignments through their emails during Pandemic.
	24.	I have benefitted from Google docs to share documents with my students more than before Pandemic.
	25.	I have adopted the online dictionaries like Wikipedia to make meaning of the words/phrases that I do not understand in the online classes during Pandemic.
	26.	I have used different videos to illustrate different case studies during my lectures during Pandemic.
	27.	I have used my blog to discuss topics with my classes before we meet in the lecture room for the lecture during Pandemic.
	28.	I have used Skype to teach my students extra classes during Pandemic.
Modification	29.	I have used Massive Open Online Courses (MOOCs) with modified tasks.
	30.	I have used group discussion facility.
	31.	I have directly used the course-book activities.
	32.	I have always crafted the tasks in online teaching classes.
	33.	I have assigned students to research about topics from the Internet and suggest ideas on how to convert them into online.
	34.	I have used open education resource to search about better ideas.
	35.	I have used my cell phone to send academic supports.
	36.	I have asked students to make their own notes from group discussion threads from courses.
Redefinition	37.	I have used open education resource to redesign my study materials.
	38.	I have used online tasks to assess my students' learning.
	39.	I have used online tasks to encourage group discussions.
	40.	I have used electronic games/simulation/online games /movies to teach the subject.

The questionnaire was adapted according to the context of the present research study. And one open-ended question was added at the end of the survey in order to provide participants with place to share their additional experiences and comments on the ERE process.

Survey 2 (The Situational Motivation Scale –SIMS-): The second survey was employed to inestigate EFL instructors' online teaching motivation levels at the time of experiencing emergency remote education. The questionnaire is a sixteen-item questionnaire with a 5 point Likert-type ranging from 'strongly disagree' to 'strongly agree' developed by Frederic Guay, Robert J. Vallerand, and Celine Blanchard in 2000 (see APPENDIX B). At the end of the survey, participants were asked about their additional comments via an open-ended question. Survey 2 is attached in Appendices part (see APPENDIX B).

Survey 3 (Generic Job Satisfaction Scale): The third survey was employed in order to evaluate EFL instructors' online teaching job satisfaction levels during the emergency remote education process. The questionnaire is a nine-item questionnaire with a 5 point Likert-type ranging from 'strongly disagree' to 'strongly agree' developed by Scot Macdonald and Peter MacIntyre in 1997 (see APPENDIX C). One open-ended question

was added in order to make participants comment on their performances and feelings related to their teaching. Survey 3 is attached in Appendices part (see APPENDIX C).

Interview questions

Interviews are underlined as one of the proper ways to grasp the whole picture in a research study; since participants have the chance of asking for clarification, have a chance to criticize, and the researcher has the possibility of reaching the intact data from the first hand. In the concerned research study, a semi-structured interview type was conducted: since it presents the researcher the freedom of content and structure choice (Kumar, 2011).

There were 5 main questions apart from sub-questions related to the main questions adopted from Frederic Guay, Robert J. Vallerand, and Celine Blanchard in 2000 (see APPENDIX E). Interviewees were presented for the selection option of language either Turkish or English, and interviews were held by bounding on the interviewees' choice with the purpose of presenting an anxiety-free environment via the most comfortable language for them.

Reflection journals

The reflection journals are used by teachers for tracking the teaching process regarding input and output of the course accomplishments, and they are mainly utilized for process-oriented measurements (Pallant, 2011). In the present research study, reflection journals were used in order to reflect on EFL instructors' digital technology integration practices, their motivation levels, and job satisfaction levels of their online classes. The participants were provided with the sample guiding questions prepared according to the SAMR Model before starting to keep a journal, and they were asked to keep their reflection journals according to the questions for eight weeks' duration (see APPENDIX F). The questions were prepared by depending on the literature.

Reliability and Validity of the Qualitative Data

For reliability and validity of the qualitative data: credibility, dependability, transferability, and confirmability features of the qualitative data have been sought in the whole of the research study.

• Credibility: it is the evaluation of the results of the interview from the participants' perspective; whether the results reflect their exact opinions or they are subjective (Donnelly & Trochim, 2007). In the present study to ensure credibility, there are some implementations. One of them is a random sampling of participants in the piloting stage. As Bouma and Atkinson (1995) state random sampling in qualitative research warrants that the randomly chosen participants are representatives of the greater group.

Triangulation is another factor that affects the trustworthiness of a study. The last factor to ensure the credibility of the current research study is the direct quotations from the participants. Shenton (2004) indicates that using real episodes from the interviews lets the readers believe in the research results. In the present research study, random sampling was enrolled at the piloting stage, methodological triangulation (e-mailed questionnaires, reflection journals, and interviews) was employed for gathering data, and direct quotations were placed in order to place interviewees' voices as proofs at the findings stage.

• Transferability: This term refers to the generalizability issue of the results to similar contexts and settings. It is difficult to apply for qualitative studies; since matching the research dynamics is hard, but if all the steps are defined clearly for the researchers, it is quite possible to reach similar results under closely similar contexts (Donnelly & Trochim, 2007). The result of the concerned study is the representative of Türkiye; only if similar steps are followed in similar contexts, it is possible to ensure transferability (Donnelly & Trochim, 2007). The researcher included various universities geographically dispersed into the various parts of Türkiye by bounding on the NUTs data and ensured the representative

context of Türkiye, and explained all steps in detail in order to get similar results in similar contexts by different researchers.

• Dependability: It is similar to the reliability check of the quantitative methods, which seeks for an answer: if we conduct the same research whether we could obtain the same results (Donnelly & Trochim, 2007). Again, it is possible to record every single step of the research for the second application in order to reach similar results. Thus, this research study may be taken as a dependable one since it provided several factors necessary for credibility, and it reported all the steps in the concerned process in depth.

• Confirmability: This depends on the other participants' and other researchers' confirmation of the results. It is probable to reach the confirmation if you follow the same manner for the results to be compared and confirmed. For the interviews: to get rid of the doubt of subjectivity, the researcher asked two academics of the Education Faculty to revisit the responses of the participants, and confirm the codes and themes. In order to ensure confirmability, not only the researcher but also two English language teaching instructors have translated the Turkish form of the data into English.

Piloting the Quantitative Data Collection Tools

A Pre-Piloting stage was conducted for the questionnaires, and this process was run with two professors, one associate professor, one assistant professor, and two instructors. They were instructors teaching in the field of ELT at various universities in Türkiye. These instructors were informed about the purpose of the study beforehand and consulted about their idea about the items in the questionnaires. Although they approved the items in the questionnaires of Motivation (SIMS) and Job Satisfaction (GJSS), they agreed to make minor changes in terms of terminology of the SAMR Model questionnaire. They asserted that the questionnaire could be more appropriate for the Turkish higher education context, be clearer and in line with ERE conditions through minor terminological changes.

The changes were made in nine items in accordance with the instructors' comments; item 1, item 2, item 4, item 6, item 7, item 10, item 14, item 15, and item 26. The abovementioned changes were made as in the following stated in red ink in Table 7 below.

Table 7

The Changes on the SAMR Model Questionnaire

Original Version	The Changed Version
1. I use ICTs to prepare my lecture notes, assignments and examinations.	I have increased the amount of usage the ICTs to prepare my lecture notes, assignments and examinations during Pandemic.
2. I sometimes use PowerPoint presentation method to deliver my lectures	I have increased the frequency of using PowerPoint presentation method to deliver my lectures.
4. When supporting my students, I mainly give face –to-face feedback.	When supporting my students, I have increased the frequency of benefitting from e-mails to communicate them during the pandemic
6. When giving feedback to my students, I prefer oral feedback instead of written.	When supporting my students at the time of Pandemic, I highly benefitted from my cell phone for oral feedback.
7. During my online lectures, I use the smart boards/interactive boards installed in the lecture rooms for writing instead of the chalkboard.	During my online lectures, I have used the smart boards/interactive boards installed in the lecture rooms for writing skills instead of the chalkboard during Pandemic.
10. When supporting my students, I seldomly communicate to them through social media such as Facebook, Twitter, chat rooms, discussion boards, etc.	When supporting my students at the time of Pandemic, I have highly communicated to them through social media such as Facebook, Twitter, chatrooms, discussion boards, etc.
14. I use search engines (e.g. Google) to look for vital research content in my field.	I have increased the frequency of consulting search engines (e.g. Google) to look for vital research content in my field during Pandemic.
15. I seldomly use the editorial tools in my Word processor to correct grammatical errors in any documents.	I have started to use the editorial tools in my Word processor to correct grammatical errors in any documents I process during Pandemic.
26. I rarely provide feedback to students' reports, papers and assignments through their emails.	I have increased the frequency of providing feedback to students reports, papers, and assignments through their emails during Pandemic

Instructors claimed that the abovementioned nine items' original versions were inferring about mainly the regular–distance education conditions before the Covid-19 Pandemic period from the point of the terminology. Those changes were essential to be made if the aim was to reveal the levels of digital technology integration of instructors in terms of the SAMR Model during the ERE period. After minor terminological changes were made and approved by the instructors, the main piloting stage was conducted for the concerned three questionnaires regarding reliability checks.

For the reliability of the quantitative data: the quantitative data collection tools were piloted with the target groups, an average of 175 participants. Quantitative responses were uploaded to SPSS version 22.0, and their reliability was checked through Cronbach's Alpha value cut-off point (α > 0.7).

Table 8

Piloting of the SAMR Model Questionnaire for Reliability

N of Items	41
N of Participants	175
Cronbach's Alpha	.905

For checking the reliability of the SAMR Model questionnaire, 175 participants were consulted at the piloting stage, and the results of the SPSS version 22.00 proved that the questionnaire, which was developed by Thomas Martini (2020), is reliable with the .905 Cronbach's alpha (α > 0.7). The whole summary of the Questionaire Statistics is as below (Table 9).

Table 9

Whole Summary of the SAMR Model Questionnaire Statistics

Mean	46.27
Variance	177.91
Std. Deviation	13.33
N of Items	41

Apart from SPSS analysis, the participants of the piloting stage were presented with a section and asked about their advice and opinions about the items in terms of wording, clearance, or the alignment between purpose and items. The participants evaluated the items as proper, and suggested several minor changes for the general instructions. All suggested changes were applied before the actual study was conducted.

Reliability check of the The Situational Motivation Scale (SIMS)

The Situational Motivation Scale (Guay et al., 2000) was redesigned in order to measure the Motivation of individuals' experiences regarding technology-interrelated practices when they are currently engaging in especially online activities. SIMS reports on the "here-and-now" construct of motivation (Vallerand, 1997). In the current research study, the purpose was to investigate the activities of teachers who were already incorporating educational technology in the classrooms. The Situational Motivation Scale (SIMS) was employed in this particular research with the aim of gathering data so as to shed light on the teachers' motivation levels in the emergency remote education conditions caused by the Covid-19 Pandemic. Although the SIMS was created based on the premises of Self-determination theory (Deci & Ryan, 1985), the current version, which was employed in the concerned study, was redesigned by Guay et al. in 2000 from the perspective of technology-incorporated classrooms. While the SIMS is already a valid and reliable questionnaire and have been in the service of academic researches since 1985, the current version developed by Guay et al. was piloted in terms of reliability of the present study (see Table 10).

Table 10

The Reliability Check of the SIMS

N of Items	16
N of Participants	175
Cronbach's Alpha	.780

For the reliability check of the SIMS, 175 participants took part in the piloting stage, and the results of the SPSS version 22.00 approved the scale's reliability with the cut off .780 Cronbach's alpha ($\alpha > 0.7$). The summary Statistics of the SIMS is as in the below (Table 11).

Table 11

The Summary Statistics of the SIMS

Mean	46,22
Variance	92.43
Std. Deviation	9,61
N of Items	16

Table 11 sums up the descriptives of the SIMS reliability check for detailed investigation.

Reliability check of the The Generic Job Satisfaction Scale (GJSS)

In the present research study, The Generic Job Satisfaction Scale was utilized in order to discover the EFL instructors' online teaching job satisfaction levels. The scale was developed in 1997 by Macdonald & MacIntyre in order to address the shortage of a valid and a reliable scale to understand the employees' job satisfaction levels. Relying on the gap in the literature, Macdonald and MacIntyre imagined a short, clear, and practical scale, and developed the Generic Job Satisfaction Scale which consists of nine-item. Today that GJSS is employed widespread by being adapted to the local conditions regarding research questions.

Table 12

Reliability Check of the GJSS

N of Items	9
N of Participants	175
Cronbach's Alpha	.901

Although the GJSS is a valid and a reliable scale, its reliability was checked again in parallel to the research questions at the piloting stage with the aim of checking coherence at the emergency remaote education conditions. According to the results of the SPSS version 22.00, the scale's reliable with the cut off .780 Cronbach's alpha ($\alpha > 0.7$).

Piloting of the interview questions

Before handling the main piloting stage, the three members of the Thesis Observation Committee were asked for their opinion about the clarity, content, and the match between research questions and interview questions. In the first draft of the interview questions, there were around 20 questions together with sub-questions. However, the committee members were of the opinion that the questions were too detailed and long, so questions had to be pruned. In the last version, the questions were both made clearer and shorter, and number of questions was shortened to ten question with sub-questions.

In the main piloting stage, interview questions were piloted with 10 participants selected randomly (random sampling) for reliability and content validity checks via WhatsApp Call and FaceTime, and the results were content analyzed (see Table 13).

Table 13

Piloting Results of the Interview Questions

Theme	Codes				
Satisfactory Questions	clear (17)	Well-organized (11)	Understandable (9)	Updated (13)	direct to the point (15)

According to the content analysis results of the piloting stages of the interview questions, by bounding to the interviewees' comments on the questions, one main theme and 5 codes have been detected (see Table 13). The themes and codes demonstrated that the interview questions were reliable and valid since they were in the same line with the research questions and purpose. The themes and codes showed that the interview questions were easy to understand and eligible to reach the responses to the research questions.

Data Collection Process

At the first place, it is beneficial to underline that all formal permissions regarding benefitting from the surveys were taken from the owner of the surveys via e-mail (APPENDIX H, I, J).

After the piloting process (details have been explained under the instruments heading), the actual study was given a start. Necessary permissions were obtained from both state and foundation universities via the ethics committee approval. Totally twenty universities took part in the present research study: İstanbul University, Çanakkale 18 Mart University, Dokuz Eylül University, Muğla Sıtkı Koçman University, Eskisehir Anadolu University, Yalova University, Hacettepe University, Çukurova University, Çağ University, Niğde Ömer Halis Demir University, Karadeniz Technical University, Bartın University, Sinop University, Atatürk University, Fırat University, Malatya İnönü University, Bingöl University, Tunceli University, Dicle University, and Gaziantep University.

Table 14

The Total Number of EFL Instructors at the Target Universities

University Name	***N***
State University 1	101
State University 2	79
State University 3	66
State University 4	34
State University 5	21
State University 6	68
State University 7	30
State University 8	10
State University 9	25
State University 10	64
State University 11	123
State University 12	34
State University 13	178
State University 14	15
State University 15	20
State University 16	52
State University 17	30
Foundation Universtity 1	38
total	1077

The questionnaire administration process started at the beginning of November 2021 and ended at the end of March 2022. According to the planned research design, at the first step, quantitative data were collected through the e-mailed questionnaire since all education bodies have switched to emergency remote education conditions because of the Covid-19 pandemic situation. All of the participant instructors were geographically dispersed in Türkiye, and reaching them to collect data under the quarantine conditions was only possible with the e-mailed questionnaire form (Kumar, 2011; Riazi, 2000). Target participants were reached via the universities' institutional e-mail servers, thanks to the ethical committee permission document. Participants were informed that all ethical procedures proceeded, and an Approval Letter from Ethics Committee was attached to the e-mails (APPENDIX K). There was a YouTube video link, which was short and informative on the SAMR Model (see APPENDIX F) in the mail. Apart from the video link, there was a brief PowerPoint slide show, so if the participants did not have a YouTube connection cause of various problems, they could benefit from the PowerPoint slides in order to be informed about the SAMR Model and respond to the items properly (see APPENDIX G).

The questionnaire link was provided in the e-mail, and the participants were directed to the questionnaire page on Google Docs, and they only needed to click on the link in order to start the questionnaire. In the demographic information part of the questionnaire, participants were asked about their age, gender, year of experience in total, year of experience with online teaching, and background education degree. In addition to the demographic information part, participants were presented with a space in order to leave their mail addresses or other contact information if they agree to take part in the qualitative part of the research. So that potential interview candidates could be reached for the interviews via their e-mail addresses. At the very end of the surveys (SAMR Model, SIMS, and GJSS), participants were requested to share their additional comments or experiences in accordance with each topic in the open-ended question version.

In the second phase of the research study, qualitative data were collected from EFL instructors via journals and interviews. The participants for reflection journals and interviews were the same persons with the purpose of tracking the rapport between the collected data. Participant selection for phase two was based on one basic main strategy: being a volunteer, and the contact information of the candidates who left the online questionnaires to be volunteers in the qualitative part. They were contacted via e-mail and asked for their approval to take part in the interviews and they were informed about the reflection journals. The ones who agreed to take part in the interviews, and hold reflection journals weekly for 8 weeks' duration were contacted via e-mail or phone, and an appropriate time was scheduled for interviews.

For the quantitative part of the study, around 1077 instructors were contacted, and only 243 of them responded and participated in the survey; out of 243 quantitative part participants, only 17 left their contact information to take part in the qualitative part of the study to keep a journal. However, only 14 participants responded to the emails: and agreed to participate in the interviews, and 5 of them agreed to keep journals as well.

There was one interview session for each interviewee, and interview sessions were held via the ZOOM meeting program. The interviewees were informed that the session would be recorded in order to be transcribed later, and their approval was cared for. All the interviewees were ensured that all ethical procedures would be cared for, and their names would not be uttered at any phases of the study. Even if direct quotations would be used, they would be either anonymous or pseudonyms would be applied. Interviews were conducted in English in line with participants' preferences, and journals were kept in English as well. Participants stated that they were feeling comfortable in English rather than Turkish for the academic studies.

Data Analysis

When both quantitative and qualitative data were collected from the participants, the data were analyzed according to the proper analysis methods. Quantitative data was analyzed on Statistical Package for the Social Sciences (SPSS), and qualitative data was analyzed manually via content analysis method.

Quantitative Analysis

The collected data was uploaded to Statistical Package for Social Sciences (SPSS) software program in two steps. In the first step, the collected data were downloaded from Google Forms to an Excel spreadsheet; and secondly, the data from the Excel spreadsheet were transformed into the SPSS. Demographic information-related data were set in the first section, the questions between 1 and 41 were on the SAMR Model, the questions between 42 and 57 were on SIMS, and the questions between 58 and 67 were on GJSS.

With the purpose of seeing the whole picture of the puzzle, the collected data were analyzed properly to the nature of the data collection tools. In this regard, variables were defined, and the questionnaire results of the groups were uploaded to the SPSS.

Dependent variable: Participants' motivation and job satisfaction levels at the time of experiencing emergency remote education during Covid-19 Pandemic.

Independent variable: Participants' digital technology integration levels of SAMR Model, background eduction, age, gender, online teaching experience, and seniority.

The number of participants determined the data analysis test. Since the minimum participant number was targeted to be 200 (N = 200), parametric analyses were employed. Preliminary analyses (distribution of normality, linearity, multicollinearity, and homoscedasticity) were for correlational analysis and hierarchical multiple regression (Pallant, 2011).

Table 15

Research Questions and Planned Quantitative Data Analysis Method

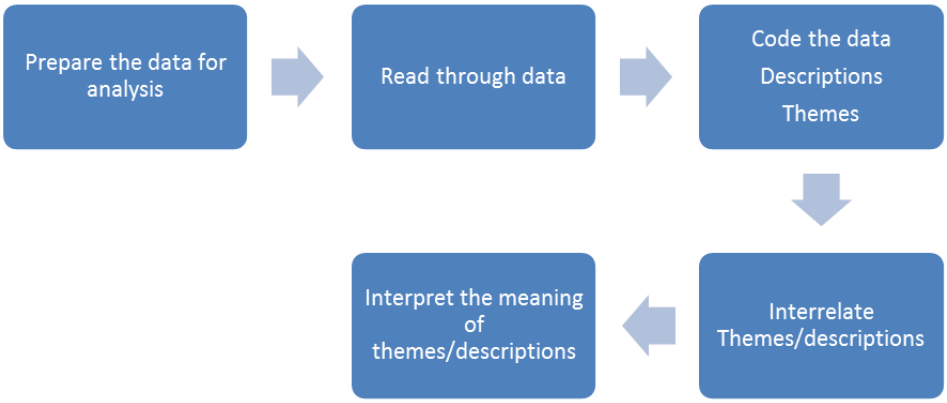
Research Questions	Data analysis method
1	Descriptive analysis
2	= > Descriptive Analysis
3	= > Descriptive Analysis
4	= > Pearson Correlation analysis
5	= > Hierarchical multiple regression

Qualitative Analysis

To analyze interview transcriptions and reflection journals, content analyses were administered, recurrent themes were found, and thematic presentations were employed (Dawson, 2002). For the analysis of semi-structured interviews, all the interview sessions were fully transcribed and subjected to manual content analysis which is explained as “any qualitative data reduction and sense-making effort that takes a volume of qualitative material and attempts to identify core consistencies and meanings” (Patton, 2002, p.453). It is significant to remember that transcribing is more than counting the words one by one in the concerned text, it is more focused on reality in an objective manner (Zhang & Wildemuth, 2009). Content analysis is the analytic interpretation of the contextual data consisting of codes, and categories. For the intact qualitative analysis, five main steps were followed as cited in Figure 12.

Figure 12

Qualitative Data Analysis Steps (Creswell, 2009)



Coding

Coding means making the formation of the contextual text and highlighting the important parts of the data by using labels on them (Cabaroglu, 1999). After replicated readings of the transcribed interviews, the researcher coded the meaningful parts. Codes are built based on three criteria: 1) a word or sentence which is uttered repeatedly by the interviewee 2) a word or sentence which seems either novel or significant for the study 3) a word or sentence which already exists in the referenced literature. The coding process started with outlining significant words (i.e. technology integration, modifying, making changes, organizing extra material, feeling pleased, eager to teach, etc.) in terms of the research concern for further categorization. Recurrent reading, back and forth reading, among emerged codes was prioritized in order to ensure the trustworthiness of the interviewees' statements.

Categorization

All textual data were interpreted by categorizing the labeled codes. There are two major ways for conducting categorization: in the first way, the researcher may begin the analysis of the identified categories from the literature (i.e. priori coding) and code concepts

related to pre-identified categories. In the second way, the researcher is free to develop unique categories according to the emerging codes without consulting to the pre-identified categories (Miles & Huberman, 1994). For the present study, a second approach was employed. Categories were identified by bounding to codes and the purpose of the research. When all of the output of the data collection tools were analyzed separately, they were compared and contrasted to respond to the research questions in a thematic design in chapter 4 'Findings' of the research study.

Table 16

Research Questions and Planned Design to Respond Them

Research questions and planned tool to respond to them	
1	= > SAMR Model Perception Questionnaire + Interview questions + Reflection Journals
2	= > The Situational Motivation Scale –SIMS + interviews + Reflection Journals + Open- ended questions
3	= > Generic Job Satisfaction Scale + interviews + Reflection Journals + Open-ended questions
4	= > a) The Situational Motivation Scale –SIMS b) Generic Job Satisfaction Scale + SAMR Model Perception Questionnaire = > SAMR Model Perception Questionnaire + SIMS + Generic Job Satisfaction Scale
5	

Table 16 summarizes how to respond to each research question via the data collection tools.

Validity and Reliability of the Research Study

Validity was ensured by conducting both quantitative and qualitative studies and the rapport between the research questions and methodology reinforced the validity of the present research study as well. Reliability was catered by piloting both the surveys and interview questions together with back-translation. The last but not least, by means of surveys, interviews, reflection journals, and open-ended questions methodological triangulation was conducted with the purpose of ensuring validity of the study.

Summary

This chapter presented the methodological organization of the present research study. In the following chapter findings of the data analysis are presented.

CHAPTER 4

FINDINGS

In the present chapter, findings of the research study are presented. The findings were reached through analysing both quantitative and qualitative data in accordance with the nature of the data.

The following research questions have guided the presentation of the findings.

1. What are the digital technology integration levels of English language teaching instructors in online teaching in terms of the SAMR Model (for each level) during the time of emergency remote education in the process of COVID-19 pandemic in Türkiye?

2) What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the COVID-19 pandemic process?

3) What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the COVID-19 pandemic process?

4) Is there a relationship between English language teaching instructors'

a) motivation level and digital technology integration level regarding the SAMR Model at the time of experiencing emergency remote education in the COVID-19 pandemic process?

b) job satisfaction level and digital technology integration level regarding the SAMR Model at the time of experiencing emergency remote education in the COVID-19 Pandemic process?

5) Do English language teaching insturctors' levels of digital technology integration change significantly in accordance with their gender, age, seniority, background

education, and online teaching experiences at the time of experiencing emergency remote education in the COVID-19 pandemic process?

Each research question is answered one by one as in the promised analysing method stated in the methodology session. In the present chapter, in accordance with the research design, which is explanatory mixed method research study, at the first hand; quantitative findings were presented and at the second hand; qualitative findings were presented. Qualitative findings helped to ensure the quantitative findings of the research, and to see either match or mismatch between the quantitative and the qualitative findings in order to give exact answers to the research questions.

The findings were presented in the following order:

1) Quantitative findings

2) Qualitative findings:

2.1.) Results of the interviews

2.2.) Results of the reflection journals

2.3.) Results of the open-ended questions in the questionnaires.

Quantitative Findings

The data collection process was started with applying the surveys at the first hand since the aim was to include plenty of participants and reach valid and reliable data. At the second hand, qualitative data was collected to explain the numerical data, and back it up, and observe either match or mismatch between the quantitative and qualitative data as well.

R. Q. 1: What are the digital technology integration levels of English language teaching instructors in online teaching in terms of SAMR Model (for each level) during the time of emergency remote education in the process of Covid-19 Pandemic in Türkiye?

The first research question investigates EFL instructors' digital technology integration levels into English language teaching classes via SAMR Model at the time of the emergency remote education process caused by the Covid-19 pandemic in the context of Türkiye. As also stated earlier, SAMR Model stands for the four levels' capital letters: Substitution, Augmentation, Modification, and Redefinition. Descriptive statistics were enrolled to discover EFL instructors' digital technology integration levels.

With the objective of responding to the first research question quantitatively, the SAMR Model questionnaire developed by Thomas Martin was enrolled. The questionnaire consists of 41 items and utilized 3 point Likert scale items by enrolling the following likerts respectively: (1) Never; (2) Sometimes; (3) Always. As suggested by the owner of the questionnaire, the mean value of 3 (mean value = 3) was accepted as a positive indicator of the SAMR Model, mean value of 2 and higher (mean value ≥ 2) was accepted as a lukewarm-to-positive indicator of the SAMR Model, mean value of 2 (mean value = 2) was accepted as a neutral indicator, and mean value lower than 2 (mean value < 2) was accepted as a negative indicator of the relevant items in terms of SAMR Model.

As the number of the participants was higher than 200 (N = 248), parametric tests were run following the test of distribution of normality in the concerned research study. In order to ensure the distribution of normality, at the first stage, outlier analysis was applied and Residual statistics were used as shown in the below table (see Table 16).

Table 17

Residual Statistics

	Min.	Max.	Mean	SD.	N
Predicted Value	34.35	46.30	40.88	2.27	248
Std. Predicted Value	-2.87	2.38	.00	1.00	248
Std. Error of Predicted Value	.97	.28	1.66	.35	248
Adjusted Predicted Value	34.60	46.62	40.89	2.28	248
Residual	-38.37	32.62	.00	10.68	248
Std. Residual	-3.55	3.02	.00	.99	248
Stud. Residual	-3.59	3.05	.00	1.00	248
Deleted Residual	-39.22	33.33	-.00	10.94	248
Stud. Deleted Residual	-3.68	3.10	.00	1.00	248
Mahal. Distance	.96	15.43	4.97	2.51	248
Cook's Distance	.00	.04	.00	.00	248
Centered Leverage Value	.00	.06	.02	.01	248

In this table, two lines were investigated: Std. Residual line and Cook's Distance. In the Std. Residual line Min. and Max. referenced values should be between -3.29 and +3.29 (Fost, 2019). The related line in Table 16 showed that there was an outlier value in the data. Cook's Distance line in the table supported Std. Residual line, and shows that there is an outlier in the data since the Cook's Distance Max. value is higher than + 1 (Cook's Distance Max. > + 1). In order to explore which lines are outliers in the data set, the Casewise Diagnostics table was checked.

Table 18

Casewise Diagnostics for Outliers

		Std. Residual	SAMR Model	Predicted Value	Residual
Case Number	64	-3.36	2.00	38.37	36.37
	66	-3.55	.00	38.37	-38.37
	70	-3.02	71.00	38.37	32.62
	74	3.01	71.00	40.01	30.98
	160	3.05	72.00	40.59	31.40

The casewise diagnostics table shows the number of the lines that should be omitted from the research study with the objective of ensuring the distribution of normality. Outliers

were found in the five lines; 64, 66, 70, 74,160, and they were omitted. Out of 248 participants' responses, 243 of them were included in the SPSS calculations. Following this, the Kolmogorov-Smirnov test was performed. Since the normality of data distribution was ensured (D (243) = 0. 045, p > 0.001), parametric tests were applied in the quantitative part of the research.

Table 19

Kolmogorov-Simirnov Test of Distribution of Normality

	Statistic	df	Sig.
SAMR Model	.050	243	.045

After the test of distribution of normality, descriptive statistics were applied. At the first place general analysis of the SAMR Model were employed, before each level specific analysis was conducted.

Table 20

General Overview of the SAMR Model Descriptives in Descending Way

Item numbers	*n*	*M*	*SD*
3	243	2.76	.50
9	243	2.65	.57
14	243	2.61	.56
5	243	2.58	.55
6	243	2.56	.62
1	243	2.54	.63
39	243	2.46	.63
8	243	2.45	.69
12	243	2.38	.82
25	243	2.37	.71
18	243	2.33	.68
36	243	2.31	.72
31	243	2.30	.60
32	243	2.27	.68
34	243	2.25	.70
11	243	2.24	.73
2	243	2.22	.73
27	243	2.22	.74
4	243	2.21	.75
40	243	2.20	.75
7	243	2.18	.82
38	243	2.17	.72
23	243	2.16	.77
20	243	2.12	.78
33	243	2.07	.71
35	243	2.07	.74
17	243	2.05	.73
41	243	2.04	.76
10	243	2.04	.78
15	243	2.02	.76
24	243	1.99	.82
37	243	1.96	.76
22	243	1.95	.80
26	243	1.94	.80
16	243	1.90	.72
13	243	1.83	.85
19	243	1.82	.73
21	243	1.56	.72
30	243	1.34	.63
28	243	1.31	.59
29	243	1.29	.61

Table 20 depicted the survey of the SAMR Model item by item, and the values were listed in a descending way. In an explanatory manner, most of the items generated mean values between 2 (sometimes) and 3 (always) representing phlegmatic-to-positive distribution among the items. Item numbers 3, 9, and 14 yielded the highest mean values (respectively 2.76, 2.65, 2.62). This implies that the majority of the participant EFL instructors nearly “Always” integrated digital technology into classes at the basic level at the time of ERE. However, item 29, item 28, and item 30 yielded mean scores between 1

(Never) and 2 (Sometimes), and they were the lowest mean values (respectively 1.29, 1.31, 1.34).

It was not logical to evaluate the whole SAMR Model by just bounding Table 20. It is necessary to analyze the items level by level. Table 19 presented detailed information on the levels of the SAMR Model with the mean values of the data.

Table 21

Levels of SAMR Model and the Questionnaire Items

Levels	Number of the items
Substitution	Item1, Item2, Item3, Item4, Item5, Item6, Item7, Item8, Item9, Item10, Item11, Item12, Item13
Augmentation	Item14, Item15, Item16, Item17, Item18, Item19, Item20, Item21, Item22, Item23, Item24, Item25,Item26, Item27, Item28, Item29
Modification	Item30, Item31, Item32, Item33, Item34, Item35, Item36,
Redefinition	Item37, Item38, Item39, Item40, Item41

When Table 20 and 21 were evaluated, it was observed that higher mean values densified around the items of Substitution level (item3, mean value = 2.76) and Augmentation level (item9, mean value = 2.65, item14, mean value = 2.62).

Table 22

The Highest and The Lowest Mean Scores

	M	*SD*
Highest mean values related items		
İtem 3	2.76	.50
İtem 9	2.65	.57
Item 14	2.62	.56
Lowest mean values related items		
Item29	1.34	63
Item28	1.31	59
Item30	1.29	61

While the highest mean values were revealed at the Substitution and the Redefinition levels, the lowest mean values were revealed at around the Augmentation level, which implied that participant EFL instructors showed reflection lukewarm-to-negative manner by selecting ‘Never’ Likert in the questionnaire. Apart from the highest and the lowest values, there were

also neutral mean values, Table 22 pointed out that there was no exact mean value of 2, which was accepted as a neutral indicator; but the closest mean values were item 15 and item 24 (respectively; 2.02 and 1.99). In order to see the whole picture of participant EFL instructors' responses distribution to the SAMR Model levels regarding digital technology integration, Table 23 was prepared.

Table 23

Descriptive Statistics of the SAMR Model

	n	*M*	*SD*
Substitution	243	2.36	4.06
Augmentation	243	1.98	5.72
Modification	243	2.09	2.79
Redefinition	243	2.17	4.52

It was obvious in the Table 23 that mean values of the levels were very close to each other except from the Augmentation level with the lowest cumulative mean value (*M* = 1.98).

Substitution level

This level was inspected via 13 items with three Likerts. Table 24 explained the descriptives basically.

Table 24

Descriptives of the Substitution Level

Items	M	SD
1. I have increased the usage of digital technologies to prepare my lecture notes, assignments and examinations during Pandemic.	2.54	.63
2. I have increased the frequency of using PowerPoint presentation method to deliver my lectures.	2.22	.73
3. I have uploaded my teaching and learning materials on my schools system for students to access during Pandemic.	2.76	.50
4. When supporting my students, I have increased the fequency of benefitting from e-mails to communicate them during the pandemic	2.21	.75
5. I have refered my students to electronic databases for reference materials instead of hard copy textbooks at the time of Pandemic.	2.58	.55
6. When supporting my students at the time of Pandemic, I highly benefitted from my cell phone in compared to before pandemic.	2.56	.62
7. During my online lectures, I have used the smart boards/interactive boards installed in the lecture rooms for writing instead of the chalkboard during Pandemic.	2.18	.82
8. I have prefered students to submit their course work assignment through e-mail instead of by post during Pandemic.	2.45	.69
9. In my University, all notices are placed on the web pages.	2.65	.57
10. When supporting my students at the time of Pandemic, I have highly communicated to them through social media such as Facebook, Twitter, chatrooms, discussion boards, etc.	2.04	.78
11. I have administered multiple choice questions for tests/examinations through the system of the University in the time of Pandemic.	2.24	
12. I have recorded my lectures on CDs/other media and shared them to my students via the system of the University / e-mail /YouTube.	2.38	.82

13. I have taken the video/audio recordings of myself while lecturing in the time of Pandemic to use them in subsequent years to teach the same course to another cohort of students via distance education.	1.83	.85
Cumulative mean value	2.36	

Table 24 showed that participant EFL instructors' responses were all higher than the mean value of 2, except from item13, and mainly close to the mean value of 3, which implied that digital technology integration practices densified around positive indicator in terms of Substitution level.

Augmentation level

The Augmentation level comes after the Substitution level, and it includes the items from item 14 to item 29.

Table 25

Descriptives of the Augmentation Level

Items	*M*	SD
14.I have increased the frequency of consulting search engines (e.g. Google) to look for vital research content in my discipline during Pandemic.	2.61	.56
15. I have started to use the editorial tools in my word processor to correct grammatical errors in any documents I process during Pandemic.	2.02	.72
16. I have benefitted from the editorial tools in my word processor to receive alternative words to use in my essays during Pandemic	1.90	.72
17. I have used digital libraries as a source of useful content for my lectures during Pandemic.	2.05	.73
18. I have employed track changes tool in my word processor to review communal documents or students' dissertations during Pandemic.	2.32	.68
19. I have used Internet group lists to contact my students in matters related to their academics during Pandemic.	1.81	.73
20. I have used citation tools like Endnote to improve on the citation and referencing quality of my scholarly work during Pandemic.	2.12	.78
21. I have encouraged my students to use Google docs to accomplish group assignments/course work during Pandemic.	1.56	.72
22. I have used bulk messaging to contact my students in matters related to their academics during Pandemic much more than before Pandemic.	1.95	.80
23.I have subjected my scholarly work to plagiarism tests using plagiarism-detection software much more than before Pandemic.	2.16	.77
24. I have increased the frequency of providing feedback to students' reports, papers, and assignments through their emails during Pandemic.	1.99	.82
25. I have benefitted from Google docs to share documents with my students more than before Pandemic.	2.37	.71
26. I have adopted the online dictionaries like Wikipedia to make meaning of the words/phrases that I do not understand in the online classes during Pandemic.	1.94	.80
27. I have used different videos to illustrate different case studies during my lectures during Pandemic.	2.22	.74
28. I have used my blog to discuss topics with my classes before we meet in the lecture room for the lecture during Pandemic.	1.31	.59
29. I have used Skype to teach my students extra classes during Pandemic.	1.29	.61
Cumulative mean value	1.98	

As shown in the Table 25, most of the items yielded either neutral or negative indicators of the related items. When the total number of the items in the Augmentation level

was considered, few items yielded in either positive or lukewarm-to-poistive mean values (item 14, item 18, item 20, item 23, item 25). Augmentation level was practiced poorly.

Modification level

This third level inquiried about to what extent the participants tried to enlarge the objectives of the practices and the class activities via modifying the target exercises or course book materials. There are seven items at this level in the questionnaire.

Table 26

Descriptives of Modification Level in Ascending Way

items	*M*	*SD*
30. I have used Massive Open Online Courses (MOOCs) with modified tasks.	1.34	.65
31. I have used group discussion facility.	2.30	.60
32. I have directly used the course-book activities.	2.27	.68
33. I have always crafted the tasks in online teaching classes.	2.07	.71
34. I have assigned students to research about topics from the Internet and suggest ideas on how to convert them into online.	2.25	.70
35. I have used open education resource to search about better ideas.	2.07	.74
36. I have used my cell phone to send academic supports.	2.31	.72
Cumulative mean value	2.09	

Modification level descriptives were very close to the each other and centralized around the mean value of 2 and 2.50. There was only one negative mean value indicating item 30. Descriptive statistics showed that Modification level was performed highly by the participants.

Redefinition level

This level is the fourth and the last level of the SAMR Model intensifying on teachers' digital technology integration into the classes in terms of their reorganizing various types of the actvities. This level was assessed with the items from item 37 to item 41.

