ANALYSIS OF ENGLISH LESSON BROADCASTS DURING EMERGENCY REMOTE TEACHING FROM PEDAGOGICAL, INSTRUCTIONAL AND TECHNICAL ASPECTS

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Abstract

The Covid-19 pandemic set a great challenge for education worldwide. Governments decided to cancel face to face education in an effort to stop the spread of the virus and education continued to be provided through TV, web portals etc. In that scope, Ministry of National Education in Turkey collaborated with Turkish Radio and Television Corporation (TRT) and announced that students would receive education via TV and national education portal called Education and Informatics Network (EBA). As a country the education system of which is based primarily on face to face education, Turkey has experienced such a big wave of distance education for the first time in her history. This notable transformation calls for an evaluation in order to determine its efficiency. Therefore, this study aims to evaluate the 7th grade video broadcasts for teaching English in terms of instructional, pedagogical and technical aspects. Data collected from English lesson video broadcasts on TRT and analyzed using a checklist developed by the researchers. Findings from the descriptive analysis show that the broadcasts have limitations for technical aspects the most in terms of material design. Based on the findings and considering the realities of emergency remote teaching, pedagogical implications are provided.

Keywords: Emergency remote teaching, distance education, English language teaching

1. Introduction

The unexpected Covid-19 outbreak resulted in a tremendous change in every aspect of life including education. Many governments have announced that schools are to be closed in order

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to prevent the spread of the virus. Therefore, face to face education has been replaced by remote teaching. In that scope Ministry of National Education collaborated with Turkish Radio and Television Corporation (TRT) and announced that students would receive education via TV and Education and Informatics Network (EBA)(MONE, 2020). The technical infrastructure of EBA was strengthened and remote teaching started on March 23rd. Lessons for all grade levels started to be broadcast on TRT Okul channel. In addition to the lesson videos on TV, students are allowed to join live classes with their teachers. Even though only the 8th and the 12th grade students were able to access live classes in the beginning, live classes for all grade levels started after the infrastructure was improved, which signals the huge transformation that the education system undergoes. Every transformation process has its own confusions and uncertainties, so does the education in the pandemic. At this point, careful consideration is essential to define the type of education served under these pressing circumstances. Once the type of education is determined, proper evaluation regarding the quality of education is believed to be carried out.

Distance Learning

The growing need for remote access to learning opportunities, especially in the worldwide pandemic period, has pushed the distance education at the center of the discussion. The origins of distance education, as a planned institutional activity, date back to mid-nineteenth century when there were rapid developments in the postal service and print-based correspondence courses (Moore & Kearsley, 2011). Such courses enabled the exchange of information between the teacher and the student via print and delivery of the educational content was lasting around one or two weeks. Later, with the development of telecommunications, radio broadcasts allowed for aural information exchange to a wider audience. This was soon supported with the television broadcasts of both visual and aural delivery of material. The advent of internet and communication technologies carried the quality of distance education even further, allowing the simultaneous interaction of teacher and students, which was nothing but a dream a century ago (Lee,2017).

The distinctive feature of distance education is the 'distance' where the instructor and the students are separated by time and/or space (Moore & Kearsley, 1996). The type of distance in time determines the type of distance education as synchronous (same time- different place) and asynchronous (different time- different place) distance education. Therefore, the pedagogical principles that apply to distance education are fundamentally different from the ones in face to face education (same time- same place).

For years, people have taken a cautious attitude towards distance education because it lacks human contact and interaction (Hara & Kling, 2000). Even though video conferencing tools, chat rooms etc. enable the participants to interact with each other, the environment of a regular classroom does not exist. Therefore, instructors need to pay more attention to create an

interactive environment in order to fill the gap as indicated in the previous research that interaction is critical to success in distance education (Hiltz, 1997; Moore & Kearsley, 1996). Social dialogue, active participation, cooperation, negotiation and most importantly social presence are indispensable components of such an atmosphere. The instructor is the key to this process. In addition to having content knowledge, the instructors in distance education are expected to develop the necessary skills to make the learners active participants and autonomous learners, which indicate a shift in the roles of both the instructor and the learners.

