Critical Discourse Analysis on the Effects of Covid 19 on the Future of Teaching Turkish as a Foreign Language

Erhan YEŞİLYURT[1]

Zonguldak Bülent Ecevit University

Abstract

The aim of this study is to analyse the discourses of prospective teachers who were taking teaching Turkish to foreigners course about the effects of Covid 19 on the future of teaching Turkish as a foreign language. Analysing the discourses of prospective teachers who will teach in the field about the effects of Covid 19 on the future of teaching Turkish as a foreign language is important in terms of providing a more quality language education during and after Covid 19 process. The presents study is a qualitative study. The study group consists of 59 students studying at Zonguldak Bülent Ecevit University, Ereğli Faculty of Education, department of Turkish language teaching since they were receiving teaching Turkish as a foreign language course and they will graduate from the related department. open – ended questtions are applied to the participants in the study. Critical discourse analysis was carried out to analyse the discourses of the participants. As a result of the study, it was concluded that although Covid 19 had a negative influence on language teaching activities, with positive state policies and with more frequent use of distance education and online education, these problems have been overcome and more people can be interested in Turkish in the future.

Keywords: Language Education, Teaching Turkish as a Foreign Language, Covid 19, Discourse Analysis, Online Education.

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[1]Asst. Prof., Faculty of Education, Zonguldak Bülent Ecevit University, Zonguldak, Turkey, ORCID: 0000-0002-9537-7040, **Correspondence:** erhan_yesilyurt@hotmail.com

Introduction

Communication between people and rapidly developing technology in the globalizing world has made language teaching more important than ever. While societies want to stand out with their economies and the things they produce technologically in the modern world, they also want to export their languages because language is another indicator of existence. This has enabled language education to have an important place in the field of education. Language studies are developing rapidly with the development of technology and by keeping pace with the benefits of technology. Thus, teaching software, exercise, repetition, etc. began to be used in language teaching and language education was provided with the advantages of the online world.

Towards the end of 2019, a new epidemic appeared in the world. This epidemic is called novel coronavirus (Covid 19). The Coronavirus (Covid 19) pandemic caused significant changes particularly in health systems, economic, social and pedagogical aspects all over the world. One of the areas most affected by this pandemic is education systems (Can, 2020). This epidemic affected the whole world in a short time and in 2020 it became the most important agenda of the people in the world. Covid 19, which soon became a pandemic, affected many areas, including economy.

The facts that Covid 19 is fatal, spreads fast and currently has no definite solution for prevention other than social distance, isolation and hygiene rules have made it necessary to take some measures in the field of education, as in many fields. As a result of this situation, many innovations entered the education environment and language teaching activities took their share from these innovations.

During this process, many field experts gave online seminars on language education through online systems. Master and doctorate theses juries gathered online and thus defenses took place safely. Universities opened online certificate courses to train instructors in teaching Turkish to foreigners and organizing committees announced that many symposiums, conferences and congress presentations would be carried out online.

During the global pidemic of COVID-19, countries have taken a series of action plans. Among the measures taken, there is a decision to stop educational activities (Dikmen & Bahçeci, 2020). In Turkey, universities also switched to distance education due to the pandemic.Council of Higher Education (CoHE) that is supervisor of the higher education system in Turkey first announced that universities were on holiday for three weeks on 16 March 2020.CoHE then instructed universities to give courses through distance education and stated that there would be no formal education in the spring semester of the 2019-2020 academic year (Durak, Çankaya & İzmirli, 2020). In this context, the system structured according to formal education had to be transformed into a web-based distance education system with crisis management (Keskin & Özer Kaya, 2020).

With the school closures, continuing of education via alternative platforms become crucial in Turkey. Distance education is the key element of MoNE to maintain its services and transmit these services to all educational stakeholders. Within the scope of distance education, MoNE has decided to perform the courses via its online platform-EBA (Educational Informatics Network) and national television channel-TRT (Turkish Radio and Television Corporation). With the collaboration of MoNE and TRT, learning materials for distance education via national channels are prepared in a quite short time (Özer, 2020).

Based on the discourses made about teaching Turkish as a foreign language, the present study sheds light on the future of all language education activities.

Discourse is a narrative built with a word or words on a subject, event or situation. Discourse analysis is the process of analysing the relationship of any element in this narrative with itself or other elements.