Table 27

Descriptives of Redefinition Level

items	*M*	*SD*
37. I have asked students to make their own notes from group discussion threads from courses.	1.96	.76
38. I have used open education resource to redesign my study materials.		
39. I have used online tasks to assess my students' learning.	2.17	.72
I have used online tasks to encourage group discussions.	2.46	.63
40.I have used electronic games/simulation/online games /movies to teach the subject.	2.20	.75
41. I have used open education resource to redesign my study materials.	2.04	.76
Cumulative mean value	2.17	

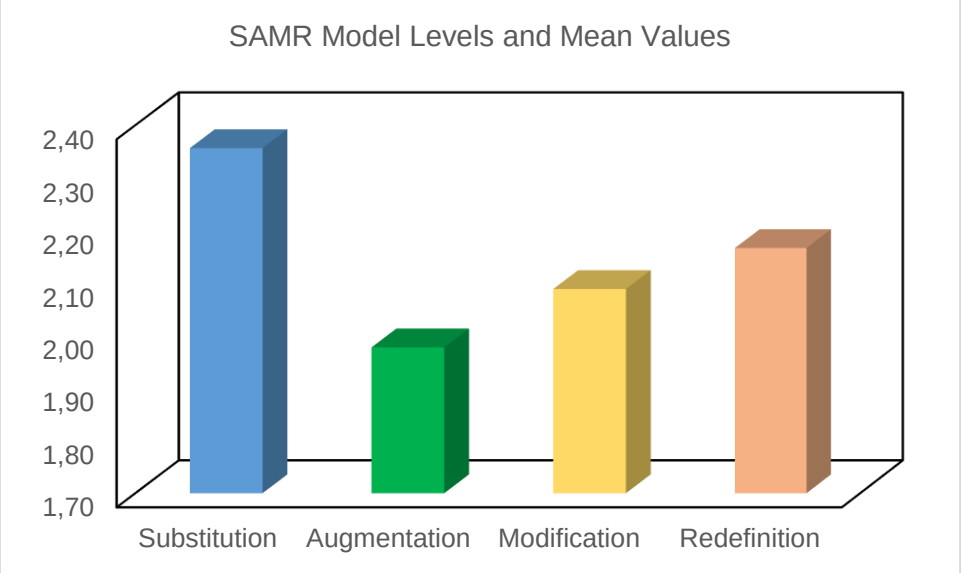
Apart from item 37, the rest of the items' mean values were higher than 2, which signed out that the Redefinition level was practiced frequently.

The Summary of the first research question findings

Figure 13 was prepared by relying on the descriptive statistics reached via SPSS analysis in order to summarize the responses to the research question one.

Figure 13

SAMR Model Levels' Percentages and Mean Scores



As shown in the Figure 13, participant EFL instructors integrated digital technologies in one or another way in various levels regarding SAMR Model. Although there were some

gaps among the items of the levels, in the main picture, levels' cumulative mean values' were close to the each other except from the Augmentation level which signified that participants' attitudes towards each of the SAMR Model level were not so far from each other. Except from Augmentation level, all levels got a certain place amoung the online ELT practices of the instructors, and was practiced decently though not evolved hierarchicaly as supposed to be.

R. Q. 2: What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

In the second research question, EFL instructors' motivation levels of digital technology integration into online ELT classes during the emergency remote education process caused by the Covid-19 Pandemic were inquired. The Situational Motivational Scale (SIMS) prepared by Frederic Guay, Robert J. Vallerand, and Celine Blanchard (2000) was employed here to collect data. As mentioned before, the questionnaire is a 16 items questionnaire with a 5 point Likert-type ranging from 'Strongly Disagree' to 'Strongly Agree'. In accordance with the related literature, the mean values of the related items were evaluated as: a mean value equal to 3 or higher (mean value ≥ 3) was accepted as a powerful indicator, and a mean value lower than 3 (mean value < 3) was accepted as a negative indicator of the related items in the questionnaire of SIMS.

With the objective of responding to the second research question, descriptive statistics were conducted, and the findings were listed as in below Table 28.

Table 28

Descriptives of the SIMS

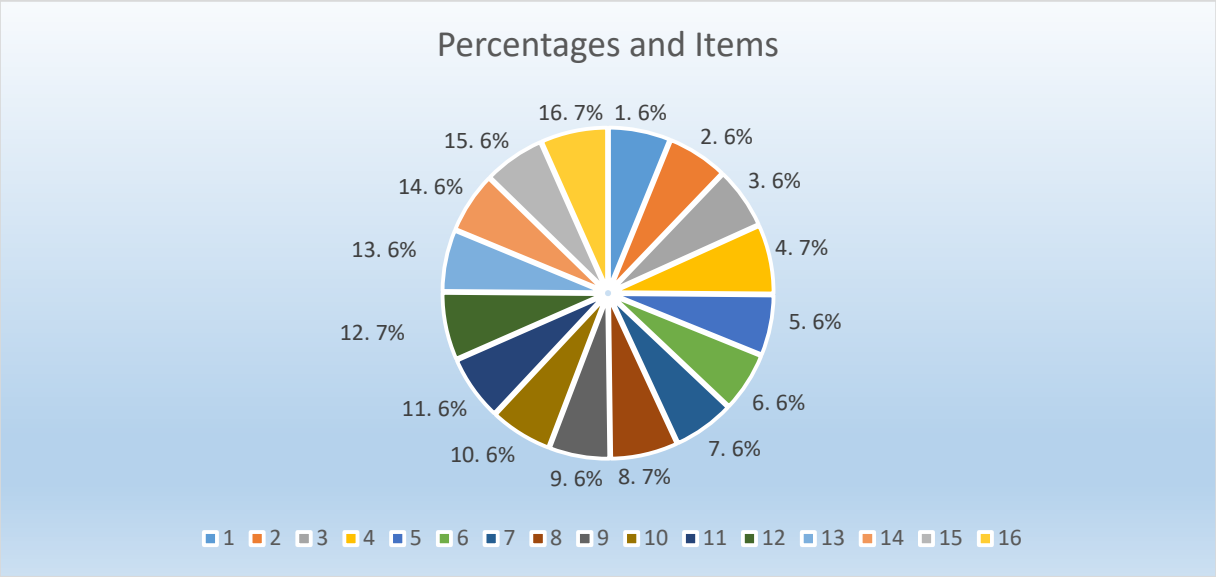
Items	*n*	*M*	*SD*	*%*
1. Because I think that is interesting.	243	2.93	1.44	6
2. Because I am doing it for my own good.	243	2.87	1.24	6
3. Because I am supposed to do it.	243	2.91	1.33	6
4. There may be good reasons to incorporate technology, but personally I do not see any.	243	3.29	1.56	7
5. Because I think that finding new ways to incorporate technology is pleasant.	243	2.86	1.57	6
6.Because I think that incorporating digital technology in the classroom is good for me in some way.	243	2.82	1.50	6
7. Because incorporating digital technology in the classroom is something I have to do.	243	2.89	1.37	6
8. I incorporate digital technology on a regular basis but I am not sure if it is worth it.	243	3.19	1.37	7
9.Because it is fun.	243	2.87	1.49	6
10.I incorporate digital technology by personal decision.	243	2.95	1.39	6
11.Because I do not have any choice.	243	3.07	1.47	6
12.I do not know: I do not see what incorporate digital technology brings me.	243	3.20	1.57	7
13.Because I feel good when incorporating digital technology.	243	2.92	1.44	6
14.Because I think that incorporating digital technology is important for me.	243	2.88	1.46	6
15.Because I feel that I have to do it.	243	2.90	1.37	6
16.I incorporate digital technology but I am not sure that it is a good thing to pursue.	243	3.17	1.49	7
Cumulative Mean Score		2.98		

According to Table 28, items' mean values did not differentiate at the extreme edges, and in contrast, they were very close to each other. Item 4 'There may be good reasons to incorporate technology, but personally, I do not see any.', Item 8 'I incorporate digital technology on a regular basis but I am not sure if it is worth it.', item 12 'I do not know: I do not see what incorporate digital technology brings me.', and item 16 'I incorporate digital technology but I am not sure that it is a good thing to pursue.' had the highest mean values in comparison to the rest 12 items in the SIMS questionnaire (mean values are respectively; 3.29, 3.19, 3.20, 3.17). Excluding items 4, 8, 12, and 16, the rest of the items' mean values variated between 2.82 (the lowest) and 2.95 (the highest). In an explanatory manner, the items which yielded in the highest mean values included statements of being unsure about the advantages of integrating digital technology into their online classes. And the rest of the items included statements about the personal eager to integrate digital technology into online classes. Their mean values were accepted as a negative indicator of the items since

they were lower than 3 (mean value < 3), which was agreed to be accepted as a negative indicator.

Figure 14

Detailed Pie Chart on the Items' Descriptive Statistics Regarding Percentages



In addition to Table 27, Figure 14 clarified that mean values of the items did not fluctuate at the extreme ends, in proportion to the mean values, percentages were similar as well. The summary of the all items descriptive statistics signed out that participant EFL instructors' online teaching Motivation level was low (M = 2.98 < 3).

R. Q. 3: What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

The third research question of the present research study investigated EFL instructors' job satisfaction levels of online teaching during the ERE process in the Covid-19 Pandemic. The General Job Satisfaction Questionnaire developed by MacIntyre and Macdonald (1997) was employed, and it included nine items with 5 point Likert-type ranging from 'Strongly Disagree' to 'Strongly Agree'. In accordance with the related literature, the mean value of 3 and higher (3 mean value < 3) was accepted as positive indicator and lower

than 3 (mean valuee < 3) was accepted as negative indicator of the related item. In the questionnaire, one main question “What makes you feel pleased as a teacher during ERE?” was aked to the participants and requested to respond via completing the statement of “I feel satisfied / pleased after online classes because……” with 5 point Likert-type.

Table 29

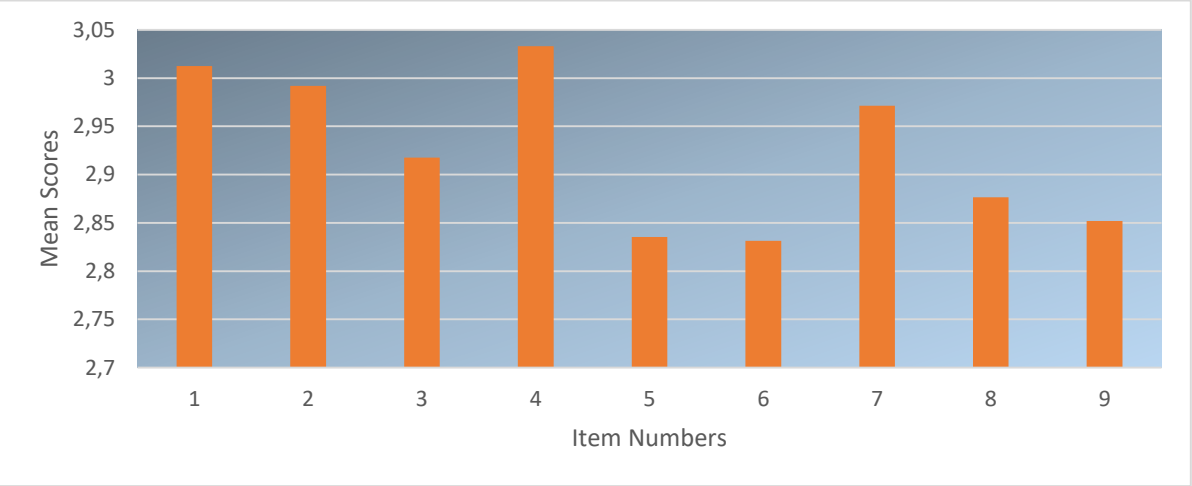
Descriptives of GJSS

Items	*n*	*M*	*SD*	%
1. I receive the recognition for a job well done.	243	3.02	1.34	11
2. I feel close to the people while working online.	243	2.99	1.32	11
3. I feel secure about teaching online.	243	2.92	1.39	11
4. I believe my administration is concerned about me.	243	3.03	1.35	12
5. On the whole, I believe working online is good for my psychology.	243	2.84	1.45	11
6. My wages are good and satisfactory.	243	2.83	1.26	11
7. All of my talents and skills are used at online classes and it makes me feel delighted.	243	2.97	1.23	11
8. I get along with my partner teacher / supervisor.	243	2.88	1.43	11
9. I feel good about teaching online.	243	2.85	1.52	11
Cumulative mean score		2.92		

In the questionnaire of General Job Satisfaction Questionnaire, the participants were asked about their reasons that made them pleased during the ERE process, only two items collected higher mean values; item 1 and item 4 (respectively; 3.02 and 3.03) in comparison to the other items. In general, participants gave negative responses in terms of their state of being pleased with teaching online during the ERE.

Figure 15

Item numbers and mean values



Although the mean values were not very low, but still the Cumulative mean value was lower than 3.00 (*M* = 2.92).

R. Q. 4: Is there a relationship between English language teaching instructors'

a) motivation level and digital technology integration level of the SAMR Model at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

b) job satisfaction level and digital technology integration level of the SAMR Model at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

Research Question 4a focused on the relationship between the EFL instructors' digital technology integration levels of the SAMR Model and their motivation levels to teach online during ERE. This relationship was tested via Pearson Correlationial Analyssis method since the distribution of normality was ensured on SPSS program.

At the first step, the relationship between participant EFL instructors' Motivation levels (M = 47.72, SD = 9.73) and their digital technology integration levels (M = 40,.88, SD = 10.92) was tested.

Table 30

The Relationship between the SAMR Model and SIMS

		SAMR Model	SIMS
SAMR Model	Pearson Correlation	1	-.26
	Sig. (2-tailed)		
	N	243	243

When the Pearson Correlation analysis test was conducted, a significant negative low level of relationship was explored with the cut-off point .01 ($r (241) = -.260$, $p < 0.01$) between EFL instructors' digital technology integration levels and Motivation levels in terms of teaching online during ERE. The negative significant relationship means that there is an inverse proportion between variables: while one side increases, the other side decreases, or vice-versa happens.

Each level of the SAMR Model was also checked in terms of the relationship between the levels of the SAMR Model and the Motivation levels of the participant EFL instructors (see Table 31)

Table 31

The Relationship between the SAMR Model Levels and SIMS

		Substitution	Augmentation	Modification	Redefinition	SIMS
Substitution	Pearson Correlation	1	.69	.45	.46	-.23
	Sig. (2-tailed)					
Augmentation	Pearson Correlation	.69	1	.64	.62	-.25
	Sig. (2-tailed)					
Modification	Pearson Correlation	.45	.64	1	.65	-.20
	Sig. (2-tailed)					
Redefinition	Pearson Correlation	.46	.62	.65	1	-.17
	Sig. (2-tailed)					
SIMS	Pearson Correlation	.23	.25	.20	.17	1
	Sig. (2-tailed)					

As seen in the Table 30,31, there was a significant negative low-level of relationship between the levels of participant EFL instructors' digital technology integration in terms of the SAMR Model: Substitution level (*r (241)* = -.23, p < .01),

Augmentation level (*r* (241) = -.25, p < .01),

Modification level (*r* (241) = -.20, p < .01),

Redefinition level (*r* (241) = -.17, p < .01),

and Motivation (*r* (241) = -26, p < .01) level at the cut-off point .01 during ERE.

The significant negative relationship signed out that increase or decrease in the each side either in SAMR Model levels or Motivation levels effected each other reciprocally. However, there is not a significant positive relationship between these two variables.

Research Question 4b was focused on At the second step, the relationship between participant EFL instructors' online teaching job satisfaction levels (M = 26.32, SD = 9.36) and digital technology integration levels regarding SAMR Model (M = 40.88, SD = 10.92) was tested on SPSS program via Pearson Correlation Analyssis. It was found out that there was not a significant relationship with the cut-off point .05 (*r* (241) = -.10, p < .05) between the participants' digital technology integration levels regarding SAMR Model and job satisfaction levels with teaching online during the ERE with the number of 243 participants (see Table 32).

Table 32

The Relationship between the SAMR Model and the GJSS

		SAMR Model	GJSS
SAMR Model	Pearson Correlation	1	-.10
	Sig. (2-tailed)		
	N		243

The detailed Pearson Correlational analysis for figuring out the relationship between each levels of SAMR Model and job satisfaction levels of the participant EFL instructors was applied as well (see Table 33).

Table 33

The Detailed Pearson Correlational Analysis for SAMR Model Levels and GJSS Relationship

		Substitution	Augmentation	Modification	Redefinition	GJSS
Substitution	Pearson Correlation		.69	.45	.46	-.14
	Sig. (2-tailed)					.02
Augmentation	Pearson Correlation	.69		.64	.62	-.08
	Sig. (2-tailed)					
	N					
Modification	Pearson Correlation	.45			.65	-.06
	Sig. (2-tailed)					
	N					
Redefinition	Pearson Correlation	.46	.62	.65		-.10
	Sig. (2-tailed)					
	N					
GJSS	Pearson Correlation	.14	.08	.06	.10	1
	Sig. (2-tailed)					
	N					

According to the Table 33, there was only one significant negative low-level of relationship between the SAMR Model levels and the EFL instructors' job satisfaction level with the online teaching during ERE. And the relationship was between Substitution level (M = 17.63, SD = 4.06) of the SAMR Model and EFL instructors' online teaching job satisfaction (M = 26.32, SD = 9.36) level with the cut-off point .05 ($r(241) = -.14$, $p < .05$)., which is not eligible for commenting on a positive significant relationship between them. Apart from the Substitution level, the other levels (Augmentation, Modification, Redefinition) did not yield in higher significant relationship values between the concerned levels and the general job satisfaction levels.

R. Q. 5: Do English language teaching instructors' levels of digital technology integration change significantly in accordance with their gender, age, seniority, online teaching experience and background education level at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

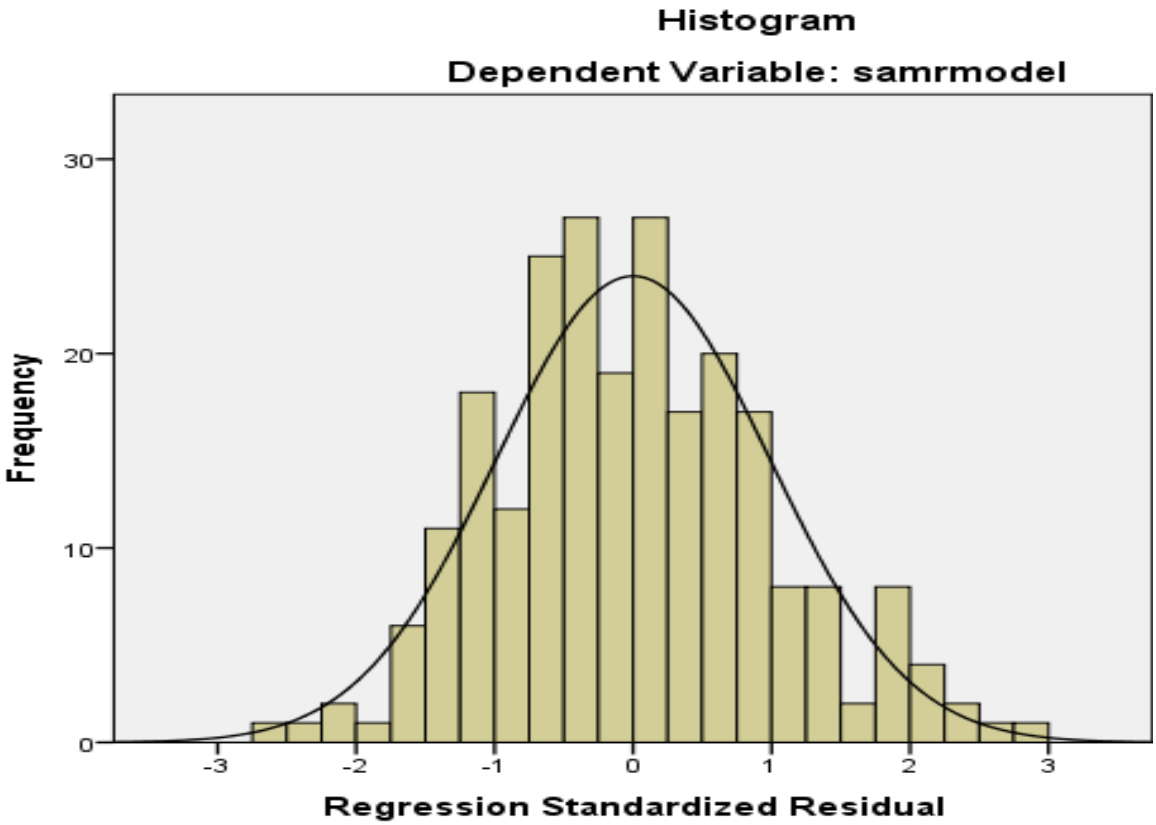
Hierarchical multiple regression method was employed at this stage in order to respond to the last research question. Pallant (2011) states that several pre-conditions

should be checked before conducting hierarchical multiple regression analysis. Those pre-conditions are distribution of normality, linearity, multicolinearity, and homoscedasticity.

Distribution of normality was checked and reported for the first research question via *Kolmogorov-Simirnov* test. And the related histogram was reached as in Figure 16.

Figure 16

Histogram of the Distribution Normality Check



The histogram Figure 16 showed that distribution of normality was ensured since all the columns were under the lines of the bell-shaped curve in the Histogram as cited above.

The second pre-condition was Multicolinearity, and it was checked in two ways. In the first way, the Pearson Correlation Analysis method (see Table 33) was used with the

cut-off point $r < .80$, and in the following; VIF value was checked. According to the literature, if the VIF < 4 is, multicolinearity problem does not exist (Hair et al., 2010).

Table 34

Multicolinearity Check of the Hierarchical Multiple Regression

	Condition Index	VIF
(Constant)	1.00	
Gender	6.40	1.02
Age	6.75	2.98
Seniority	7.62	3.06
Background education	12.21	1.16
Online education experience	15.81	1.13

The second way of checking multicolinearity was to check the Condition Index value of the Independent Variables. Condition Index value must be (CI < 30) lower than 30 (Büyüköztürk, 2011) in order to ensure multicolinearity.

As seen above, all of the stated Condition Index (CI) values were lower than 30: CI < 30, so multicolinearity was ensured.

For the last pre-condition of the hierarchical multiple regression, homoscedascity was tested via Durbin-Watson value as cited in the Model Summary of the Regression in the Table below (see Table 34).

Table 35

Model Summary of the Hierarchical Multiple Regression

Model	Enter
R	.21
R Square	.04
Adjested R Square	.02
Std. Error of the Estimate	8.89
Durbin-Watson	1.84

Table 34 proved that homoscedascity was ensured since Durbin-Watson value was 1.84, which was between the referenced interval (1 < DW < 3). According to the Table 34, the change in the SAMR Model levels were explained .02 % by the Gender, Age, Seniority, Background education, and Online Teaching Experience, which was very low when it is calculated over 100 %.

Table 36

The Relationship between the SAMR Model and Independent Variables

		SAMR MODEL	Gender	Age	Seniority	Background Edu.	Online teaching exp.
Pearson Correlation	SAMR Model	1.00	-.12	.01	.00	.12	.12
	Gender	-.12	1.00	.15	.09	.00	.02
	Age	.01	.15	1.00	.81	.29	.23
	Seniority	.00	.09	.81	1.00	.32	.29
	Background education	.12	.00	.29	.32	1.00	.26
	Online teaching experience	.12	.02	.23	.29	.26	1.00

According to the Pearson Correlation Table, there was a significant relationship between: SAMR Model and Gender ($r\ (241) = -.12$, $p < .05$),

SAMR Model and Background education ($r\ (241) = .12$, $p < .05$),

SAMR Model and Online teaching experience ($r\ (241) = .12$, $p < .05$).

There was not any relationship between:

SAMR Model and age ($r\ (241) = .01$, $p > .05$),

SAMR Model and seniority ($r\ (241) = .00$, $p > .05$).

Table 37

Anova Table of Hiereachical Multiple Regression

Model		Sum of Squares	df	Mean Square	F	Sig.
Enter	Regression	10.59	5	217.71	2.22	.05
	Residual	22.98	232	97.97		
	Total	23.58	237			

The Anova Table (Table 37) signed out that the other independent variables were kept under control, there was not meaningfull affects of the concerned independent variable (Gender, Age, Seniority, Background education, and online teaching experience) alone over the dependent variable (SAMR Model) $p > .05$.

Table 38

Hierarchical Multiple Regression

Variable	Unstandardized		Bootstrapping BC'a %95 CI		Standardized			Correlations		Collineary Statitics	
	B	Std.Error	Lower limit	Upper limit	ß	*t*	Sig.	Part	Partial	Tolerance	VIF
(Constant)	39.81	2.94	34.01	45.61		13.51	.00				
Gender	-2.69	1.37	-5.41	.01	-.12	-1.95	.05	-.12	-.12	.97	1.02
Age	.61	1.20	-1.76	2.98	.05	.50	.61	-.03	.03	.33	2.98
Seniority	.96	1.04	-3.01	1.09	-.10	-.92	.35	.05	.06	.32	3.06
Background edu.	1.41	.88	-.33	3.15	.11	1.59	.11	.10	.10	.85	1.16
Online teaching experience	1.39	.80	-.18	2.98	.11	1.73	.08	.11	.11	.88	1.13

By identifying gender, age, seniority, background education, and online teaching experience as the independent variable, participant EFL instructors' digital technology integration levels in terms of the SAMR Model were tried to be predicted via Hierarchical Multiple Regression analysis method. According to the analysis result: a meaningless regression model, F (5, 232) = 2.22, p>.001) was found out.

And the variance of the dependent variable, which was SAMR Model, was explained only at the rate of .02 % (R^2 $_{adjusted}$ = .03) by the independent variables (gender, age, seniority, background education, online teaching experience).

According to the Multiple Hierarchical Regression Table 37:

Gender independent variable does not predict the SAMR Model dependent variable positive and meaningfull, ß = -. 12, t (232) = -1.95, p >.052, pr2 = .0144.

Age independent variable does not predict the SAMR Model dependent variable positive and meaningfull, ß=.05, t (232) = .50, p >.05, pr2= .09.

Seniority independent variable does not predict the SAMR Model dependent variable positive and meaningfull, ß = -.10, t (232) = -.92, p >.05, pr2= -.0036.

Background education independent variable does not predict the SAMR Model dependent variable positive and meaningfull, ß = .11, t (232) = 1.59, p >.05, pr2= .0108.

Online teaching experience independent variable does not predict the SAMR Model dependent variable positive and meaningfull, ß = .11, t (232) = 1.73, p >.05, pr2= .0121.

The Regression Formula of the present research study is (for each new participant to the present research study):

SAMR Model = 39.81 +- 2.69 * Gender + .61 * Age + - .96 * Seniority + 1.41 * Background Education + 1.39 * Online Teaching Experience.

Summary of the Quantitative Findings

1. Participant EFL instructors' digital technology integration practices circulated around (respectively) at the Substitution level (*M* = 2,36), Redefinition level (*M* = 2.17), and Modification level (*M* = 2.09). Augmentation level (*M = 1.98)* was the least practiced level among the four levels.
2. According to the descriptives of the SIMS, it was concluded that participant EFL instructors were not motivated (*n* =243, *M* = 2.98) to teach in the online classes during ERE in the Covid-19 process. The descriptives of online teaching Motivation levels were poor according to the Five-Likert SIMS questionnaire.
3. It was pointed out in the descriptives of the GJSS that participant EFL instructors were not satisfied (*n* =243, *M* = 2.92) with their online teaching performances during ERE.
4. **a.)** Pearson Correlation Analysis results showed out that there was a significant low-level negative relationship between participant EFL instructors' online teaching motivation levels and digital technology integration levels regarding SAMR Model ($r(241) = -.260$, $p < 0.01$) during ERE.

   b.) Pearson Correlation Analysis results showed out that there was not any significant relationship between participant EFL instructors' online teaching job satisfaction levels and digital technology integration levels regarding SAMR Model .05 ($r(241) = -.105$, $p < 0.05$) during ERE.
5. In terms of the relationships between participants' demographic variables such as gender, age, seniority, online teaching experience, background education, and

digital technology integration levels regarding the SAMR Model were like the following:

There was a significant relationship between participants' gender and SAMR Model ($r (241) = -.12, p < .05$)

There was a significant relationship between participants' background education and SAMR Model ($r (241) = .12, p < .05$)

There was a significant relationship between participants' online teaching experience and SAMR Model ($r (241) = .12, p < .05$)

There was not a significant relationship between participants' age and SAMR Model ($r (241) = .01, p > .05$)

There was not a significant relationship between participants' seniority and SAMR Model ($r (241) = .00, p > .05$).

Qualitative Findings

Qualitative findings were presented by employing the thematic analysis method. By employing the steps framed in the data analysis part in Chapter III, transcribed data were content analyzed and findings were described with reference to the research questions. With the aim of getting rid of gender recognition, all of the interviewees were called via the adoption of a third-person singular pronoun. In the present research study, three different qualitative data collection tools were enrolled; reflection journals, open-ended questions, and interviews. At first hand, interviews were analyzed.

Findings of the Interviews

As explained in the methodology chapter, interviews were conducted with 14 interviewees by depending on the convenience sampling method. All the recorded interviews were transcribed manually. In the following sections, the findings of the interviews are explained in accordance with the proper categories by bounding to the codes.

In order to have a healthy evaluation of the research questions' findings, participants' immediate online teaching environment was asked in terms of the program, teaching platform, materials, and hours of teaching.

Table 39

General Teaching Setting of the EFL instructors

Online teaching setting			
Teaching Modes	Teaching Platforms	Materials	Cours hours
Online teaching, Online + recordings	Adobe Connect, LMS, Blackboard, Zoom, Google Classroom, Microsoft Teams, Parcilus	Course books (such as English File, Road Map, Speak Out, Navigate, and Language Hub), PPTs, Worksheets, Youtube Videos, Applications such as Canvas, Paddlet, Voice Treat, Google Drive, Turnitin	10 - 12h / - + 30mins for each session 12 – 16 / - + 30 mins for each session

According to the content analysis results of the first interview question, it was understood that few of the interviewees' institutions enrolled in hybrid education (synchronous + asynchronous) via various digital platforms. In the hybrid education model, interviewees stated that they were recording videos on the stated subjects related to grammar rules or writing rules, and uploading those videos to the institutions' determined teaching platforms (LMS, blackboard, etc.) in addition to online classes. Interview 2 explained that students were informed via e-mails or text messages about which video to watch before coming to the online sessions. In the online sessions, the grammar rules in the videos were practiced with the mentoring of the instructors.

> *For grammar topics and writing skill topics, every week a different instructor made video recordings for students to watch beforehand, and come to the online classes ready. In this way, we gain time to make practice more in the online sessions. (Interviewee 2, aged 34, major ELL)*

She further added that students were using those videos for also revising the rules after the online sessions as well.

Interviewee 5 explained that in her institution they used a hybrid education model in order to present mechanic classes in the asynchronous mode, and productive classes in the synchronous mode.

> *In my institution, we had an online teaching mode for the main course classes and recordings for the writing classes. (Interviewee 5, aged 33 major ELT)*

Eleven interviewees, out of fourteen, reported that they had used course books and followed a strict syllabus in order to cover the topics in 10-12 hours weekly (an average of 30 mins for each class). The rest three interviewees complained that they had not any course materials to follow such as course books, and that was why they had to prepare their own course materials by emphasizing that it was time demanding. Interviewee 3 stated that

> *Adapting the materials of the face-to-face classes to the online classes was really time-consuming. It took a lot of time. (Interviewee 3, aged 32, major ELT)*

Interviewee 11 stated a parallel sentence to interviewee 3, and said that

> *We were free in terms of the course materials, so I prepared my own PPTs, and activities, I designed speaking tasks. They were all demanding effort, technological skill, and time (Interview 11, aged 37, major ELT).*

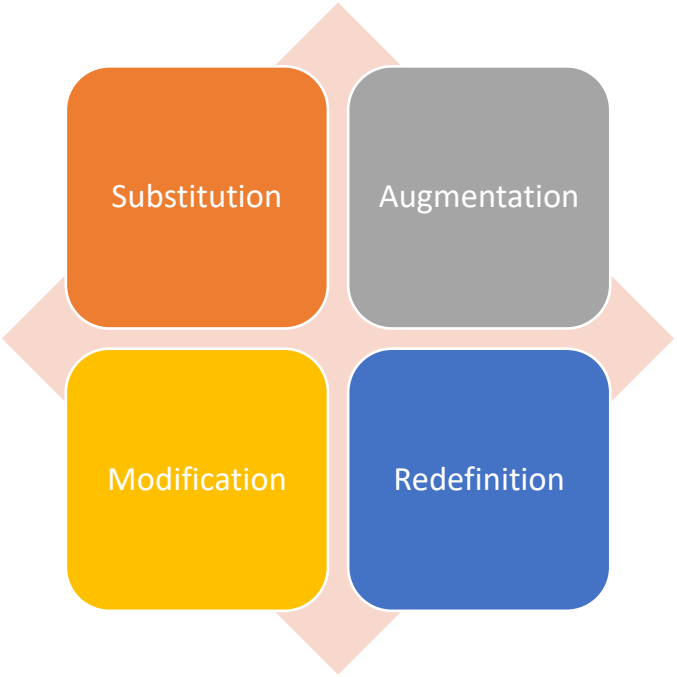
Interviewee 11 further explained that it would be better for her to follow the course from a course book or pre-identified materials instead of preparing individually for each class.

R. Q. 1: What are the digital technology integration levels of English language teaching instructors in online teaching in terms of SAMR Model (for each level) during the time of emergency remote education in the process of Covid-19 Pandemic in Türkiye?

At the first step, interviewees were asked about their general teaching activities in the duration of emergency remote education. They explained their class activities in line with the syllabus, course materials, class hours, teaching platform, and students' active participation into the classes. Participants' responses were content analyzed, and the levels of the SAMR Model were used as pre-determined categories.

Figure 17

Categories for the Digital Technology Integration Levels



Interviewees stated that their classroom activities were mainly depended on their syllabus, technical procedures, and technological talents, which did not present them with place to move freely, and integrate various sources or applications into their online classes. Interviewee 1 emphasized that her teaching activities in the classes did not barely based on her decisions.

> *it depended on the nature of the course, students' interest in learning, and my technological skills.*

She continued with giving examples to clarify her sentence about her teaching activities

> *…if my technological skill was not good enough, how I could conduct effective speaking activities, involve various materials and share it with my students is a big question for me.*

In comply with the interviewee 1, interviewee 9 responded in the same way. She pointed out her students as the reason of her all actions in the classes either in positive or in negative meaning.

My classroom activities were directed by my students' involvement to my classes, activities, and assignment, if they were active, I was trying hard to enlarge class time and give extra feedback.

Substitution Level

After asking about interviewees' general digital technology integrated teaching practices in the duration of ERE, interviewees were asked about their degree of digital technology integration into their classes at the level of Substitution. Interviewees were asked whether they do any kind of interferences or changes to the course book activities stated in the syllabus. There had been two kinds of answers. While most of the interviewees (such as interviewee 1, interviewee 3, interviewee 12, and interviewee 13) underlined that they made either minor or major changes in their synchronous/online classes, some of the interviewees specified that they did not made any changes for the grammar activities (interviewee 7, interviewee 10, interviewee 14), they just substituted the paper-pen format of the course book with the itools of the books.

Interviewee 5 stated that in the hybrid education model, the situation depended on the class mode whether synchronous or asynchronous. She clarified that in the asyncronous classes, she did not make any changes, just covered the weekly planned topics. However, in the synchronous mode, she generally made intereference to the activities either in number or in the nature of the activity.

In the synchronous class, I had the chance to observe students' reaction whether to change the topic, increase /decrease the number of the activities or not, but in the asynchronous classes I just cover the topic since student participation is not the matter of issue.

Interviewee 4 and interviewee 2 were in the agreement in terms of their ideas. Interviewee 4 explained that their course book was already with full of appropriate activities,

that was why she did not do any changes for the basic activities. Interviewee 2s' response was parallel to the interviewee 4. Interviewee 2 claimed that

> *The course books were already planned carefully with level-specific rules and they were prepared by the speacialists, I do not see any reason to change or prepare amateur activities.*

Three of the interviewees (interviewee 3, interviewee 12, interviewee 13) evaluated the question according to their progress in their own institutions. They asserted that when the Covid-19 first poped-up, and they started the ERE all of a sudden, and they were shocked. As a result of that shocking situation, they could not make any changes at the beginning, and conducted the classes without any interference or modification to the materials. Interviewee 3 explained that

> *At the beginning because of the schocking situation, I just tried to cover the topics and made my students ready for their exam, but the more technological experiences I gained, the more changes I started to make on the activities.*

In the same line, interviewee 12 described that

> *Until I got used to the ERE, I only employed the course book activities without my interference. I did not bring any other supllementary materials, or change topic of the day.*

In the opposite line, interviewee 13 exemplified that

> *I used the school system (Blackboard) as an overhead projection, I just reflected course book there. I did not interfere with the content of the activities. I followed all the activites line by line at the beginning of the process.*

Interviewee 6, interviewee 9, and interviewee 11 responded in the same way, and asserted that they were instructed to continue with the the formal course materials which had been planned for the face-to-face classrooms, and they had to change all the paper-pen format materials into digital materials.

> *Our material developmet office sent us the materials of the face to face classes, which were useless for the interactive online classes. As a result of this situation, I had to interfere to the materials and make them appropriate for the online interactive classes. (Interviewee 6, aged 30, major ELT)*

Apart from those responses, interviewee 1 presented a different point of view of the Substitution level. She evaluated language teaching as an evolving process, and she observed that she could not see any benefit by only substituting the manual regular materials with the digital materials. She clarified that the Substitution level had a non-negligible place at the beginning, but as the course progressed, the materials required severe interferences.

> *I started the process with sharing only PDFs and PPTs, and they worked for a short time, then I realized that those sources do not help students, process was not evolving with those sources, they needed some outer hands-on activities to turn them into the interactive materials.*

She further clarified that

> *As a teacher you can feel whether your class is evolving or not. Yes, I started with substituting face-to-face materials with digital materials, but when I noticed that the learning process was stucked, I changed the nature of the activities and used various apps and started to use course book as a supplementary source.*

Some interviewees reported that their interference rate to the sycronous classes were bound to the nature of the activities. Interviewee 6, interviewee 7, interviewee 10, interviewee 14 stated that as the achievement and final exams were grammar-oriented, they employed the mechanical drill activities without any change. Interviewee 14 stated

> *In order to keep the students at the same level with the other classrooms in terms of covering the grammar topics, I only followed course book grammar bank activities for a while*.

In line with the interview 14, interviewee 4 stated that

> *As the grammar topics were presented in a harmony with the theme of the unit, I was not in favour of changing them. They were already linked with each other in terms of grammar and vocabulary choice.*

According to the responses of the interviewees, Substitution level had got a great place in the ERE, with this or that reason. All of the interviewees experienced the Substitution level at the beginning of the process, and while most of them continued in the same level persistently, some of them skipped to next level.

Augmentation level

For the Augmentation level, interviewees were asked about how they strengthened or enriched their classroom activities; whether they maximized or minimized the number of activities and how. Eleven interviewees out of fourteen reported that they did not enrich their classroom activities since the time was too limited to maximize both the number of the activity and activity types. They asserted that they strengthened the grammar topics from time to time by sharing some additional worksheets and quizzes in the Word format via Canvas, Whats App, Edmodo, Telegram, and e-mails. Interviewee 3 and Interviewee 14 stated similar responses.

> *I shared extra grammar materials with my students via e-mails after every new grammar topic in order to intensify the new rules, but only after the class hour. (Interviewee 14, aged 32, major ELT)*

Interviewee 3 reported the same feelings with the interviewee 14.