The instructor must provide learner agency so that learners can be more self-directed, self-regulated, autonomous learners (Palloff & Pratt, 2002; Smith et al., 2001). The learners, on the other hand, are mostly different from traditional learners. The typical learners in distance education are working adults who cannot attend the courses on campus. They bring a set of expectations and learning habits that are quite different from the face to face learners. They tend to have a more serious attitude towards their education (Palloff & Pratt, 2002). They are not the passive receivers of information; on the contrary, they take their own responsibility for learning. Accordingly, research shows that self-direction, self-regulation and good communication skills are particularly important for success in distance education (King, 2000; Moore & Kearsley, 1996 and Muirhead, 2000).

Online Learning

Online learning is a term that was first used in 1995 when the web-based system WebCT was developed as the first Learning Management System (LMS), which later became Blackboard (Singh & Thurman, 2019). Since then, online learning has included many distinct and overlapping terms such as e-learning, web-based learning, mobile learning, distributed learning etc. In their analysis of the 46 different definitions of online learning, Singh and Thurman (2019) revealed that there are 18 different terms used in 46 definitions. The term 'e-learning', for example, is one of the most frequently used terms when defining online learning. One such definition is provided by Curtain (2002) as the following:

> Online learning can be broadly defined as the use of the internet in some way to enhance the interaction between teacher and student. Online delivery covers both asynchronous forms of interaction such as assessment tools and the provision of web-based course materials and synchronous interaction through email, newsgroups, and conferencing tools, such as chat groups. It includes both classroom-based instruction and as well as distance education modes. Other terms synonymous with online learning are 'web-based education' and 'e-learning'.

Many researchers agree with Curtain (2002) on the flexibility, connectivity and ability to promote varied interactions of online learning (Ally, 2004; Hiltz & Turoff, 2005). On the other

hand, Lee (2017) provides a different perspective in his definition of online learning as the bridging of the space between the teacher and the student through the use of web-based technologies. Moreover, a few definitions put the emphasis on the synchronous communication that happens through chat boards, discussion rooms, live messaging tools etc. Regardless of the terms used to define online learning, it is evident that technology is the most frequently employed element of online learning by delivering the content, enhancing the interaction or enriching the learning environment (Loventhal, Wilson & Parrish, 2009; Volery & Lord, 2000). While earlier definitions of online learning include simple modes of technology such as CDs, DVDs etc., more recent definitions employ chat groups, interactive sections and synchronous content delivery (Singh & Thurman, 2019).

Emergency Remote Teaching

It may be misconceived that 'remote' and 'distance' mean the same thing in educational context. However, these terms are fundamentally different from each other. By definition, distance education pertains to the distance between the instructor and the learners in terms of time and space. It considers distance within the different pedagogies and seeks to explain it through transactional distance. It is an interdisciplinary field that has served the needs of individuals through conventional methods and modern technologies. Remote education, on the other hand, is related to the spatial distance and; therefore, should not be equated with distance education (Bozkurt & Sharma, 2020).

What the whole world is experiencing during the Covid-19 pandemic is emergency remote teaching which has been put into practice in the time of a global crisis. Emergency remote teaching is defined as a temporary shift of instructional delivery to an alternate delivery mode in time of crisis. It involves the use of fully remote teaching solutions for instruction or education that would otherwise be delivered face-to-face or as blended and that will return to that format once the crisis disappears (Hodges et al., 2020). The primary focus of emergency remote teaching is not to build a brand-new education ecosystem but to provide a temporary and alternative access to education under the circumstances of crisis.