The problem of the study is the question "How will Covid 19 affect the future of teaching Turkish as a foreign language? In order to answer this question in more detail, answers were sought to the following sub-problems:

How is the discourse on the effects of Covid 19 on the future of teaching Turkish as a foreign language defined?

1. What is the plot of the discourse on the effects of Covid 19 on the future of teaching Turkish as a foreign language defined?

2. How is the relationship between the plot and the discourse on the effects of Covid 19 on the future of teaching Turkish as a foreign language analysed?

3. How was the social analysis of the discourse created on the effects of Covid 19 on the future of teaching Turkish as a foreign language conducted?

The aim of this study is to analyse the discourses created by prospective teachers of Turkish language teaching who were receiving teaching Turkish as a foreign language course on the effects of Covid 19 on the future of teaching Turkish as a foreign language.

Turkish will be taught as a foreign language by teachers who have received teaching Turkish as a foreign language course and who have proficiency in the field. For this reason, analysing the discourses of prospective teachers who will teach in the field is important in terms of providing a more quality language education during Covid 19 process and under similar epidemic conditions. The

data obtained from this study will contribute to field experts' managing the process during other pandemics that may occur in the future.

While no discourse analysis studies were found on the effects of Covid 19 on language teaching in the literature review conducted, studies related with the key words Covid 19, discourse analysis and online education were found.

Grzelka M. (2020) examined how Polish perceived vulnerable populations within the context of global Covid 19 pandemic. The aim of this study was to obtain data to evaluate the attitudes of the public towards vulnerable people in times of crisis. The study concluded that although newspaper readers had responsibility and information about the status of vulnerable people against Covid 19, some of them made worrying false statements.

In their study entitled "Undergraduates' attitude towards the utilization of open educational resources for learning", Issa I. A. et al. (2020) examined the attitudes of undergraduate students towards the use of open educational resources. In the study, it was concluded that students showed a positive attitude towards open educational resources in learning. In their study entitled "Transition to online education in schools during a sars-cov-2 coronavirus (covıd-19) pandemic in Georgia", Basilaia, G., & Kvavadze, D. (2020) examined the capacity of Georgian population in continuing education in the form of online distance education, reviewed existing different platforms and gave examples to online education used with the support of the government and platforms that could be used for online communication. In their study entitled "Turkish teacher candidates' views on distance education", Karakuş N. et al. (2020) aimed to reveal the opinions of prospective Turkish teachers who are trained to be the practitioners of the Turkish education process regarding the distance education process. In the study, it was concluded that Turkish teacher candidates could not adapt to the distance education process that started with the sudden changes experienced, they thought such a course based on skills could not be taught through online education and they suggested switching to face-to-face education as soon as possible.

When the relevant literature is examined, there are studies in which discourse analysis is applied in universities (Aprilia et Al., 2020; Turhan & Okan, 2017; Jocuns et Al., 2020; Song et Al., 2020). However, when these studies are examined, it can be seen that the studies are not aimed at teaching Turkish as a foreign language. Therefore, it is important to carry out these and similar studies in the field.

Many studies have been carried out to increase the quality of teaching in teaching Turkish as a foreign language. In addition to studies investigating the effects of fairy tales and movies on language teaching (Yılmaz, 2020; İşcan, 2017; Bağcı Ayrancı, 2017), there are also studies aiming to achieve a

more efficient language teaching by applying various scales to teachers and students (İşcan et Al., 2017; Okur & Göçen, 2020; Akkaya & Aydin, 2019; Mete, 2015). With the Covid 19 pandemic process, many studies have been carried out on the effects of this process on the educational environment (Hebebci et Al., 2020; Şahbaz, 2020; Noor et Al., 2020; Lassoued et Al., 2020).

Method

This section includes the research model, study group, data collection and data analysis.

Research model

The present study is a qualitative research. Qualitative researchers often rely on interpretive or critical social science. They apply "logic in practice". Qualitative researchers speak a language of "cases and contexts (Neuman, 2006). In a qualitative project, the author will describe a research problem that can best be understood by exploring a concept or phenomenon (Creswell, 2002).

Study group

In discourse analysis, aims/questions of the research are the key criteria determining sample size and representation (Elliot, 1996). Purposeful sample selection was used in the study.

The study group consists of 59 students studying at Zonguldak Bülent Ecevit University, Ereğli Faculty of Education, department of Turkish language teaching since they had effective views about the effects of Covid 19 on the future of teaching Turkish as a foreign language course, since they were receiving teaching Turkish as a foreign language course and since they will graduate from the related department.