> *After covering the grammar topics stated in the syllabus, I helped students by presenting additional worksheets by screen sharing. (Interviewee* 3, *aged 38, major ELT*)

Interviewee 4 complained about utilizing mechanical activities.

Although I am opposed to mechanical activities, whenever we covered the topic and asked students for their suggestions on what to do to polish the topic more, they always preferred drill activities. (Interviewee 4, aged 33, major ELT).

Interviewees' responses differentiated according to the four main skills of the ELT field as well. They clarified that they utilised speaking activities to activate the grammar rules via additional free apps other than break-out rooms such us Voice Treat and Whats App's voice recording feature. For writing skill and reading skill, Paddlet, Whats App, Edmodo, Telegram, and e-mails were used to share the documents.

After getting rid of the first shock, I started to use online video games for warm-up, and various applications to practice the topics. Paddlet for writing activities, Voice Treat for pronunciation practices (Interviewee 1, aged 35 major ELT).

Even though some of the interviewees were in the opinion of inconvenience of using the digital platforms, they were able to overcome it.

As I was not good at technology, I could not use various apps, but I informed my students to send voice message to me for speaking activities, and for writing activities I directed them to e-mail me their writing pieces. (Interviewee 11, aged 37, major ELT).

Interviewee 11 and interviewee 8 stated that they tried to enlarge the content from time to time.

Actually, it depended on our timing, when we had time, I made them watch short documentaries and commented on them. (Interviewee 8, aged 30, major ELT).

Participants complained that the class hours were around 30 minutes for each session, and that duration was not enough to employ extra activities in order to polish the novel topics. That was the reason they could only augment the course topics with additional activities by organizing only extra classes.

Our syllabus was full of activities for each topic, and I could only cover those topics poorly. I could conduct each activity only with one or two students. I could not place additional activities in the course hour. (Interviewee 6)

Instead of increasing the number of activities, I had to decrease them since online sessions were so slow cause of connection problems and students' low level of attendance. (Interviewee 13, aged 33, major ELT)

Unfortunately, I was not able to have additional activities or Apps. Let alone enrolling various Apps in the process, I had to set additional Zoom meetings in order to cover the syllabus. (Interviewee 2, aged 34, major ELL)

Interviewee 2, Interviewee 6, and Interviewee 13 pointed out shortness of the online classes' academic hours as the reason for their poor level of augmenting activities.

In summary, participants stated that they barely strengthened their teaching activities. In an explanatory manner, interviewees could have the chance to maximize the number of activities only with additional voluntarily organized online courses apart from academic course hours, which clarified that the Augmentation level was not performed decently.

Modification level

Interviewees presented similar approaches in terms of their digital technology integration levels during ERE regarding the Modification level. All of them stated that crafting course book tasks was crucial for various reasons in the ERE process. Some of them stated time limitation as the reason, some of them stated students' passiveness as the reason, and some others stated the insufficiency of the exercises as the reason for their crafting the exercises or activities. As a result of those mentioned reasons, a variety of modifications were tracked: turning individual work into group work/pair work, turning listening activity into reading activity, turning writing activity into speaking activity, turning speaking activity into reading activity, changing the topic from foreign topics into familiar topics, turning face to face activities into digital activities.

Interviewee 8 stressed that the direct course book teaching approach never happened in her classes, either small or big-scale changes were always made.

It was impossible to use the course book activities without any change since the class hour was limited, students' attendance was low, and exams were turned into to be grammar-centered exams. (Interviewee 8, aged 30, major ELT)

She further exemplified her implications in a basic way.

In the ERE, we continued using our same course book, so I had to change the type of the activities in parallel to the online teaching, for example, if the activity says - shake hand -, I changed it to - nodding. (Interviewee 8, aged 30, major ELT)

Other interviewees were in the same vein as interviewee 8 in terms of making activities proper to the online teaching setting.

I modified generally the speaking tasks. When the book instructed me –to describe a museum visit, I changed it into a - describe your room- activity. (Interviewee 9, aged 31, major ELT)

Interviewee 10 and Interviewee 9 shared similar understanding related to the modification level.

I used writing activities as reading activities, I directed my students to write on the decided topic before the class, and during the class hour, I asked them to read in order to give them oral feedback, not written. (Interviewee 10, aged 34, major ELL)

Some of the interviewees agreed to conduct the modification level since they considered it as inevitable in ELT.

I was free to make modifications to the syllabus, so I made all the changes in order to make students speak and interact more. I changed the individual question-answer parts of the book into group discussions. (Interviewee 11, aged 37, major ELT)

Mechanical activities were insufficient for making students speak, so I turned them into productive activities, instead of close-ended questions, I enrolled open-ended questions. I gave a topic and asked them to speak on it. (Interviewee 12, aged 43, major ELT)

Modification activities got a certain place among the online ELT activities.

When I encountered some course book topics which are far beyond students' world, culture, or interests, I changed them with a similar topic. (Interviewee 14, aged 32, major ELT)

There had been plenty of technical problems during the online classes, at those times I had to change the nature of the activity, I changed the listening activity into a reading activity by opening the script and reading it. (Interviewee 3, aged 32, major ELL)

Interviewee 1 was not pleased with students' interaction level during the classes, that was why she had to modify the tasks.

Students were resistant to speaking most of the time by reasoning their lack of a microphone or living with other family members, and their environment was not comfortable enough to speak, at those times I instructed them to write the answers to the chat box instead of speaking. (Interviewee 1, aged 35, major ELT).

Interviewees also underlined that time span and syllabus were the main identifiers of the modification type. They stated that they were not free to craft the activity as they wished. They had to cover the basic topics in the determined time stated in the syllabus in order to keep all the students at the same level as the other classes.

I did not teach grammar rules in hours, I just gave basic rules and asked students to make sentences and use them in their dialogues, but I tried not to skip any grammar topics stated in the syllabus. (Interviewee 7, aged 36, major ELT)

Interviewee 9 accepted changing mechanic activities into interactive activities especially fpr speaking skill.

I modified generally the speaking tasks. When the book instructed me –to describe a museum visit, I changed it into a –describe your room- activity. (Interviewee 9, aged 31, major ELT)

In the same vein with the interviewee 9, interviewee 10 stressed that she modified writing activities to reding activities.

I used writing activities as reading activities, I directed my students to write on the decided topic before the class, and during the class hour, I asked them to read in order to give them oral feedback, not written. (Interviewee 10, aged 34, major ELT)

It is possible to conclude that all of the participant interviewees practiced the Modification level by crafting the tasks, changing the topics, and changing the nature of the activity either on a small scale or on a big scale. Most of them benefitted from the modification of the existent materials for the profit of the students: to make them active, and to teach them effectively and easily. Additionally, they modified tasks in order to keep up with the syllabus within the limited academic course hours. Few of the interviewees made the modifications at a very small scale, preferred following only the ready activities, which had been presented to them via the course book or the institution's material development offices.

Redefinition level

Interviewees described redesigning a material or activity, and organizing the details of an activity from top to toe as time and effort demanding. Six out of fourteen interviewees stated that they made modifications to the existing activities at the highest level. They did not organize any additional activities or materials for any classes. They reported that they did not redesign any activities; since besides students' low-level attendance and active participation, level-equilibration was another big concern for them.

Under the lockdown conditions, in addition to the many responsibilities of managing the synchronous classes, I was not able to prepare any bonus materials for my students. (Interviewee 2, aged 34, major ELT)

Interviewee stated that she was able to reach the ready materials on the web and shared them with the students.

I could only benefit from some web pages for downloading ready materials and sharing them with my students in order to enrich the topics by practicing many times, redesigning was beyond my skills. (Interviewee 1, aged 35, major ELT)

There was also different point of views regarding organizing a novel material for students.

Redesigning an activity from top to toe was a waste of time because, on the web pages, there were plenty of professional sources for each level and different purposes. (Interviewee 14, aged 32, major ELT)

It was stated that re-organizing a material from to-to-toe was a waste of time and energy because of students' reticence.

Preparing a new activity on a computer required computing skills, which was challenging for me which was why I only used ready materials. (Interviewee 12, aged 43, major ELT)

Fear of not fixing the right level for students was blocking me whenever I tried to redesign a task. (Interviewee 4, aged, 33, major ELT)

Most of the interviewees accepted that although redesigning a new task or material required proficiency level technological skills and long hours of studying in front of the computers, they were crucial in the ERE since students could not reach any other safe and direct-to-point information or activities without teachers' leading. One of the interviewees explained that the books were already filled with grammar rules and internet pages were filled up with a huge number of ELT activities, but students did not know which page was safe to benefit from for useful information or funny activities. She further explained that we as teachers ought to develop proper activities for our students in order to help them under the ERE conditions.

I prepared some speaking tasks such as describing your hometown, mapping out your neighborhood, giving your favorite meal recipe, etc. in order to make my students speak by using the rules and vocabulary (Interviewee 12, aged 43, major ELT).

Interviews underlined that the four basic skills of the ELT were important parameters for deciding on the activities type for the digital platforms.

I organized some speaking tasks, but I could not manage writing tasks since I did not know any useful applications (Interviewee 9, aged 43, major ELT)

Interviewee 3 reported that she sometimes utilized additional materials in accordance with the mood of the students.

> *Following the course book activities line by line was boring for students, and when students saw a different material or activity they became more active, so I sometimes designed my own additional materials. (Interviewee 3, aged 32, major ELL)*

In line with the interviewee 3, interviewee 13 underlined that she planned extra assignments and courses regarding re-organization of the course material.

> *In the ERE process, most of the virtual museums were free, so I informed my students about that and assigned them to have a virtual museum visit and made a presentation on it in the synchronous class. (Interviewee 13, aged 33, major ELT).*

Two of the interviewees described similar activities for exemplifying their redesigned activities. Both of them reported that they organized Kahoot games in order to make students enjoy the moment.

> *I organized Kahoot games related to our weekly topics, and my students had fun in the learning environment. (Interviewee 5, aged 35, major ELT)*

Some of the times digital games were included into the course for making students relaxed.

> *When I discovered that students were relaxed and motivated to participate in the activities more, I organized Kahoot weekly for each topic. (Interviewee 6, aged 30, major ELT)*

Interviewee 13 stated that she organized extra Zoom meetings in order to present students with a place to practice more, and she used her own speaking materials. She described that in the synchronously recorded academic hours, she could only cover the syllabus topics, and could not activate her students to practice. That was why she organized additional meetings.

> *I designed speaking hours for my students and assigned them to make dialogues on the decided topics, such as meeting someone at the airport, talking to some*

> *technicians on the phone, asking for help from a shop assistant, etc. (Interviewee 13, aged 33, major ELT)*

Interviewee 11 complained about having to develop her own materials from top to toe since her institution had not supported them in terms of either syllabus to follow or materials to cover. She commented that since each teacher had to develop their own material and syllabus, students' teaching was not at the same level, and the materials' variety and type were quite fluctuating.

> *Although being free in terms of syllabus and materials was a good thing, it turned out not to be beneficial as dreamed since materials' type (either mechanic or productive), and exam content (either easy or difficult) were changing from class to class which brings out the equality issue among students. (Interviewee 13, aged 33, major ELT)*

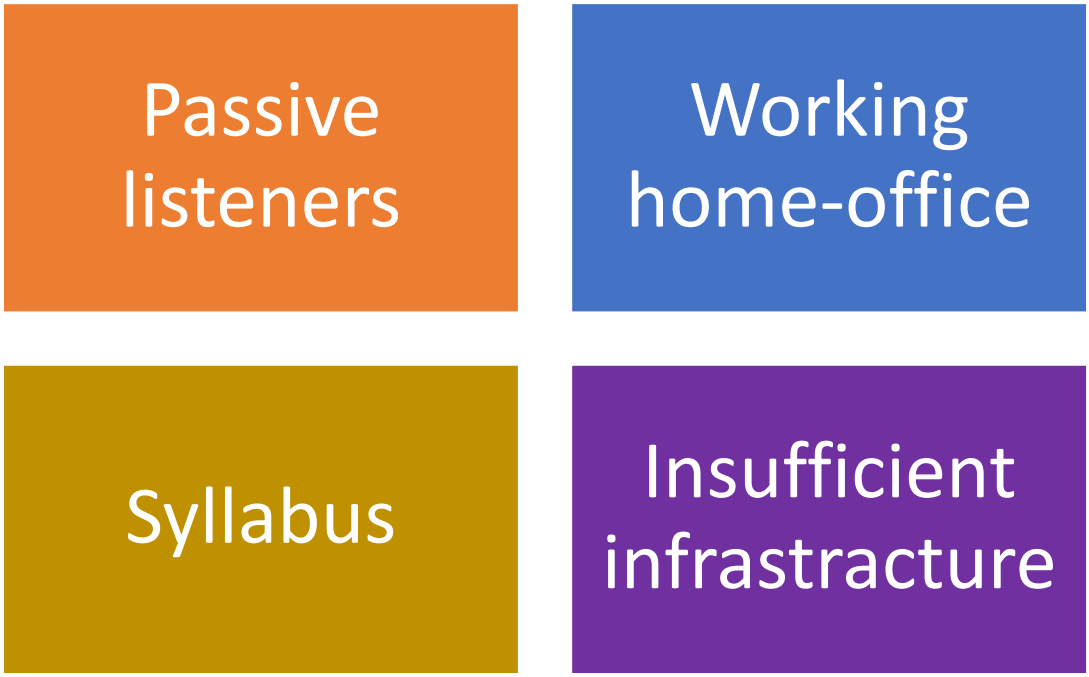
The majority of the participant interviewees reported that they organized various activities and materials for their students individually on a small scale, preferably after covering the syllabus, which signed out that the Redefinition level was promoted average but not at the desired level.

R. Q. 2: What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

Although interviewees mentioned about the motivators of the process, they mainly underlined their state of being unmotivated during the ERE process. And according to the responses, four main categories were developed: Passive listeners, Working home-office, Syllabus, and Insufficient infrastracture, the second research question was responded through those categories.

Figure 18

Categories for the Online Teaching Motivation Levels



None of the interviewees stated their contentedness with the Emergency Remote Education process since they evaluated the process as not being human friendly, challenging, demanding, and unmotivating process to teach.

Passive listeners

When the interviewees were asked about their online teaching motivation levels, the most recurrent complaint point was irrelevant students. Interviewees all stated that the decision-makers were the students regarding instructors' online teaching motivation.

> *Observing students' reluctance to respond to questions, take part in the activities, and turn on the cameras and microphones made me feel like I was alone in the teaching process, they were passive recipients. (Interviewee 9, aged 31 major ELT)*

Interviewee 3 described that teachers' motivation is linked with students' active participation in the classes, and eagerness to learn. If students were not enthusiastic about the classes, teachers' efforts would be meaningless.

> *Most of the time, I felt like I was teaching on my own in an empty room because students did not turn on either their cameras or their microphones. (Interviewee 3, aged 32, major ELL)*

She further asserted that students were not encouraged to attend the classes since the recordings of the online sessions were presented to the students after the online classes, so they were not motivated extrinsicly to attend the classes.

> *Only obligatory classes' students attended the online classes and were interested in learning more, in the voluntary classes' students were prone to follow the classes via recordings. (Interviewee 3, aged 32, major ELL)*

Interviewees 4, 5, and 8 stated similar ideas, and they all felt demotivated cause of students' low-level attendance to the classes and their passive participation.

> *When I saw that I could adapt my teaching skills according to the ERE conditions and students' interests, I felt like an efficient teacher, but encountering students' reluctance broke my eagerness to try hard. (Interviewee 8, aged 30, major ELT)*

Students' reticence was reported as demotivator by the interviewees. Interviewee 4 and 5 complained about passive students during the ERE process online classes.

> *Students' attendance was very low, and generally, the same students were active participants in the online classes, the rest of the students were pretending to be dead when I asked anything to them. (Interviewee 4, aged 33, major ELT)*
>
> *I could not have any interactive classes since the attendance rate was very poor, only 3-4 students out of 15 participated in the classes, and they were pretending as if they were either dead or ghost. (Interviewee 5, aged 35, major ELT)*

Apart from students' reticence, the applied syllabus was another demotivator factor for the participant EFL instructors.

> *The workload of adapting face-to-face class materials to online teaching was quite tiring, and encountering students' indifferent manners after giving those efforts was dramatically frustrating, which made me cry from time to time. (Interviewee 3, aged 38, major ELL).*

Interviewees dominantly complained about students' irrelevant behaviors in the classes. Students neither turned on the web-cameras nor microphones. Instructors stated that the feeling of teaching themselves in online classes was dramatically frustrating and demotivating.

Syllabus

Interviewees touched also on the syllabus issue, and evaluated covering syllabus topics one by one as mechanic and demotivating. They were of the opinion that rushing for covering the syllabus caused pressure on them and reluctance to teach.

> *I could not feel free to adapt my materials as I wished since our institution made covering the syllabus compulsory, which damaged my enthusiasm about teaching in the ERE. (Interviewee 4)*

It was reported that syllabus made the participant EFL instructors makde rush to cover the cited topics.

> *I always moved in a hurry to cover the syllabus without paying attention to either my well-being or the students' well-being, which was so robotic and demotivating. (Interviewee 2, aged 34, major ELL)*
>
> *There was not any point to teach only the framed topics, and ignoring updated topics. (Interviewee 9, aged 31, major ELT)*

In contrary to the obligation of following the syllabus, Interviewee 13 stressed that she had to cover the syllabus because of the shared exam topics.

> *Although I was not in favour of following the syllabus line by line, as the achievement exams and final exams were prepared in accordance with the syllabus, I had to adopt it. (Interviewee 13, aged 33, major ELT)*

Interviewee 11 stated that when the schooling system changed into ERE, face-to-face class topics were adopted only in terms of grammar activities, which made the online classes very teacher-centered and robotic.

> *Although ERE had full of opportunities to integrate various sources into class and make students interact, teaching only grammar parts of the course materials as cited in the syllabus was a failure. (Interviewee 11)*

Interviewee 6 was in the same line as interviewee 11, she complained about being refrained from applying additional course materials.

> *I could not have a chance to place communicative activities as covering the syllabus was the preliminary objective in the limited class hour. (Interviewee 6, aged 30, mjor ELT)*

Working home-office

The category of working home-office was encountered as a controversial topic. There were opposite points of view regarding working home-office, and teaching via online platforms subjects. While 9 of the interviewees stated their discomfort with the working home office, the rest 5 interviewees explained that they were pleased with the working home-office status by reasoning not having to dress up formally, leave home and worry about the children. Among those 5 interviewees, 3 of them approached the topic from the marital status angle. They stated that they were single in the days of pandemic, and they emphasized that marital status was the main parameter in terms of the 'working home-office' issue. They stated that they did not feel uncomfortable or workload since they did not have many responsibilities, unlike married teachers. Interviewee 6 clarified that she felt happy when she prepared additional materials and organized extracurricular activities for students as it helped to spend the time fruitfully.

> *…since I was single, spending most of my time preparing materials, giving feedback, or dealing with students' technical problems was not a problem for me, adversely it motivated me, but I could not imagine the situation if I were married. (Interviewee 6, aged 30, major ELT)*

Interviewees 1 and 13 were in the same opinion as Interviewees 6.

Being single in the lockdown conditions was an advantage for me as I did not have to think about my responsibilities towards my family members, that was why I could concentrate on my classes without fear of children's noise, or rushing for cooking n the break times. (Interviewee1, aged 35, major ELT)

Working home-office enabled me to communicate with my students, which was giving me a reason to study hard for them to enrich my classes otherwise it would be boring to stay at home alone as I was single. (Interviewee 13, aged 33 major ELT).

While single interviewees were positive about working home-office, the situation was vice-versa for the married interviewees.

Every single day in the ERE term, I had concerns about conducting my classes safely from my children's noises, and without their interruption, that was why I could not concentrate on my classes. (Interviewee 5, aged 35, major ELT)

Interviewee 11 was positive about working home-office and stated that working home-office presented her the chance of caring for and protecting her family members from the Covid-19 virus. And interviewee 9 approached working home-office issues from a different angle.

In winter conditions, working at home was a chance as the traffic was unbearable in the rainy or snowy weather. (Interviewee 9, aged 31, major ELT)

While there were some positive opinions on working home-office, some interviewees stressed that working home-office caused them frustration in terms of their changing roles.

I could not figure out my role, I was teaching in my daily clothes, and without changing places, and in addition to this, during the break times, I needed to deal with either housework or children. (interviewee 12, aged 43, major ELT)

Working home-office became a controversial issue for some interviewee participants.

I experienced a time that I mingled my roles: A housewife? A teacher? A mother? A wife?, which was a demotivating situation for me since my private life was mingled with my professional life. (Interviewee 14, aged 32, major ELT)

The beginning of the ERE process and the end of the ERE process was evaluated from the working home-office point of view differently. Although it was considered as a comfortable form of teaching but it changed in process.

> *During ERE, I felt like my private life was under invasion by students since they were free to reach us via all channels even our mobiles, while in the face to face education, there was a line between our job and our private life, that line was omitted in the ERE. (Interviewee 7)*

Insufficient Infrastructure

Interviewees stated their discomfort with the problems related to infrastructure by reasoning both students' and instructors' poor level of internet connection, old-fashioned pcs, tablets, and mobile phones. Apart from those, frequent power cuts damaged the process of online teaching as well.

> *While I was teaching, I suffered from both poor internet connection and repeated power cuts many times, which killed my enthusiasm to teach. (Interviewee 14, aged 32, major ELT)*

The digital divide term came into the stage, and it was complaint by the participant EFL instructors.

> *Students' internet quota was limited, which affected both the quality of learning and rate of attendance from the students' angle and unpleased teachers' cause of empty online classes from the teachers' angle. (Interviewee 12, aged 43, major ELT)*

In support of the interviewee 12, interviewee 3 complained about the insufficient preparedness level of the infrastructure.

> *On the national scale, we were not prepared for such a big lockdown condition, and so loading capacity to electricity and internet resulted in enormous technical problems which perished the online teaching process and accordingly teaching motivation. (Interviewee 3, aged 38, major ELT)*

Interviewees 5 and 11 had different approach to the infrastructure problems.

> *My computer was an old-fashioned one, and in the ERE I had to own a new one in order to set up the teaching platform and deliver my classes, which really annoyed me since it was out of my budget. (Interviewee 2, aged 34, major ELT)*

Interviewee 5 were in the same opinion with the interviewee 2 regarding the insufficiencies in the infrastructure.

> *Although education was normally free, under ERE conditions it became paid since both teaching and learning required a high-level internet connection and sufficient technological tools such as pc, smartphones, microphones, or webcams. (Interviewee 5, aged 35, major ELT)*

When the responses were analyzed, it was seen that problems with the infrastructure were another main demotivator factor for interviewees.

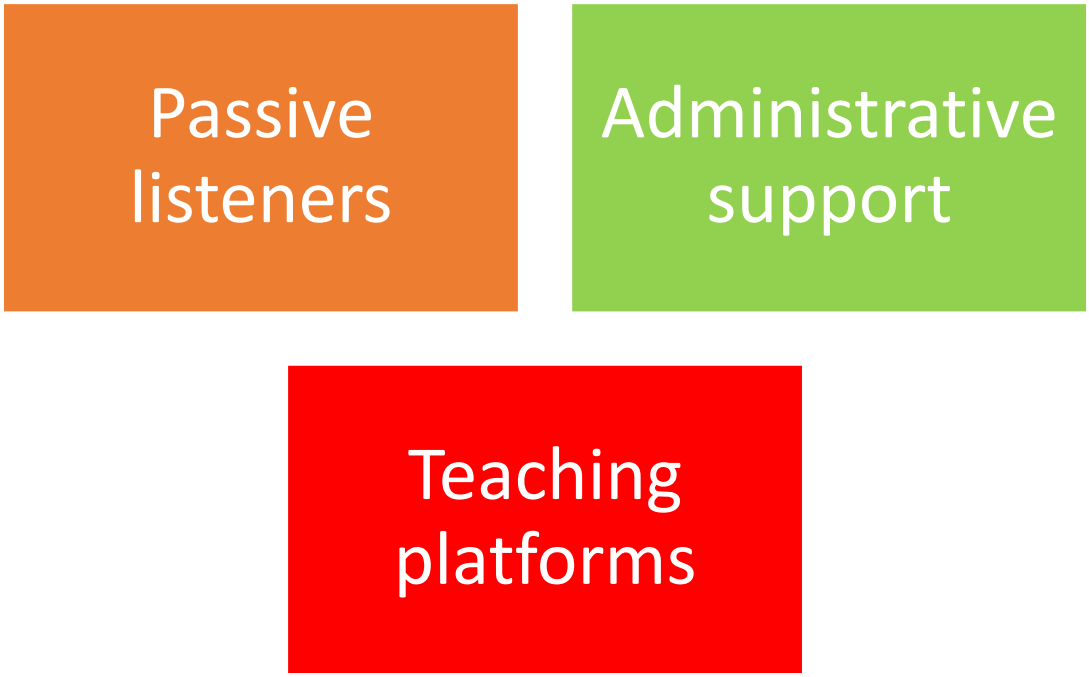
Eventually, when the four categories were summed, it was possible to reach out that participant ELT interviewees were not actually motivated to teach during the ERE process.

R.Q. 3: What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

With the third research question, EFL instructors' online teaching job satisfaction levels were examined. The responses were content analyzed till saturation was reached. When the saturation was reached, categories were revealed. By depending on the codes, three main categories were reached regarding interviewees' online teaching job satisfaction. One of the categories were the same as in the findings of the research question 2 regarding online teaching motivation, which was Passive listeners; the rest two categories were 'Administrative support' and 'Teaching platforms'

Figure 19

Categories for the Online Teaching Job Satisfaction Levels



Passive listeners

When the interviewees were asked about their fulfillment feeling with their online teaching practices, they asserted that they did not feel pleased with their synchronous teaching since students' participation level, and in return, achievement level was very low. Students either did not attend the classes regularly or participated interactively. Students were mainly in the passive listeners' position.

> *Although I was feeling pleased and free while redesigning the class materials, I felt frustrated when I was exposed to students' uninterested manners which decreased my contentedness level with my classes. (Interviewee 1, aged 35, major ELT)*
>
> *In the ERE process, I never felt comfortable and delighted with my classes since students did not take part in the classes, I had to cover the units with either 2 or 3 students who were always in a silent mood. (Interviewee 4, aged 33, major ELT)*

Participant EFL instructors were mainl inconfident, because of the students' reticence.

> *Although class hours were enough, the teaching platforms were user-friendly, and students were reluctant to learn; under those circumstances how I could be pleased with my teaching? (Interviewee 2, aged 34, major ELL)*

Interviewee 2 and interviewee 11 were in the same line regarding students' irrelevant behaviours for the synchronous classes.

> *I was happy with my technological skills, and material development; but I could not use them effectively because my students were only enthusiastic about mechanical grammar activities, which made them passive always. (Interviewee 11, aged 37, major ELT)*

Although instructors were not pleased with their technological competences, they became relaxed when they came across students' reticence.

> *In the beginning, I got the panic cause of my inefficiency in technology, but in the process, I became relaxed and delighted when I realized that no matter how skillful you were in technology was meaningless if your students were not participating in the classes. (Interviewee 12, aged 43, major ELT)*

Students' reticence make the instructors understood that interactive course is only possible with the eager students.

> *In comparison to face-to-face classes, I could not build any sensitive relationship with my students via eye contact, gestures, or miming during the ERE duration, it decreased my contentedness level with my teaching, and I felt like a robot. (Interviewee 5, aged 35, major ELT)*

Further that technological competemces, physical distance built up a barrier which blocked encouraging the students by gestures and mimes.

> *In face-to-face education, students could survive via mimes and gestures, however, in synchronous classes, they could not benefit from those aids since they did not have the proper technological devices. (Interviewee 6, aged 30, major ELT)*

Even the successful students were not able to reach the appropriate devices to reach their right of free education, how I can be pleased with my teaching. (Interviewee 8, aged 30, major ELT)

instructorrs were not delighted with their teaching as their target audience were not reacting to either their instructions or the activities, which made instructors feel that their efforts were meaningless, and as a instructor, their teaching was not for the benefit of anyone.

Administrative Support

Interviewees' responses centralized on administrators' attitudes towards instructors during the ERE process since they dramatically needed their help in that process until they got accustomed to the system, materials, teaching platforms, and syllabus, as well. They uttered that they were mainly happy with their administrators' attitudes.

Our administrators' approach was so humanistic, they were always asking about our health conditions, and our needs, and were responding to every basic single question promptly, which made me feel safe and relaxed. (Interviewee 7)

Administrators helpful manners catalysed the instructors' orientation period to the ERE process synchronous teaching.

It was an undeniable fact that I got panicked since I did not trust in my technological abilities to survive in the ERE, but with my administrator's understanding and tolerance I was able to overcome the problems. (Interviewee 1, aged 35, major ELT)

Although some of the instructors were hesitant about the synchronous classes, administrator's understanding manner helped them to be on the track.

Online teaching idea had always caused headaches for me, and in the ERE process it was duplicated but with the help of my administrator's systematic briefing about the online classes and exams I could manage it. (Interviewee 9, aged 31, major ELT)

While most of the interviewees were pleased with the administrators during the ERE, only one of the interviewees' stated her discomfort with the administrators' support. She asserted that her administrators were checking both online classes and recordings instead of

providing instructors with technical support, which caused discomfort for her and decreased her job satisfaction level since she had the classes within the conscious of being observed.

> *I felt under pressure cause of administrators' approach to us, they always warned us via emails to cover the units, record the classes and finish the classes on time since I felt like being observed always I could not concentrate on my class and enjoyed my teaching. (Interviewee 6, aged 6, major 30)*

Teaching Platforms

Participant interviewees related their teaching online satisfaction levels with the functions of the teaching platforms. It was seen that various teaching platforms such as Adobe Connect, Learning Management System, Blackboard, Zoom, Google Classroom, Microsoft Teams, and Parcilus were enrolled in the institutions. And participants mainly were pleased with the teaching platforms.

> *We started with the Learning Management System which was the most budget-friendly, but as it was not functional, we continued with the Blackboard system, which was both user-friendly and efficient. (Interviewee 12, aged 43, major ELT)*

In parallel to the interviewee 12, interviewee 1 was also delighted with the available teaching platform during the ERE process.

> *I was delighted with using Microsoft Teams, it had an assignment section, chat rooms, and an exam section as well. (Interviewee 1, aged 35, major ELT)*

Blackboard platform was one of the promoted and enjoyed teaching platforms during ERE.

> *Although students' reluctant manners were decreasing my fulfillment rate of teaching, I was happy with the Blackboard platform. (Interviewee 14, aged 32, major ELL)*

The functions of the online teaching platform made some of the participant EFL instructors satisfied professionally.

As the only tool for education under lockdown conditions was online teaching, the quality of the platform was explaining everything to me, I can say it was the only thing that made me satisfied. (Interviewee 4, aged 33, major ELT)

Among the 14 interviewees, only one of them stated her dissatisfaction with the teaching platform.

Parcilus was a total nightmare for me, though we were teaching through PPTslides, it was insufficient even for them. (Interviewee 11, aged 27, major ELT)

Interviewees were mainly satisfied with the teaching platforms.

To sum up the three main categories of the third research question, the majority of the participants were in peace with the administrators and the teaching platforms in the ERE process, and they were satisfied with that dimension of the process. However, there was a consensus among the interviewees' opinions on their discomfort with the students' passiveness. Interviewees' stated that they were not satisfied with their teaching at the end of the day since whatever they did for the students, they could not meet the intended target in terms of students' involvement and achievement level. At that point, teaching platform sufficiency, and administrators' support were meaningless since students were the main characters.

Findings of the Reflection Journals

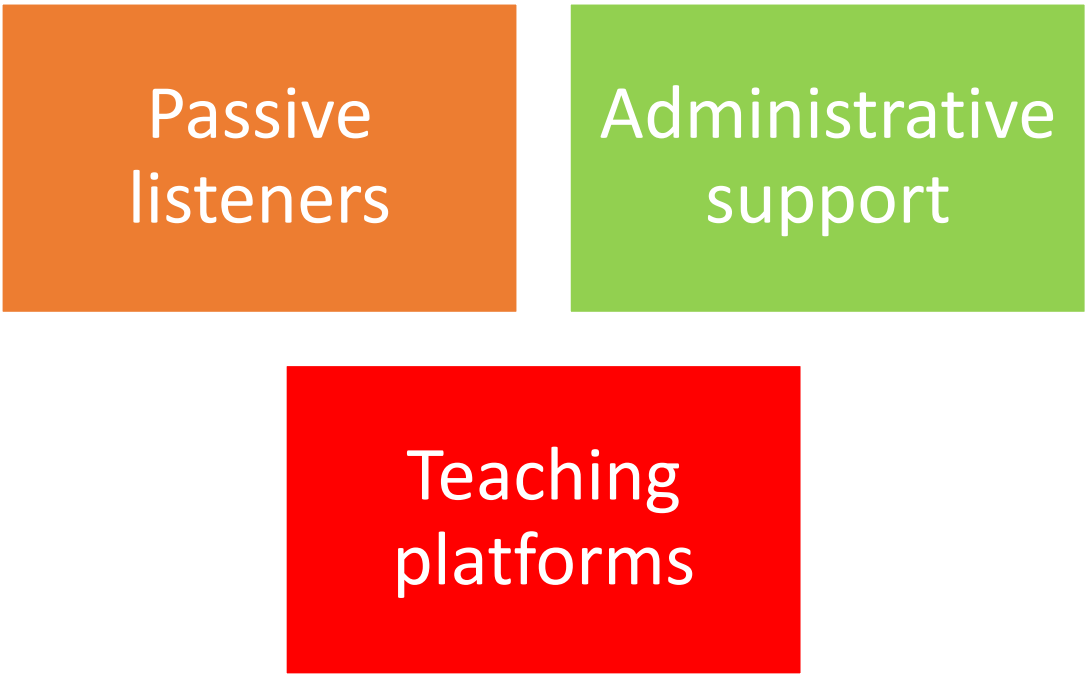
Among the 14 interviewees, 5 of them (Interviewee 8, Interviewee 12, Interviewee 4, Interviewee 10, and Interviewee 9) agreed to keep reflection journals for 8-week duration. Participants were inquired about their motivation level, satisfaction level, and integration of digital technology level in terms of the SAMR model via reflection journals. The same categories in the interviews' analysis session namely Passive listeners, Working home-office, and Insufficient infrastructure, were used here as pre-determined categories to explain the findings of the reflection journals. Since the research questions and reflection journal guiding questions were parallel to each other, and aim was to catch the agreement or disagreement amoung the data sets.

R.Q. 1: What are the digital technology integration levels of English language teaching instructors in online teaching in terms of SAMR Model (for each level) during the time of emergency remote education in the process of Covid-19 Pandemic in Türkiye?

Interviewees were requested to reflect on their digital technology integration related practices in their online classes via eight-week reflection journals, and four levels of the SAMR Model were employed as the pre-determined categories. They mentioned about the insufficiencies in integrating various materials into the online classes and asserted that their low-level motivation and low-level job satisfaction were the main reasons for their poor level of digital technology integration. Interviewees stated similar reflections on their online teaching practices during the ERE each week.

Figure 20

Categories for the Digital Technology Integration Levels – Revealed from Reflection Journals



Substitution level

In accordance with the interviews' findings, the Substitution level was the most performed level among the four levels during the 8 weeks. While interviewees reported their discomfort with employing online teaching platforms as overhead projections without any supplementary activities, they still had to employ it in this way as a result of students' reflections.

> *This week nothing made me enthusiastic about pushing myself hard to either craft or augment the existing materials, let alone design a novel material for my students, I only adapted the course book to a digital platform. (Interviewee 4, aged 33, major ELT, week 8)*

There was an agreement between the 4th and 8th week of the reflection journals for interviewee 4.

> *Although I had 20 classes each week, their length was 20-25 mins, which was only enough to cover the survival parts of the course book, so I could not have a chance to integrate various activities; adversely I sometimes had to decrease the number of the activities in accordance with the length. (Interviewee 9, aged 31, major ELT, week 8)*

Interviewee noted the similar ideas in the 4th week of the reflection journals. Her ideas were simikar to interviewee 9 from the 8th week of the ERE process.

> *My technology integration level got hung up about the very basic level this week again, I could not build on the course book's digital materials, so I got the impression that I used the technology as a direct tool to substitute face-to-face classes without any functional change. (Interviewee 4, aged 33, major ELT, week 4)*

Augmentation level

The second level of the SAMR Model was practiced to a certain extent, but not densely. Although interviewees did not practice the Augmentation level actively in eight-week duration, they practiced it over various weeks.

> *In spite of direct adaptation of the course book materials dominance in the online classes, this week I succeeded barely in increasing the number of performances or small changes. (Interviewee 4, aged 33, major ELT, week 6)*

Interviewee 8 and interviewee 4 agreed that they could not reach higher order of the SAMR model.

> *I could reach the Augmentation level at the highest by sharing screenshots of the various web pages and PowerPoint Slides in order to enrich the daily topics. (Interviewee 8, aged 30, major ELT, week 4)*

Interviewee 9 explained the reasons for her poor level of digital technology integration and performing simply at the Substitıtion level. She described the Substitution level as her comfort zone since her students did not support her efforts. In contrast, they destroyed her passion to teach adequately.

> *I felt as if my understanding and patience were abused by students, I tried to maximize the number of the activities in the course book to make them understand the topic, I even suggested they organize an extra hour for this, students first agreed but they did not attend. (Interviewee 9, aged 31, major ELT, week3)*

According to the abovementioned quotations, some interviewees performed at the Augmentation level, but still not at the desired level since students' enthusiasm was missing.

Modification level

Although interviewees reported their low-level motivation and job satisfaction because of basically passive listeners, they underlined that they tried to adopt the various materials in accordance with their classes' academic levels, and students' interests.

In contrast to interviewees 4, 9, and 10 who stayed at the Substitution and Augmentation level, interviewees 8 and 12 reported that they urged themselves to benefit from the profits of the online teaching, and integrate them into the classes to catch the students' attentions, but they emphasized that they succeeded in Modification level at the highest. They stated that they could not have the time, energy, and motivation to skip to the Redefinition level.

> *As I did not see any point in using online platforms as the overhead projection, I tried to benefit from online platforms at the highest level to enlarge the number of grammar activities and change the foreign topics, but I could not move one step further since students were not willing to perform. (Interviewee 8, aged 30, major ELT, week 5)*

EFL instructor participant interviewee 8's digital technology integration levels did not evolve in the following weeks.

> *Similar to the previous week, nothing new happened in terms of redesigning a material from top to toe, I only managed to craft the existing materials cause of both hurrying up to cover the syllabus and students' insistence on studying similar worksheets. (Interviewee 8, aged 30, major ELT, week 6)*

Interviewee 10 shared the similar notes with interviewee 8.

> *As I did not feel motivated because of the students' poor level of attendance, I did not search various materials, I only tried to modify the existing materials, I mainly followed the course book exercises in itools. (Interviewee 10, aged 34, major ELL, week 3)*

Despite of students' reticence, interviewee 12 continued to integrate digital sources at the maximum level and reach higher order levels.

> *In spite of the students' disrespect to my efforts and enthusiasm to teach more and having extra classes in the previous weeks, this week I made modifications again on both speaking and writing activities, changed the topics, and the roles, and added extra instructions to the activities. (Interviewee 12, aged 43, major ELT, week 7)*

As also supported by the quotations extracted from the reflection journals, participants were able to reach the Modification level at the highest. They practiced the Modification level by interfering with the nature of the activities.