According to the report of UNESCO (2020a) more than 1.5 billion learners have been affected by the school closure, which means nearly 90 % of the world's enrolled students. Measures have been taken at a global scale and lessons have started to be provided through different channels such as learning management systems, TV and radio broadcasts, web portals etc. The speed of this educational transformation is tremendous. Within a short span of time, teachers with years of face to face teaching experience have been forced to move their classes online. Similarly, learners with no experience of distance education are bombarded with live classes, online lectures and digital worksheets. Assessment, one of the fundamentals of education, has been neglected due to no well-planned preparation at neither national nor global scale (UNESCO, 2020b). Therefore, it would not be fair to label the education served during the crisis as 'online' or 'distance'.

Table 1 demonstrates the differences between online learning and emergency remote teaching.

Table1. Differences between online learning and emergency remote teaching

Online learning	Emergency remote teaching
Designed purposely to be remote and distant	Activated in response to a crisis or something beyond human control
Regarded as a main mode of education (not an exception) and meant to be a long-term solution	Meant to be temporary
All resources are accessible	May lack resources
Has full faculty support	May not have full faculty support
Accessible and voluntary	Obligatory
Has a detailed planning period	Urgent

Adapted from https://www.uopeople.edu/blog/emergency-remote-teaching-vs-online-learning/

As indicated in the table, there are clear cut differences between online learning and emergency remote teaching. To start with, one of the differences concerns the purpose of design. While online learning has a deliberate purpose of being remote, emergency remote teaching is conducted at the time of a crisis. Besides, the former is a planned to be a long term education in its own right whereas the latter is considered as a temporary substitute for the main mode of education. Another distinction deals with the participants in terms of their will of joining the education. As pointed out in the table, emergency remote teaching is designed to be mandatory for everyone for a temporary period of time whereas only volunteers participate into the online education activities. Since online education has a detailed planning period, it has the support of full faculty. In the case of the emergency remote teaching, on the other hand, it is possible not to have full faculty support.

1.2. Statement of the problem

Throughout the history of education in Turkey, never has such a massive remote teaching experience been witnessed before. Ministry of National Education has implemented various projects in its Covid-19 strategy. In collaboration with TRT, MONE declared that learners would receive instruction through video lessons on TV. However, the sudden shift in education has undoubtedly and understandably led to serious concerns over not only the students but also the teachers, as well. The teachers with years of face to face teaching experience are pushed to adapt to addressing their students on the screen. Besides, face to face teaching and online teaching are two different genres with their own pedagogy. The problems are not restricted to pedagogical issues. The technical infrastructure, material design, Internet access and assessment are the issues that need compromising solutions. Even though emergency remote teaching is known to be a temporary solution to an immediate problem

(Bozkurt & Sharma, 2020), there is no guarantee that interruptions to education would never occur in the future. Therefore, reviewing and evaluating the effectiveness of policy steps are critical for future decisions.

1.3. Aim of the study

The aim of this study is to evaluate the effectiveness of the emergency remote teaching policy of MONE in terms of English language teaching. In that scope, this study aims to find out the answers of the following research questions:

Research Question 1- What is the effectiveness of English Lesson Broadcasts from instructional aspects?

Research Question 2- What is the effectiveness of English Lesson Broadcasts from pedagogical aspects?

Research Question 3- What is the effectiveness of English Lesson Broadcasts from technical aspects?

The study is based on three different dimensions as instructional, pedagogical and technical aspects. By exploring these multiple aspects, the study aims to provide an in-depth insight into the structure of broadcasts.

1.4. Importance of the study

National education system in Turkey is mostly based on face to face education. Even though open and distance learning has been conducted in some universities, the majority of schools and educational institutions implement face to face education activities. However, with the Covid-19 outbreak, all of the mainstream and private schools together with universities and colleges were closed. For the first time in its history, Turkey has implemented remote teaching at such a wide scale. Without any preparation beforehand, MONE has implemented many projects in order to sustain the academic development of learners. However, this does not mean that an evaluation is not necessary and the weaknesses should be ignored. On the contrary, the pandemic period should be regarded as a trial period or as a rehearsal for upcoming threads. As Bozkurt and Sharma (2020) state, the causes of interruptions to education are not restricted to pandemics. Therefore, it is highly important to evaluate the policy steps in order to detect the weaknesses and to make up for them. Thus, more sound decisions will be taken in the future.