Data Collection Instruments and Data Collection

Open – ended questions are used in the study as data collection instrument. The questionnaire consists of a single question. The research questions are;

1. How will Covid 19 affect the future of studies on teaching Turkish as a foreign language?

2. What will Covid 19's positive effects on teaching Turkish as a foreign language?

3. What will Covid 19's negative effects on teaching Turkish as a foreign language?

In the study, before data collection, prospective teachers received "teaching Turkish to foreigners" course for a semester. The course, which was taught face-to-face at the beginning of the semester, continued through distance education system of the university due to the effects of Covid 19 on the education system. In data collection, open – ended questions prepared to find out the discourses of prospective teachers related with the effects of Covid 19 on the future of teaching Turkish as a

foreign language. At the end of the semester, forms shared with the students by using the distance education system of the university and the data were received through distance education system. Accordingly, students were coded as p1, p2, p3.

Data Analysis

In the study, critical discourse analysis, one of the discourse analysis types, was used to analyse data. Discourse analysis is the analysis of dialectical relationships between discourse and other objects, factors or moments and the analysis of such interruptions between the traditional boundaries between linguistic, political, social and other disciplines (Fairclough, 2013).

In critical discourse analysis, the goal is to reach meaning and to interpret on the meaning achieved. The comment made evaluates and reveals what the discourse wants to reveal (message, information, thought) in terms of its position (plot) (Doyuran, 2018). In critical discourse analysis, the goal is to find out what is told and what one intends to tell through all kinds of discourse.

Critical discourse analysis was used in the analysis of data. Doyuran (2018) suggests a four stage process in critical discourse analysis:

1. Description (discourse/text): Contexts are examined; choice of words, the relationship between the subject and the verb, is the discourse positive or negative?

2. Plot: Discourse is always based on an event. This stage of the analysis process involves finding out the plot and finding out within the context of which event the discourse is made. These events can be historical, political, social or current ordinary events.

3. Interpretation (analysis process): The criticality of analysis is hidden in the interpretation process because this process is in a way the reconstruction of discourse/text. The relationship between discourse and plot is found and the historical, political, social, cultural context and power relationships within the discourse are shown.

4. Explanation/result (social analysis): With description, plot and interpretation a general data is formed and the result is presented with these data. Critical discourse analysis has social content in general. For this reason, the result can also be described as "social analysis".

Results

Findings related with the definition of discourse on the effects of Covid-19 on the future of teaching Turkish as a foreign language

When the discourses of prospective teachers who were receiving courses on teaching Turkish to foreigners are examined on the effects of Covid 19 on the future of teaching Turkish as a foreign language, it can be seen that the discourses are made of regular sentences. It was found that some of the prospective teachers tried to make the meaning more effective by building their discourses with questions. Prospective teachers stated that Covid 19 had a negative effect on activities of teaching Turkish as a foreign language.

As a result of the education received, the terms chosen in discourses related with Covid 19 and education were clearly expressed, the discourses in the text were interrelated with each other and they consisted of words that described situations, predicted the future and made suggestions.

Table 1. Terms on the future of teaching Turkish as a foreign language

Terms	(f)
teaching Turkish as a foreign language	231
distance education	221
technology	92
language teaching	66
online education	50
Total	660

When frequency analysis was conducted on the terms in the discourses of prospective teachers about the effects of Covid 19 on the future of teaching Turkish as a foreign language, it was found that the terms most used were teaching Turkish as a foreign language (f:231), distance education (f:221), technology (f:92), language teaching (f:66), online education (f:50).

The fact that the most frequently used terms in discourses are teaching Turkish as a foreign language, distance education and language teaching is associated with the realization of the research on these terms. With the excessive use of the term online education, the participants drew attention to the role and importance of online education in the distance education process. Participants also emphasized technology in their discourse and drew attention to the role and importance of technological developments in increasing the quality of distance education.

Findings related with the plot of discourse created on the effects of Covid 19 on the future of teaching Turkish as a foreign language

Table 2. The discourse built on the effects of Covid 19 into the plot

Plots	(f)
Covid 19 negatively affects life at the beginning	55
showing reaction	53
description of events and situations that may arise	58
Total	166

Discourses about the effects of Covid 19 on the future of teaching Turkish as a foreign language focused on Covid 19 affecting life on earth negatively with its spread in the world (f:55), reaction of countries in a short time (f:53) and descriptions of events and situations regarding the future of language teaching studies, especially teaching Turkish as a foreign language, along with the measures taken and steps taken towards solution (f:58).