Redefinition level

According to the findings of the reflection journals, interviewees did not try to redesign any novel digital materials in terms of worksheets, videos, reading texts, writing tasks, etc. via various applications. They pointed out students' passiveness as the reason for their demotivation to reach the Redefinition level. Only Interviewee 12 stated that she tried only one time to present students with worksheets to make them communicative, but she could not succeed.

> *I was sure that the more effort I put into my preparations for my classes, the more indifferent manners I would encounter, but still in order to accomplish my inner goals and feel satisfied I organized several worksheets to make them interactive, and developed various tasks for my B1 level students. (Interviewee 12, aged 43, major ELT, week 6)*

In the reflection journals from the 6th and 7th weeks, interviewee 12 notted that her efforts were meaningless since students' reticence was not possible to overcome.

> *Not surprisingly, my students evaluated the interactive tasks as meaningless, they wanted to practice the course book grammar parts. (Interviewee 12, aged 43, major ELT, week 7)*

As clearly understandable in the quotations, interviewees complained generally about the students' unwillingness, and that was why they were not able to reach a higher level of technology integration in terms of SAMR Model levels. Depending on the quotations, it is possible to conclude that interviewees' digital technology integration levels fluctuated around the Substitution, Augmentation, and Modification levels, they barely reached the Redefinition level as they were not motivated to perform it.

R. Q. 2: What is the motivation level of English language teaching instructors to teach at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

In accordance with the research questions and interview questions, participants were asked about their feelings and preparations for the online classes weekly in order to comment on their online teaching motivation levels. Their weekly journals were content analyzed, and three main categories were reached which were the same as in the interviews. And according to the findings of those categories, it was revealed that all of the participants cited their state of demotivation cause of the common reasons reported in the interviews such as technical problems, poor level of technological competencies, workload, working from home, low-level of student attendance, and passive participation of students. They stated that at the beginning of the process, they were enthusiastic about teaching online and enjoyed working from home, but it did not last long cause of various reasons.

> *I felt excited about meeting students online and teaching English on online platforms, but I was disappointed because of the students' low-attendance level, and their passiveness. (Interviewee 8, aged 30, major ELT, week 3)*
>
> *I was aware of the endless source on the internet, but I could not benefit from them as I wished since my technological competencies were not developed enough. (Interviewee 9, aged 31, major ELT, week 5)*

In accordance with the interviewee 9 and interviewee 8, interviewee 4 complained about the ERE process regarding working-home office.

> *Although working from home seemed to be comfortable at the beginning, it turned into to be torture since I had to teach 20 hours each week apart from giving feedback to assignments. (Interviewee 4, aged 33, major ELT, week 7)*

By relying on the content analysis results of the reflection journals, 3 main categories were reached: ‘Passive listeners’, ‘Working home-office’, and ‘Insufficient infrasructure’.

Figure 21

Categories for Online Teaching Motivation Levels – Revealed from Reflection Journals

Passive listeners

Discontentedness with the teaching online classes was discerned by bounding on the reflection journals. Interviewees took notes for the journals weekly, and they stated similar feelings every week in terms of students' low-level attendance to the online classes and its effect on their motivation. Here are the extracts of Interviewee 12 from the third, sixth, seventh, and eighth weeks.

Third week

> *Nearly half of the students did not attend the class again, which made me reluctant to be communicative instead of mechanic.*

Sixth week

> *While students' activation was expected to increase in the process, my online teaching classroom's situation was getting worse each day in terms of active participation.*

Seventh week

> *Today, I have a lesson, but I really do not want to teach since I am sure that nobody will react to my questions.*

Eight week

> *I am fed up with pushing hard students to hear their voices, it is really torture.*

Participants' reflections centralized on students' indifferent manners to the classes, and in turn, participants lost their enthusiasm to try hard to teach more or catch their attention.

> *Each day before the classes, I tried to persuade myself that it would be a communicative class, I would not have technical problems, and lots of students would attend the class, but absolutely I had this or that problem which demotivated me and broke my passion to teach effectively. (Interviewee 8, aged 30, major ELT, week 8)*

It is the fourth week, and I still have not met heard most of my students' voices, and today in the afternoon classes, the same thing will happen again. (Interviewee 7, aged 36, major ELT, week 4)

To my disappointment, I could not benefit from teaching online since students did not support me, they broke my eagerness to present various materials to them. (Interviewee 10, aged 34, major ELL, week 7)

Working home-office

In the reflection journals, all of the participants evaluated the ERE process mainly from the home-office dimension. They underlined both negative and positive sides of it. They actually reported that it was an evolving process, and in spite of the comfort of teaching home-office in the early weeks, it turned into a burden on their shoulder.

> *I am happy to teach online from my home, I do not need to dress up and go to school, which leaves me more time to concentrate on my other possibilities (Interviewee 4, aged 33, major ELT, week 1)*

She got used to the ERE process ins pite of the students' reticence.

> *Apart from the students' indifferent manners, I can say that I am getting used to online teaching step by step except for recording every single point. (Interviewee 4, aged 33, major ELT, week 4)*

She further addedin the coming week that the ERE process resulted in immense workloads for the EFL instructors.

> *Online teaching brought us lots of workloads since we had to record every single class, download them and then upload them to the institutions' platforms. (Interviewee 4, aged 33, major ELT, week 7)*

In the 8th week, she stated her doubt about the outcome of the online classes regarding students' benefits.

> *I am not sure about the academic benefits of teaching online from the students' angle, since they never happened to ask me a question to me, neither via speaking nor writing, so without students' questions how I could be sure about their learning till the exam dates, that was why I was really demotivated for the process. (Interviewee 4, aged 33, major ELT, week 8)*

Interviewee 4's weekly notes clarified that she was ended up with the demotivation though she started with the motivation to teach online. Interviewee 10 was in the same line as interviewee 4, and clearly stated several times that as she had many other identities apart from being a teacher, those identities were mixed in the ERE process.

> *Although working home-office seemed comfortable at first hand, it changed into a nightmare because I mingled my roles. (Interviewee 10, aged 34, major ELL, week 7)*

Interviewee 12 and Interviewee 9 shared similar opinions.

> *Working at home office brought a burden on teachers' shoulders in addition to the weakness in technology usage, and household issues, so there was no point in recording the classes and uploading them to the system for the reluctant students. (Interviewee 12, aged 43, major ELT, week 8)*

Interviwee 9 cited similar complaints in the 5th week of the reflection journal.

> *In my dream working home-office conditions, I was teaching online and that was it; however, in reality, I had to struggle with every single detail ranging from the platform to adopting the materials, so how can I enjoy my teaching? (Interviewee 9, aged 31, major ELT, week 5)*

According to the content analysis results, it was seen that in contrast to the participants' expectations from the working home-office situation, the problems and responsibilities they faced during the process damaged their motivation level, and decreased their enthusiasm to teach online.

Insufficient infrastructure

The last category was based on the participants' notes related to their complaints about the frequent technical problems such as power cuts, poor internet connection, limited internet quato, unfunctional teaching platforms, and old-fashioned tools.

> *In the first weeks, students did not turn on either webcams or microphones and I thought privacy was the reason, but in the later weeks, I found out that most of the students could not afford to own one. (Interviewee 9, aged 31, major ELT, week 6)*

Regarding students' reticence, interviewee 10 stated that EFL process was effected negatively in the ERE process.

> *This week I had an internet connection problem again, which demotivated me as it was repeated on either my side or students' side in the classes and effected negatively my eagerness to teach and students' eagerness to learn. (Interviewee 10, aged 34, major ELL, week 7)*

Interviewee 9 cited that she was demoralized with her old-fashioned pc, which was functioning slowly and causing problems when browsing the pages. She stressed that some students had the same problems, and even most of the students did not have pc, and that was why they could not attend classes. Interviewee 9 reflected on a very striking point, she touched upon the digital divide dimension of the ERE, and complained that although education was free in Türkiye, students needed to pay high amounts of money to reach an internet connection and belong a pc in order to benefit from the free education.

> *Online teaching did not provide students the right to be educated equally since belonging to a pc and having an internet connection cost money, which hinders*

students from economically poor families to get their free education from the government. (Interviewee 9, aged 31, major ELT, week 8)

According to the three categories related to the participants' online teaching motivation levels, participants had poor levels of motivation. While they were expected to be pleased with the teaching online, it turned out to mean long hours in front of computer screens, indifferent students, and many technical problems. Because of those mentioned problems, participant EFL instructors were not able to be motivated adequately.

R.Q.3: What is the job satisfaction level of English language teaching instructors at the time of experiencing emergency remote education in the Covid-19 Pandemic process?

In the reflection journals, participants were asked about their feelings in terms of timing, anger, anxiety, fulfilment, happiness, and etc. after the online classes weekly in order to examine their online teaching job satisfaction levels via content analysis. In accordance with the analysis results, two main categories were reached: Passive listeners and Syllabus.

Figure 22

Categories for Online Teaching Job Satisfaction Levels – Revealed from Reflection Journals

Passive listeners

Content analysis results showed similar findings to that of EFL instructors' online teaching motivation levels as in the research question 2. In parallel to the online teaching

motivation findings, participant instructors complained about students' indifferent manners towards online teaching. Participants noted down in their reflection journals that students were not autonomous learners, so they were not carrying on their processes such as attending classes, being interactive, asking questions, exchanging ideas, and following course notes. Students' indifferent manners damage not only their learning but also the teachers' teaching enthusiasm and fulfillment level, as well. Participants' quotations extracted from reflection journals confirmed the content analysis results.

The extracts were from the third, fifth, seventh, and eighth week's reflection journals of Interviewee 12.

Third week

> *As I noted down in the first two weeks, students were reluctant to respond to the questions, I nearly forced them, and here in the third week the situation did not change, So I found a solution and instructed them to respond from the chat box instead of the microphone.*

Fifth week

> *Although students used the chat box in order to respond to the questions for the whole week, I still felt useless at the end of the week since students only concentrated on the robotic grammar activities, what is the way to feel like a real communicative teacher?*

Sixth week

> *Most of the students did not do their homework again, and this made me question my teaching and gave me a feeling of dissatisfaction.*

Seventh week

> *Unsurprisingly the students' attendance was very low again, and I felt like I was performing a play on a theatre stage without an audience, which made me feel frustrated and dissatisfied with what I did as a professional.*

Eighth week

> *It was our eighth week, students were still careless, nothing changed in their manner, and in my satisfaction and motivation level, I was still unpleased with my teaching.*

Interviewee 10 reported similar feelings to Interviewee 12 in terms of students' disrespect to teachers' efforts by not being interactive. Apart from non-interactive students, Interviewee 10 focused on low-level student attendance, and she clarified that attendance was not obligatory, this might increase students' low-level attendance.

> *This week I had a lesson with 3 students at the highest, who never worked at all, how could I feel satisfied. (Interviewee 10, aged 34, major ELL, week 6)*
>
> *I gave up getting angry with the students' low-level attendance and gave up searching for fulfillment, I taught all the planned topics in the syllabus and recorded my classes which were my responsibility. (Interviewee 10, aged 34, major ELL, week 8)*

Interviewee 9 statsted that she was not satisfied with her teaching performances.

> *In the eighth week, I learned not to be sad about students' low-level attendance or passiveness, I taught what was expected without doing any additional activities, I just made my job dully. (Interviewee 9, aged 31, major ELT, week 3)*

Participants' notes in the reflection journals signed out that students' irrelevant attitudes towards online teaching, and low-level attendance decreased teachers' job satisfaction levels.

Syllabus

Participants reflected on the course syllabus, as well and evaluated it as a source of pressure. They mentioned that they were not able to place any additional activities freely without covering the syllabus, and when they covered the syllabus the class hour was already ended.

> *I was always a fan of interactive activities, but as the class hours were very limited during ERE, I could not conduct any supplementary activities again this week, which made me a robotic teacher. (Interviewee 4, aged 33, major ELT, week 6)*

Interviewee 10 was in the ame vein with interviewee 4.

> *The pressure to cover the syllabus kept me back from moving freely and activating my passive students, that was why I followed the course book activities line by line (Interviewee 10, aged 34, major ELL, week 5)*

Similarities were tracked regarding EFL instructor job satisfaction levels.

> *In some weeks, when I encountered eager students, I wanted to have communicative activities with them since the syllabus was full of mechanic activities, but generally, I did not have time left, which annoyed me and decreased my fulfillment rate. (Interviewee 9, aged 31, major ELT, week 8)*

Participant interviewees stated that they only felt relieved when they covered the syllabus, since students were reckless with both their efforts and communicative extra activities. Despite of very weak reactions, students only responded to the mechanic course book grammar activities.

> *…when I was prepared well enough and completed my planned topics even though with one student in the class, I felt comfortable. (Interviewee 12, aged 43, major ELT, week 3)*

> *Students taught me that I ought not to expect their activeness and that my satisfaction could not be dependent on them. (Interviewee 10, age 34, major ELL, week 7)*

Additionally, interviewee 8 mentioned about physical contact to the students.

> *It was very rare that I felt pleased with my teaching in the past week again as I felt like teaching to myself, without eye contact, body language, and students' voice. (Interviewee 8, aged 30, major ELT, week 6)*

Interviewee 8 pointed out that after experiencing students' indifferent manners, she objected to meet the addressed topics in the syllabus though she was not happy with the situation.

We came to a point where I felt relieved only when I covered my syllabus topics, I started to ignore students' participation since it was not active. (Interviewee 8, aged 30, major ELT, week 8)

In Summary, participant interviewees reflected on their ERE classes via reflection journals, and they all complained about similar issues in terms of Passive listeners, Syllabus, insufficient infrastructure, and Working home-office. They emphasized their demotivation and dissatisfaction to teach in this process via those above-mentioned categories. In conclusion, it was possible to draw the summary by depending on the reflection journals that participants were neither motivated nor satisfied with their teaching during ERE cause of various reasons ranging from technical problems to students' indifferent manners.

Findings of the Open-ended question part in the questionnaires

At the end of the questionnaires, participants were asked to share their additional comments on their online teaching job satisfaction levels and motivation levels.

Two main categories were reached here: 'Passive listeners' and 'Insufficient infrastructure', which were revealed in the interviews analysis and reflection journals analysis, as well.

Figure 23

Categories Revealed from the Open-ended Responses

After the three questionnaires, participants were asked to share their additional comments about the process. The comments were mainly on the challenges of the process, they complained about the internet connection problems, students' low-level attendance,

students' reluctance, insufficiencies of teachers' experience in integrating digital sources and economic costs of the process.

Passive listeners

Participants blamed the online teaching system, and evaluated it as a barrier between teachers and students since catching students' attention was difficult, and having eye contact and body language was missing. As a result of this, students' roles turned into passive listeners.

> *The main challenge was that I sometimes felt there was a barrier between me and the students, and my words were hitting that barrier, and returning to me, I could not reach students. (Participant 97)*
>
> *I prefer face-to-face education always, I could not meet my students in person, I would not recognize them on the street if I saw them. (Participant 131)*

Partcipants ideas on working home office issue changed in the ERE process.

> *Despite working home office motivated me, my students' reluctance and my inexperience in online teaching blocked me. (Participant 43)*
>
> *I am involved in remote teaching compulsorily; I do not believe that it is efficient since students are very unwilling to be part of online education. (Participant 68)*

Some of the partcipants preferred face-to-face education.

> *I did not like ERE because as its name already refers, it causes a gap between students and teachers. (Participant 16)*
>
> *I cannot name any reasons to be happy or feel satisfied as students were not interactive in the classes. (Participant, 45)*

Onine teaching mode did not motivate the EFL instructors decently regarding educative aims.

> *I was looking forward to conducting face-to-face classes with the objective of feeling educative or informative for my students. (Participant, 83)*

The ERE process made the participant instructors felt useless professionally for their students.

Nothing made me feel happy, on the contrary, everything made me feel useless in terms of teaching efficiently and preventing cheating in the exams. (Participant 74)

Apart from the challenges of involving students in online education, some participants shared their joy of involving students in the ERE process.

I could manage to boost the students learning. (Participant 46)

Thanks to integrating technology into the classes, more senses were addressed, so I was able to catch some of my students' attention. (Participant 28)

Classes became more student centered and fun when they attended. (Participant 85)

I could easily teach speech sounds and made my lessons more creative. (Participant, 125)

Z generation learned better with technology, they had fun. (Participant, 109)

Although the number was very few when contrasted to the total participant number, it was still beneficial to give place to positive voices as well. Few of the participants evaluated the ERE process from the students' gainings angle.

ERE provided the best alternative rather than none, so we could bridge the gap between us and the students, in order to save them from nonactive status. (Participant 8)

Some eager students learned how to be autonomous learners, but the rest continued to be just listeners of the process. (Participant 232)

I was happy with the process in terms of bringing together geographically dispersed students though they were in silence. (Participant 240)

ERE facilitated the opportunity of non-stop education, though very limited but some students gained insight into how to learn in online education. (Participant 241)

In conclusion, although several participants stated their positive opinions in terms of gainings, a dominant number of participants focused on challenges more than gainings in terms of involving students in the classes and making them active in the ERE process.

Insufficient infrastructure

Participants commented on their discomfort with the frequent technical problems. They approached the issue from various angles such as cost of online education, poor level internet connection, incapable technology usage, and old fashioned and non-functional technological tools.

> *Internet connection problems caused difficulties, I could not manage to conduct additional activities from online sources such as kahoot and youtube video. (Participant 105)*

> *Although the materials were authentic, as I was not competent enough to use them, they did not meet the target. (Participant 154)*

Students and instructors could not reach the digital sources equally during the ERE process

> *Not every student has had access to technology, so no matter how beneficial the technological platforms were, they did not mean the same for each student. (Participant 192)*

> *I accepted online teaching as an obligation, but the main challenge was inequality of reaching it. (Participant 213)*

> *While the ERE was a chance to get the maximum benefit out of online sources, and digital technology, cause of infrastructure problems, we missed it. (Participant 217)*

Insufficient infrastructure brought the digita divide term for all parties of the online teaching.

> *I felt that I kept up with the new technology and the world, but most of the time my poor internet connection and olf-fashion smartphone made me fall behind the new educational applications. (Participant 9)*

> *I mainly wasted my time to fix both my and students' technical problems, that was why it was not effective for teaching. (Participant 51)*

Students' reticence caused the feeling of waste of time.

> *I am in the opinion that the economic burden of online teaching on students were higher than expected, which effected their education right. (Participant 67)*

> *Dealing with both students' unmotivated manners and technological problems such as poor internet connection, platform related problems, etc. made me frustrated instead of satisfied. (Participant, 97)*

The workload of the ERE demotivated the instructors.

> *In the face-to-face education, I was focusing on my content, but in the online classes I had to manage both content and technological matters in addition to catching students' attention. (Participant 158)*

> *Apart from me, some students as well had to purchase new pcs in order to continue to the classes, which brought economic costs, and made us disappointed to be obliged to own new one. (Participant 193).*

Those sample quotations proved that even though participants were in the conscious of the advantages of online teaching, cause of inequiality in reaching it both by students and teachers, poor internet connections, and inadequate technological ability to use it functionally resulted in failure to get the maximum benefit ouf of the ERE process in the field of ELT. And those aspects of the ERE caused both demotivation and dissatisfaction with the Online teaching for the instructors.

To sum up the open-ended questions part;

participants implied in their responses that they were not happy with the ERE process mainly cause of students' reluctance, and problems related to infrastructure. Very few of the teachers' evaluated the ERE process for the sake of students' benefits, which could be discounted when compared to the majority.

Summary of the Qualitative Findings

As cited before, the rationale of collecting qualitative data via three ways (interviews, reflection journals, and open-ended questions) was to back up the quantitative data with the qualitative data, and to analyze the match or mismatch among instructors' responses. The content analyses were conducted, and the results were presented via thematic analysis reached from categories, some of which were revealed during the transcription and coding process, and some of which were named in the light of the research questions by bounding to the SAMR Model in the literature. According to the thematic analysis of the data, it was seen that qualitative findings were in harmony with each other, and no mismatch was tracked amoung the findings of the three qualitative data collection tools.

To summarize the results of the qualitative findings in terms of the research questions,

1. EFL instructors' Digital Technology Integration Levels:

All of the participant instructors had been exposed to digital technology obligatorily because of the ERE process, and the exposure rate was mainly tackled at the Substitution level since this level was not requiring time-demanding activities. Another reason was the pressure of covering the syllabus in the limited course hours. That was why they did not have so much time for Augmenting, Modifying the activities, or Redesigning various activities. And the last and the most stated reason was students' indifferent manners, and low-level attendance to the classes, which hindered teachers' motivation and job satisfaction levels severely to conduct interactive high-level classes. Depending on the responses, it is wise to conclude that while the Substitution level and Modification level were practiced in the first place, the Augmentation level was practiced in the second place, and the Redefinition level was practiced in the third place from time to time and very poorly.

The activities practiced by the participants for each level were basically listed in below:

Table 40

SAMR Model Levels and the Activities

Substitution	Augmentation	Modification	Redefinition
Only covering course books' mechanic activities via school system (Fill in the blanks, complete the sentences, match the sentence halves, etc.)	Repeating the same activity several times with different students, Making the role-plays several times, Decreasing the number of the grammatical activities Increaseing the number of the speaking practices. Using whatsApp or Telegram for extra practices.	Changing group work into individual work (or viceversa) Turning writing activity into reading activity (or vice versa) Turnining speaking activity into writing activity (or viceversa) Level equilibration Changing unfamiliar topics into familiar topics	Productive activites such as KAHOOT games, PPT presentations of students, Virtual museum visit.

2. EFL Instructors' Online Teaching Motivation Level:

Participant EFL instructors uttered their state of demotivation mainly because of students' passiveness, problems in the infrastructure of online teaching, and insufficient background education in the field of digital technology integration. As a result of the abovementioned reasons, it was found out that participant EFL instructors were not adequately motivated to teach during ERE.

3. EFL Instructors Online Teaching Job Satisfaction Level:

Although certain topics such as supportive administrators, teaching platforms, and working home office were reported as satisfactory factors to teach in the online classes, a high number of participant EFL instructors were simply dissatisfied with their teaching. They

explained that their satisfaction was bound to students' passive participation and low-level learning. And it was also mainly stated that instructors felt alone in the online classes as students were not either turning on their webcams or their microphones.

Overall Findings are stasted as in the following;

In this part, both quantitative and qualitative findings were compared and contrasted to see the either match or mismatch between them.

1. EFL instructors' Digital Technology Integration Levels:

According to the descriptives of the EFL instructors' digital technology integration levels reached via SAMR Model, it was shown that EFL instructors mainly practiced the Substitution level (M = 2.36) and the Redefinition level (M = 2.17). The Modification level was practiced on average (M = 2.09). The Augmentation level was the least practiced level (M = 1.98).

These Statistical findings were in harmony with the qualitative findings retrieved from interviews, reflection journals, and open-ended questions in terms of the Substitution level, the Augmentation level, and the Modification level. Participant interviewees stated that they enrolled the online teaching platforms as the overhead projectors to reflect the course book and teach without any interference in the first place in order to keep up with the syllabus. Moreover, they could not enlarge the number of activities in order to augment the topic as the time was limited and the syllabus had to be covered. In terms of the Modification level, participant EFL instructors had to modify the tasks in order to catch the students' attention, make the course book activities fit the course hour, and craft the paper-pen format materials for digital platforms.

Although both quantitative and qualitative findings are in agreement in terms of the Substitution level, Augmentation level, and Modification level, the situation was different for the Redefinition level. While quantitative findings showed that the Redefinition level (M = 2.17) was the second most highly practiced level, the order was vice-versa in the qualitative

findings. According to the qualitative findings, the Redefinition level was the least second performed level after the Augmentation level. Since it required time, effort, and technological skills to function effectively. Moreover, the Augmentation level was performed more than the Redefinition level since instructors did not need to develop something from top to toe, but just needed to maximize the number of existing activities.

By bounding on the overall findings, there was a mismatch between quantitative and qualitative findings in terms of Redefinition level. The comparison of the quantitative findings to the qualitative findings showed that digital technology integration levels of the participant EFL instructors did not evolve hierarchically.

2. EFL instructors' Online Teaching Motivation Level:

Statistical results informed that EFL instructors were not motivated enough to teach interactively in the online classes in the ERE process according to the 5 Likert-type scale SIMS (M = 2.98). And qualitative findings backed up the quantitative findings. All of the participant instructors were of the opinion that no matter how hard they tried, they could not motivate themselves to teach effectively and encourage students. They explained that although they were enthusiastic about teaching more, students' reluctance to attend the classes, problems with the infrastructure, and insufficiencies in the background education demotivated them to teach online.

3. EFL Instructors' Online Teaching Job Satisfaction Level:

Quantitative and qualitative findings were in harmony in terms of EFL instructors' online teaching job satisfaction levels. Descriptive quantitative findings of five Likert scale GJSS (n = 243, M = 2.92) showed that during the ERE process, EFL instructors were not satisfied with their teaching. Qualitative findings backed up the quantitative findings. Instructors stated that they were not pleased with their teaching regardingtheir online teaching fulfillment rate though they had administrative support and user-friendly teaching

platforms. They explained that students' indifferent manners to the online classes, and problems related to infrastructure decreased their job satisfaction levels dramatically.

Summary of the Findings

The findings revealed from the present explanatory mixed method research study showed that the results are in a match to a large extent. Qualitative findings helped to understand the numerical data reached via the quantitative data collection tools, and explained them in detail with the reasons as expected in the methodology session. In the present research study, EFL instructors' digital technology integration levels were inspected via the SAMR Model (Puentedura, 2013) in the ERE process at the higher education institutions in the Turkiye setting. Apart from that, EFL instructors' online teaching motivation levels and job satisfaction levels in the ERE process were inspected, as well. The findings were explained in the current chapter in detail, and a summary of the findings is presented in accordance with the research questions;

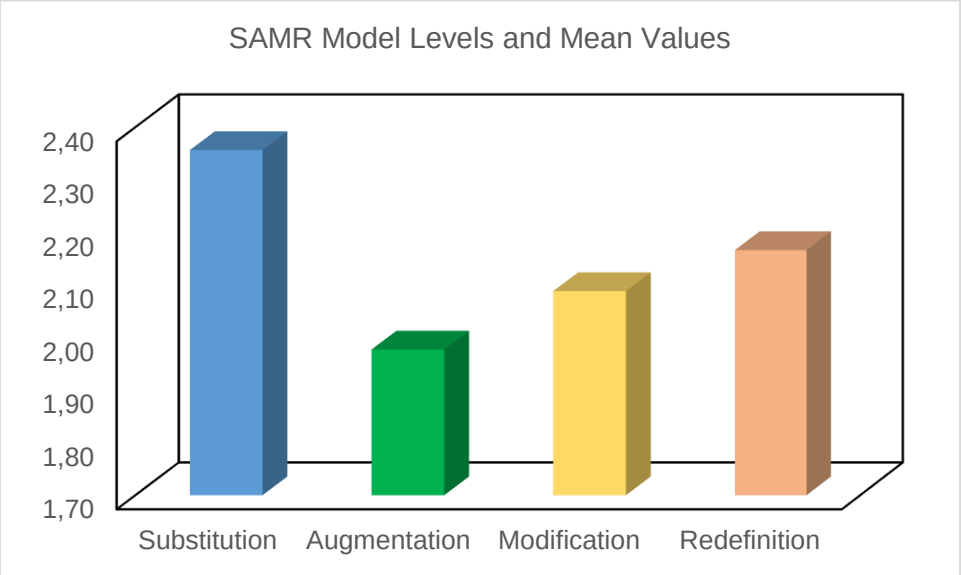
1. EFL instructors' digital technology integration levels during ERE:

As a natural result of the sudden lockdown conditions caused from Covid-19 virus, educational bodies announced emergency remote education modes all around the world. In the current research study context, the Türkiye setting, quite a high number of institutions transformed into synchronous classes, while few of them had hybrid education (synchronous + asynchronous). That was why all of the EFL instructors had to experience digital technology integration, but their integration levels were not equal. The current study was conducted with 243 EFL instructors dispersed into 20 different universities located in seven geographical regions of Türkiye. Participant EFL instructors had mainly synchronous classes of around 12 hours a week by using various teaching platforms such as LMS, Microsoft Teams, Google classroom, etc. Findings from surveys showed that EFL instructors conducted their classes mainly without any interference. They used the teaching platforms as overhead projections by reasoning time limitation, and insufficient technical

background knowledge, apart from students' low-level attention. In terms of the SAMR Model of Puentedura, the Substitution level was highly preferred and performed (M = 2.36).

Figure 24

Promoted SAMR Model levels



Findings from the interviews and reflection journals were in harmony with the surveys' findings. Substitution-level findings dramatically reflected its name; participants uttered that they had substituted paper-pen format course materials with online teaching platforms without any differences.

According to the quantitative findings (*M* = 1.98), Augmentation level was performed poorly. The qualitative findings pointed out the similar result. Qualitative findings (both interviews, reflection journals, and open-ended responses) proved that participants were not in favour of practicing the Augmentation level by reasoning time limitation, indifferent students, insufficient background education, and syllabus were the main obstacles for them. They also asserted that they practiced it only for grammar activities in order to enhance grammar rules learning.

It was revealed via quantitative findings that the Modification level (*M* = 2.09) was highly promoted by the participants, and this finding was backed up by qualitative findings (both interviews and reflection journals). Participants benefitted from the adaptations, and

transformations to a large extent. Both in the reflection journals for 8 weeks duration, and in interviews, participants underlined that they could reach the Modification level at the highest among the four levels of the SAMR Model. Modification level was employed for level equilibration, catching students' attention, adopting paper-pen format course activities for interactive online classes, and covering the syllabus in a limited time. The modifications were conducted according to the four main skills; reading, listening, speaking, and writing. Participants exemplified that they changed speaking activities into writing activities, writing activities into reading activities, and listening activities into reading activities.

For the last level of the SAMR Model, a mismatch was encountered between quantitative findings and qualitative findings. Although the Redefinition level (*M* = 2.17) was revealed as the second highly performed level among the participants during ERE, the Modification level was reported as the second highly performed level in the quantitative findings. Both interviews' and reflection journals' results pointed out that the Modification level was the highest level that participants were able to reach during the ERE. They did not redesign any course materials from top to toe since time limitation, passive students, working home-office, and insufficient structures were refraining them from putting extra effort into their classes. Those reasons were reported as demotivator factors for them to promote Redefinition level decently. EFL instructors underlined that they mingled their roles because of many responsibilities coming from family life, private life, and professional life. Only single EFL instructors could reach the Redefinition level as they did not have additional responsibilities during lockdown conditions apart from online classes. Depending on the 8 weeks' reflection journal notes and interviews, it was possible to conclude that the Redefinition level was poorly performed during ERE.

Although SAMR Model follows a hierarchical evolvement as stated in the acronym of the Model (1st Substitution, 2nd Augmentation, 3rd Modification, 4th Redefinition), this so-called hierarchical evolution was not reached in the present study, which meant that EFL instructors' digital technology integration levels did not evolve stepwise one-after-another, but it fluctuated.

An additional small finding was about the instructors' regions and their digital technology integration levels. While the instructors in the east, and south east part of the Turkey were found to remain at the Substitution level, the EFL instructors in the West and South west reported to reach the Modification level

2. EFL instructors' online teaching motivation levels:

Apart from EFL instructors' digital technology integration levels, their online teaching motivation levels during ERE were also examined via explanatory mixed-method research design. At first hand, SIMS questionnaire was conducted, and at the end of the Likert-type items, participants were asked to share their additional comments. After that, interviews and reflection journals were employed as the qualitative data collection tools.

The quantitative results showed that EFL instructors were not motivated enough to teach and integrate digital sources decently into their online teaching ($M = 2.98$, $M < 3$). The mean values fluctuated around 2 and 3 in the five-Likert-type questionnaire, which signalled that participants were not motivated. Only a few items yielded in high mean values, and those items were about being unsure about the advantages of online teaching. The rest of the mean values did not circulate around extreme edges, they were fluctuating around 2 and 3.

Considering the qualitative findings retrieved from open-ended responses, interviews, and reflection journals related to EFL instructors, they were in harmony with each other. And the results were parallel to the quantitative findings, as well.

From the interviews four categories were reached: Passive listeners, Working home-office, Insufficient infrastructure, and Syllabus. All of those categories pointed out that EFL instructors were demotivated. Category 'Passive listeners' implied that students' low-level attendance, indifferent manners to teachers' effort, non-interaction, and turned off microphones and webcams decreased instructors' motivation to teach enthusiastically. Category 'Working home-office' implied that the cause of many responsibilities at home, and crowded families made instructors mingle their roles. They felt as if their private life had been invaded. Category 'Insufficient infrastructure' implied that low-level internet quota, old-

fashioned and inadequate technical pieces of equipment, and insufficient technological background education made instructors feel hopeless. Category ‘Syllabus’ implied that covering institution lesson plan step by step mechanically in the limited time reduced instructors’ role as teacher but made them act like robots without presenting them freedom to move academically. According to four categories of the results from interviews, it was found that EFL instructors were demotivated.

From the reflection journals three main categories were reached: Passive listeners, Working home-office, and Insufficient infrastructure. Reflection journal categories were in harmony with the interviews since participant EFL instructors noted down sentences similar to interview utterances. Although working home-office was first perceived as a dreamy feature of the ERE, it was turned into a nightmare as the duration was long FOR staying with all the family members locked at the same time in the same home. Hence, realizing the job professionally became a challenge. In addition, from the insufficient infrastructure perspective, the free education right of the students was hindered since technical facilities were not equal for each student.

The open-ended responses part also showed that participant EFL instructors were not motivated to teach because of passive students, and challenges with technical problems while teaching online.

By bounding to both qualitative and quantitative findings, it was reached that EFL instructors were not motivated decently to teach online during ERE.

3. EFL instructors’ online teaching job satisfaction levels:

In conjunction with EFL instructors’ online teaching motivation, their online teaching job satisfaction level during the ERE process was inspected via an explanatory mixed method research design, as well. Parallel results to online teaching motivation were reached here. Quantitative findings showed out that EFL instructors were not satisfied with their online classes (M = 2.92, n = 243). According to the GJJS questionnaire results, the responses circulated around mean value of 2 and 3, were counted as low-level mean values for5 point Likert-type scales. The items, which were about administrative support in online

teaching settings yielded in high descriptive values, the rest of the items yielded in low descriptive values. Until that end, the quantitative findings were backed up by qualitative findings (interviews, open-ended responses, and reflection journals).

Interviewees' findings came up with three categories from content analyses; Passive listeners, Administrative support, and Teaching platforms. When participants were asked about their online teaching job satisfaction levels, their responses were centralized on students' poor and miss-behaviors and perceptions of online education. instructors complained about students' disrespectful, and irrelevant behaviors towards instructor efforts and non-interactive classroom atmospheres. Instructors felt as if they were teaching themselves since nobody responded to the questions or asked additional questions. Students became active only for the mechanic grammar activities. As for the 'Administrative support' category, the majority of the instructors were positive and delighted with the technical support and guidance provided by their administrators, which made them satisfied in terms of getting help in need. The last category was teaching platforms, in the interview sessions 'Teaching platforms' category were highly underlined as a crucial part of online teaching during the ERE. Teaching platforms were reported as user friendly, and that feature of them gave comfort to the instructors and increased their satisfaction levels to a certain degree.

One similar category was tracked in the reflection journals, Passive listeners, and one new category was revealed, Syllabus. Participant instructors complain about empty or silent classes since sometimes student attendance was very low, and most of the time students were in the silent receiver positions. That was why instructors could not feel delighted with their teaching. Apart from passive listeners, time limitations and lesson plans were other obstacles hindering the instructors' satisfaction. Instructors were obliged to cover the stated topics in the limited academic course hours mechanically, which did not leave place for them to get pleasure from the teaching.

Open-ended responses yielded in parallel results. Participants reflected on their online teaching experiences and by bounding to their reflections two main categories were

reached: Passive listeners and Insufficient structure. They reported education was not free during ERE for online teaching since both students and instructors could not reach it at equal conditions. Even though all conditions had been presented, instructors would not have been satisfied with their online teaching since without students' active participation, physical conditions were meaningless for instructors. In summary, EFL instructors were not satisfied with their online teaching classes, mainly because of passive listeners, and then insufficient infrastructure.

4. a) the relationship between EFL instructors' digital technology integration levels and their online teaching motivation levels:

With the purpose of investigating digital technology integration (M = 40,.88, SD = 10.92) levels of instructors deeply, its relationship with online teaching motivation (M = 47.72, SD = 9.73) was inspected as well. The investigation was conducted quantitatively via the Pearson Correlational Analysis method, and according to the results, a significant positive relationship was not explored with the cut-off point .01 ($r\ (241)$ = -.260, $p < 0.01$) between EFL instructors' digital technology integration levels and Motivation levels in terms of teaching online during ERE, only significant negative low-level relationship was discovered.

4. b) the relationship between EFL instructors' digital technology integration levels and their online teaching job satisfaction levels:

Considering online teaching job satisfaction levels (M = 26.32, SD = 9.36) during ERE, its probable relationship with digital technology integration (M = 40.88, SD = 10.92) levels was inspected via Pearson Correlation analysis. According to the analysis report conducted with 243 participants, there was not a significant positive relationship with the cut-off point .05 ($r\ (241) = -.105$, $p < .05$) between the participants' digital technology integration levels regarding SAMR Model and job satisfaction levels with teaching online during ERE.

5. to what extent independent variables predict EFL instructors' digital technology integration levels:

Multiple hierarchical regression analysis method was employed to explain whether each single independent variable predict EFL instructors' digital technology integration practices. In order to make the analysis, all listed pre-conditions were checked: distribution of normality, linearity, multicollinearity, homoscedasticity. When all the pre-conditions were checked and ensured, Pearson Correlational Analysis, Anova, Hierarchical Regression, and Multiple hierarchical Regression tests were all run. The test results showed out that every single independent variable does not predict EFL instructors' digital technology integration practices when the other variables are kept under control. According to the test results, a Mulitple Hierarchical Regression formula was developed:

The Regression formula of the present research study is (for each new participant to the present research study)

SAMR Model = 39.81 + -2.69 * Gender + .61 * Age + -.96 * Seniority + 1.41 * Background Education + 1.39 * Online Teaching Experience.

To sum up, EFL instructors' digital technology integration levels were investigated via SAMR Model from online teaching motivation and job satisfaction perspectives in detail, as well. The findings of the present mixed method explanatory research study demonstrated that although EFL instructors' perceptions of online education were positive, and they were in the conscious of the necessity, and the place of online education in the 21st century, they were not able to realize it via the actual classroom practices during the ERE process. Since they were in lack of the proper conditions in terms of both students' preparedness level and infrastructures ranging from technological competencies to technical pieces of equipment.

CHAPTER 5

Discussion and Conclusion

In the present chapter, the considerable findings of the research study are summed up and discussed. Apart from that, the conclusion and pedagogical implications depending on the findings, and suggestions for further research studies are presented. Discussion is employed in accordance with the research questions.