1.5. Limitations

Ministry of National Education has implemented multidimensional projects in order to support learners during pandemic period. However, this study is limited to evaluating the emergency remote teaching strategy of MONE only from the aspect of English lesson video broadcasts. The data for the study is limited to the 7th grade video broadcasts (n=25). Besides, Online Class Evaluation Checklist (OCEC) has been developed according to the target video format;

therefore, the checklist is limited to evaluating only the lesson videos on EBA platform rather than videos with different format and/or on different platforms.

2. Method

2.1. Research Design

The study aims to reveal the efficiency of English lesson broadcasts from instructional, pedagogical and technical aspects within the scope of emergency remote teaching. Considering the purpose of the study, it was agreed that quantitative inquiry suits the objectives of the study the best. As mentioned by Dörnyei (2007) quantitative inquiry is systematic, rigorous and focused, involving precise measurement and producing reliable and replicable data. In that respect, the study was conducted within the framework of quantitative content analysis which is defined as a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use" (Krippendorff, 2018). In order to obtain valid inferences, a coding scheme is used in content analysis. Therefore, as a coding scheme, a checklist was developed by the researchers. Descriptive statistics of the items suitable for the required criteria were calculated and presented in tables.

2.2. Data Collection and Analysis

Data for the study were collected from 7th grade English lesson video broadcasts which can be accessed from the official websites of EBA and TRT. Even though broadcasts for all of the grade levels are provided, 7th grade broadcasts were chosen through random sampling. Videos are broadcast on a weekly basis and when the study was conducted there were more than thirty videos. However, some of the videos aim to make revision of the units and merely practice through mechanical exercises such as multiple-choice questions. Therefore, those videos were excluded from the data pool and twenty-five video broadcasts in which new input is presented were analyzed. The average length of the videos is 20 minutes and not all of the videos are taught by the same teacher. There are three different teachers who have volunteered to teach. For students who miss the live broadcasts, reruns are provided. A screenshot from the broadcasts is provided in Figure 1.

Figure 1: A screenshot from the broadcast

2.3. The Checklist

Video broadcasts were analyzed by using a checklist as a coding scheme in content analysis. The checklist has been prepared in a 4-point Likert format and consists of three sections, all of which include 20 items in total (Appendix). The sections and the items have been determined according to literature review to ensure content validity. Some of the items have been revised in line with the feedback of two experts. The three sections of the checklist have been determined in a way to address the research questions. In that scope, under the section named as instructional aspects are items for checking whether the instructor behaves in a way that would make a connection between himself and the learners such as keeping eye contact, employing the nonverbal communication sources like using body language, gestures, mimics etc. Moreover, the criteria in this section are related to the impression that the instructor conveys. The items in the second section focus on the way that the input is presented. In other words, this section addresses to the techniques for teaching such as utilizing drama and/or realia, supporting the content with examples, giving explanations etc. Lastly, the third section consists of the criteria that need to be considered in material design such as color and space balance, diversity, authenticity etc.

3. Findings

Findings for each research question are presented below.

Research Question 1. What is the effectiveness of English lesson video broadcasts from instructional aspects?

Within the scope of the first research question, the instructor has been examined in terms of his eye contact, use of body language, tone of voice and confidence. Findings are provided in Table 2.

Table 2. Findings for instructional criteria

Item no	Items	$\bar{X}$	%
1.	The instructor keeps the eye contact throughout the lesson.	2,96	96
2.	The instructor locates himself /herself near the board in a way that allows learners to see the board.	3	100
3.	The instructor makes use of body language, gestures and mimics where necessary.	2,4	64
4.	The instructor adjusts his / her tone of voice where necessary.	2,32	72
5.	The instructor looks self-confident.	2,8	88

It is pointed out in Table 2 that in all of the videos the instructor positions herself near the board. In 96 % of the videos she keeps the eye contact and looks at the camera as if she was talking to the audience face to face. In most of the videos (88%) she demonstrates her authority of the subject through looking self-confident. Besides, it has been detected that in 72% of the videos she adjusts her tone of voice by adopting intonation where necessary. Among the criteria for determining instructional effectiveness, the least common (64%) one is the use of body language, gestures and mimics.