The fact that almost all of the participants formed the plot in the appropriate order shows that the participants firstly reveal the plot and base their discourse on the effects of Covid 19 on the future of teaching Turkish as a foreign language.

Findings related with the analysis process of the relationship between plot and discourse on the effects of Covid 19 on the future of teaching Turkish as a foreign language

Participants in the study reached a consensus about Covid 19 affecting language-teaching studies in Turkey and in the world negatively. All participants expressed negative opinions on this matter.

Coronavirus (Covid-19), which affected the whole world a short time after it appeared in the Far East, caused failures and changes in almost all sectors. Coronavirus, which affected the world and showed its effects in many fields, also affected education (p1).

I believe that Coronavirus affected teaching Turkish as a foreign language adversely. Education was interrupted (p4).

This epidemic is a negative factor about teaching Turkish to foreigners as a foreign language. This is because in order to be able to learn a language easily, it is very important to learn the structure and rules of that language, to follow the cultural structure, traditions and customs of the societies living in the land where the language is spoken and to receive language education in that country (p30).

However, it is thought that the fact that the related units of the state in Turkey adapted to life with coronavirus in a short time and thus interfered with the process quickly made it possible to overcome the negative effects of Covid 19 on education in a short time.

During this process, under the leadership of YÖK President Yekta Saraç, universities underwent a transition to online system quickly. On this occasion, I would like to express my gratitude to YÖK staff that provided the sustainability of an uninterrupted education (p3).

In addition, the majority of the participants stated that studies on teaching Turkish as a foreign language would emerge from this negativity in a stronger way by making use of the technological

means and thus in general Covid 19 would improve studies on teaching Turkish as a foreign language and thus leave a positive effect on language teaching.

Since teaching Turkish to foreigners is based on four basic language skills, I think that online education is more suitable. This is because it is very suitable for materials such as videos, listening, watching and speaking texts (p1).

… since each student does not have the same learning speed, we can say that online education will provide a significant advantage to students (p1).

The accessibility brought to humans by technology, easy information acquisition, permanence and reliability of information, resources' being easily renewable have caused this system to take precedence over books' being most useful information exchange tool in time (k2).

A great majority of the participants think that although Covid 19 interrupted studies on teaching Turkish as a foreign language when it first started to spread, it will have positive effects on language teaching studies in the future since it caused looking for new ways for the continuation and quality of education.

Table 3. Opinions on the impact of Covid 19 on the future of teaching Turkish as a foreign language

Opinions	(f)
positive opinion	47
negative opinion	28
Total	75

When the opinions on the impact of Covid 19 on the future of teaching Turkish as a foreign language are examined, it is seen that there are participants who have expressed a positive opinion (f: 47) and a negative opinion (f: 28).

The reasons why Covid 19 will have a positive effect on the future of teaching Turkish as a foreign language in the discourses of the participants are as follows:

1. What Covid 19 has brought to the educational environment will enable online education activities to be used in the teaching of more courses.

Due to coronavirus, online education will have a much more widespread use (p1).

2. Due to the effects of Covid 19 on humanity, online education activities will become more systematic indirectly.

Education, which was previously face-to-face, will be tried to be given systematically through distance education from now on (p1).

3. Making use of the means of online education in the courses of teaching Turkish as a foreign language will enable students to follow the courses according to their individual learning speed.

Another positive aspect is that online education will provide a significant advantage to the student since the learning speed of each student is not the same (p1).

4. Covid 19 will provide an increase in studies for the use of technology in education.

I foresee that the research in the field will increase and the rate of development will increase (p2).

5. With teaching Turkish as a foreign language conducted through distance education due to Covid 19, it is possible to appeal to more people in a wider area.

In terms of teaching Turkish to foreigners, distance education gives us the opportunity to appeal to a wider audience. Courses which were previously taught in classroom environment can now be taught to thousands of students with online lessons through the internet (p2).

6. Covid 19 will enable telephone applications for language education to increase and develop.

Applications downloaded to telephones already existed, but I think that they will become more widespread during this process (k6).