Discussion of the Findings

Discussion on the EFL Instructors' Digital Technology Integration levels in terms of the SAMR Model

In the 21st century, successive sui generis technological advancements necessitate a perfect fit match to developments of digital technologies in every field of life, especially in the field of language education since distances are not a matter of issue anymore, but it is the issue of a digital village thanks to digitalization. Temporazing with the needs of the digital world in the field of language education was examined in the present study with 243 EFL instructors employed at various universities in Türkiye via the SAMR Model developed by Puentedura in 2006. The SAMR Model sizes up digital technology integration into education via a four-tire approach. Puentedura summarizes the SAMR Model as a tool that can identify and categorize technology integration to both synchronous and asynchronous classes apart from face-to-face regular education environments. Moreover, the SAMR Model has the possibility of contributing to the increase in students' higher-order skills required in today's globalized world (Yenmez & Gökçe, 2019).

Regarding the findings of the present research study, the benefits of the integration of digital technology into education were noticed to a great extent under the COVID-19 pandemic conditions by educators. Since it enabled sustainability and continuity of education via either synchronous or asynchronous classes. The findings revealed that online teaching platforms largely overcame the barrier of physical distances, and helped to

polish the 21st-century higher-order skills of both instructors and students in terms of collaboration, problem-solving, communication, critical thinking, and creativity skills via various integration levels of digital technology. This finding is in line with the standards declared by UNESCO (2008) that individuals' basic technological competencies should be in an act for managing daily problems, setting up effective communication networks, and potential of exchanging information via making dynamic use of digital technology. This finding may clarify the necessity of classifying instructors' digital technology integration levels according to the SAMR Model levels in order to benefit from the technology in an efficient way in both the transformation and enhancement dimensions of the knowledge (Puentedura, 2014). It was found in the present study that the majority of technology integration practices evolved gradually ranking from transformation level (Substitution and Augmentation) to enhancement level (Modification and Redefinition). In the related literature, there are parallel findings to that of the present research study, which implies that technology adaptation and its rationalist and smart integration calls for stepwise evolution (Hilton, 2016; Jude et al., 2014).

Several similar studies conducted in various countries reached similar results in the name of evaluating digital technology integration into the kinds of different disciplines in the field of education. Miller et al. (2019) retrieved from their research conducted in the USA that teachers cannot reach most of the times higher-order levels of the SAMR Model because of students' reluctance to take part in the online recorded sessions. In the same vein as Miller et al. (2019), the present research study findings asserted that the instructors were not pleased with the attendance level of the students in the online classes, complaining about being alone and talking to themselves. Kihoza et al. (2016) and Hilton (2016) conducted comparable studies in Tanzania and USA (respectively), and their findings are in line with the present study regarding passive students, and non-interactive classes. However, there is a mismatch between the findings of the Hilton study (2016) and that of the present research study regarding administrative support. While it was reported

by the participants that administrators were quite supportive during the ERE in terms of both technical and psychological support, Hilton (2016) reported that the district of the study was quite conservatory regarding integrating various digital technologies into the institutions' system which blocked reaching both the Modification level and the Redefinition level of the SAMR Model.

Nevertheless, both quantitative and qualitative findings presented the fact that most of the instructors were not in favor of immediate online teaching in the form of emergency remote education by stating the poor level of preparedness in terms of infrastructure, experience, background education, and online teaching instructions as serious excuses. In the same vein as Patria (2019), the above-mentioned excuses caused limited digital technology integration practices and emerged in instructors' reluctance to reach higher levels of the SAMR Model. Although UNESCO (2008) prescribed acknowledging and gaining competencies in digital technology adaptation with the purpose of facilitating it in online education platforms, instructors' reluctance, which emerged from various reasons ranging from passive listeners to insufficient infrastructure, decreased the quality of the language education in the ERE process in the context of the present study.

Regarding the perceptions of the participanting instructors about the overall summary of their digital technology integration process, despite the initial enthusiasm as clafiried by Yetkin and Alagozlu (2022), they stated that they were reluctant to teach in online classes cause of limited time, pressure to cover the syllabus, and insufficient infrastructure apart from passive students. Although participant EFL instructors were conscious of the profits of integrating digital technology into the synchronous classes, they could not move it to the advanced levels. This is in harmony with that of Pfaffe (2017), and Herrington and Herrington (2007), who claim that teachers' perceptions and actual practices contradict each other since they perceive the novelty at the theoretical level one step further, but they practice them two steps backward. Therefore, it is possible to conclude that in the present research study teachers were aware of the probable educative power of integrating

digital technology into ELT synchronous classes during the ERE, but because of the aforementioned reasons (insufficient infrastructure, passive students, and syllabus), they were not able to employ it deservedly to reach the higher order levels of both 21st-century learning and innovation skills and the SAMR Model.

The Substitution level, the first level of the SAMR Model, requires no functional facilitation of digital technologies since a basic level of technical competencies is sufficient to survive at this level. Manual sources are replaced by their digital versions in either synchronous or asynchronous teaching platforms (Alivi, 2019; Puentedura, 20012). The findings of the present study are aligned with that of Alivi and Puendetura's statements since the participants' practices of ELT in ERE were reported to be substituted manual materials with their adaptations to the digital sources without any change or activation. They enrolled the digital sources like an overhead projection. Both quantitative and qualitative findings were in harmony regarding the undeniable place of the Substitution level during the ERE in the Türkiye setting. The EFL instructors mainly performed at this level cause of various reasons ranging from time limitation to reluctant students. They were knowledgeable enough to grasp the significance of interactive classes in ELT; however, they could not manage it as desired since they tackled it with their poor level of competencies apart from the abovementioned excuses.

Furthermore, the study proved that receptive skills-related activities were performed much more densely than productive skills-related activities since the students were more active in those activities; namely drill activities, translation activities, grammar activities, and multiple-choice tests. In contrast to the findings retrieved from Kathlyn's study (2017), while students were passive during the interaction-aimed classes, they became active only in those robotic activities, which were practiced at the Substitution level. As a natural result of this situation, a high number of instructors could not have a chance to reach the second or third level of the SAMR Model levels. While the literature states that the Substitution level should be perceived as the beginning step to reach the higher order levels (Kathlyn, 2017;

Pffaffe, 2017), in the present study, it was not performed as a beginning step, but it was performed as the general course design cause of the students' irrelevance.

Another point of view regarding performing mainly at the Substitution level was the EFL instructors' contentedness with the immediate course materials. Instructors claimed that the materials were already designed according to the European Portfolio system (Şentürk & Demir, 2019), students' age, and academic levels. Therefore, according to the instructors, making modifications on the existing materials, or bringing various supplementary materials into the classes was illogical and unprofessional. However, similar studies conducted in similar contexts in different countries showed that instructors were already competent enough to make modifications in level equilibration and increase the number of activities by benefitting from the various approaches, methods, and technics (Puentedura, 2006; Beisel, 2017; Kamijo, 2017). This indicates that participant EFL instructors were not motivated enough to take the responsibility of either designing their materials or modifying the existing materials to the immediate situations. In accordance with this finding, it was also found that instructors felt under pressure to cover the syllabus in a limited time. Although the syllabus should be placed in the digital education platforms as a basic guidance frame on what to cover (Gürer et al., 2016), it was employed as a detailed list, which required obedience line by line in each class, and did not provide instructors with the freedom of selecting or changing the content of their own classes. This finding reveals that when swift alterations were made from face-to-face education to remote education settings, exam-oriented robotic activities should not be prioritized for ELT classes since they do not end with interactive language classes, but they turn into saving the day activities further than prioritizing the educational objectives.

Under the COVID-19 ERE conditions, instructors were not supplemented with the required technical and instructional training in order to overcome the probable technology-related problems such as insufficient fracture-related matter when faced during the synchronous class. They were left alone as in the approach of sheltered English programs

in immersion education style (Rossell, 2004; Crawford et al., 2008; Wright, & Sung, 2012). Although instructors had administrative support in terms of materials, itools, syllabus, and teaching platforms, problems related to the physical equipment of both students and instructors forced instructors to practice mainly the activities as they were without changes on it. At that point, in line with the studies in the literature (Kamijo, 2017; Martini, 2020; Pffafe, 2017), equal education right for all students became a contradictive issue for both policymakers and educators. All of the students and instructors could not attain equal conditions for continuing their learning and teaching in the ERE process in terms of insufficient internet quota, old-fashion, and slow-functioning computers, frequent power cut-offs, and small screens without keyboards. Therefore, the instructors were not obliged to employ supplementary classes or extra materials the administrators were aware of the problem. At that point, administrators were quite collaborative, understanding, and supportive in spite of their flavorless attitudes toward syllabus coverage.

In contrast to the findings of the present study on passive listeners, the theory of learning by doing by John Dewey explains that language education cannot meet the addressed goals without hands-on practices; namely comprehensive reading or listening, creative writing, or critical speaking for ELT education. The Substitution level presents an opportunity only for enhancing the existing knowledge via warm-up activities or limited drill activities. Hands-on activities cannot reach the educative targets at this level with the limited digital technology integration. In spite of the enhancement role of the Substitution level, it does not mean its practices are a failure for students (Alivi, 2019). There should be a balance of its place among the four levels of the SAMR Model. Excessive employment the at the Substitution level does not go beyond the ‘teach the book’ approach that of Kumaravadivelu (2001) where teachers are not the facilitators or mentors to bridge the gap as expected, but they become the ruler of the orchestra.

The Augmentation level is the second level of the SAMR Model where educators are expected to use not only the technological tools but also their functional usages such

as using Microsoft Word together with Grammarly or Theasaurus applications. That underlines the requirement of content knowledge about software programs in addition to owning the technical and functional tools such as pc, and mobile learning devices (Alivi, 2019). Owning a technological tool does not mean employing learning and teaching activities without any problems since digital technology integration necessitates functioning with smart software programs in order to both catalyze the process and enhance 21st-century learning and innovation skills via enacting the SAMR Model levels. On the one hand, EFL instructors stated that they were acquainted with the software programs, which are accompanying teaching platforms, at the survival level. They benefitted from various software programs such as Paddlet, Canvas, and Itenticate for strengthening their courses. On the other hand, those practices of the instructors fell behind the density of their practices at the Substitution level. Findings cleared out that the Augmentation level was not performed as much as the Substitution level, and as the outcome of this situation, EFL instructors' digital technology integration levels did not evolve hierarchically.

It was found out that instructors did not benefit from the functions of the accompanying software programs adequately in addition to the itools since they did not trust in their technological skills. This finding is supported by those of Gürer et al. (2016), and Akkaş (2023). Instructor' technological proficiencies were ignored by the legal authorities of the higher education institutions during the ERE. While the instructors were conscious of the significance of the interactive ELT education, they could not practice it desirably as they were not presented with additional professional pieces of training beforehand. This finding proved that the instructors' perceptions of integrating digital technology into language classes were hypothetically productive and realistically robotic. Furthermore, the instructors were obliged to cover a common syllabus, because the exam topics were common for all the classes in the institutions, which hindered enthusiastic instructors' supplementary activities. Adversely, they had to go for practicing exam topics instead of augmenting the existing topic via various software programs. Although exam-oriented ELT is not favored

even in face-to-face education, it was practiced largely in the ERE process in synchronous classes. As also stated by Şahin and Raw (2010), the logic behind this was using the limited time purposefully for grammar-oriented activities, and staying ahead from from the any sort of adaptation strategies for reorganizing the existing tasks or course book activities. In the ERE process, 45 minutes' academic hours were decreased to 25-30 minutes, which could enable practicing only the robotic activities, which enforced the Substitution level much more than the Augmentation level and the upcoming two levels.

In the ERE, higher education authorities behaved as if setting up the teaching platforms was the only vital factor for running effective synchronous classes. On the one hand, this behavior of the administrators was favored by the majority of the instructors since it did not put the responsibility on the instructors' shoulders to seek additional materials or make changes to the existing materials in terms of either content or number apart from employing them functionally. On the other hand, a minority of the instructors were not pleased with pushing hard themselves to cover the syllabus without benefitting from the endless sources of digital technologies. They stated that they had to minimize the number of activities in order to use the time optimally, and they had to leave group work and individual free speeches. The reasons for that kind of behavior were unsurprisingly the refraining from using complex software programs with limited technical competencies, and the rush to meet the addressed titles in the syllabus. The majority of the instructors reported that students' irrelevant reactions were another basic limitation for refraining from enrolling in the software programs functionally. The students were enthusiastic about employing drill activities, translation tasks, and responding to the multiple-choice tests. They rejected to use of various online dictionaries' software programs in Ms. Word for writing tasks. That was why the Augmentation level was not promoted as much as the Substitution level.

While stepwise evolvement is suggested in the SAMR Model, teachers' willingness has a key role in stepping out of their comfort zone (Hooker, 2014). Moving out of the comfort zone is crucial to discuss apart from technical problems, syllabus problems, and

students related problems since this time blaming is on instructors' shoulders. The Augmentation level entails effective usage of the software functions. If instructors are enthusiastic about reaching higher-order levels in ELT education, communicative and collaborative synchronous classes are inevitable. Moving out of the comfort zone, and facing insufficiencies are an obligation for discovering the problematic parts and fixing them. However, the findings of the present study showed that instructors opted for finding various excuses ranging from the passive students to the limited class time except for their flimsiness in enhancing their classes via digital technology integration functionally further than adapting manual sources to the digital platforms.

Considering the findings related to the Modification level, it was found that the Modification level supported the second place after the Substitution level. Qualitative findings, which were retrieved from the interviews, reflection journals, and open-ended responses, asserted that transforming the existing materials and activities into various new versions was promoted much more than the Augmentation level related activities. The participants reported that they saw no point in losing time by just centralizing the functional usage of the software programs. They claimed that most of the students and instructors were in lack of decent technological devices in the ERE process. Henceforth, the instructors directed their attention and effort to interfere with the existing activities instead of software programs' functions. The Modification level is closely associated with making either minor or major changes to the existing materials and activities in accordance with the student's interests and academic levels, the content of the topics, and the type of the activities.

According to the findings, the most frequent reason for modifying the existing materials and activities was the immediate technical insufficiencies. While Gökçe and Yenmez (2019), in the same line with Puentedura (2012), state that the Modification level is applied voluntarily in order to promote higher-order mental skills in education, the present research study findings emphasized that the modifications were made obligatory. The findings indicated that instructors sometimes had to make the existing materials applicable

for the immediate daily conditions without caring about the higher-order skills. In those circumstances, the instructor's target was saving the day rather than accomplishing pedagogical purposes. In so-called saving the day applications: participant instructors stated that they had to convert the listening activities into reading activities since students were short of speakers and headphones. In addition, writing activities were converted into reading activities since the time was limited for writing during the class hour in the synchronous classes. Therefore, the instructors assigned students to write beforehand the writing pieces and read them in class. As clearly seen here, although the modification level was promoted highly, the intention was not always communicative and collaborative ELT education.

Considering the findings of Yıldız (2015) and Akkaş (2023), synchronous language classes were inefficient in terms of learners' insufficient interactions. There were many times that the instructors promoted the Modification level to activate the passive students. 'Passive listeners' was one of the most frequent categories retrieved from the interviews, reflection journals, and open-ended responses. According to the participant instructors, the students lost their interest in learning English easily in the synchronous classes when they came across even a basic simple technical problem. While insufficient infrastructure was one of the main challenges for students to overcome during the ERE, it was not the only crucial parameter that refrained the students from learning. It was noticed that on the one hand, students were reluctant to take part in the communicative activities by excusing the technical problems and they made instructors convert the communicative activities into passive activities. On the other hand, they complained about the dull synchronous classes. Under those conditions, the instructors had to make all necessary changes for the sake of catching the students' attention. They sought to simplify the complex tasks, brought interesting daily topics into the classes for discussion, and purified the projethct tasks in order to increase the willingness of students to take part in the communication.

Moreover, the findings from the reflection journals indicated that each week the instructors spent a lot of effort to apply changes to the tasks in order to make their students speak, and enjoy the ELT; but the students' irrelevant behaviors and low-level attendance to the synchronous classes did not permit to reach the higher learning outcomes. This problem can be explained by the deficiency in autonomous learner profiles in our education system. It is an undeniable fact that not only in the ERE process but also in the regular distance education conditions, students are expected to take responsibility for their learning. However, in the context of the present research study, students not only escaped from their learning responsibilities but also did not react positively to the efforts paid by the instructors, which ended in the instructors' frustration. As a natural result of this situation, instructors gave up trying hard and spending a lot of time and energy on modifying the activities. Moreover, some instructors who believed that the ERE process was an opportunity for both students and instructors regarding integrating endless sources of web pages into the synchronous classes. However, instructors' ambitions for customizing better activities for virtual teaching environments gradually diminished, due to students' low-level of attendance to the classes, and not taking their responsibilities in terms of doing the assignments and being ready for the classes on time. Therefore, instructors reached the Modification level at the highest instead of the Redefinition level.

The Redefinition level is the utmost significant level of the SAMR Model, and it is in the same line with Bloom's Taxonomy (Yenilmez & Gökçe, 2019) since the expectations from the teaching process reach the zenith point. Puendetura (2012) underlines that redesigning an activity or a material calls for the careful organization of students' academic levels (level-equilibration) and interest areas apart from instructors' proficiency in the field and experiences in digital technology integration. What is more, redesigning activities or materials necessitates having competency in employing 21st-century learning and innovation skills along with instructors' time and passion for redesigning digital activities from top-to-toe, because the aim is enacting the Redefinition level with a success. However,

in the current research study, the Redefinition level was rarely performed. The participants considered that redesigning activities was more challenging and less productive since the students' active interaction in the classes was out of the question. The synchronous classes held during the ERE process fell short of a communicative atmosphere in contrast to the face-to-face classes. Similar findings were reached in that of Yıldız (2015), as it was unrealistic to expect an effective application of the Redefinition level in the synchronous ELT platforms where communicative and collaborative language education was missing.

It was revealed that the Redefinition level was performed poorly because students' engagement levels were not at the expected level, instructors' passion for interacting and integrating the digital sources into the ELT process was low, and instructors' confidence in their technological skills was limited. This finding is in line with Beisel (2017), who claims that background preparedness level regarding competency in digital literacies has a crucial effect on intact interactive language education. This result backs up that of Pfaffe (2017), Pfaffe found out that instructors' confidence and comfortability with the technology was as significant as their confidence in their technological skills since reaching transformation level calls for purposeful employment of the digital literacies. In this respect, Prensky (2009) underlines that 21st-century educators need not only digital literacies but also digital wisdom. In accordance with the findings, the instructors were found to be digitally illiterate and lack digital wisdom to a large extent in the context of the present study since their passion to employ digitally interactive classes was very low. The availability of digital technology became meaningless, on the grounds that it was not employed on purpose. In the same vein as Chesser (2012), digital technology is an immense source of education if it is applied decently, but should not be considered a magic bullet. Integrating digital technology into the synchronous classes at the Substitution level did bring no magic to the stage neither for students nor for instructors, as it was only the reflection of the manual sources to the digital screens without any functional usage.

Furthermore, the quantitative findings showed that while EFL instructors were pretty mindful of the profits of the effective integration of digital technologies into the classes, they fell short of actual practices in their daily classes. It was discovered via qualitative findings that the instructors had developed a defensive angle to integrate digital technologies into their classes regardless of the global demands of the graduates. They confessed that they had not tried to integrate digital technology into their ELT classes frequently, and they had preferred to stay in their comfort zone till they came across the obligation caused by COVID-19 lockdown conditions. However, when the ERE process obliged them to continue the classes via synchronous teaching platforms, they faced deficiencies in employing digital technologies for educational purposes. Therefore, they had to stay at the Substitution level permanently during the ERE. This is in line with that of Shereehariri (2020). The main reason for the failure in repeating the Substitution level during the ERE was that digital technology integration was not promoted adequately by the curricular regulations. Although distance education had been under the regulation of the Higher Education Council for many years before the ERE process since no required emphasis had been put on the actual performances in the regular classes, failures were faced in the ERE mainly in the field of English language education such as proved in the present research study (Akkaş, 2023).

In contrast with the suggestions of Puentedura (2012), the activities which are designed for polishing the transformation skills of the students were performed from time to time during the ERE in the context of the research. Nevertheless, those so-called activities did not last as a coarse process, but they were performed as an activity type in class from time to time like a one-shot activity. Hence, it is possible to conclude that in the current research study, the Redefinition level was not performed decently as a teaching process. Instructors were able to reach the Modification level at the highest. Those findings are in line with that of Shereehariri (2020), especially in terms of poor level practices of the Redefinition level. Considering the reasons for the scarce employment rate of the Redefinition level, it was discovered that instructors complained about limited Wi-Fi access,

pressure for covering the syllabus, and insufficient technological skills, apart from the passive students. Those findings support that of Tseng (2019) and Akkaş (2023), particularly in terms of the limitations in WI-FI access. Being out of Wi-Fi bandwidth hindered the smooth progress of synchronous classes, and forced instructors to address students' connection problems within the limited class time. This situation led to frustration and stress for instructors, as it affected their ability to cover the syllabus effectively. Challenging those kinds of technical problems, apart from passive students, did not present any inspiring reasons to the instructors for dealing with the various software programs and integrating digital technologies interactively for developing students' learning and innovation skills. In accordance with Yıldız (2015), instructors asserted that when students were hesitant to communicate and collaborate with both instructors and their mates, how it would be possible to develop their critical thinking and creativity skills by organizing novel upper-level materials. The findings implied that there were times when instructors tried to invoke their students' higher-order skills via organizing extra ZOOM classes and assigning virtual projects on social media, but students did not attend those classes and take part in the projects. Under those circumstances, instructors preferred to perform the enhancement level, especially the Substitution level. That was why the Redefinition level-related activities were practiced as a type of activity rather than an educative attitude.

Depending on the findings, it is vital to underline that even though all technological devices were available, and the instructors were qualified with the updated digital literacies, the digital technology integration suffered from students' passiveness apart from the curricular issues regarding the application of the syllabus strictly. This finding is in line with that of Green (2014), who discusses how to reach the Redefinition level if digital technology integration is dominantly placed at the back rows to meet the curricular initiatives and objectives. Moreover, Beisel (2017) supports Green's findings and discovered that instructors' classroom activities were framed along with the syllabus. Therefore, it is wise to make digital technology integration obligatory by shaping it with an institutional regulation.

Those findings are similar to that of the present study since instructors were complaining about covering the syllabus in the limited synchronous class hours without leaving a place for functional integration of software programs and various virtual projects. Similar to the reports declared by Partnership 21 (P21 henceforth) (2017), language education was not held interactively via digitalization of the classes, albeit it has to be since the national language education policy did not support integrating digital technologies into education in the practice via curriculum. In the same line with Kumaravadivelu (2001), it was observed in the current study that the practicality of the regulations was not performed actually, they were just left on the lines of the regulation books

In order to present an authentic language learning environment in the virtual teaching platforms, the 4Cs of 21st-century skills are advised to be promoted decently in each level of the SAMR Model. On the grounds that 21st-century education calls for the operative integration of digital technologies into the language education process (P21, 2017). Zhao (2012) supports the report of P21 (2017) regarding the relationship between 21st-century learning and innovation skills and their implementation via digital technology under the frame of the SAMR Model. Zhao (2012) summed up the relationship in four steps: at the first step, digital technology is easier and cheaper to create books, services, and software programs via apps by students. Secondly, effective employment of digital technology makes communication on both campus size and out of the campus easier in order to learn from experts and peers. Thirdly, students have the possibility of making their products visible with the functional integration of the technology. Eventually, the integration of digital technologies on purpose presents students with the opportunity of collaborating with their peers to produce a shared product. Those four steps are closely associated with the SAMR Model since the creation, functionality, modification, communication, and collaboration are all under the frame of the stepwise levels.

However, it was found that the EFL instructors' practices circled around the Substitution level since the instructors' main purpose and responsibility, albeit theoretical

regulations, were not to reach the higher-order thinking skills during ERE. The instructors were in a rush of covering the syllabus in the limited time and managing the additional technical problems instead of caring eventual product of the teaching process. The students were in the receiver or consumer positions, and their attitudes towards synchronous classes discouraged both the instructors' and administrators' eagerness to move to the Redefinition level via a well-organized curriculum in line with the timing. In accordance with Spires et al. (2012), digital technology integration into the teaching and learning process inevitably required systematic transformation, however, the ERE process caused challenges much more than opportunities for the institutions in developing countries, albeit its indisputable profits for the education process. Therefore, both administrators and the instructors are obliged to make strategic considerations and organization with the aim of decreasing the failure risk of performing the digital technology integration levels (Salpeter, 2017; Stanhope & Corn, 2014).

In contrast to the counted opportunities of integrating digital technologies into the field of education (Gneri & American Management Association, 2005; Zhao, 2012; Beisel, 2017; Pfaffe, 2017; Martin, 2020;), in the context of the present research study it was found that stress and panic conditions released from the COVID-19 lockdown conditions became the excuse of every kind of failure in the language education. Adversely, developed countries took the advantage of the ERE process by reaching higher-order thinking skills, and Life and career skills at the Redefinition level (Shereehariri, 2020). At this immediate point, it is logical to clarify the contradiction between the quantitative findings and qualitative findings in terms of the Redefinition level. While instructors reported in the questionnaires that they were in the opinion of enrolling at the Modification level and reaching the Redefinition level, their opinions were contradicted by their actual classroom practices. All of the qualitative findings were in harmony with each other and showed that no matter how much instructors were conscious of the benefits of integrating digital technology into ELT classes, they failed to perform it adequately cause of the passive listeners, insufficient

infrastructure, syllabus pressure, and insufficient background education. The participant EFL instructors summarized that only the mean of the education was changed during ERE, and this mean was utilized without success, and technology integration was performed on a minimum scale at the Redefinition level, and on a maximum scale at the Substitution level.

Discussion on EFL Instructors' Online Teaching Motivation Levels During ERE

Apart from examining the EFL instructors' digital technology integration levels during the ERE process, their online teaching motivation levels were examined as well. They were asked about their reasons for technology integration into their ELT classes apart from obligatory conditions. The EFL instructors were found demotivated to teach at the ERE process via the SIMS questionnaire (N = 243, M = 2.98), and the numerical data was backed up with the utterances of the participants via the qualitative findings through reaching four main categories: passive listeners, insufficient infrastructure, working home-office, and syllabus.

In the same vein as that of Yıldız (2015), the EFL instructors complained about the poor-level interaction rate of the synchronous classes, though the vice-versa is expected from the communicative language classes either in the synchronous or asynchronous modes. The findings underlined that their students' attendance levels in the synchronous classes were moderate, but the interaction between the instructors and their students has not reached the desired level. In contrast to the suggested synchronous education mode by Salmon (2004), synchronous classes were conducted teacher-oriented, and the communication was not reciprocal. The information flow was from the instructor to the students, without exchanging it from the students' side. Since students' passiveness was encountered frequently in the synchronous education modes, McPherson and Nunes (2004) assert that the instructors' role should be the facilitator or scaffolder in order to decrease the optimal rate of students' passiveness in each class. Even though instructors tried hard to integrate digital technologies functionally into the ERE process, it was not

achieved successfully on the grounds that the students acted like passive receivers. This silent atmosphere of the synchronous classes made instructors feel as if they had been alone and speaking to themselves in the classes. Coming across the same irrelevant attitudes of the students every day in every single online class caused demotivation among the instructors. The instructors stated that their motivation was shaped by the student's active participation in the classes and interest rates in the topics. However, they could not keep their motivation continued on the grounds that the students' eagerness was missing to be educated via synchronous education mode in ERE.

While Payne (2000) mentions duplication of the student's motivation and academic success, and in return, educators' high-level motivation via interactive synchronous classes, the findings of the present study are not promising as that of Payne. The potential reason for the demotivation of both instructors and students could be the result of the panic situation released from the COVID-19 pandemic lockdown conditions. Under those emergency alarming conditions, it was not humanistic to expect cheerful and debonair students, but expecting their attendance to the classes and doing the assignments at the optimal conditions was humanistic. Murray (2000) reports on the comparison of face-to-face education and remote education, and states that the latter is perceived as the stepchild of the education family. In compliance with Murray's report, while the students were willing to attend to face-to-face classes, be interactive, and accomplish the higher order responsibilities, they were reluctant to do even the mechanic exercises, which in return discouraged instructors to spend time and effort on the productive exercises. Students' every kind of action affected the instructors' perceptions, motivation, and performance preferences. Considering the effects of the instructors' perceptions of digital technology integration on their motivation; in line with the Gonzalez- Marino (2008), they were all passionate and eager to integrate digital technologies at the Redefinition level into their synchronous classes at the beginning of the ERE process. However, encountering students' reluctance and low-level attendances to the classes demotivated them dramatically. Lee

(2006) depicts the reciprocal relationship between instructors' motivation and students' motivation as a butterfly effect on the earth. Instructors' motivation can gain meaning only if it meets the student hunger to learn and passion for increasing their academic skills.

As suggested by Zamir and Thomas (2019), instructors' perception regarding online teaching motivation was examined in the present research study. Similar findings that of Zamir and Thomas (2019) were reached; online teaching platforms, virtual classes, course materials, and administrative issues were reported as the effective factors on the instructors' motivation levels. This result is in comply with that of Woolfolk (2012). One another matter of discussion is the contradiction between motivation levels and perception levels. Although quantitative findings showed that instructors perceived the ERE process mainly as a beneficial duration for the sake of increasing students' academic skills, they became demotivated gradually in the process. This finding is in the same vein as that of Huang et al. (2017), who comment that educators' motivation is not the reflection of their perceptions since actual practices are shaped in accordance with the classroom dynamics, and students' interaction rate. Motivated students have the power of motivating educators, but motivated educators cannot always motivate unwilling students since students' awareness of 21st-century skills were pretty insufficient.

Similar to the findings of the digital technology integration levels of the instructors in the present study, besides insufficient infrastructure and working home-office, the syllabus was discovered as a significant parameter for examining the online teaching motivation levels of the EFL instructors during ERE. It is asserted that remote education requirements are much more different than face-to-face education regarding course materials, teaching platforms, and instructors' competency levels and motivation levels (Morris, 2021). However, it was found in the present study that instructors felt under pressure to cover the topics stated line by line in the syllabus. Institutions blocked the freedom of the instructors in terms of designing their classes in accordance with their wishes. On the one hand, following a common syllabus pushed the ill-performed instructors to conduct their classes

at least at the level of the syllabus since the institutions held common exams (oral exam, speaking exam, achievement exam, pop quizzes, final exams, proficiency exam). Therefore, even ill-performed instructors became extrinsically motivated to cover their responsibilities at the minimum level. One another reported advantage of the following the syllabus in the present study was that instructors felt at ease to be free from searching the course topics and materials weekly. A pretty limited number of the participants stated their comfort with the syllabus, and they approached the issue from the insufficient technical competencies with the purpose of searching for the topics and building new materials appropriate to the student's academic level. For the concerned participants, following a common syllabus and covering the course materials one by one was a motivating factor on the grounds that they felt safe from challenging with technology. On the other hand, following a common syllabus line by line became torture for most of the participant EFL instructors since it limited their freedom of organizing their classes in accordance with the updated issues, daily news, and students' interests. In accordance with Aziz (2021), it was found that limitations caused demotivation in the instructors, and made them refrain from integrating digital technologies functionally into their classes. It was shown that the instructors requested to have the liberty of skipping the topics when it was required, however covering all of the stated exercises and topics was obligatory. In addition to following the course materials, most of the instructors had to fix the technical problems of students that happened during the class by giving them instructions. While the synchronous class hours were already limited during the ERE, how it could be possible to both cover the syllabus and fix the technical problems at the same time. When those aforementioned problems are accumulated, the decrease in the instructors' motivation level is not astonishing or surprising since instructors felt under pressure to fulfill many responsibilities far from their competencies and duties during the ERE.

Apart from the obligation of covering the syllabus line by line, the real problem can be counted as the expectation of covering the face-to-face education syllabus in

synchronous classes without adaptations. Phenomenal instructors reported that adaptation of the face-to-face education syllabus and materials for the synchronous classes were not applied most of the time. A huge number of the participants complained about improper materials for synchronous education. While an immediate switch into emergency remote education can be considered as an excuse for the beginning steps of the ERE process, the manual materials could have been replaced and redefined with digital sources in process. On the same side as Beisel (2017), proper preparation, in terms of materials and syllabus, has the probability of increasing the motivation level of the instructors, and the quality of the synchronous classes, besides students' motivation.

The last but not the least striking result related to the syllabus issue was the abundance of mechanic activities, which increased students' passiveness and made classes teacher-oriented. In rare cases, the efficient adaptation of the manual sources was concerned. Extensively, mechanic activities were prioritized in the synchronous classes in contrast to the requirement of the communicative activities (Yıldız, 2015). In the same vein as Akkaş (2023), it was found that robotic activities were dominantly placed in the syllabus of the synchronous classes, which is far from the initiatives of 21st-century language education and functional technology integration. Additionally, mechanic activities moved backward the instructors' roles, which were transformed from facilitators to robots who just click on the drills, which is the negative effect of the syllabuses on instructors' online teaching motivation levels.

There is a pile of studies in the literature which focuses on the benefits of remote education and its constructive effect on instructors' motivation levels regarding flexibility, self-paced teaching and learning, recordings of the classes, and self-regulation (Rahimi & Yadollahi, 2011; Miglani & Awadhiya, 2017; Alzubi et al., 2019). However, those advantages can not be benefitted if the infrastructure level of the teaching environment is not set up properly for the synchronous classes. In the present research study, there were times when instructors felt passionate about teaching efficiently, and integrating the technology

functionally in order to enrich students' thinking skills and make them critical learners. Especially at the beginning of the ERE process, they were filled with full of energy to conduct interactive synchronous classes, however, their motivation level was degraded gradually cause of technical problems such as low-level internet quota, poor level of internet connection, insufficiency of internet access in the geographically far places, slow-functioning technical equipment, and frequent power-cuts. Instructors had to challenge with one of those technical insufficiencies each time, which demotivated them to fulfill their teaching goals.

Furthermore, in line with the findings of Akkaş (2023), remote education brought about inequalities among the students in terms of the right of free education presented by the states and the governments. Although remote education was favored in many countries in terms of enabling equality among the students to enroll in the education system if they are unable to take part in face-to-face education cause of various reasons ranging from geographical conditions to working hours (Metin et al., 2021; Akyürek, 2020; Beldarrain, 2006; McIsaac & Blocher,1998). It was discovered that insufficiencies caused inequalities among the students during the ERE process. It was found that the majority of the instructors could not access the internet economically in order to spend long hours in front of the computers to prepare for the classes and conduct them effectively. Moreover, since slow functioning and old-fashioned technical devices aggravated the ERE process, most of the instructors had to either purchase a new one or borrow it from someone else. Besides, some instructors had to obtain second or third computers or tablets since there were other family members who needed computers at the same time. Therefore, the ERE process was not budget-friendly and caused digital divide among students and instructors in terms of reaching and spreading the education decently as in the face-to-face classes, which reflected in the student’s attendance rate to the synchronous classes. While struggling against the COVID-19 virus, instructors had to struggle against the cost of the ERE process,

as well. Depending on the findings regarding the insufficient infrastructure, instructors were not pleased with the synchronous classes regarding their eagerness to teach.

Whilst discussing the insufficient infrastructure of the ERE process, the wisdom is here to discuss the available contextual conditions, as well. The present research study was conducted in Türkiye, which is counted among the developing countries in the world. It is supposed to have a moderate level of remote education success in developing countries compared to developed ones (Murray, 2000). However, the present findings showed that emergency remote education was conducted at a poor level since the preparedness level of most of the higher education institutions was under the required level. Remote education has had its place in the agenda of Türkiye since 1924 with Dewey's report 'Report and Recommendation upon Turkish Education', so far, many changes have been made to it with the purpose of advancing its functions (Bayram & Aksoy, 2002; Bozkurt, 2017; Cabi & Ersoy, 2017; Düzakın & Yalçınkaya, 2008; Kaçan & Gelen, 2020; Kırık, 2014; Özbay, 2015; Özer, 1989; Tulunay-Ateş, 2014; Yavuzalp et al., 2017). Nevertheless, the present research study clarified that all the changes, which had been made on the remote education regulation in terms of strengthening its technical infrastructure, were futile since they were not reflected in practice during the ERE process.

Besides encountering frequent infrastructure problems, a paradigm shift was revealed regarding working home office during ERE. In the same line with Bandura (1986) and Fauzati (2015), it was found that the instructors' motivation was closely related to their perception of the ERE considering their working home-office condition. Working home-office conditions were evaluated as a controversial issue among the participants. On the one hand, the working home office was stated as the most advantageous dimension of the ERE process. Instructors were quite enthusiastic and eager to teach ELT via synchronous classes for various reasons. Firstly, they perceived the working home office as a instructor-friendly process at the beginning of the ERE process since they were not obliged to dress up and commute to their institutions. Secondly, they were able to protect both themselves

and their family members from the COVID-19 virus thanks to working in a home-office mode, which made them feel at ease and safe. Thirdly, they evaluated the working home office as a time-saver teaching mode since the synchronous classes were short, and commuting to work was not necessary. By depending on the positive evaluations of the ERE process from the working home-office angle, synchronous classes were expected to be a motivator factor for the instructors. However, it was found that the 'working home-office' dimension of the ERE was a demotivator for the instructors in terms of professional evaluation. The participant instructors stated in the interviews that while working home-office was a motivator factor for their private life, it became a demotivator factor for their professional life since they could not have the opportunity of achieving their teaching goals in the limited synchronous classes with the passive students. Adversely, instructors had the impression of their private life is under invasion by their professional career life.

On the other hand, both qualitative and quantitative findings proved that the working-home-office issue was a demotivator factor for instructors. The instructors asserted that although working from their houses sounded fancy and comfortable at the beginning, it turned out to be a nightmare in the later stages, on the grounds that they had very young children, and even newborn babies in a small flat accompanying the synchronous classes all the time. At that point, it is important to underline that the marital status of the woman instructorrs differentiated their reflections adversely. While single woman instructors were pretty content with the working home-office conditions, married and mother instructors were quite uncomfortable with it. Single-woman instructors stated that working home-office was motivating for them, excluding other factors since they were already alone at home, and they did not have many responsibilities to fulfill during the ERE process. Therefore, they could concentrate on their synchronous classes in their silent places. On the other hand, married and mother instructors stated that they mingled their roles such as being a mother, wife, housewife, or instructor during the ERE process. Furthermore, a common complaint among teachers was the issue of concentration during synchronous classes due to frequent

interruptions from children or other family members. However, other than those abovementioned issues, all of the instructors agreed that working home-office was demotivating in the long process, on the grounds that they did not feel professional while teaching in their pretty casual clothes, and teaching always in the same part of their living places without any touch to the physical atmosphere of the teaching and learning process.

Hyllegard and Burke (2002) associated efficient digital technology integration into education with higher-level motivation and passion. The findings of the present study supported that of Hyllegard and Burke since it was evident that the instructors' poor-level digital technology integration was in the right proportion with their poor-level online teaching motivation, which could not ameliorate the synchronous ELT process. Ultimately, the findings indicated that the acclaimed opportunities of remote education such as the flexibility, time-saving features, self-paced learning-teaching, working home-office, etc. did not yield in prolific synchronous classes during ERE, as the instructors could not reach the desired motivation level (Rahimi & Yadollahi, 2011; Miglani & Awadhiya, 2017; Alzubi et al., 2019). Moreover, in contrast to some studies' findings in the literature (Rahimi & Yadollahi, 2011; Miglani & Awadhiya, 2017; Alzubi et al., 2019), it was indicated in the present study that motivation does not bound barely to the efficiency of the system or the user of the system, motivation bounds to several factors such as students' eager, sufficient infrastructure, proper curriculum and the perception of the instructors. This finding is in line with that of Gasaymeh et al. (2017).