Research Question 2. What is the effectiveness of English lesson video broadcasts from pedagogical aspects?

In order to find out the pedagogical effectiveness of the video broadcasts, eight criteria have been determined after a review of literature. The set of criteria is wide in scope which involves the recall of the previous knowledge, the use of sufficient and clear examples, drama techniques, real objects and the summary of the lesson. The findings related to the pedagogical criteria are presented in Table 3.

Table 3. Findings for pedagogical criteria

Item no	Items	$\bar{X}$	%
1.	The instructor reminds the learners of the previous lesson.	0,64	12
2.	The instructor informs the learners about the content and the objectives of the course.	2,32	64
3.	The instructor uses a simple language when making explanations.	2,84	92
4.	The examples are sufficient for making the concepts clear.	2,56	76
5.	The instructor gives the instructions clearly and repeats where necessary.	2,72	84
6.	There is a balance between the presentation and the practice time of the subject.	2,88	92
7.	The instructor makes use of the real objects and drama techniques in order to clarify the subject.	1,68	32
8.	The instructor gives a brief summary of the course at the end.	0,48	8

According to the data provided in Table 3, the most common (92%) criteria are related to items 3 and 6, which is the use of a simple language when making explanations and the balanced time between the presentation and practice of the subject matter respectively. In less than half of the videos, the instructor makes use of the real objects and drama techniques

(32%) and reminds the learners of the previous lesson (12%). The least detected criteria in the videos is related to giving the summary of the lesson at the end (8%).

Research Question 3. What is the effectiveness of English lesson video broadcasts from technical aspects?

The criteria for detecting the effectiveness of technical aspects and the findings are shown in Table 4.

Table 4. Findings for technical criteria

Item no	Items	$\bar{X}$	%
1.	A wide range of material (visual, textual, auditory etc.) is used.	1,92	28
2.	The material is well-suited to the age and the level of the audience.	2,32	52
3.	The material is well-suited to the objectives.	2	40
4.	The material is well-designed in terms of color, text and space balance.	1,88	24
5.	The photos, pictures, graphs, charts and tables are clear.	2,32	56
6.	The listening texts involve authentic speech.	1,76	48
7.	There is a smooth transition between the activities.	2,28	56

When compared to the findings for the first two research questions (see Table 2 and Table 3), it can be stated that the criteria for technical efficiency of the videos are less commonly detected than the criteria for instructional and pedagogical efficiency. According to the findings presented in Table 4, the most common (56%) technical aspects of the videos are related to the items 5 and 7. In other words, 56% of the videos involve graphs, charts and tables that ease the understanding (item 5) and there is a smooth transition between the activities (item 7). On the other hand, as shown in Table 4, only 24 % of the videos involve the material that is well-designed in terms of color, text and space balance.

4. Discussion and Conclusion

Covid-19 outbreak led governments recognize the fact that interruptions to education may occur at any time. In this regard, it is essential that, in the case of an emergency, governments have plans in their agenda. Therefore, this study was conducted to determine the strengths and weaknesses of English lesson broadcasts in terms of instructional, pedagogical and technical

aspects during emergency remote teaching. Within the scope of the research, 25 English lesson broadcasts for 7th grade were analyzed by using the checklist developed by the researchers.