7. There is a successful fight against coronavirus in Turkey. In addition, aid was provided to other countries in the field of health during Covid 19 process. As a result of this, cooperation and tolerance between foreign countries and Turkey will increase. This in turn will be a factor for foreigners to want to learn Turkish.

With all these negative effects, the great unity and successful struggle of Turkey in the fight against coronavirus has won the admiration of the whole world. This admiration can trigger the curiosity of foreigners for our country and our language (p8).

I believe that our aid to states of the world will create a sympathy for "Turks and Turkish" in foreigners (p13).

As I said, our success in health conditions in this period will have a positive effect on teaching Turkish to foreigners. Our language and culture will reach other nationalities (p14).

Our national respiratory device SAHRA RESPIRATORY DEVICE was welcomed and demanded by many countries…the decisions taken and the devices produced have increased the potential rate and use of Turkish by foreigners (p17).

In addition, with the measures taken since the beginning of the pandemic, Turkey became one of the most talked about countries in the world. It has been on the news of many countries and has had a great impact in this process in both national and international arena. For this reason, I think that people will want have information about Turkey and Turkish culture. In this aspect, I think that there will be an increase in the number of people who want to learn Turkish (p23).

With the start of coronavirus epidemic, Turkey sent aid supplies to many countries, including personal protective equipment. There were countries that heard about Turkey and Turkish for the first time with this aid. This help coming during difficult times evoked curiosity for Turkey and Turkish… In this context, Turkey sent aid to 44 countries that demanded aid so far….The words "There are so many hopes behind hopelessness … So many suns behind darkness…" of Mevlana on the aid packages sent can increase the interest in Turkish (p27).

Thanks to aids of our country to other countries, the people living there can learn Turkish to know Turkish people. In addition, they may want to learn Turkish to understand information and apply in their countries through the methods we apply during the treatment process (p34).

It is praiseworthy that Turkey and Turkish people exhibited example behaviours to the world during this process and lent a helping hand to many countries. Although coronavirus has created bad effects, I think that this process will result in favour of Turkey. I think that during this process Turkey will create a large effect in terms of both Turkish language and Turkish culture through a successful and stable attitude. I believe that after this process, the interest in Turkish language will increase in many places and there will be an increase in the number of people who will choose Turkish language for learning a second language (p36).

Since Turkey carried out a very successful operation against corona virus, the reason for this was the subject of this curiosity. For this reason, people may want to understand Turkish (p45).

Considering that all the eyes are on Turkish since Turkey's struggle with coronavirus is an example to whole world, it would not be wrong to say that "willingness of foreigners to learn English will increase" (p48).

Due to coronavirus pandemic, Turkey sent aid to many foreign countries. In return for this, foreigners learned words such as "Teşekkürler Türkiye" to show their love to Turkey and thanked Turkey with Turkish expressions (p53).

In the struggle with pandemic, we are very successful as a country. For this reason, foreign countries' interest in Turkey and their willingness to learn Turkish will increase (p59).

8. With Covid 19, the fact that language education began to use the opportunities of distance education more caused more people to benefit more from distance education. This situation has saved learning from the restrictions of time and place.

With distance education, education can be provided to a wide audience without any problem of space (p35).

Distance education provides a healthy education to a wide audience without any problem of space (p54).

Participants who made discourses about the effects of Covid 19 on the future of teaching Turkish as a foreign language think that online educational activities will have a positive effect on education. The reason for this is factors such as online education's being very convenient in terms of materials such as videos, listening, watching and speaking tests, students' benefiting from online education according to their learning speed; the opportunity to repeat online education materials, having no time limit; not being restricted with space and being able to exercise any time.

There are also discourses that Covid 19 will have negative effects on teaching Turkish as a foreign language. When these discourses are considered, the following results are found:

9. The decrease in the human mobility around the world will have a negative effect on language education.

I guess that after the coronavirus ends completely, people will travel less to foreign countries. People won't want to go to risky areas and for this reason our teachers who teach Turkish to foreigners abroad may want to return to Turkey. This may become a negative situation both for foreign students and for teachers working abroad. Some researchers may also not want to conduct their studies abroad (p3).

There has been a decrease in travels between countries as a result of the pandemic and this will cause problems for foreign students who want to come to our country and learn our language and culture (p11).

We are going through a period when people have to be trapped in their homes. Considering that such a protection period started, the number of people who want to learn Turkish outside business and trade will decrease (p16).