Discussion on EFL Instructors' Online Teaching Job Satisfaction Levels

In addition to examining the EFL instructors' motivation levels for teaching in the online classes during the ERE process, their online teaching job satisfaction levels were examined as well. It is stated in the various studies related to online teaching job satisfaction levels that educators' teaching motivation levels are closely related to their job satisfaction levels (Herzberg, 1968; McClelland, 1985; McGregor, 1960; Milanowski, 2000). In the same

line with the literature, it was found that demotivated EFL instructors were not satisfied with their synchronous teaching performances since they were not able to meet the addressed objectives of a proper ELT. According to the GJSS results, the participant EFL instructors were found to be dissatisfied with their synchronous teaching performances (N = 243, M = 2.92). Quantitative responses accumulated around the mean value of 2.92, which is accepted as a low marker in comparison to the Likert-type questionnaires with 5-factor models. The items were mainly referring to the participants' state of relief with integrating digital technologies into the remote education process. However, the participants' responses were in the direction of their discomfort with remote education since they felt psychologically under pressure to integrate digital technologies efficiently. At that point, quantitative findings are in harmony with the qualitative findings retrieved from the interviews, reflection journals, and open-ended responses in terms of the emerged categories such as passive listeners, administrative support, teaching platforms, syllabus, and insufficient infrastructure. In the same vein as Schleicher (2020), while administrators and the teaching platforms were reported as supportive and user-friendly (respectively), students' passiveness, infrastructure-related problems, and syllabus were reported as contradictory factors that affected the instructors' online teaching job satisfaction levels negatively.

Apart from that, the instructors reported their insufficient technological background education, which hindered their efficient technology integration and poor-level satisfaction with their synchronous teaching practices. They failed to achieve the ideal ELT environment successfully since they could not integrate the digital technologies efficiently though the teaching platforms were user-friendly and the administrators were supportive. This finding is in the same vein as that of UNESCO (2020). In the UNESCO reports, it is specifically underlined that educators' technological background education levels are not at the same level in a country. While some of the educators are considered to be digital natives, most of the educators are considered to be digital immigrants, particularly in developing and

underdeveloped countries. Correspondingly, Levent and Şallı (2022) state that under the insufficient technological background education conditions, functional digital technology integration into ELT setting was pretty limited, in return instructors' online teaching job satisfaction levels were also limited.

In terms of administrative support, all of the findings underlined that administrators' attitudes towards the instructors had a positive effect on instructors' teaching practices during the ERE process. The instructors were found to feel safe thanks to the collaborative approach of their administrators. In contrast to the findings of Pfaffe (2017) and Beisel (2017), administrators were neither feckless nor conservative to put all of the responsibilities on the instructors' shoulders and staying aside. It was reported that administrators were helpful enough to reciprocate all of the instructors' concerns regarding the teaching platforms, syllabus, and assessment styles. The only complaint about the administrative procedure was the workload of downloading the synchronous classes' recordings, and then uploading them to the YouTube channel, and finally sharing the link of the recordings with the students via the teaching platforms. The instructors were frustrated and uncomfortable with this procedure since this procedure paved the way for students' discouragement to take part in the synchronous classes since the recordings were already available on the concerned platforms to be watched at any time without attending the synchronous classes. Although it seemed a positive movement for the sake of students' self-paced learning, it caused empty synchronous classes in which instructors just taught the grammar rules similar to a reader application. As a result, the instructor was left the feeling of a reader without active listeners in the synchronous classes.

Considering the online teaching platforms, various kinds of online teaching platforms including Adobe Connect, Learning Management System, Blackboard, Zoom, Google Classroom, Microsoft Teams, and Parcilus were reported to have been enrolled during the ERE process. Apart from the Parcilus and LMS platforms, the others were found satisfactory and user-friendly platforms for interactive synchronous ELT education. The participant EFL

instructors evaluated the teaching platforms from the dimension of integrating various applications into the synchronous classes, conducting communicative pairwork activities and group projects, giving prompt feedback, and sharing daily assignments. Although getting used to the teaching platforms required time and some technical competencies, instructors overcame it gradually thanks to the administrators' support. Although they were afraid of dealing with technology at the beginning of the ERE process, thanks to the user-friendly dimension of the teaching platforms, even the instructors with the survival technological competencies could overcome the synchronous classes at the Substitution level.

While administrative support and teaching platforms were pointed out to be positive factors for increasing the instructors' online teaching job satisfaction levels, passive listeners, syllabus, and infrastructure were pointed out as the powerful factors for decreasing the instructors' online teaching job satisfaction levels. The main problematic issue causing discontentedness with the online teaching practices to the instructors was passive listeners. Marek et al. (2020) explain that students prefer to stay passive in the emergency remote education process since they lack a social environment and feel shy about being recorded in synchronous classes. In the same direction as Marek et al. (2020), passive listeners were encountered in the present study as a factor that caused instructors' dissatisfaction with their online classes. In an education setting, students' activeness or passiveness decides all of the classroom dynamics regarding teachers' motivation and job satisfaction levels, as well. As also underlined by McPherson and Nunes (2004), active participation is expected from students to achieve a communicative language learning environment, in return instructors are expected to be pleased with their online teaching practices. However, expectations could not meet the target since it was found that students' reluctance to take part in the activities interactively was so frequent that it decreased the instructors' online teaching job satisfaction levels. The majority of the instructors stated their discomfort with teaching to a very small student population without any interaction albeit

ELT is expected to be conducted within a communicative and interactive setting (Levent & Şallı, 2022; Marek et al., 2020; Yıldız, 2015). It was stated by the instructors that students became active only in the grammar activities by using the chat box to answer the questions. Students refused to turn on their webcams and microphones even for grammar activities, and they reported various excuses. Some of them stated the cost of belonging microphones and webcams as an excuse, and some others reported their privacy as an excuse. Under those circumstances, the instructors could not have physical touch with their students, which lessened their satisfaction levels dramatically.

In the same vein with Yıldız (2015), and Kormaz and Toraman (2020), instructors complained dramatically about the non-interactive ELT setting during the ERE. Instructors had a tendency to clarify their ideas by comparing their face-to-face teaching practices with the synchronous classes' practices of the emergency remote education process. It was stated that even the pretty ill-performed students had been encouraged to take part in the activities in the face-to-face education since students had gotten help from their gestures, body language, and mimes when they got stuck. However, they did not have the same chance in the online teaching platforms because of their limited technological abilities, and not belonging the efficient multi-functional technological devices. Therefore, the instructors felt futile and dissatisfied with their teaching practices even though they had the most updated technological competencies and devices since even the passionate students did not have the chance to benefit from the synchronous classes adequately. At this immediate point it is crucial to touch upon the digital divide issue, which is in the same vein as that of Giannini ve Lewis (2020). At this immediate point, the instructors complained that all students could not reach equal education conditions during the ERE, which was why most of the students were not able to take part in synchronous classes regularly. This finding is in the same vein with OECD (2019), Emin and Altunel (2021), and UNESCO (2020). While lots of the studies in the literature point out that students should reach equal emergency remote education conditions, and precautions should be taken in order to decrease the risk

of inequalities among the students (Ainscow, 2020; Neal & Georges Jr., 2020; Nichols, 2020; Stewart & Seauve-Rantajääskö, 2020), it was found in the present study that some of the students took part in the synchronous classes only when they reached the technological devices, or had the sufficient internet quota since the required precautions were not organized carefully. On the one side, some of the eager and passionate students could not take part in the synchronous classes because of the unavailable conditions. On the other side, most of the students did not take part in the synchronous classes interactively though they had all of the required conditions. Being aware of those kinds of inequalities made instructors felt unprofessional and unpleased with the process. This finding is in the same line with that of Morris (2021), who also found that inequalities among students regarding reaching equal education rights resulted in frustration and discouragement amoung educators.

Apart from the students' passiveness, the weak-formed syllabi also caused stress on the instructors since the dominance of mechanic activities did not give place to them for activating the communicative practices. In the same direction with the findings that of Levent and Şallı (2022), it was found that syllabi were not planned in accordance with the limited teaching hours and the breakdown of the productive and mechanic activities. Although it is asserted that online teaching syllabi and materials differ from face-to-face education syllabi and materials (Aziz, 2010; Kolb, 2019), in the present study, online teaching materials were reported to be the same as face-to-face materials to quite an extent. Therefore, instructors did not have enough place to integrate digital technologies as they wished and expected. Adversely, they had to cover all of the topics stated in the syllabus in a limited time with the minimum amount of interaction among the students since mainly the grammar-oriented activities were prioritized in the syllabus. Under those circumstances, instructors could not have a chance to reflect on their ideal ELT objectives to present an authentic digitalized teaching environment to the students, which made them feel dissatisfied with their teaching performances after the classes. Similar to the findings that of Akkaş (2023) and Gürer et al.

(2016), It was pointed out that there was a contradiction between the higher education council expectations from the instructors in a remote education setting, and the local administrators' attitudes towards instructors' regarding covering the syllabus. Although language instructors were expected to make the students feel out of the box, they were blocked by the prioritized exam-oriented syllabuses. As a natural drawback of that kind of mismatch, not surprisingly, instructors were not able to reach a higher level of technology integration during the ERE.

According to the United Nations reports, which point out that the pandemic conditions created unbalanced education conditions in some countries and caused universal education interruptions, the effect of the pandemic lockdown conditions on education caused a unique gigantic interruption in recent history (United Nations, 2020). In the same line with the United Nations (2020) report, the interruptions were discovered to have been caused by permanent infrastructure-related problems, which resulted in disappointment in educators' teaching practices. The qualitative findings clearly defined that the preparedness level of the research setting, Türkiye, was moderate because of various reasons ranging from setting up functional teaching platforms, training instructors to keep up with the digital advancements, and providing both instructors and students with adequate internet quota, and functional technological devices. This finding is supported by the study of Schleicher (2020). Although remote education had been under practice in Türkiye for many years (Akkaş, 2023), the swift transformation from face-to-face education to online teaching platforms was not organized smoothly and immediately since the preparedness level to struggle with such a gigantic pandemic condition was weak. Institutions spent at least 2-3 weeks to decide on the proper teaching platforms since belonging to that kind of program was not budget friendly for higher education institutions with high numbers of student and discipline populations. Besides, instructors were not economically ready to either own new devices or replace the old-fashion devices with functional technological devices such as computers, mobile phones, printers, headphones, webcams, speakers,

and tablets. In contrast to the US case (Beisel, 2017), and India case (Gasaymeh et al., 2017), the instructors were not presented with either tablets or any other supplementary technological devices by the government in order to decrease the burden on their shoulder. This burden resulted in anxiety, which made stress effect on the teaching practices of the instructors, and decreased the quality of their teaching practices since their available teaching devices did not respond to their needs. This finding is in line with that of Garcia and Weiss (2020), the governmental support and institutional support, which was presented to the educators, were differentiated in accordance with the countries' economic conditions. The last but not least, the insufficient internet quota and poor functioning internet servers generated frequent breaks in the synchronous classes, which provoked the anxiety level of the instructors in terms of falling behind the syllabus, and not covering the topics till the exam date as scheduled. This finding is in harmony with that of Levent and Şallı (2022), on the grounds that it was a waste of time frequently fixing the technical problems instead of managing an uninterrupted synchronous class. When all of the abovementioned infrastructure-related problems were experienced one after another, instructors were left with the feeling of battling against technological weapons with medieval time stones since they could not teach their classes efficiently because of struggling frequently with the technical problems.

The findings showed that although instructors were supported by their administrators and the user-friendly online teaching platforms, they were not satisfied professionally with their teaching performances since they could not reach the objectives of the ELT in the synchronous classes as a result of the deficiency in the infrastructure, weak-formed syllabus, and above all, the passiveness of the students. In the same line as Young (2002), weak-formed remote education conditions resulted in moderate level success in terms of grammar-oriented classes and poor levels of instructors' motivation and job satisfaction levels. The probable reason behind the low-level preparedness of higher education institutions can be evaluated as their wrong perception of the remote education. As also

stated by Young (2002), remote education should not be perceived as a magical stick, which polishes every deficiency and can substitute face-to-face education without any proper adaptation. Altbach et al. (2009) suggest considering remote education as a different branch to build a decent regulation from top-to-toe by caring about every single detail and minimizing the possible discouraging effects of it on educators regarding their motivation and job satisfaction levels.

a) Discussion on the Relationship between EFL Instructors' Online Teaching Motivation Levels and Digital Technology Integration Levels in terms of the SAMR MODEL

According to both qualitative and quantitative findings of the second research question, it was found that participant EFL instructors' motivation levels were quite low because of the passive listeners, insufficient infrastructure, syllabus, and working home-office factors. Although the working home-office factor seemed comfortable at the first sight, instructors started to complain about it in the process after gradual exposure to the interruptions caused by both technical problems and family-related problems such as children's pop-up into the online classes, and their disruption with either personal demands or noises. While working home-office had the advantages such as not commuting to work, not being obliged to dress up, and being safe from the COVID-19 virus, it turned into a torture for the instructors since their roles were mingled with their responsibilities and they could not focus on their professional life. Besides, working from home–office yielded in a feeling that instructors' private life was invaded by the students as they had to contact the students 24 hours a day in order to come over the deficiencies of the emergency remote education process by supporting the students. This kind of supportive manner was abused by the students since students preferred to ask their questions via e-mails or text messages rather than attending the synchronous classes, which caused a burnout effect on the instructors in terms of their motivation level.

Apart from working home-office, instructors reported that students' irrelevance to the synchronous classes caused frustration on them. Similar to the findings that of Yıldız (2015), an uncommunicative ELT environment was encountered frequently during the ERE process as a result of the students' reluctance to take part in the communicative activities, which brought in unmotivated instructors. Furthermore, insufficient infrastructure duplicated the demotivation levels of the participant instructors as well since instructors had to manage not only their technical problems but also students' technical problems as well in consideration of supplying students' internet quota, setting up the agreed teaching platform, microphone, and webcam related problems, and frequent power-cuts, besides slow-functioning technological devices.

Ultimately, the syllabus was found as a demotivator factor by the instructors on the grounds that it was not adapted to synchronous classes properly in terms of both timing and topics. Although it is stated clearly in the literature that synchronous education necessitates special organization (Aziz, 2010; Kolb, 2019), similar to the findings that of Levent and Şallı (2022), it was discovered that ELT syllabi of the institutions were not redesigned in accordance with the synchronous education conditions. Moreover, face-to-face education syllabi and materials were insistingly followed in order to meet the exam objectives. That is why it is possible to conclude that the exam-oriented approach was favoured rather than the communicative ELT approach during the ERE process.

Depending on the abovementioned circumstances, which were explored from the qualitative findings (syllabus, insufficient infrastructure, the working home-office, and above all passive students), EFL instructors were found to have been demotivated and blocked to conduct interactive digital technology integrated synchronous ELT classes. It was reached from the qualitative data collection tools that participant instructors did not find a logical reason to invest in their time and energy for designing and integrating various digital activities, materials, and applications considering the students' low-level attendance to the interactive activities in the synchronous classes.

The qualitative findings explicitly reveal that demotivated instructors did not integrate various applications and design upper-level digital sources for integrating them into the classes. Therefore, they accepted that their digital technology integration performance remained mainly at the Substitution level and could reach the highest Modification level. It is accepted by the instructors that although they were in favour of functional technology integration in order to present an authentic language learning environment to the students, they were not able to accomplish it as they were not encouraged. In the same line with the qualitative findings, quantitative findings discovered a negative low-level relationship between the instructors' online teaching motivation levels and digital technology integration levels. It was tested via the Pearson Correlation analysis test with the cut-off point .01 ($r(241) = -.260$, $p < 0.01$), and a low-level negative relationship was found. The negative significant relationship means that there is an inverse proportion between variables: while one side increases, the other side decreases, or vice-versa happens. At this immediate point, a mismatch was discovered regarding the direction of the relationship. The negative relationship exemplifies that instructors' theoretical awareness and opinions contradict their actual classroom practices. This finding is in the same line as that of McKenna (2015). Accordingly, from the point of view of Fandino (2013), second or foreign language education should not be recognized as the basket filled with a pile of linguistic rules in the 21st century digitalized world, language education should be perceived and performed as a functional enrollment of the digital technologies to realize ideal language education. Therefore, it is advised to have harmony between the perceptions and the performance in terms of having a healthy and fruitful relationship between the investment and product.

b) Discussion on the Relationship Between EFL instructors' Online Teaching Job Satisfaction Levels and Digital Technology Integration Levels in Terms of the SAMR Model

The relationship between the EFL instructors' online teaching job satisfaction levels and their digital technology integration levels regarding the SAMR Model was tested quantitatively via the Pearson Correlational Analysis test method. According to the results,

there was not a significant relationship between the abovementioned two variables with the cut-off point .05 ($r(241) = -.105$, $p < .05$). However, this result contradicts with the qualitative findings. The instructors underlined that they were dissatisfied with their synchronous ELT performance as they were unable to accomplish the desired teaching activities and learning outcomes as a direct result of the shortage of digital technology integration amount.

In compliance with the literature, instructors' job satisfaction levels are closely related to their teaching motivation levels and actual classroom practices regardless of the mode of education whether it is face-to-face education or remote education (Herzberg, 1968; McClelland, 1985; McGregor, 1960; Milanowski, 2000). It applies to the present study regarding the participant instructors' motivation levels to integrate the digital technologies operatively, and their ultimate online teaching job satisfaction levels. It was found in the present study that poor-level integration of the digital technologies made instructors unsatisfied with their synchronous classes on the grounds that the instructors were left the feeling of a mechanic instructor who just gives the grammar rules, and conducts grammar-oriented classes rather than a mediator or scaffolder who employs various kinds of communicative exercises via benefitting from dynamic and operative fresh applications and software programs.

The instructors expressed that although they had the intention to conduct their synchronous classes interactively, they were not able to realize their aims as a consequence of misbehaviors of the students, students' low-level attendance, weak-formed syllabus, and deficiencies in the infrastructure. The students' irrelevance to the classes and their low-level attendance discouraged the instructors to invest time and energy to internalize various technological sources into the synchronous classes. Adversely, students' passive behaviors caused silent classes since instructors had to teach the topics like doing a monologue rather than a dialogue or conversation, and the frequent occurrence of this occasion resulted in fatigue and unsatisfied instructors. This finding is pretty similar to that of Marek et al. (2020) in the sense of the relationship between the students'

resignation from the synchronous classes and the impoverishment of the instructors' classroom performances.

Moreover, weak-formed syllabi limitated the active integration of digital technologies since the priority was put on the exam-oriented exercises on the course materials, and covering the book approach. In line with Kumaravadivelu (2001), instructors were obliged to agree on the 'teach the book' approach, and follow the shared syllabus. They alerted that considerably small adaptations were made on the regular syllabi, which can be ignored when the proportion of the interactive activities was compared to mechanic activities stated on the syllabuses. It is illogical to expect an intact ELT from the instructors without providing them with an adequate place to move freely. It is wise to conclude from the instructors' responses that digital technology integration was enrolled at the Substitution level with the weak-formed syllabuses during the ERE, however, the expectations were to generate competitive graduates with higher levels of thinking skills and technological skills. As asserted by Young (2002), presenting classes via only online platforms does not mean yielding in higher success scores since online education is not a magical stick without proper preparations regarding infrastructure, curriculum, and functional technology enrollment.

In addition to the curricular problems, it was indicated that persistent technical problems caused by insufficiencies in the technological equipment, internet servers, and power sources prevented instructors from interactive ELT practices. The instructors had to deal with every kind of technical problem in the limited class hours during the ERE on the grounds that their students were unwilling to take the responsibility of regulating their learning process in terms of setting up the agreed itools on their technological devices, logging into the breakout rooms, and downloading the course sources. Challenging with every kind of technological matter no matter either small or big scale, the instructors' attention is directed to solving the technology-related problems rather than employing multifunctional applications and digital sources. Thus, they preferred to stay in their comfort zone and use the online teaching platforms as an overhead projector at the Substitution

level. In conclusion, depending on the findings it is possible to utter that instructors' poor level of digital technology integration is dramatically related to their poor level of online teaching job satisfaction. It is discussed in the literature that every kind of student's behaviour is an effective parameter of the instructors' performances and their satisfaction levels.

Discussion on the Relationship between the EFL Instructors' Digital Technology Integration Levels and Their Demographic Variables

The literature includes many studies examining the relationship between the educators' demographic variables ranging from age to gender and their perception of technology integration into the remote education setting in Türkiye (Ateş & Altun, 2008; Barış, 2015; Birişçi, 2013; Gündüz, 2013; Kocayiğit & Uşun, 2020; Tırnovalı, 2012). In the same line with those studies, the present research study examined the relationship between the EFL instructors' digital technology integration levels and their demographic variables such as their gender, background education, online teaching experience, age, and seniority. The relationship was examined quantitatively via the Hierarchical Multiple Regression test method. The results indicated that while a significant level relationship was discovered between the EFL instructors' digital technology integration levels and Gender ($r (241) = -.12, p < .05$), background education ($r (241) = .12, p < .05$), and online teaching experiences ($r (241) = .12, p < .05$), a significant level relationship was not discovered between the EFL instructors' digital technology integration levels and age ($r (241) = .01, p > .05$), and seniority ($r (241) = .00, p > .05$).

Considering the relationship between the EFL instructors' digital technology integration levels and gender ($r (241) = -.12, p < .05$), in contrast to several studies (Ateş & Altun, 2008; Barış, 2015; Birişçi, 2013; Gündüz, 2013; Kocayiğit & Uşun, 2020; Tırnovalı, 2012), it was found in the present research study that gender was a significant factor which affects the digital integration levels of the instructors. However, it is wise to take into

consideration the immediate remote education conditions while examining the relationship between the EFL instructors' digital technology integration levels and gender. Considering the publication years of the abovementioned studies, they were all conducted before the COVİD-19 pandemic in 2019, which can be a significant parameter on the ideas of the male and female instructors. Under the regular conditions before the COVID-19, both male and female educators were of the opinion that digital technology-integrated classes are more beneficial for both instructors and students (Metin et al., 2021). However, female educators' opinions differentiated under the COVID-19 pandemic conditions since all of the classes turned into emergency remote education, all of the family members were locked into their homes, and all of the housework became the responsibility of the females in most of the traditional Turkish homes. Therefore, it was found in the present study that female and married instructors complained about the drawbacks of the ERE process much more than male instructors on the grounds that every kind of responsibility ranging from the children care to feed the family members was on the shoulders of the female instructors apart from giving synchronous lectures. This finding is parallel to the findings that of Cadlof (2020), and Sayan (2020).

In addition to gender, background education was discovered to be a significant dynamic in terms of the relationship between the EFL instructors' digital technology integration levels and background education levels ($r\ (241) = .12$, $p < .05$). Within the term of the background education, the participants' education levels ranging from Bachelor Degree, Master Degree, to Ph.D. were examined in order to discover about a potential relationship between them and the instructors' practices of digital technology integration into their synchronous classes. According to the results, the participants' education degrees were found significantly related to their practices of digital technology integration. Although this finding contradicts that of Karaca et al. (2021)., by depending on the qualitative results, it is possible to deduce that the instructors with either master degree or Ph.D. had a high level of awareness to put their theoretical knowledge into practice, and they were

enthusiastic about to observe the products of their efforts. However, because of the students' passiveness, insufficient infrastructure, and weak-formed syllabus, they were not able to reflect their opinions into their practices. This finding is in the same vein as Kramsch (2017), Kramsch asserts that language educators' actual classroom practices are the summary of their background education on the grounds that they have a tendency of reflecting their knowledge into their performances, and Kramsch summarizes this situation with a term of 'School of Thoughts'.

The findings showed out that there was a significant relationship between the EFL instructors' digital technology integration levels and their online teaching experiences ($r(241) = .12$, $p < .05$). According to the results, the instructors with online teaching experiences were more advantageous than the ones who met online teaching for the first time during the ERE. The experienced ones tried to integrate as many digital sources as possible into their synchronous classes during the ERE process as they had utilized the online teaching platforms before the ERE. They were familiar with the culture of digitalized language education regarding reaching reliable and practical sources in accordance with the objectives of the classes, employing the materials functionally, and struggling with the technological problems related to teaching platforms simply at the basic level. Unfortunately, their efforts were unable to exceed the practices of the Modification level since they had to struggle with various problems except for their experiences. On the other hand, there were instructors with no touch in online teaching before, and their digital technology integration practices stayed at the Substitution level since they had only survival technological skills, and poor-level consciousness about utilizing the digital sources and the benefits of the ELT process. Therefore, they enrolled the online teaching platforms as a digital unfunctional screen.

In contrast to the findings of Metin et al. (2021), there was not a significant relationship between the EFL instructors' digital technology integration levels and their age ($r(241) = .01$, $p > .05$), which signifies that participant EFL instructors' digital technology

integration practices did not differentiate in accordance with their ages. Depending on the finding related to the significant relationship between the EFL instructors' digital technology integration levels and their background education, it is wise to evaluate that instructors' actual classroom activities were pretty related to their background education since they had gained awareness, and trained professionally in order to act properly by being trained professionally to teach under the various teaching conditions free from their age. In contrast to some studies (Horzum, 2010; Sekreter et al., 2021), it was found that instructors' online teaching performances in terms of integrating digital technologies were free from their ages. Therefore, it is possible to deduce that old-aged instructors can conduct smooth synchronous classes if they have sufficient and updated knowledge of it. Moreover, old-aged instructors with only a bachelor's degree background education can perform very fruitful synchronous classes if they are motivated decently and enthusiastic about teaching. Adversely, it is possible to encounter very dull synchronous classes lectured by young-aged instructors who are not passionate enough to integrate digital sources and are in short of conscious integration of 21st-century education.

At the final step, the relationship between the EFL instructors' digital technology integration levels and their seniority was examined, and it was discovered that there was not a significant relationship between them ($r\ (241) = .00$, $p > .05$). In contrast with the findings that of Sekreter et al., (2021) and Horzum (2010), in the present study, it was found that the seniority of the instructorrs was not the reflection of their classroom performances since the experienced instructors were explored to be more passionate about the ELT via integrating digital sources while the novice ones did not see in any benefit of sustaining the classes synchronously. This finding is supported by Karaca et al. (2021). Furthermore, in the same vein as that of Metin et al. (2021), it is improper to expect successful utilization of digital technologies from novice instructors, and poor-level adaptation to the ERE process of the experiencedlinstructors since seniority and digital technology integration variables

were found to be free from each other. There is not an either positive or negative relationship between them.

Pedagogical Implications

Given the pedagogical implications of the current research study, higher education institutions should establish professional development units within their institutions to offer ongoing professional development sessions. Sessions should place an emphasis on giving instructors a vision of transformational synchronous classes that incorporate 21st-century technology. To activate interactive synchronous ELT classrooms, instructorrs should be cautioned about the harmony between their perception (vision) and their actual classroom practices in the second step. Harmony is a requirement for success in the digitally integrated lessons; otherwise, instructors could choose not to use their theoretical expertise even if they have a favorable attitude toward the digitalized ELT. Apart from vision, it was discovered that instructors lacked the technological know-how to use the gadgets and take advantage of the fundamental software applications. Therefore, it is good to offer the instructors regular, up-to-date training on how to use different digital devices, from PCs to wireless printer stations.

In the same vein with Schulman (1986) instructors should be supported with the additional courses on knowledge-base level for increasing their digital awareness level. Gaining technological proficiency may give instructors the confidence they need to solve any immediate issues that arise during synchronous sessions. In this regard, elective courses can be added to bachelor degree, master degree, and doctoral degree programs so that teachers may have chance to learn to integrate digital technology into their future courses and deal with the possible problems. Theferore, elective courses can be helpful for making pre-service teachers and in-service teachers gain digital literacy.

Additionally, elective courses can be adopted for teacher educatoion programmes in order to bak up the teachers and teacher educators with the updated online teaching

methods and instractions. In the present research study, the findings showed out that EFL instructors' digital technology integration levels were low since they lacked in the required degree of knowledge-base, and sufficient level of digital literacy. At this end, elective curses can be adopted as an aid to meet the addressed need of the teachers and teacher educators.

Furthermore, instructors' economic situations are not equal in Türkiye in terms of reaching functional technological devices and unfiltered internet access. That is why, at that point, governmental precautions may become the matter of issue regarding providing state university instructors with functional computers, anti-distraction software programs and applications, and sufficient internet quota in order to enable the successful continuation of remote education.

Although administrators were considered to be sufficiently supportive during the ERE process, instructors were under pressure to finish the syllabus on time. It is advised to be aware of online education's connected, personalized, and placed aspects from the perspective of the instructors. Thus, instructors should have the flexibility to customize the lessons in order to engage the students. Administrators are thus urged to take use of the professional development units in order to become aware of effective online education, as online education is not the underdog of face-to-face education. In addition to the instructors' freedom to develop some of the course steps, this style of teaching requires certain preparation procedures, tools, digital resources, and a well-designed syllabus. Without proper identification, the face-to-face curriculum cannot be used in online education. Both academics and institution managers should receive training on creating the syllabus for online education in the professional development unit. Sessions in online ELT education are supposed to be interactive and communicative, however in the current study, instructors weren't happy with the non-communicative classes because of the grammar-focused curriculum. In grammar-focused classes, mechanical exercises render students inert and bored. It is wise to keep in mind that students in 21st-century language education must be

creative, analytical, collaborative, and communicative in order to produce graduates who are competitive. Therefore, instructors should be able to modify the daily lesson plans to engage the students rather than being required to adhere to the curriculum word for word in the classroom every day. In order to better understand the mood of the students both mentally and academically, instructors may also be given the weekly course objectives in advance and given the freedom to choose the appropriate course materials. It is possible to draw the conclusion that the more engaging the online classes become, the more interactive the students are expected to be. Robledo (2015) also makes reference to the fact that young students are open to learn at the highest level when the topic is relevant to them and their academic level.

As a result of ignoring the instructors' preparedness level in terms of teaching in the online platforms, ELT stayed at a moderate level during the ERE conditions in the context of the current study. With the purpose of getting the maximum benefit from the online education mode, digital technology integration should be promoted to move one step further than perceiving it as the compensation of the face-to-face classes in exchange for the overhead projectors. The current study findings showed that the Substitution level got a quite significant place among the four levels during the ERE process and it was practiced not as a step but as a teaching way. As explained by Puentedura (2006) digital technology integration starts with substituting manual sources with digital sources but the Substitution is only the beginning step of the four-tier process. Instructors are expected to reach the higher levels of the SAMR Model in order to accomplish fruitful learning outcomes, which is possible via moving the digital technology integration from the basic level to the upper levels. The Redefinition level is the utmost significant level of the synchronous classes since it means that ELT has reached higher-order thinking skills via enrolling various software programs and redesigning digital activities such as stories, group works, group presentations, etc. In order to enhance the synchronous classes and reach success, the appropriate integration of digital sources is an obligation in 21st-century online education.

Therefore, instructors' preparedness level in terms of possessing current technological competencies and required infrastructure are the predominant concerns of the process that is in need of close eye to be monitored and fixed.

Although arrangements related to online education had been under the regulation of the Higher Education Council before the COVID-19 pandemic, it was not performed decently during ERE since instructors were unable to reflect on their perceptions as they were in lack of the required technological skills. Governmental arrangements had been set up at the level of purchasing online teaching platforms. ınstructors' preparedness levels had not been considered an important factor, hence instructors were not motivated enough to teach at the online platforms during the ERE since they lacked self-confidence in their online teaching competencies. As a resolution for this issue at the higher education level, pre-service teachers should be trained via hands-on activities, so they may be enabled to put their theoretical knowledge into practice, and identify their areas of weakness. Along with frequent professional development opportunities, enthusiastic instructors and teachers should receive funding on a regular basis and be encouraged more than ever to attend national and international conferences on issues connected to digitalized ELT in the twenty-first century. The main concern here is to be ready in terms of ELT for the upcoming probable catastrophes or pandemics.

The conclusion is that policymakers should strongly regard the results of scientific investigations in the field of education as significant markers for eradicating the harmful outcomes of the likely crisis and obtaining the necessary measures. In addition to the current study, numerous studies were conducted throughout the world that each examined the ELT in ERE process from different angles. A systematic analysis of these studies could create an emergency education box for dealing with unforeseen circumstances and enabling the education to continue.

Suggestions for Further Studies

The present research study has some suggestions for further studies which aim to highlight the importance of integrating digital technologies into ELT settings. As the present research study was conducted as an explanatory descriptive study, the reasons behind the instructors' poor-level of digital technology integration, online teaching motivation, and job satisfaction were not described deeply. Further studies may investigate the reasons by employing a correlational research design, and the relationship between the reasons and results may be explained explicitly.

Nevertheless, it is crucial that future researches examine the same situation from the perspective of the students since they were found to be demotivators and significant factors regarding the technology integration practices of the instructors because of their low-level attendance to the classes, and interiorizing the role of passive listeners.

Moreover, it is wise to conduct research on the curriculum in terms of technology integration. It was seen that functional technology integration was not supported by grammar-oriented syllabi. Further studies may dwell into the place of the technology integration into ELT classes both at the theoretical level and at the practical level in the classroom via examining the syllabuses since this dimension of the technology-integrated 21st century ELT is in need of further studies in order to make the syllabus applicable in the daily routine of the institutions.

Methodologically; questionnaires, reflection journals, interviews, and open-ended questions were employed to collect data in the current research study. However, longitudinal studies and observations can be listed for small-sized-context qualitative studies in order to discover real classroom activities from both students' and instructors' sides. These data collection instruments may be facilitated by the researchers to resolve the probable existence of either match or mismatch between instructors' perceptions and practices.

Given the fact that the participation number is low in the current research study in contrast to the aimed number. Therefore, the results of the research are not representative of all context. In order to examine the EFL instructors' practices of digital technology integration in the 21st century online platforms, it is advised to reach big numbers of participants.

Limitations of the Present Research Study

Every research study has several limitations that the researcher has little or no control over them. Miller (2016) explains the limitations as the researcher has little or no control, and those can be counted as sample size, sample kind, research design, and duration of the study. One of the major limitations of the current study was the employment year of the research. The current research study was conducted during the year of COVID-19 pandemic in 2020-2021, which caused the immediate switch from face-to-face education to emergency remote education. In the current research study, the participant EFL instructors' digital technology integration levels were found to stay at the moderate level and suffer from passive listeners, ill-formed syllabus, insufficient infrastructure, and working home-office conditions under the ERE conditions. Therefore, the results of the present research study are confined to the duration of the ERE process, and cannot be generalized to regular remote education conditions. However, if the research study is replicated under regular remote education conditions, instructors' perceptions and actual classroom performances regarding digital technology integration levels may differentiate in the coming years in different contexts, which are free from the stress factor of the pandemic circumstances. Additionally, being under the pandemic lockdown conditions constituted another limitation regarding the mindset of the instructors, who were constantly under an amount of stress with various responsibilities and expectations from them, so responding to the questionnaires might not be their dominant priority of them. Hence the instructors who placed time to thoughtfully take part in the current research may not be representative of the whole context.

The sample size was still another drawback. The goal of the current research study was to attain a large sample size in Türkiye and assess the degrees of digital technology integration, online teaching motivation, and online teaching job satisfaction among EFL instructors. The COVID-19 pandemic-related lockdown made it extremely challenging to collect data from the participants. 1077 EFL instructors were contacted by institutional e-mails; however, only 243 of them participated in the quantitative portion of the study, 14 of them consented to participate in the interviews, and 8 of them consented to maintain reflection journals during the eight-week period. The bulk of the prospective participants declined to participate in the qualitative portion of the research study, citing an onerous workload that the pandemic conditions had placed on them. As a result, the findings of the study cannot be applied to the entire nation as intended.

The length of the reflection journals was another restriction for the generalizability problem. The participants consented to keep the reflection journals for just eight weeks, which could have an impact on how the results are extrapolated. The researcher supported maintaining the reflection journals for a period of twelve weeks, however the participant instructors objected to keeping them for an additional four weeks. Additionally, participant EFL instructors had not heard of the SAMR Model before and could not explain their actual classroom activities in accordance with the SAMR Model levels explicitly, which aggravated the data collection and data analysis process though participants were provided introductory information via a YouTube link, and PPT via e-mails before the data collection session.

The mixed-method explanatory descriptive design presents a sort of drawback of this study. It does not provide a causal relationship knowledge of the events, which is a drawback for defining the reasons behind the instructors' low-level classroom practices in terms of their degrees of motivation for online teaching, digital technology integration, and job satisfaction.

Conclusion

This study examined the EFL instructors' digital technology integration levels via SAMR Model during the emergency remote education process caused by the COVID-19 pandemic. More specifically, the current study tried to discover EFL instructors' perceptions of digital technology integration into synchronous classes since language education goes hand in hand with technology. Furthermore, ELT necessitates optimal technology integration into the classes in order to make the students feel out of the box and present them interactive language education environment in comply with the needs of the century. Under the COVID-19 pandemic conditions, educational institutions switched into emergency remote education conditions, and the researcher of the present study tried to investigate EFL instructors' technology integration levels in the obligatory synchronous classes and discover whether instructors' perceptions of digital technology integration into the synchronous classes under the obligatory conditions are reflected in their actual classroom performances. While examining the instructors' digital technology integration perceptions and performances, SAMR Model was utilized since under the ERE conditions instructors already had to integrate the digital technologies into their classes, but the significant point is to inspect the level of their integration and efficiency of their performances. Hence ERE process was used as an opportunity to measure up the instructors' actual digital technology integration levels. Additionally, the instructors' online teaching motivation levels and job satisfaction levels, and the relationship between them and their digital technology integration practices were examined as well. The data was collected via online interviews, reflection journals, open-ended responses, and e-mail questionnaires.

Both the quantitative and qualitative findings of the present research study demonstrated that the EFL instructors could not reflect their perceptions of digital technology integration into their actual online classes. The instructors' perceptions contradicted with their performances since they responded to the questions with a positive approach, but they underlined that they were not able to perform the digital technology

integration actively because of various reasons ranging from passive listeners to insufficient infrastructure in the interviews. While the quantitative findings showed that the Redefinition level was favoured at the second place after the Substitution level, it was underlined in the qualitative findings that the EFL instructors' actual classroom practices stayed mainly at the Substitution level, and reached the Modification level rarely at the highest. In the sme vein with Gündüz (2014), all means of the qualitative data collection tools discovered that they were not able to conduct interactive language education as an unsurprising result of the students' poor-level attendance to the activities and students' irrelevant attitudes towards the online classes. The EFL instructors' complained about non-interactive online classes during the ERE, this may have been caused by the students' unconsciousness about how to benefit from online education conditions and their low-level of readiness for the synchronous education (Kirmizi, 2015). The results showed that the students were quite hesitant to take part in the online classes interactively as they preferred to become passive learners during the process which decreased the chance of an effective learning setting. A precise ELT can be reached through interactive students and interactive classes. However, apart from infrastructure problems, students' hesitance and passiveness hampered the interactive technology integration during ERE.