Findings for the first research question point out that the instructors have a limited use of body language, gestures and mimics, which may set a drawback for comprehending the input. It is a widely known fact that words and articulation are not the only means of communication. When words are inadequate, nonverbal resources are utilized to get the message across. Allen (1999) suggests that nonverbal resources are invaluable for foreign language learning since they heighten attention, provide additional context and facilitate recall. Besides, in an earlier study, Ortany (1978) informs that the process of comprehension involves activating concepts related to those of the input and the context. Hence, nonverbal patterns improve comprehension by providing additional context. Especially in the case of presenting a vocabulary item, utilizing nonverbal resources has a great impact on comprehension and recall. Based on the prominent role of using body language, gestures and mimics, it can be argued that English lesson broadcasts have some limitations on learners' comprehension. The other side of the coin, however, points out to the fact that the teachers have been forced to leave what they are used to do for years and teach in front of a camera instead of a classroom. Given the uncomfortable feeling of speaking to a camera, the teachers may have neglected supporting their words with actions.

Findings for the second research question provide detailed information regarding the presentation of the input. According to the findings, activating the learners' background knowledge (12 %), utilizing drama techniques (32%) and summarizing the lesson (8%) are the most neglected pedagogical aspects in more than half of the videos, which pose serious concerns over the pedagogical efficiency of the English lesson broadcasts. To start with, one of these serious concerns is the limited consideration for activating the schemata just before stepping into the instruction. Language learning is a cyclical process during which the new input is built upon the existing knowledge. Therefore, it is essential to tap into the learners' previous knowledge and thus help them connect the input with what they already know. In the case of an emergency remote teaching, this principle has higher importance so as to prevent learners feel alienated and isolated. It is quite natural for learners to feel uneasy and lonely when, all of a sudden, they are forced to leave their desks in the classrooms and sit in front of a screen instead. Taking this situation into account, one would claim that starting the instruction without reminding learners of the previous class is a serious drawback of the video broadcasts. Another finding related to the inadequate use of drama techniques poses the risk of less student engagement. In their recent research Khan et al. (2017) highlight the importance of utilizing drama techniques for student engagement in online settings. Since drama addresses the multiple senses, learning would become more contextualized, meaningful and permanent. The point is to help learners reinforce their recall of the input by making visual associations. Moreover, utilizing drama techniques can also be discussed from the perspective of lessening the sense of isolation. Similar to watching a theatre play, learners would feel more involved

and less isolated when the teacher incorporates miming and dramatizing into the instruction. After all, teaching cannot merely be the dull transmission of knowledge in neither distance nor traditional education. In addition to the inadequate employment of drama techniques, not providing the summary of the lesson is another thought-provoking finding of the second research question. Similar to the importance of employing warm-up exercises in order to prepare learners to the upcoming lesson, providing a brief summary of the lesson at the end is a necessary component of an effective lesson plan. In so doing, learners would get the signal for ending the lesson and organize the information in their minds. One additional benefit of summarizing the lesson, especially for the learners of emergency remote teaching, may be the opportunity of checking their comprehension. As mentioned previously, one of the drawbacks of emergency remote teaching is the absence of a teacher in the case of not understanding the concepts. Therefore, instructors are highly recommended to provide a summary of the lesson just before the end.

When compared to the findings for the first two research questions, it can be inferred that 7th grade English lesson broadcasts are limited from the technical aspects the most. In non-traditional settings, material and material design have an additional importance since it serves as the means for delivering the input. Therefore, several aspects need to be taken into consideration in material design such as the interests of the learners, the objectives, the layout in terms of color, text and space balance, speech quality, and diversity. An analysis of these technical components points out the limitations of English lesson broadcasts. To start with, the biggest limitation is related to item 4 which is concerned with color, text and space balance (24 %). This finding points out the imbalanced material design in terms of text and space. An educational material that is heavy with textual information may discourage learners if it is not supported with visuals. Besides, it may not serve for the purpose of delivering the input clearly. Next, the second most neglected criterion is related to using a wide range of materials such as visual, textual and auditory materials (28 %). Variety in materials ensures comprehension among learners with diverse skills and interests. However, a detailed analysis of the broadcasts indicates that mostly videos and textual materials are used. Besides, a closer look into the materials shows that diversity in reading and listening materials in terms of genre is not ensured. In other words, it has been detected that reading materials, for example, generally consist of texts with comprehension questions. Instead, texts from different genres such as a blog, magazine or restaurant menu would have been more capturing and motivating for learners.