In addition to the passive students and insufficient infrastructure, instructors were forced to repeat the Substitution level and reach the Modification level at the highest because of the ill-formed syllabus, and working home-office conditions. Not only technology integration levels but also online teaching job satisfaction levels and motivation levels of the participant instructors were hampered by the aforementioned reasons. Although the online teaching process seemed comfortable and easy to adopt at the beginning, it made burnout affect on the instructors, especially, woman instructors. The instructors lost their eagerness to begin online classes, and at the end of the classes, they were not pleased with their teaching practices since they were able to cover only very basic and limited topics without placing any functional digital sources. Therefore, poor-level technology integration made

the instructors demotivated and unsatisfied. However, teaching in the comfort zone via getting the maximum profit from the current digital technologies is expected to be more beneficial, motivating, and uplifting. The study showed that online education was enrolled and benefitted at a moderate level in the context of the present study, Türkiye. Synchronous teaching objectives were not accomplished as imagined by the EFL instructors because of the gap between the technology and available conditions regarding instructors' background education, experiences, and the budget.

As a personal comment, being an English instructor at a school of foreign languages and studying on 21st-century language education, and working at the distance education department apart from face-to-face education department, it was me who was eager to discover the EFL instructors' perceptions of integrating digital technologies into their courses, and ERE process was an opportunity to examine it. I wanted to see to what extent EFL instructors are updated with the needs of the century, and put their theoretical knowledge into their classroom practices in the context of Türkiye. Since language education should not be considered to be a course book teaching approach, adversely it renews itself within the immediate conditions. Besides, the rationale of the current study, which pushed me hard to investigate more, was the gap in the literature. Although there exist studies on the relationship between technology adaptation and ELT, instructors' digital technology integration levels have not been studied. As shown in the current study, the Substitution and the Augmentation level should not be preferred to be practiced for a long duration in remote education modes if the aim is to reach and polish higher-order skills, which are significant in ELT in the 21st century. Therefore, overall, as a researcher and an experienced EFL instructor, I consider that digital technology integration into classes is vital for precise, modernized, and updated language education, and that policy makers should make instructors gain awareness about the novel ELT methods and technics by prioritizing setting up professional development units in the higher education institutions.

REFERENCES

Abbitt, J. (2011). An investigation of the relationship between self-efficacy beliefs about technology integration and technological pedagogical content knowledge (TPACK) among preservice teachers. *Journal of Digital Learning in Teacher Education*, *27*(4),

Abdullah, M. R. T. L. (2014). Development of activity-based mLearning implementation model for undergraduate english language learning. [Doctoral dissertation, University of Malaya].

Afshari, M., Bakar, K., Luan, W. S., Samah, B. A., & Fooi, F. S. (2009). Factors affecting teachers' use of information and communication technology. *International Journal of Instruction, 2*(1), 77-104.

Ainscow, M. (2020). Inclusion and equity in education: Making sense of global challenges. *Prospects, 49*(3), 123-134.

Akkaş, F. D. (2023). An evaluation of an english language course given via distance education. *Bartın University Journal of Faculty of Education, 12*(1), 30-46. https://doi.org/10.14686/buefad.927281

Akyürek, M. İ. (2020). Uzaktan eğitim: bir alanyazın taraması [Distance Education: A literature review]. *Medeniyet Eğitim Araştırmaları Dergisi, 4*(1), 1-9.

Al-Ali, S. (2014). Embracing the selfie craze: Exploring the possible use of Instagram as a language mLearning tool. *Issues and Trends in Educational Technology, 2*(2), 1-16.

Allen, E., & Seaman, J. (2014). *Grade change: Tracking online education in the United States*. Babson Survey Research Group and Quahog Research Group. http://sloanconsortium.org/publications/survey/ grade-change-2013

Alivi, J. S. (2019). A review of TPACK and SAMR models: How should language teachers adopt technology? *Journal of English for Academic and Specific Purposes*, *2*(2), 1-11.

Alzubi, A., Manjet, K. M. S., & Hazaea, A. N. (2019). Investigating reading learning strategies through smartphones on saudi learners' psychological autonomy in reading context. *International Journal of Instruction*, *12*(2), 99-114.

Ambigapathy, P. (2007, August 18-20). *Teaching English in rural schools: Reflections and best Practices*. [Conference Presentation], 2007 Southern Thailand English Language Teaching/Cultural Change Conference. Thailand.

An, Y., & Reigeluth, C. (2012). Creating technology-enhanced, learner-centered classrooms: K-12 teachers' beliefs, perceptions, barriers, and support needs.

Journal of Digital Learning in Teacher Education, *28*(2), 54–62. https://files.eric.ed.gov/fulltext/EJ960151.pdf

Anderson, L.W., and Krathwohl, D.R. (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy*. Longman.

Andrade, M. S. (2014). Higher education access and success through distance english language learning. *Athens Journal of Education*, *1*(3), 211-221.

Ansley, B., Houchins, D., & Varjas, K. (2019). Cultivating positive work contexts that promote teacher job satisfaction and retention in high-need schools. *Journal of Special Education Leadership, 32*(1), 3–16.

Arstorp, A. T. (2018). Future classroom labs in norwegian pre-service teacher education. In: Wu TT., Huang YM., Shadiev R., Lin L., Starčič A. (Eds), *Innovative Technologies and Learning* (pp. 418-426). Springer. https://doi.org/10.1007/978-3-319-99737-7_30

Ateş, A., & Altun, E. (2008). Bilgisayar öğretmeni adaylarının uzaktan eğitime yönelik tutumlarının çeşitli değişkenler açısından incelenmesi [An investigation of pre-service computering teachers' attitudes towards distance education from various variables]. *Gazi Üniversitesi Eğitim Fakültesi Dergisi, 28*(3), 125-145.

Aydın, S. (2013). Teachers' perceptions about the use of computers in EFL teaching and learning: The case of Türkiye. *Computer Assisted Language Learning, 26*(3), 214 - 233.

Azar, A. S., & Nasiri, H. (2014). Learners' attitudes toward the effectiveness of mobile assisted language learning (MALL) in L2 listening comprehension. *Procedia-Social and Behavioral Sciences*, *3*(98), 1836-1843.

Aziz, H. (2010). *The 5 keys to educational technology*. The Journal. https://thejournal.com/articles/2010/09/16/the -5-keys-to-educational-technology .aspx

Aziz, F., Akhtar, M. S., & Rauf, M. (2012). The motivation level of trained male and female teachers at higher education level in Pakistan: A comparative study. *The Dialogue, 7*(2), 37 - 50.

Baker, K. (1986). Dilemmas at a distance. *Assessment and evaluation in higher education 11*(3), 219 – 230.

Bakir, N. (2015). An exploration of contemporary realities of technology and teacher education: Lessons learned. *Journal of Digital Learning in Teacher Education, 31*(3), 117-130. https://doi.org/10.1080/21532974.2015.1040930

Bandura, A. (1986). The explanatory and predictive scope of self-efficacy theory. *Journal of social and clinical psychology*, *4*(3), 359 - 373.

Barber, M., & Mourshed, M. (2009). *Shaping the future: How good education systems can become great in the decade ahead*. McKinsey Company. http://www.eurekanet.ru/res_ru/0_hfile_1906_1.pdf

Barış, M. F. (2015). Üniversite öğrencilerinin uzaktan öğretime yönelik tutumlarının incelenmesi: Namık Kemal üniversitesi örneği [An investigation of university students' attitudes towards distance education: The case of Namık Kemal University]. *Sakarya University Journal of Education*, *5*(2), 36-46.

Baser, D., Kopcha, T. J., & Ozden, M. Y. (2016). Developing a technological pedagogical content knowledge (TPACK) assessment for preservice teachers learning to teach English as a foreign language. *Computer Assisted Language Learning*, *29*(4), 749 - 764.

Bauer, J. & Kenton, J. (2005). Toward technology integration in the schools: Why it isn't happening. *Journal of Technology and Teacher Education, 13*(4), 519 - 546.

Bebell, D., & Kay, R. (2010). One to one computing: A summary of the quantitative results from the Berkshire wireless learning initiative. *Journal of Technology, Learning, and Assessment, 9*(2), 321-337. https://ejournals.bc.edu/index.php/jtla/article/view/1607

Beisel, C. A. (2017). New or novice teacher integration of mobile learning instruction. [Doctoral dissertation, Walden University]. ProQuest.

Beldarrain, Y. (2006). Distance education trends: Integrating new technologies to foster student interaction and collaboration. *Distance Education,* 27(2), 139-153. https://doi.org/10.1080/01587910600789498

Billings, E. S., & Mathison, C. (2012). I get to use an ipod in school? Using technology-based advance organizers to support the academic success of English learners. *Journal of Science Education and Technology*, *21*(4), 494-503.

Birişçi, S. (2013). Video konferans tabanlı uzaktan eğitime ilişkin öğrenci tutumları ve görüşleri [Students' attitudes and oppions of video-conferenced education]. *Journal of Instructional Technologies & Teacher Education*, *1*(2), 24-40.

Birmingham, C. (2004). Phronesis a model for pedagogical reflection. *Journal of Teacher Education*, *55*(4), 313-324.

Bloom, B. S. (1965). *Taxonomy of educational objectives: The classification of educational goals.* David McKay Company.

Blumenfeld, P. C., Mergendoller, J. R., & Swarthout, D. W. (1987). Task as a heuristic for understanding student learning and motivation, *Journal of Curriculum Studies, 19*(2), 135-148. https://doi.org/ 10.1080/0022027870190203

Borg, S. (2003a). Teacher cognition in language teaching: A review of research on what language teachers think, know, believe, and do. *Language Teaching, 36*(2), 81–109

Bosch, C., Mentz, E. & Reitsma, G.M. (2019). Integrating cooperative learning into the combined blended learning design model: Implications for students' intrinsic motivation, *International Journal of Mobile and Blended Learning, 11*(1), 58-73. https://doi.org/10.4018/IJMBL.2019010105

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian Journal of Distance Education, 15*(1), 1–6.

Bögel, P., Oltra, C., Sala, R., Lores, M., Upham, P., Dütschke, E., & Wiemann, P. (2018). The role of attitudes in technology acceptance management: Reflections on the case of hydrogen fuel cells in Europe. *Journal of Cleaner Production*, *18*(8), 125 - 135.

Brooks Kirkland, A. (2014). Models for technology integration in the learning commons. *School Libraries in Canada, 32*(1), 14-18.

Brown, K. M., & Wynn, S.R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools, 8*(1), 37–63. https://doi.org/10.1080/15700760701817371

Büyüköztürk, Ş. (2011), *Sosyal bilimler için veri analizi el kitabı* [A Quide Book on Data Analysis for Social Sciences]. Pegem.

Cabaroglu, N. (1999). Development of student teachers' beliefs about learning and teaching in the context of a one-year postgraduate certificate of education programme in modern foreign languages. [Doctoral dissertation, University of Reading]. ProQuest.

Cadlof, E. (2020, February). Uzaktan eğitime ilişkin görüşler [Various opinions on distance education]. https://er.educause.edu/articles/2020/3/the-differencebetween-emergency-remote-teaching-and-online-learning.

Carver, L. (2016). Teacher perceptions of barriers and benefits in K-12 technology usage. *The Turkish Online Journal of Educational Technology, 15*(1), 110–116. https://files.eric.ed.gov/fulltext/EJ1086185.pdf

Cavanaugh, C., Gillan, K. J., Kromrey, J., Hess, M., & Blomeyer, R. (2004). The effects of distance education on K-12 student outcomes: A meta-analysis. *International Journal of Educational Telecommunications 7*(1), 73–88.

Chang, M. M., & Lan, S. W. (2021). Exploring undergraduate EFL students' perceptions and experiences of a moodle-based reciprocal teaching application. *Open Learning: The Journal of Open, Distance and e-Learning*, *36*(1), 29-44. https://doi.org/10.1080/02680513.2019.1708298

Chuang, Y. H., & Tsao, C. W. (2013). Enhancing nursing students' medication knowledge: The effect of learning materials delivered by short message service. *Computers & Education, 8*(61), 168–175. https://doi.org/10.1016/j.compedu.2012.09.013

Chou, C.C., Block, L., & Jesness, R. (2012). A case study of mobile learning pilot project in K-12 schools. *Journal of Educational Technology Development and Exchange, 5*(2), 11-26.

Chubbuck, S. M. (2010). Individual and structural orientations in socially just teaching: Conceptualization, implementation, and collaborative effort. *Journal of Teacher Education, 61*(3), 197-210. https://doi.org/10.1177/0022487109359777

Coldeway, D. O. (1988). Methodological issues in distance educational research. *American Journal of Distance Education*, *2*(3), 45-54.

Consortium for School Networking (2019, September). *CoSN's 2018-2019 Annual Infrastructure Report.*. https://www.cosn.org/sites/default/files/CoSNs%202018%202019%20Annual%20Infrastructure%20Survey%20Report%20final_0.pdf

Cornelius, S., & Marston, P. (2009). Towards an understanding of the virtual context in mobile learning. *Research in Learning Technology, 17*(3), 161–172. https://doi.org/10.1080/09 687760903247617

Crawford, L., Schmeister, M., & Biggs, A. (2008). Impact of intensive professional development on teachers' use of sheltered instruction with students who are English language learners. *Journal of In-service Education*, *34*(3), 327-342.

Creswell, J. W. (2003). *Qualitative, quantitative and mixed methods approaches*. Sage Publications.

Creswell, J. W. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches.* Sage Publications.

Compton, L. K. L., Davis, N., & Mackey, J. (2009). Field experience in virtual schools: To be there virtually. *Journal of Technology and Teacher Education, 17*(4), 459–477.

Conrad, D. (2004). University instructors' reflections on their first online teaching experiences. *Journal of Asynchronous Learning Networks, 8*(2), 31-44.

Dawson, C. (2002). *Practical research methods.* How to books.

Deci, E. L., & Ryan, R. M. (1985). *Intrinsic motivation and self-determination in human behavior.* Plenum Press.

Delgado, A., Wardlow, L., McKnight, K., & O'Malley, K. (2015). Educational technology: A review of the integration, resources, and effectiveness of technology in K-12 classrooms. *Journal of Information Technology Education, 57*(14), 397–416. https://doi.org/10.28945/2298

Dewey, J. (1897). My pedagogical creed. *The School Journal 54*(3), 77–80. https://infed.org/mobi/john-dewey-my-pedagogical-creed/

Didonna, T. (2018). Job satisfaction, morale, and experience: A predictive study of teachers' self-efficacy. [Doctoral dissertation, Capella University]. ProQuest.

DiPietro, M. (2010). Virtual school pedagogy: The instructional practices of K-12 virtual school teachers. *Journal of Educational Computing Research, 42*(3), 327–354. http://doi.org/10.2190/EC.42.3.e

Dörnyei, Z. (2007). *Research methods in applied linguistics*. Oxford University Press.

Ehrman, M, & Oxford, R. (1990). Owls and doves: Cognition, personality, and language success. In J.E. Altis, (Ed.), *Linguistics, language teaching, and the interdependence of theory, practice, and research* (pp. 413-437). Georgetown University Press.

Emin, M. N. & Altunel, M. (2021). *Koronavirüs sürecinde Türkiye'nin uzaktan eğitim deneyimi.* [Distance education experience of Türkiye in the process of COVID-19]. Turkuvaz.

Ertmer, P. A. (1999). Addressing first- and second-order barriers to change: Strategies for technology integration. *Educational Technology Research and Development, 47*(4), 47-61 (1999). https://doi.org/10.1007/BF02299597

Ertmer, P., & Ottenbreit-Leftwich, A. (2010). Teacher technology change: How knowledge, confidence, beliefs, and culture intersect. *Journal of Research on Technology in Education, 42*(3), 255–284. https://files.eric.ed.gov/fulltext/EJ882506.pdf

Evans, C. (2008). The effectiveness of m-learning in the form of podcast revision lectures in higher education. *Computers & Education, 50*(2), 491–498. https://doi.org/10.1016/j.compedu.2007.09.016

Farooq, M. U., Al Asmari, A., & Javid, C. Z. (2012). A study of online English language teacher education programmes in distance education context in Pakistan. *English Language Teaching*, *5*(11), 91-103.

Ferdig, R. E., Cavanaugh, C., DiPietro, M., Black, E. W., & Dawson, K.,(2009). Virtual schooling standards and best practices for teacher education. *Journal of Technology and Teacher Education, 17*(4), 479–503.

Ferri, F., Grifoni, G., & Guzzo, T. (2020). Online learning and emergency remote teaching: Opportunities and challenges in emergency situations. *Societies, 10*(4), 1-18.

Freeman, B. (2012). Using digital technologies to redress inequities for English language learners in the english speaking mathematics classroom. *Computers & Education*, *59*(1), 50-62.

Flowers, T. (2004). Why do public school teachers leave their profession? [Unpublished doctoral dissertation, Capella University].

Gallagher-Landis, J. (2017). One-to-one Chromebook: Impact on student achievement across content areas. [Doctoral dissertation, Gwynedd Mercy University]. ProQuest.

García, E. & Weiss, E. (2020). *COVID-19 and student performance, equity, and US education policy: Lessons from pre-pandemic research to inform relief, recovery, and rebuilding*. Economic Policy Institute Press.

Genc, G., Kulusakli, E., Aydin, S. (2016). A comparative study on the motivation and attitudes of language learners of online distance and traditional in-classroom education. *Turkish Online Journal of Distance Education. 17*(4), 63-75.

Geer, R., White, B., Zeegers, Y., Au, W., & Barnes, A. (2015). Emerging pedagogies for the use of ipads in schools. *British Journal of Educational Technology*, *48*(2), 490-498. https://doi.org/10.1111/bjet.12381

Giannini, S. & Lewis, S. G. (2020, June 9). *Three ways to plan for equity during the coronavirus school closures*. https://gemreportunesco.wordpress.com/2020/03/25/three-ways-to-plan-for-equity-during-the-coronavirus-school-closures

Gkatzidou, V., & Pearson, E. (2009, July 15-17). *A transformation, augmentation, substitution service (TASS) to meet the needs and preferences of the individual learner.* [Conference presentation], Ninth IEEE International Conference on Advanced

Learning Technologies, Washington, DC. United States. https://dl.acm.org/doi/proceedings/10.5555/1582708

Godzicki, L., Godzicki, N., Krofel, M., & Michaels, R. (2013). *Increasing motivation and engagement in elementary and middle school students through technology-supported learning environments* (Publication No. 145667017) [Master's thesis, Saint Xavier University]. Semantic Scholar.

Göçen, A., Eral S.H., & Bücük, M.H. (2020). Teacher perceptions of a 21st century classroom. *International Journal of Contemporary Educational Research, 7*(1), 85-98. https://doi.org/10.33200/ijcer.638110

Göktaş, Y., Gedik, N., & Baydas, O. (2013). Enablers and barriers to the use of ICT in primary schools in Turkey: A comparative study of 2005–2011. *Computers & Education, 68*(9)*,* 211-222.

Graham, A. D. (2019). Benefits of online teaching for face-to-face teaching at historically black colleges and universities. *Online Learning*, *23*(1), 144–163. https://doi.org/10.24059/olj.v23i1.1435

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments. *Teachers College Record, 113*(11), 2552–2585.

Gorder, L. (2008). A study of teacher perceptions of instructional technology integration in the classroom*. The Delta Pi Epsilon Journal*, *50*(2), 63–76.

Greenberg, G. (1998). Distance education technologies: Best practices for K-12 settings. *IEEE Technology and Society Magazine, 17*(4)*,* 36-40.

Gromik, N. (2012). Cell phone video recording feature as a language learning tool: A case study. Computers & Education, *58*(1), 223–230. https://doi.org/10.1016/j.compedu.2011.06.013

Guay, F., Vallerand, R. J., & Blanchard, C. (2000). On the assessment of situational intrinsic and extrinsic motivation: The situational motivation scale (SIMS). *Motivation and Emotion, 24*(3), 175–213. https://doi.org/10.1023/A:1005614228250

Gustad, A. R. (2014). The impact of technology tools on literacy motivation on elementary school english language learners: Podcasting in a 4th grade EAL class. *International Schools Journal. 34*(1), 75 - 84.

Gülbahar, Y., & Güven, I. (2008). A survey on ICT usage and the perceptions of social studies teachers in Turkey. *Journal of Educational Technology & Society, 11*(3), 37-51.

Gürer, M. D., Tekinarslan, E., & Yavuzalp, N. (2016). Çevrimiçi ders veren öğretim elemanlarının uzaktan eğitim hakkındaki görüşleri [Opinions of instructors who give lectures online about distance education]. *Turkish Online Journal of Qualitative Inquiry, 7*(1), 47-78.

Gündüz, A. Y. (2013). Öğretmen adaylarının uzaktan eğitim algısı [Pre-service teachers' perceptions of distance education], [Master thesis, Sakarya University]. Sakarya Üniversitesi Eğitim Bilimleri Enstitüsü.

Gündüz, M. (2014). Analysing language classrooms through classroom interaction. *Journal of human sciences*, *11*(2), 1149-1166.

Hair, J. F., Black, W. C., Babin, B. J., & Anderson, R. E. (2010). *Multivariate data analysis: A global perspective (7th ed.).* Pearson Education.

Hamilton, E., Rosenberg, J., & Akcaoglu, M. (2016). The substitution augmentation modification redefinition (SAMR) model: A critical review and suggestions for its use. *TechTrends*, *60*(5), 433 - 441. https://doi.org/10.1007/s11528-016-0091-y

Hauck, M., & Stickler, U. (2006). What does it take to teach online? *CALICO Journal, 23*(3), 463–475.

Herold, B. (2016). Technology in education: An overview. *Education Week*, *20*(7), 129 -141.

Herro, D., & Quigley, C. (2017). Exploring teachers' perceptions of STEAM teaching through professional development: Implications for teacher educators. *Professional Development in Education, 43*(3), 416 – 438.

Herzberg, F. (1968). One more time: How do you motivate employees? *Harvard Business Review, 46*(1), 53–62. https://hbr.org/2003/01/one-more-time-how-do-you-motivateemployees

Higher Education Council [YÖK], (April, 2020). *YÖK üniversitelerimizdeki uzaktan öğretimin bir aylık fotoğrafını çekti* [YÖK took the phote of the first month of the remote education]. https://www.yok.gov.tr/Sayfalar/Haberler/2020/uzaktanegitimeyonelikdegerlendirme.aspx

Hockly, N. (2012). Mobile learning. *ELT Journal*, *67*(1), 80-84.

Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). *The difference between emergency remote teaching and online learning.* Educause Review. https://er.educause.edu/articles/2020/3/thedifferencebetween-emergency-remoteteaching-and-online-learning.

Hokanson, S. G. (2000a). Individual cognitive styles of university students and acquisition of spanish as a foreign language. *Hispania*, *83*(3), 511-520.

Hokanson, S. G. (2000b). Distance education in foreign languages. *Rocky Mountain Review of Language and Literature*, *54*(2), 85-93.

Hopkyns, S., & Nicoll, T. (2014). Using avatars for digital role-playing to enhance fluency in the classroom. *Learning by doing: HCT educational technology series, 3(1)*, 13-22. https://www.researchgate.net /profile/Sarah Hopkyns/ publication/289125692 Using avatars for digital roleplaying to enhance fluency in the classroom/links/56894eb308ae1975839a951b.pdf

Howlett, K. M., Allred, J., Beck, D., & Mysore, A. R. (2019). An english learner service-learning project: Preparing education majors using technology and the SAMR model. *Call-Ej*, *20*(2), 128-149.

Hutchison, A., & Reinking, D. (2011). Teachers' perceptions of integrating information and communication technologies into literacy instruction: A national survey in the United States. *Reading Research Quarterly, 46*(4), 312–333. https://doi.org/10.1002/RRQ.002

Hyllegard, D., & Burke, D. M. (2002). *Online and technology-enhanced classroom instruction: A comparative study of student achievement.* American Educational Research Association.

Igneri, N., & American Management Association. (2005, May). *Effectively implementing a blended learning approach: Maximizing advantages and eliminating disadvantages*. http://adlcommunity.net/file.php/11/Documents/Eedo Knowledgeware whitepaper Blended Learning AMA.pdf

Inan, F. A., & Lowther, D. L. (2010). Factors affecting technology integration in K-12 classrooms: A path model. *Educational Technology Research and Development, 58*(2), 137-154.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record, 114*(10), 1–39.

Jude, L. T., Kajura, M. A., & Birevu, M. P. (2014). Adoption of the SAMR model to asses ICT pedagogical adoption: A case of Makerere university. *International Journal of e-Education, e-Business, e-Management and e-Learning, 4*(2), 106-115. https://doi.org/10.7763/IJEEEE.2014.V4.312

Kachru, B. B. (1997). World englishes and english-using communities. *Annual Review of Applied Linguistics*, *17*(2), 66-87.

Karaca, İ., Karaca, N., Karamustafaoğlu, N., & Özcan, M. (2021). Öğretmenlerin uzaktan eğitimin yararına ilişkin algılarının incelenmesi. *Humanistic Perspective*, *3*(1), 209-224.

Kerlinger, F.N. (1986). *Foundations of behavioural research* (3rd edn). CBS Publishing.

Kim, H., & Kwon, Y. (2012). Exploring smartphone applications for effective mobile-assisted language learning. *Multimedia-Assisted Language Learning, 15*(1), 31-57.

Kirkland, A. B. (2014). Models for technology integration in the learning commons. *School Libraries in Canada, 32*(1), 14-18.

Kirmizi, Ö. (2015). The influence of learner readiness on student satisfaction and academic achievement in an online program at higher education. *Turkish Online Journal of Educational Technology-TOJET*, *14*(1), 133-142.

Kocayiğit, A., & Uşun, S. (2020). Milli Eğitim Bakanlığına bağlı okullarda görev yapan öğretmenlerin uzaktan eğitime yönelik tutumları: Burdur ili örneği [State schools' teachers' attitudes towards distance education: The city of Burdur case]. *Avrasya Uluslararası Araştırmalar Dergisi, 8*(23), 285-299.

Kolb, L. (2019). Smart classroom-tech integration. *Educational Leadership: The Tech-Savvy School, 76*(5), 20–26. http://www.ascd.org/ publications/ educational_ leadership/feb19/vol76/num05/Smart_Classroom-Tech_Integration.aspx

Korkmaz, G. & Toraman, Ç. (2020). Are we ready for the post-COVID-19 educational practice?: An investigation into what educators think as to online learning. *International Journal of Technology in Education and Science, 4*(4), 293-309.

Krashen, S. (1985). *The input hypothesis: Issues and implications*. Longman.

Kramsch, C. (2017). Preface to the Special Issue. *L2 Journal*, *9*(2), 17-24.

Kukulska-Hulme, A., Lee, H., & Norris, L. (2017). Mobile learning revolution: Implications for language pedagogy. In C. A. Chapelle, & S. Sauro (Eds.). *The handbook of technology and second language teaching and learning* (pp. 217-233). John Wiley & Sons.

Kumaravadivelu, B. (2001). Toward a postmethod pedagogy. *TESOL quarterly*, *35*(4), 537-560.

Kumcagiz, H., Ersanli, E., & Alakis, K. (2014). Hopelessness, procrastination and burnout in predicting job satisfaction: A reality among public school teachers. *International*

Journal of Academic Research, 6(1), 333–339. https://doi.org/10.7813/2075-4124.2014/6-1/B.45

Larrivee, B. (2000). Transforming teaching practice: Becoming the critically reflective teacher. *Reflective Practice, 1*(3), 293-307.

Lei, J. (2009). Digital natives as preservice teachers: What technology preparation is needed?. *Journal of Computing in Teacher Education, 25*(3), 87-97.

Levent, A. F. ve Şallı, D. (2022). Pandemi sürecinde uzaktan eğitimde yaşanan etik sorunlar ve çözüm önerilerine ilişkin öğretmen ve öğrenci görüşleri. [Teacher and student opinions on the ethical problems experienced during distance education and suggested solutions], *İş Ahlakı Dergisi*, *15*(1), 109-149.

Lin, M., & Lucey, T. A. (2010). Individual and group reflection strategies: What we learned from preservice teachers. *Multicultural Education*, *18*(1), 51-54.

Liu, P. E., & Tsai, M.K. (2013). Using augmented-reality-based mobile learning material in EFL English composition: An exploratory case study. *British Journal of Educational Technology, 44*(1). 1-4. https://doi.org/10.1111/j.1467-8535.2012.01302.x

Long, M. (1996). The role of the linguistic environment in second language acquisition. In W. Ritchie, & T. Bhatia (Eds.), *Handbook of second language acquisition* (pp. 413-468). Academic Press.

Lyddon, P. A. (2016). *Mobile-assisted language learning and language learner autonomy.* Eurocall.

Macdonald, S., & MacIntyre, P. (1997). The generic job satisfaction scale: Scale development and its correlates. *Employee Assistance Quarterly, 13*(2), 1–16. https://doi.org/10.1300/J022v13n02_01

Marek, M. W., Chew, C. S. & Wu, W. V. (2021). Teacher experiences in converting classes to distance learning in the COVID-19 Pandemic. *International Journal of Distance Education Technologies, 19*(1), 40–60.

Martin, T. J. (2020). *The effect of teacher perceptions and self-efficacy for technology with the use of the samr model.* (Doctoral dissertation, Wingate University).

McClelland, D. C. (1985). How motives, skills, and values determine what people do. *American Psychologist, 40*(7), 812–825. https://doi.org/10.1037/0003-066X.40.7.812

McGregor, D. (1960). *The human side of enterprise*. McGraw-Hill Book Co.

McPherson, M., & Nunes, M. B. (2004). D*eveloping innovation in online learning: An action research framework*. Routledge Flamer. http://dx.doi.org/10.4324/9780203426715

McIsaac, M. S., & Blocher, J. M. (1998). How research in distance education can affect practice. *Educational Media International, 35(*1), 43-47. doi:10.1080/09 52398980350112

McKenna, J. M. (2015). *The development of 21st century skills among incarcerated youth: A need assessment of teachers*. (Doctoral dissertation, University of Southern California), ProQuest.

Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2010). *Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies.* Report prepared for the US Department of Education, Office of Planning, Evaluation, and Policy.

Miglani, A., & Awadhiya, A. K. (2017). Mobile learning: readiness and perceptions of teachers of open universities of commonwealth asia. *Journal of Learning for Development, 4*(1), 58-71.

Milanowski, A. (2000). School-based performance award programs and teacher motivation. *Journal of Education Finance, 25*(4), 517–544. http://www.jstor.org/stable/40691079

Miles, M. B., Huberman, A. M. (1994). *Qualitative data analysis.* (2nd ed.). Sage Publication.

Morris, P. E. (2021). *Teachers and tech: the relationship between motivation to incorporate educational technology and teacher job satisfaction* (Doctoral dissertation, Centenary University). ProQuest.

Muilenburg, L.Y. & Berge, Z.L. (2015). Revisiting teacher preparation: Responding to technology transience in the educational setting. *Quarterly Review of Distance Education, 16*(2), 93-105.

Murphy, L., Shelley, M., & Baumann, U. (2010). Qualities of effective tutors in distance language teaching: Student perceptions. *Innovation in Language Learning and Teaching*, *4*(2), 119–136. https://doi.org/10.1080/17501220903414342

Mwalongo, A. (2011). Teachers' perceptions about ICTs for teaching, professional development, administration and personal use. *International journal of education and development using* ICT, 7(3), 36-49.

Nawaz, A., & Qureshi, Q. A. (2010). Eteaching/Epedagogy threats & opportunities for teachers in heis. *Global Journal of Management and Business Research, 10*(9), 23-31.

Neal, B. & Georges Jr, C. T. (2020). From Integration to cultural consciousness: The call for culturally engaging environments on community college campuses. *Insights on Equity and Outcomes, 23(3),* 45-54.

Nicol, A., Owens, S., Le Coze, S., MacIntyre, A., & Eastwood, C. (2018). Comparison of high technology active learning and low-technology active learning classrooms. *Active Learning in Higher Education, 19(*3), 253–265.

https://doi.org/10.1177/1469787417731176

Nichols, B. E. (2020). Equity in music education: Access to learning during the pandemic and beyond. *Music Educators Journal, 107*(1), 68-70.

Nomenclature of Territorial Units for Statistics [NUTS], (2021, May 5). Statistical Regions of Turkey (n.d.). https://en.wikipedia.org/wiki/NUTS_statistical_regions_of_Turkey.

Pallant, J. (2011). *SPSS survival manuel: A step by step guide to data analysis using SPSS.* Allen & Unwin.

O'Hara, S., & Pritchard, R. (2008). Hypermedia authoring as a vehicle for vocabulary development in middle school english as a second language classrooms. *Clearing House, 82*(2), 60-65.

O'Hara, S., Pritchard, R., & Pella, S. (2011). *The teaching using technology studio (TUTS): learning to use new technologies through responsive teacher professional development.* Association for the Advancement of Computing in Education (AACE).

Organisation for Economic Co-operation and Development (OECD). (2015). *Schooling redesigned: Towards innovative learning systems*, *Educational Research and Innovation.* OECD Publishing. https://doi.org/10.1787/9789264245914-en

Organisation for Economic Co-operation and Development (OECD). (2019). *social impact investment 2019: the impact imperative for sustainable development.* OECD Publishing

Oxford, R. L. (1990). Styles, strategies, and aptitude: Connections for language learning. *Document Resume*, 73(2), 18-22.

Önalan, O., & Gökçe, K. (2020). Exploring Turkish EFL teachers' perceptions of the factors affecting technology integration: A case study. *Journal of Language and Linguistic Studies*, *16*(2), 626-646.

Özdemir, S. (2017). Teacher views on barriers to the integration of information and communication technologies in Turkish teaching. *International Journal of Environmental & Science Education*, *12*(3), 505-521.

Özdamli, F., & Uzunboylu, H. (2015). M-learning adequacy and perceptions of students and teachers in secondary schools. *British Journal of Educational Technology*, *46*(1), 159-172.

Pallant, J. (2011). *Survival manual*: *A step by step guide to data analysis using SPSS*. Open University Press.

Papert, S. (1980). *Mindstorms: children, computers, and powerful ideas.* Basic Books.

Partnership for 21st Century Skills [P21], (2017, June). Skills for today research series 2017. http://www.p21.org/component/content/article/36-general/2291-skillsfortodaycommunication

Pas, T., Bradshaw, C., & Hershfeldt, P. (2012). Teacher- and school-level predictors of teacher efficacy and burnout: Identifying potential areas for support. *Journal of School Psychology, 50*(1), 129–145. https://doi.org/10.1016/j.jsp.2011.07.003

Patria, A. J. M. (2019). *Enhancing English language teaching and learning through Ipadagogy, ACLL 2019 Conference Proceedings.*

Patton, D. L. (2015). *A phenomenological narrative of teachers' implementation of 1: 1 technology integration based on the SAMR Model. (*Doctoral dissertation, Lamar University-Beaumont). https://eric.ed.gov/?id=ED571700

Payne, J. S. (2000). *A study of the effects of individual differences in working memory capacity and synchronous computer-mediated communication in a second language on second language oral proficiency development*. (Doctoral dissertation, Washington State University). ProQuest.

Pei, L., & Wu, H. (2019). Does online learning work better than offline learning in undergraduate medical education? A systematic review and meta-analysis. *Medical Education Online*, *24*(1), 538-551.

Penuel, W. R. (2006). Implementation and effects of one-to-one computing initiatives: A research synthesis. *Journal of Research on Technology in Education, 38*(3), 329–348.

Persson, V., & Nouri, J. (2018). A systematic review of second language learning with mobile technologies. *International Journal of Emerging Technologies in Learning*, *13*(2), 188-210.

Pfaffe, L. D. (2017). *Using the SAMR Model as a framework for evaluating mLearning activities and and supporting a transformation of learning* (Doctoral Dissertation, St. john's University). ProQuest.

Pfeiffer, V. D. I., Gemballa, S., Jarodzka, H., Scheiter, K., & Gerjets, P. (2009). Situated learning in the mobile age: Mobile devices on a field trip to the sea. *Research in Learning Technology, 17*(3), 187–199. https://doi.org/10.1080/09687760903247666

Pitler, H., Hubbell, E. R., & Kuhn, M. (2012). *Using technology with classroom instruction that works*. Ascd Press.

Player-Koro, C. (2012). Factors influencing teachers' use of ICT in education. *Education Inquiry*, *3*(1), 93-108.

Portnoy, L. (2018). *Designed to learn: using design thinking to bring purpose and passion to the classroom*. Ascd Press.

Prensky, M. (2001). Digital natives, digital immigrants part 2: do they really think differently?. *On the horizon* 9(5), 1-6.

Puentedura, R. R. (2006). *Transformation, technology, and education in the state of Maine.* Hippasus. http://www.hippasus.com/rrpweblog/archives/2006_11.html

Puentedura, R. R. (2013). *SAMR: Moving from enhancement to transformation.* Hippasus.

Puentedura, R. R. (2014, June 29). *Learning, technology, and the SAMR Model: Goals, processes, and practice*. Hippasus.

Rahimi, M., & Yadollahi, S. (2011). Success in learning english as a foreign language as a predictor of computer anxiety. *Procedia Computer Science, 3*(14), 175-182.

Robledo, S. J. (2012). *Mobile Devices for Learning: What you need to know.* George Lucas Educational Foundation.

Romrell, D., Kidder, L. C., & Wood, E. (2014). The SAMR Model as a framework for evaluating mLearning. *Online Learning, 18*(2), 1-15. https://eric.ed.gov/?id=EJ1036281

Rossell, C. (2004). Teaching english through english. *Educational Leadership*, *62*(4), 32-36.

Sahay, S., & Dawson, K. (2019). *A survey to investigate teachers' perspectives toward technology integration in teaching in Delhi, India. Society for Information Technology & Teacher Education International Conference (pp.1785-1790).*

Salmon, G. (2004). *E-moderating: The key to teaching & learning online* (2nd ed). Routledge Flamer.

Sayan, H. (2020). Covid-19 pandemis sürecinde öğretim elemanlarının uzaktan eğitime ilişkin görüşlerinin değerlendirilmesi [Investigating the Academicians' oppinions of

remote education during COVID-19]. *AJIT-e: Bilişim Teknolojileri Online Dergisi*, *11*(42), 100-122.

Sawyer, L. M. (2017). *Perceptions and practice: The relationship between teacher perceptions of technology use and level of classroom technology integration.* [Doctoral dissertation, Southeastern University]. ProQuest.

Schleicher, A. (2020). *The impact of COVID-19 on education: Insights from education at a glance 2020.* OECD Publishing.

Schlesselman, L. S. (2020). Perspective from a teaching and learning center during emergency remote teaching. *American Journal of Pharmaceutical Education, 84*(8), 1042–1044.

Schrock, K. (2013, November 19). *Resources to support the SAMR Model. Kathy Schrock's guide to everything*. https://www.schrockguide.net/samr.html

Shulman, L.S. (1986). Paradigms and research programmes in the study of teaching: A contemporary perspective. In M.C. Witrock (ed.), *Handbook of Research in Education* (pp.3-36). Macmillan.

Shulman, L.S. (1987). Knowledge and teaching: Foundations of the new reform. *Harvard Educational Review. 57*(2), 1-22.

Schunk, D. H. (2012). *Learning theories an educational perspective* (6th ed.). Pearson.

Shaikh, Z. A. (2009). Usage, acceptance, adoption, and diffusion of information & communication technologies in higher education: A measurement of critical factors. *Journal of Information Technology Impact*, *9*(2), 63-80.

Shaikh, Z. A., & Khoja, S. A. (2013). Higher Education in Pakistan: An ICT integration viewpoint. *International Journal of Computer Theory and Engineering, 5*(3), 410-425.

Simonson, M., Zvacek, S. M., & Smaldino, S. (2019). *Teaching and learning at a distance: Foundations of distance education* (7th ed.). IAP.

Singh, Y. K. (2006). *Fundamental of research methodology and statistics*. New Age International.

Stewart, T. & Seauve-Rantajääskö, H. (2020). The increasing importance of how we think of the "others" during a time of uncertainty. *International Dialogues on Education: Past and Present, 3*(7), 81-86.

Sun, S. Y. H. (2014). Learner perspectives on fully online language learning. *Distance Education*, *35*(1), 18–42. https://doi.org/10.1080/01587919.2014.891428

Swain, M. (1995). Three functions of output in second language learning. In G. Cook, & B. Seidlhofer (Eds.), *Principle and practice in applied linguistics* (pp. 125-144). Oxford University Press. http://www.scribd.com/doc/ 105840639/Swain-1995-Three-functions-of-output-in-second-language-learning

Şad, S. N., & Göktaş, Ö. (2014). Preservice teachers' perceptions about using mobile phones and laptops in education as mobile learning tools. *British journal of educational technology*, *45*(4), 606-618.

Şahin, S., and L. Raw. 2010. Towards a pedagogy for adaptation studies. In D. Cutchins, L. Raw, and J. M. Welsh (Eds), *Redefining Adaptation Studies* (pp. 71-84). The Scarecrow Press.

Şahin-Kızıl, A. (2011, September 22-24). *EFL teachers' attitudes toward information and communication technologies (ICT)*. [Conference presentation], 5th International Computer & Instructional Technologies Symposium., Elazığ, Turkey. http://web.firat.edu.tr/icits2011/icits2011ProceedingBook.pdf

Şekerci, S. A. (2011). *Self-efficacy levels of prep-school instructors and its predictors.* [Master's thesis, Middle East Technical University]. YÖKtez.

Şentürk, B. & Demir, H. (2019). Contribution of the ELP use on learning turkish as a foreign language. *International Online Journal of Education and Teaching (IOJET),* 6(4). 984-999.

Tan, T., Calmer, J., & Recinos, R., (2019). Matching technology with teachers to improve and accelerate learning: Unleashing the benefits of teaching and learning using technology requires growth of technology availability in the classroom and growth in how those technologies are used. *Leadership, 48*(4), 28–33.

Tırnovalı, A. (2012). Uzaktan eğitimde internet tabanlı eğitim programlarının temel boyutlarına yönelik öğrenci ve öğretim elemanlarının görüşleri ve öneriler [Academicians' opinions of the synchronous teaching mode of the remote education and suggestions]. [Doctoral dissertation, Mersin University]. Yöktez.

Tsybulsky, D., & Levin, I. (2016, August 8-11). *SAMR framework for study technology integration in science education.* [Conference presentation]. New Perspectives in Science Education, Florence, Italy.

Tucker, C. (2019, June 21). *Using computers in the classroom: Shifting from consumption to creation.* Caitlin Tucker. https://catlintucker.com/2019/06/shifting-from-consumption-tocreation/

Turkle, S. (1995). *Life on the screen: Identity in the age of the internet.* Simon & Schuster. http://www.open.ac.uk/

United States Department of Education. (2017). *Reimagining the role of technology in education: National education technology plan*. https://tech.ed.gov/files/2017/01/NETP17.pdf

Ülkümen, H.A. (2013). *The predictors of english language preparatory school instructors' self-efficacy beliefs* [Master's thesis, Middle East Technical Universiy]. YÖKtez.

Ünal, S., & Öztürk, I. H. (2012). Barriers to ITC integration into teachers' classroom practices: Lessons from a case study on social studies teachers in Turkey. *World Applied Sciences Journal, 18*(7), 939-944.

Viberg, O., & Grönlund, Å. (2017). Understanding students' learning practices: Challenges for design and integration of mobile technology into distance education. *Learning, Media and Technology*, *42*(3), 357-377.

Wang, F., Pollock, K., & Hauseman, C. (2018). School principals' job satisfaction: The effects of work intensification. *Canadian Journal of Educational Administration and Policy*, *3*(185), 73–90. https://files.eric.ed.gov/fulltext/EJ1179195.pdf

Warschauer, M. (2000). The changing global economy and the future of English teaching. *Tesol Quarterly*, *34*(3), 511-535.

Warschauer, M., Zheng, B., Niiya, M., Cotten, S., & Farkas, G. (2014). Balancing the one-to-one equation: Equity and access in three laptop programs. *Equity & Excellence in Education, 47*(1)*,* 46–62. https://doi.org/10.1080/10665684.2014.866871

White, C. (2003). *Language learning in distance education*. Cambridge University Press.

White, C. (2013a). Distance language learning. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics* (pp. 1-5). Blackwell Publishing. https://doi.org/10.1002/9781405198431.wbeal0338

White, C. (2013b). Foreign-language distance learning programs. In C. A. Chapelle (Ed.), *The encyclopedia of applied linguistics (1-4)*. Blackwell Publishing. https://doi.org/10.1002/9781405198431.wbeal0422

Wilson, K. A. (2021). *A case study exploring student engagement with technology as measured by the arcs and samr models* [Doctoral dissertation, University of South Carolina]. ProQuest.

World Health Organization [WHO], (May, 2021). Timeline: WHO's Covid-19 response. https://www.who.int/emergencies/diseases/novelcoronavirus-2019/interactive-timeline

Woods, A. M., & Weasmer, J. (2004) Teacher persistence; Job satisfaction, mentors, leadership, and collegiality. *Education, 2*(123), 681–688.

Woolfolk, A. (2012). E*ducational psychology (12th Eds.).* Pearson Education.

Wright, W., & Sung, K. (2012). Teachers' sheltered english immersion views and practices. In M. B. Arias & C. Faltis (Eds.), *Implementing educational language policy in Arizona: Legal, historical and current practices in SEI* (pp. 86–106). Multilingual Matters.

Thomas, K., O'Bannon, B. W., & Britt, V. G. (2014). Standing in the schoolhouse door: Teacher perceptions of mobile phones in the classroom. *Journal of Research on Technology in Education, 46*(4), 373–395.

United Nations Educational, Scientific and Cultural Organization [UNESCO], (2008). *Education for all global monitoring report 2008. Overcoming inequality: Why governance matters*. Oxford University Press.

United Nations Educational, Scientific and Cultural Organization [UNESCO], (2008). *Education for all global monitoring report 2009. Overcoming inequality: Why governance matters*. Oxford University Press.

United Nations Educational, Scientific and Cultural Organization [UNESCO], (2020). *School closures caused by Coronavirus (Covid-19).* https://en.unesco.org/covid19/educationresponse

Yalçın, S. (2018). 21. yüzyıl becerileri ve bu becerilerin ölçülmesinde kullanılan araçlar ve yaklaşımlar [21st century skills and the tools and approaches for measuring]. *Ankara Üniversitesi Eğitim Bilimleri Fakültesi Dergisi, 51*(1), 183-201.

Yaman, B. (2021). Covid-19 pandemi sürecinde Türkiye ve Çin'de uzaktan eğitim süreç ve uygulamalarının incelenmesi [Investigating the process and procedures in Turkey and China during the COVID-19 pandemic]. *OPUS Uluslararası Toplum Araştırmaları Dergisi, 17(Pandemi Özel Sayısı),* 3297-3309.

Yang, Y.-F. (2011). Engaging students in an online situated language learning environment. *Computer Assisted Language Learning*, *24*(2), 181–198. https://doi.org/10.1080/09588221.2010.538700

Yenmez, A. A., & Gökçe, S. (2019). Using the SAMR model for evaluating technology-aided mathematics activities. *HAYEF Journal of Education*, *16*(2), 221-245.

Yetkin, R., & Alagözlü, N. (2022). Exploring EFL Student Teachers' Anxieties in Distance Education. *International Online Journal of Education and Teaching*, *9*(3), 1343-1355.

Young, S. (2006). Student views of effective online teaching in higher education. *American Journal of Distance Education, 20*(2), 65–77. http://doi.org/10.1207/s15389286ajde2002_2

Zamir, S., & Thomas, M. (2019). Effects of university teachers' perceptions, attitude and motivation on their readiness for the integration of ICT in classroom teaching. *Journal of Education and Educational Development*, *6*(2), 308-326.

APPENDICES

APPENDIX-A :SAMR Model Perception Questionnaire for ELT teachers

Substitution	Never	Sometimes	Always
I have increased the usage of ICTs to prepare my lecture notes, assignments and examinations during Pandemic			
I have increased the frequency of using PowerPoint presentation method to deliver my lectures			
I have uploaded my teaching and learning materials on my schools' system for students to access during Pandemic.			
When supporting my students, I have increased the frequency of benefitting from e-mails to communicate them during the pandemic			
I have refered my students to electronic databases for reference materials instead of hard copy textbooks at the time of Pandemic.			
When supporting my students at the time of Pandemic, I highly benefitted from my cell phone in compared to before pandemic.			
During my online lectures, I have used the smart boards/interactive boards installed in the lecture rooms for writing instead of the chalkboard durin Pandemic.			
I have prefered students to submit their course work assignment through e-mail instead of by post during Pandemic.			
In my University, all notices are placed on the web pages.			
When supporting my students at the time of Pandemic, I have highly communicated to them through social media such as Facebook, Twitter, chatrooms, discussion boards, etc.			
I have administered multiple choice questions			

for tests/examinations through the system of the University in the time of Pandemic.			
I have recorded my lectures on CDs/other			
media and shared them to my students via the system of the University / e-mail /You-tube.			
I have taken the video/audio recordings of			
myself while lecturing in the time of Pandemic to use them in subsequent years to teach the same			
course to another cohort of students via distance education.			
Augmentation	Never	Sometimes	Always
During the Pandmic,			
I have increased the frequency of consulting search engines (e.g. Google) to look for vital research content in my discipline during Pandemic.			
I have started to use the editorial tools in my word			
processor to correct grammatical errors in any documents I process during Pandemic.			
I have benefitted from the editorial tools in my word			
processor to receive alternative words to use in my essays during Pandemic.			
I have adopted the online dictionaries like			
Wikipedia to make meaning of the words/phrases that I do not understand in the online classes during Pandemic.			
I have used digital libraries as a source of useful content for my lectures during Pandemic.			
I have employed track changes tool in my word processor to review communal documents or students' dissertations during Pandemic.			
I have used Internet group lists to contact my students in matters related to their academics during Pandemic.			
I have used citation tools like Endnote to improve on the citation and referencing quality of my scholarly work during Pandemic.			

I have encouraged my students to use Google docs to accomplish group assignments/course work during Pandemic.			
I have used bulk messaging to contact my students in matters related to their academics during Pandemic much more than before Pandemic.			
I have subjected my scholarly work to plagiarism tests using plagiarism-detection software much more than before Pandemic.			
I have increased the frequency of providing feedback to students reports, papers, and assignments through their e-mails during Pandemic			
I have benefitted from Google docs to share documents with my students more than before Pandemic.			
I have used different videos to illustrate different case studies during my lectures during Pandemic.			
I have used my blog to discuss topics with my classes before we meet in the lecture room for the lecture during Pandemic.			
I have used Skype to teach my students extra classes during Pandemic			
Modification	Never	Sometimes	Always
During the Covd-19 Pandemic;			
I have used Massive Open Online			
Courses (MOOCs) with modified tasks.			
I have always redesigned the tasks in online teaching classes.			
I have directly used the course-book activities.			
I have assigned students topics to research about from the Internet, and suggest ideas how to convert them into online.			
I have used open education resource to search about better ideas.			
I have used group discussion facility of the systems.			
I have used my cell phone to send academic supports.			

Redefinition	Never	Sometimes	Always
During the Covid-19 Pandemic;			
I have asked students to make their own notes from group discussion threads from courses.			
I have used open education resource as my study materials.			
I have used online tasks to assess my students' learning.			
I have used online tasks to encourage group discussions.			
I have used electronic games/simulation/online games /movies to teach the subject.			

APPENDIX-B:Situational Motivational Scale-SIMS for ELT teachers

What is your e-mail address? (If you want to take part in the interviews, please leave your e-mail address.)

What is your gender?

A. Male
B. Female

What is your major?

A. English Language and Teaching
B. English Language and Literature
C. Translation and Interpreting

How long have you been an ELT instructor?

A. 1-4 years
B. 5-9
C. 9-12
D. 12+

What is your age?

Why do you incorporate educational technology into your classroom?

Based on the above question please fill in following items

(1 = Strongly Disagree , 2 = Disagree, 3 = Don't know, 4 = Agree, 5 = Strongly Agree)

1. Because I think that is interesting.	1	2	3	4	5
2. Because I am doing it for my own good.					
3. Because I am supposed to do it.					
4. There may be good reasons to incorporate technology, but personally I do not see any.					
5. Because I think that finding new ways to incorporate technology is pleasant.					
6. Because I think that incorporating educational technology in the classroom is good for me in some way.					
7. Because incorporating educational technology in the classroom is something I have to do.					
8. I incorporate educational technology on a regular basis but I am not sure if it is worth it.					
9. Because it is fun.					
10. I incorporate educational technology by personal decision.					
11. Because I do not have any choice.					

12. I do not know: I do not see what incorporate educational technology brings me.
13. Because I feel good when incorporating educational technology.
14. Because I think that incorporating educational technology is important for me.
15. Because I feel that I have to do it.
16. I incorporate educational technology but I am not sure that it is a good thing to pursue.

In a few words or two sentences maximum, please explain why you incorporate educational technology in your English classes and what are the main challenges you face generally.

APPENDIX-C: Generic Job Satisfaction Scale

Generic Job Satisfaction Scale

Directions: Please read the statement carefully and choose the response that best describes your manner of teaching in the current emergency remote education online classes.

"What makes you feel satisfied as a teacher during ERE?

"I feel satisfied /pleased after the the online classes because……"

Please answer each item according to the following scale:

1 = Strongly Disagree, 2 = Disagree, 3 =Somwehat agree, 4 = Agree, 5 = Strongly Agree

1. I receive the recognition for a job well done. 1 2 3 4 5
2. I feel close to the people while working online.
3. I feel secure about teaching online.
4. I believe my administration is concerned about me.
5. On the whole, I believe working online is good for my psychology.
6. My wages are good and satisfactory.
7. All of my talents and skills are used at online classes and it makes me delighted.
8. I get along with my partner teacher / supervisor.
9. I feel good about teaching online.

In a few words or two sentences maximum explain about what are the most important factors that makes you feel happy at emergency remote education.

APPENDIX-D: Interview Questions

Interview questions

1. Please describe your emergency remote ELT education setting in terms of Covid-19 Pandemic. (How many hours did you teach? Which program did you use? Which materials? (General Nature Of The Setting)

2. How would you describe your strong and weak parts of your emergency remote ELT education classes? (in terms of your talents, employed materials, preparation for classes- Were you satisfied with them?) (Satisfaction)

a. Were you satisfied with your classes? Do you think that your classes were enough for students' learning alone, they did not need supplementary activities? (Satisfaction)

b. Were you satisfied with your technological talents, Your class hour? Your administrators' manner? (Satisfaction)

3. What do you think about emergency remote ELT education? Was it teacher friendly, beneficial, or challenging? Please explain the reasons. (motivation)

4. What were the motivators and demotivators for you in the emergency remote ELT education? (motivation)

a. Did you trust in your technological skills to benefit from them in the classes? (motivation)

b. Did you craft any additional activities four your classes in accordance with daily topics? If yes, willingly or obligatory? And What were they? (motivation)

5. How would you explain your emergency remote ELT education classroom activities in terms of SAMR model?

(activities in terms of Substitution, Augmentation, Modification, Redefinition) Please describe with specific examples (degree of SAMR model adoption)

a. Did you directly employ the tasks without any interference? What kind of tasks were they? (Substitution)

b. Did you maximize the number of the activities free from the course book? How? (Augmentation)

c. Did you need modification? Did you modify /craft the tasks in the class? How did you modify /craft? (Modification)

d. Did you redesign the classroom activities? Why did you redesign? What kind of redesigning did you make? Did you think that updating or adopting the tasks either in number or in design was fruitful? unnecessary? (Redefinition)

e. Why did you adopt the tasks? (for level equilibration / maximizing the number /hot topic-old topic issues / students' needs) (Augmentation, Modification, Redefinition)

APPENDIX-E: Reflection Journal Guiding Questions

The study aims to explore the motivational, Perceptional, and job satisfaction levels s of EFL teachers working at universities in turkey towards emergency remote education in the time of Pandemic.
Please try to write weekly journal in accordance with the guidance questions.

1. What do you feel before the classes during the week? (anxiety, enjoy, worry, etc.)
2. What do you feel after the classes during the week? Are you satisfied after the class? Are you delighted with your performance after the class?
3. Are there any either positive or negative events that happens before the online classes and effects your motivation? (preparedness to the class, technical problems, material related problems, or private problems?
4. Are there any either positive or negative events that happens during the online classes and effects your motivation? (workload, administrative problems, technical problems, methodological problems,, or private problems).
5. Please reflect on your weekly activities under the frame of SAMR Model.

APPENDIX-F: YOUTUBE Link on SAMR Model Explanation

SAMR model by Puendutura (Creator of SAMR) on youtube

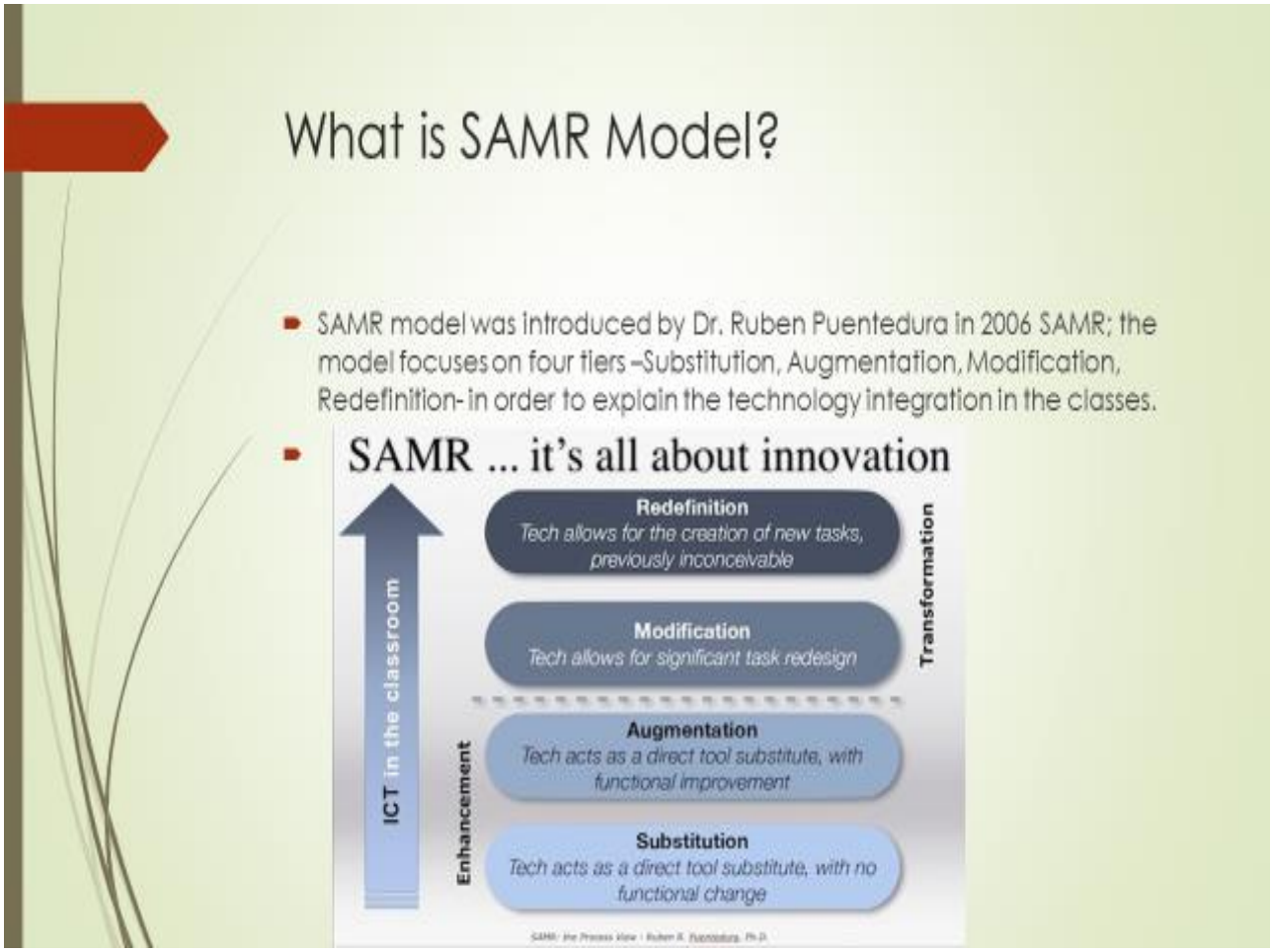
https://www.youtube.com/watch?v=ZQTx2UQQvbU (around 6 mins.)

https://www.youtube.com/watch?v=L9h9ePoXqS8 (around 15 mins.)

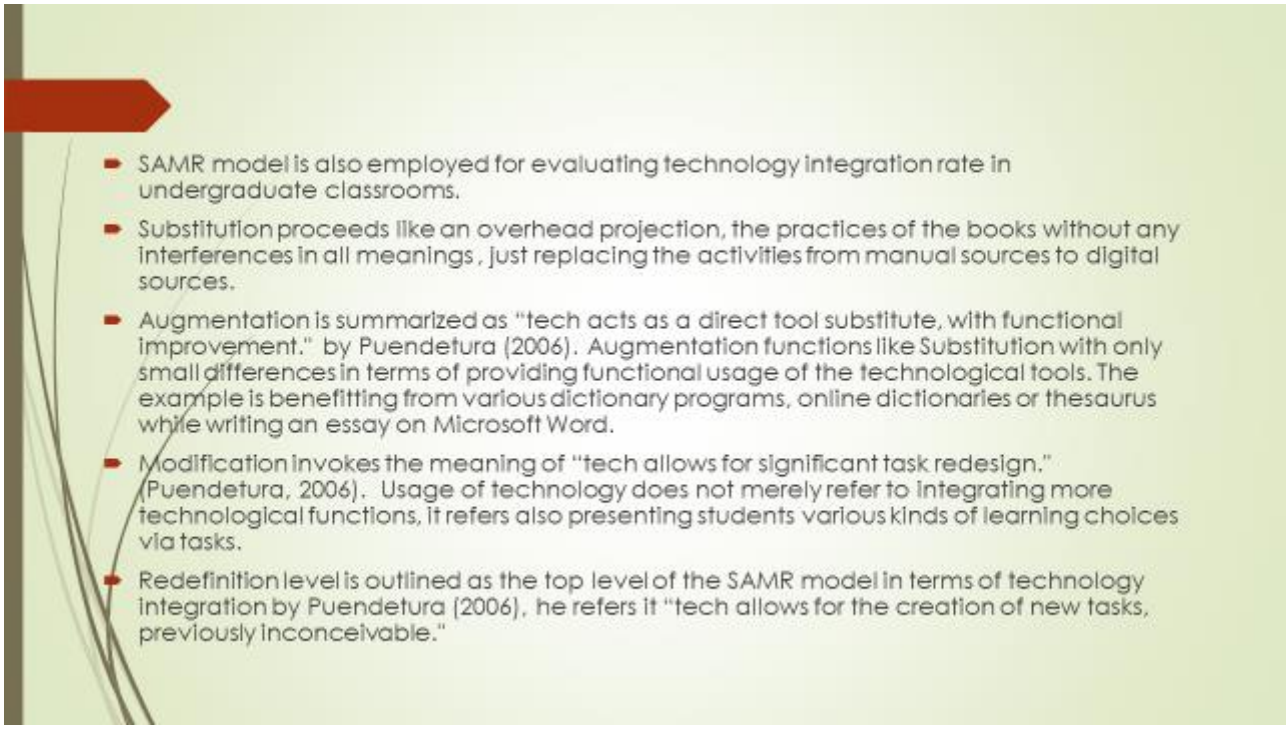
APPENDIX-G: Power Point Slides on SAMR model

Slide 1:

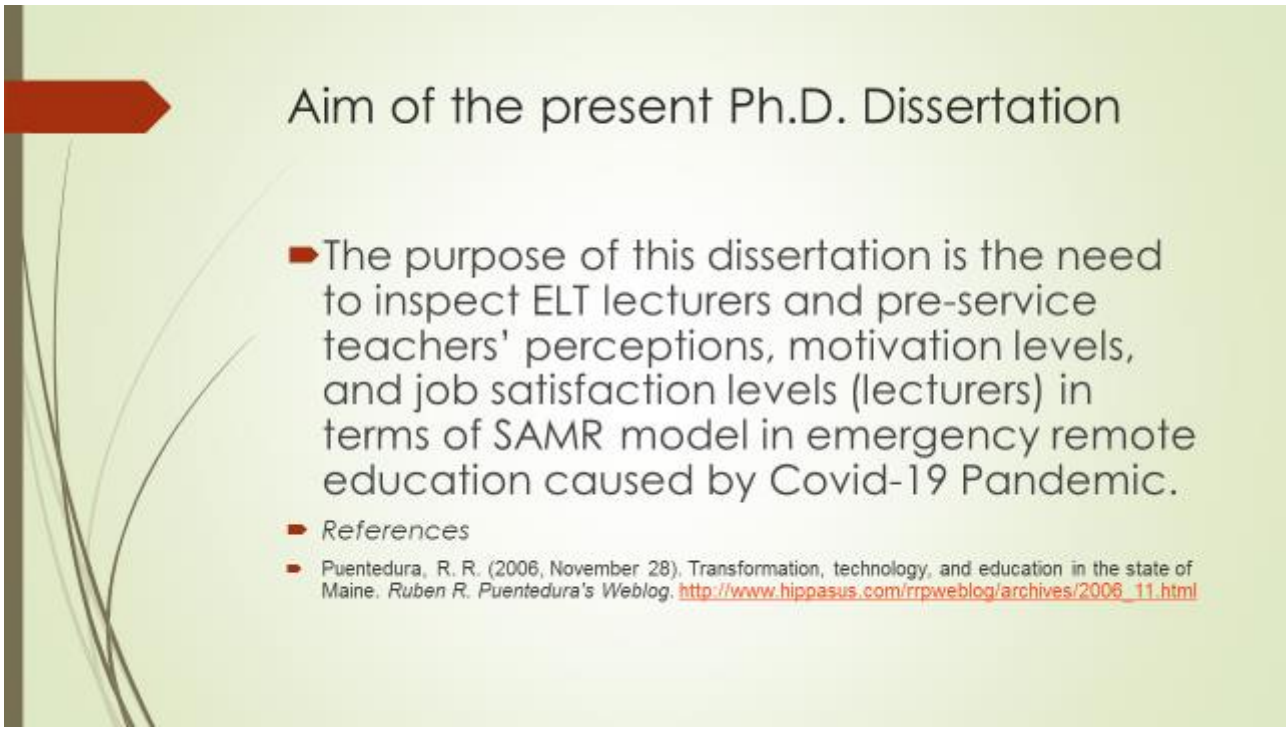
Slide 2:



Slide 3:



Slide 4:



APPENDIX-H: Consent Form

Dear EFL instructors and Teachers,

I am an EFL instructor at the School of Foreign Languages at Fırat University, and a Ph.D. candidate at the department of ELT of Institute of Educational Sciences at Hacettepe university. The purpose of my Ph.D. dissertation is to investigate EFL instructors' emergency remote education perception, motivation, and job satisfcation levels within the guidance of Prof. Dr. Nuray Alagözlü. All the required permissions regarding the ethical dimension of the present research study have been obtained from the Ethical Committe of the Hacettepe University.

If you accept to take part in the study, you will be asked to respond to questionnaires on SAMR model perception, motivation, and job satisfaction. Your participation is purely based on your volunteer action. If you also accept to take part in the qualitative part of the study (by leaving your mail adress on the related button), you will be asked to respond to 10 interview questions (upon your permission, it is going be audio-recorded) and hold a reflection journal for 8 weeks. All your names are going to be kept safely and will not be shared at any phases of the reserach.

Thank you so much in advance for your valuable participation into this study.

For further questions, plesae do not hesitate to contact us.

Consultant:

Prof. Dr. Nuray Alagözlü: nurayalagozlu@gmail.com

Researcher:

Suheyla Demirkol Orak: sudemirkol@gmail.com sdemirkol@firat.edu.tr

School Of Foreign Languages, Fırat University, ELAZIĞ /Turkey

Mobile: 0090 553 591 82 51

I read the abovementioned information and agree to take part in the study voluntarily.

Name /Surname

_____ /_____

Signature / Mobile Phone / Date

APPENDIX-I: Questionnaire Permission (SAMR Model)

Hello Dr. Martin,
My name is Suheyla Demirkol Orak - I am a doctoral student in the field of English Language and Teaching at
Hacettepe University in Turkey. I am in the process of writing my dissertation on evaluating teachers' ICT via SAMR model.
The questionnaire you used your PhD disseratation called as -THE EFFECT OF TEACHER PERCEPTIONS AND SELF-EFFICACY FOR
TECHNOLOGY WITH THE USE OF THE SAMR MODEL - seems perfect fit data collection tool for my research study. I really need your permission to adopt questionnaire, I am looking forward your positive approach.
Would you mind if I used it in my study, of course citing you?
The concerned article is attached
My warm regards
Keep happy and healthy

--
Suheyla Demirkol Orak
English Lecturer,
School of Foreign Languages, ELT department, Fırat University
Mevlana Programme, Vice-Coordinator

Thomas Martin <tmartin@martianteacher.com> 5 Tem 2021 Pzt 21:15

Alıcı: ben

Hi, Suheyla;

Absolutely, you have my permission to use my questionnaire from my dissertation. I am so glad you found it useful! Good luck, and let me know if you need anything from me. Thanks again, Thomas Martin
--
Dr. Thomas J. Martin, Ed. D.
Wingate University- Educational Leadership
NCAE Instructional Leader
Education Specialist

APPENDIX-J: Questionnaire Permission (SIMS)

Hello Dr. Macdonald & Dr. MacIntyre
My name is Suheyla Demirkol Orak - I am a doctoral student in the field of English Language and Teaching at
Hacettepe University in Turkey. I am in the process of writing my dissertation on the
relationship between motivation and job satisfaction in emergency remote education caused from Covid-19 pandemic.
Your Generic Job Satisfaction Scale seems perfect fit data collection tool for my research study.
Would you mind if I used it in my study, of course citing you both?
My warm regards
Keep happy and healthy,
--
Suheyla Demirkol Orak
English Lecturer,
School of Foreign Languages, ELT department, Fırat University
Mevlana Programme, Vice-Coordinator

Peter MacIntyre <Peter_MacIntyre@cbu.ca> 28 Nis 2021 17:43

Alıcı: ben, scottmac@uvic.ca

Dear Suheyla Demirkol Orak,

Yes, you have our permission to use the scale in your research. Best wishes for success,

Peter MacIntyre
Professor | Department of Psychology
peter_macintyre@cbu.ca
Marvin Harvey Building | B-221-i

APPENDIX-K: Questionnaire Permission (GJSS)

Hello Dr. Guay,
My name is Suheyla Demirkol Orak - I am a doctoral student in the field of English Language and Teaching at
Hacettepe University in Turkey. I am in the process of writing my dissertation on the
relationship between motivation and job satisfaction in emergency remote education caused from Covid-19 pandemic.
Your SIMS seems perfect fit data collection tool for my research study.
Would you mind if I used it in my study, of course citing you?
My warm regards
Keep happy and healthy,

--
Suheyla Demirkol Orak
English Lecturer,
School of Foreign Languages, ELT department, Fırat University
Mevlana Programme, Vice-Coordinator

Frédéric Guay <Frederic.Guay@fse.ulaval.ca> 29 Nis 2021 Per 14:34

Alıcı: ben

Yes of course you can use it!

Thanks for your interest in my work!

Frédéric Guay

APPENDIX-L: Ethics Committee Approval

Tarih: 02/11/2021 12:51
Sayı: E-35853172-300-00001845121

00001845121

T.C.
HACETTEPE ÜNİVERSİTESİ REKTÖRLÜĞÜ
Rektörlük

Sayı : E-35853172-300-00001845121 2.11.2021
Konu : Süheyla DEMİRKOL ORAK (Etik Komisyon İzni)

EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

İlgi: 18.10.2021 tarihli ve E-51944218-300-00001824618 sayılı yazı.

Enstitünüz Yabancı Diller Eğitimi Anabilim Dalı İngiliz Dili Eğitimi Bilim Dalı Doktora programı öğrencilerinden **Suheyla DEMİRKOL ORAK**'ın **Prof. Dr. Nuray ALAGÖZLÜ** danışmanlığında yürüttüğü **"İngilizce Öğretim Görevlilerinin Samr Modeli Kapsamında Acil Durum Uzaktan Eğitim Algıları, Motivasyonları ve Mesleki Tatmin Düzeyleri"** başlıklı tez çalışması Üniversitemiz Senatosu Etik Komisyonunun **26 Ekim 2021** tarihinde yapmış olduğu toplantıda incelenmiş olup, etik açıdan uygun bulunmuştur.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Vural GÖKMEN
Rektör Yardımcısı

APPENDIX-M: Declaration of Ethical Conduct

I hereby declare that…

- I have prepared this thesis in accordance with the thesis writing guidelines of the Graduate School of Educational Sciences of Hacettepe University;
- all information and documents in the thesis/dissertation have been obtained in accordance with academic regulations;
- all audio visual and written information and results have been presented in compliance with scientific and ethical standards;
- in case of using other people's work, related studies have been cited in accordance with scientific and ethical standards;
- all cited studies have been fully and decently referenced and included in the list of References;
- I did not do any distortion and/or manipulation on the data set,
- and **NO** part of this work was presented as a part of any other thesis study at this or any other university.

(18) /(07)/(2023)

Suheyla Demirkol Orak

APPENDIX-N: Dissertation Originality Report

29/05/2023

HACETTEPE UNIVERSITY
Graduate School of Educational Sciences
To The Department of of Foreign Languages

Thesis Title: EFL Instructors' Digital Technology Perceptions, Motivation, and Job Satisfaction Levels In Emergency Remote Education
The whole thesis that includes the *title page, introduction, main chapters, conclusions and bibliography section* is checked by using **Turnitin** plagiarism detection software take into the consideration requested filtering options. According to the originality report obtained data are as below.

Time Submitted	Page Count	Character Count	Date of Thesis Defense	Similarity Index	Submission ID
29/05 /2023	285	4222088	07/07 /2023	13%	1300274953

Filtering options applied:
1. Bibliography excluded
2. Quotes included
3. Match size up to 5 words excluded

I declare that I have carefully read Hacettepe University Graduate School of Educational Sciences Guidelines for Obtaining and Using Thesis Originality Reports; that according to the maximum similarity index values specified in the Guidelines, my thesis does not include any form of plagiarism; that in any future detection of possible infringement of the regulations I accept all legal responsibility; and that all the information I have provided is correct to the best of my knowledge.

I respectfully submit this for approval.

Name Lastname: Suheyla Demirkol Orak

Student No.: N19144680 Signature

Department: Foreign Languages Education

Program: English Language Education

Status: ☐ Masters ☒ Ph.D. ☐ Integrated Ph.D.

ADVISOR APPROVAL

APPROVED
(Prof. Dr. Nuray Alagözl)

APPENDIX-O: Yayımlama ve Fikrî Mülkiyet Hakları Beyanı

Enstitü tarafından onaylanan lisansüstü tezimin/raporumun tamamını veya herhangi bir kısmını, basılı (kâğıt) ve elektronik formatta arşivleme ve aşağıda verilen koşullarla kullanıma açma iznini Hacettepe Üniversitesine verdiğimi bildiririm. Bu izinle Üniversiteye verilen kullanım hakları dışındaki tüm fikri mülkiyet haklarım bende kalacak, tezimin tamamının ya da bir bölümünün gelecekteki çalışmalarda (makale, kitap, lisans ve patent vb.) kullanım hakları bana ait olacaktır.

Tezin kendi orijinal çalışmam olduğunu, başkalarının haklarını ihlal etmediğimi ve tezimin tek yetkili sahibi olduğumu beyan ve taahhüt ederim. Tezimde yer alan telif hakkı bulunan ve sahiplerinden yazılı izin alınarak kullanılması zorunlu metinlerin yazılı izin alınarak kullandığımı ve istenildiğinde suretlerini Üniversiteye teslim etmeyi taahhüt ederim.

Yükseköğretim Kurulu tarafından yayınlanan **"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına ilişkin Yönerge"** kapsamında tezim aşağıda belirtilen koşullar haricince YÖK Ulusal Tez Merkezi / H.Ü. Kütüphaneleri Açık Erişim Sisteminde erişime açılır.

- Enstitü/Fakülte yönetim kurulu kararı ile tezimin erişime açılması mezuniyet tarihinden itibaren 2 yıl ertelenmiştir. (1)
- Enstitü/Fakülte yönetim kurulunun gerekçeli kararı ile tezimin erişime açılması mezuniyet tarihimden itibaren … ay ertelenmiştir. (2)
- Tezimle ilgili gizlilik kararı verilmiştir. (3)

18 /07 /2023

Suheyla Demirkol Orak

"Lisansüstü Tezlerin Elektronik Ortamda Toplanması, Düzenlenmesi ve Erişime Açılmasına İlişkin Yönerge"

(1) Madde 6. 1. Lisansüstü tezle ilgili patent başvurusu yapılması veya patent alma *sürecinin devam etmesi durumunda, tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü Üzerine enstitü veya fakülte yönetim kurulu iki yıl süre ile tezin erişime açılmasının ertelenmesine karar verebilir.*

(2) Madde 6. 2. *Yeni teknik, materyal ve metotların kullanıldığı, henüz makaleye dönüşmemiş veya patent gibi yöntemlerle korunmamış ve internetten paylaşılması durumunda 3.şahıslara veya kurumlara haksız kazanç; imkânı oluşturabilecek bilgi ve bulguları içeren tezler hakkında tez danışmanın önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulunun gerekçeli kararı ile altı ayı aşmamak üzere tezin erişime açılması engellenebilir.*

(3) Madde 7. *1. Ulusal çıkarları veya güvenliği ilgilendiren, emniyet, istihbarat, savunma ve güvenlik, sağlık vb. konulara ilişkin lisansüstü tezlerle ilgili gizlilik kararı, tezin yapıldığı kurum tarafından verilir*.Kurum ve kuruluşlarla yapılan işbirliği protokolü çerçevesinde hazırlanan lisansüstü tezlere ilişkin gizlilik kararı ise, ilgili kurum ve kuruluşun önerisi ile enstitü veya fakültenin uygun görüşü Üzerine üniversite yönetim kurulu tarafından verilir. Gizlilik kararı verilen tezler Yükseköğretim Kuruluna bildirilir.*

Madde 7.2. *Gizlilik kararı verilen tezler gizlilik süresince enstitü veya fakülte tarafından gizlilik kuralları çerçevesinde muhafaza edilir, gizlilik kararının kaldırılması halinde Tez Otomasyon Sistemine yüklenir*

**Tez danışmanının önerisi ve enstitü anabilim dalının uygun görüşü üzerine enstitü veya fakülte yönetim kurulu tarafından karar verilir.*