The weaknesses of the broadcasts in terms of technical aspects reveal the 'emergency' face of emergency remote teaching, thus distinguishes it from other online education terms. Here, there are two factors that need to be taken into consideration. The first one is the type of education conducted under challenging circumstances. Such a serious wave of a pandemic was not something that the world countries were prepared for. All of a

sudden, the whole educational infrastructure was reorganized. School closures led to the utilization of digital tools for educational purposes yet neither students nor teachers were ready for such a radical transformation. Even if there are endless opportunities for sustaining educational activities, learners and teachers are not equipped with the skills and experiences to utilize them properly. Therefore, having the best infrastructure or technology does not guarantee success in emergency remote teaching. The second issue that needs attention is the context of Turkish national education system which consists of a large student population. According to the report of National Education Statistics (MONE, 2020), there are more than 18 million learners in formal education. Moreover, it is possible to find learners with great diversity in terms of ethnicity, social and economic backgrounds. Therefore, it is quite challenging to meet the needs of these learners. In recent years, important steps have been taken though. Within the scope of FATIH Project, EBA was founded in 2012 as a simple educational platform. Today's EBA with learning analytics and lesson module, however, is quite different from its initial structure. Yet, there seems to be a long way to go considering the opinions of teachers (Arslan and Şumuer, 2020; Fidan, 2020) and learners about (Gören et al.,2020) the technical problems such as difficulty in accessing the system due to bandwidth limitations, low quality in the sound and camera system etc.

This research attempts to evaluate the effectiveness of English lesson broadcasts provided for the 7th grade learners during the Covid-19 period. It focuses on the instructional, pedagogical and technical aspects of the broadcasts. Findings reveal that the broadcasts have technical limitations the most in terms of material design. It is pointed out that materials lack variety, color and space balance and authenticity. Considering these limitations, preparing materials of higher quality for further broadcasts can be suggested. Special focus needs to be provided on speech quality, diversity and page design. This study is only concerned about the English broadcasts for the 7th grade learners. Therefore, the findings of this study cannot be generalized to the other educational activities conducted during the pandemic period. In that regard, further research may focus on the English lesson broadcasts for other grade levels, the opinions of teachers and/or learners regarding the efficiency and/or limitations of the broadcasts or even an interview with the team responsible for preparing the broadcasts may be conducted.

Acknowledgements

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Appendix

		not at all	very little	somewhat	very much
Evaluation Criteria for the Instructor					
1.	The instructor keeps the eye contact throughout the lesson.				
2.	The instructor locates himself /herself near the board in a way that allows learners to see the board.				
3.	The instructor makes use of the body language, gestures and mimics where necessary.				
4.	The instructor adjusts his / her tone of voice where necessary.				
5.	The instructor looks self-confident.				
Evaluation Criteria for the Presentation / Pedagogical Aspects					
1.	The instructor reminds the learners of the previous lesson.				
2.	The instructor informs the learners about the content and the objectives of the course.				
3.	The instructor uses a simple language when making explanations.				
4.	The instructor explains the concepts clearly through real-life examples.				
5.	The instructor gives the instructions clearly and repeats where necessary.				
6.	The instructor adjusts the time for the explanation and practice of the subject.				
7.	The instructor makes use of the real objects and drama techniques in order to clarify the subject.				
8.	The instructor gives a brief summary of the course at the end.				
Evaluation Criteria for the Material					
1.	A wide range of material (visual, textual, auditory etc) is used.				
2.	The material is well-suited to the age and the level of the audience.				
3.	The material is well-suited to the objectives.				
4.	The material is well-designed in terms of color, text and space balance.				
5.	The graphs, charts and tables are clear.				
6.	The sound of the videos, songs and animations is clear.				
7.	There is a smooth transition between the activities.				