This pandemic is a negative factor in terms of teaching Turkish to foreigners as a foreign language. This is because in order to learn a language easily, it is very important to learn the structure and rules of that language, to follow closely the cultural structure, traditions and customs of the societies living where that language is spoken and to receive a language education in that country (p30).

10. With Covid 19, distance education began to be used in a wider area. For this reason, methods, techniques, programs and applications which are suitable for distance education and which are not used in distance education right now are required.

It will take time to find new methods and techniques, programs and new applications for success suitable for distance education and to adapt these (p16).

11. Students who will learn a language through online education may not have the sufficient means.

Courses can continue through the internet and computer system maybe, but for these to happen the student should have computer and the internet at home and the internet should be fast (p19).

When Covid 19 has affected our lives so much and when the courses are continuing as distance education, there will be problems in language education. The greatest of these problems is the lack of sufficient infrastructure in students' homes (p20).

In the discourses related with the effects of coronavirus on the future of teaching Turkish as a foreign language, some suggestions were made for language teaching to become stronger in Covid 19 process. These suggestions are as follows:

1. Teachers should have technological means to teach Turkish to their students correctly and effectively. For this reason, teachers' readiness levels are important in distance education (p7, p22).

2. Educators of Turkish should be supported make Turkish education stronger and they should undergo educations such as code writing which is the future of technology (p9).

3. A channel such as "EBA TV" prepared by the Ministry of Education (teaching Turkish as a foreign language) can be prepared for foreigners (p13).

4. Technology can be used for culture transfer. Documentaries, series or films for culture transfer can be presented to foreigners (p13, p24, p43).

5. Remembering that we are in the age of technology, technological development should be used for education (p15, p44).

6. Institutions should provide their resources to students (p15).

7. Teachers should prepare a specific program for students and they should follow the development students show in learning language closely. They should be given homework suitable for the language learning level they are in to speed up the developments they show for Turkish (k15).

8. Even if the courses are not face-to-face, visuality should be prioritised. The concepts newly learned should be made concrete with interesting visuals and students' learning process should be accelerated (p15).

9. Frequent repetitions should be made by students so as not to forget information (p15).

10. Feedback should be taken from students during class (p15).

11. Exercises should be made based on frequent repetition on four basic skills (listening, speaking, writing, reading) (p15).

12. We can ensure foreign language education to get the least damage from this process with a system that prioritizes visual-auditory memory and is more based on reading and writing studies instead of memorization (p20).

13. Students can watch the videos of experts in the field who teach through video channels on social media and follow the channels (p22, p24, p44).

14. Students can download programs supporting language education on their smart phones (p22, p23, p25).

15. Students can participate in programs giving certificate on the internet (p22, p24).

16. Foreigners can have daily conversations with experts in Turkish language and teaching through social media and reinforce what they have learned (p22).

17. With new software and applications, foreigners can be taught Turkish and efficiency can be increased (p28, p32, p40).

18. Available online education tools should be recognized and new online education tools should be prepared (p29, p43).

19. Online messaging systems should be used (p44).

20. Online course management systems should be used (p44, p53).

21. Feedback should be given to students in online education (p50).

22. Student motivation should be considered and motivation increasing activities should be prepared in online education (p50).

23. Positive messages of Turkish language learners about Turkish can be shown in online education (p53).

24. With this disease, words such as gloves, mask, social distance, curfew, pandemic, filiation, intubation, covidiot etc. became words that we use actively in our lives every day. In this new process, we should prioritize teaching the words that come into our lives and we use a lot (p18).

Findings related with the social analysis of the discourse on the effects of Covid-19 on the future of teaching Turkish as a foreign language

Although not even six months have passed since the spread of the virus to the world, Covid 19 pandemic process had a profound impact on people. With Covid 19, people have made short term or radical changes in their lives sometimes with the measures of governments and sometimes voluntarily. This situation was seen in the discourses of prospective teachers who participated in the study. It is predicted in the discourses that with the effect of Covid 19, educational activities will change and technology will come to the forefront.

Countries' approach to Covid 19 also affects their feelings and thoughts. The measures of Turkey about Covid 19 and its relationships with other countries have influenced prospective teachers' discourses and as a result, prospective teachers have stated that Turkey is successfully managing the pandemic process, which will increase the interest in Turkish and therefore, if technological means are used well and studies are conducted on online education, activities of teaching Turkish as a foreign language will reach more people.

Discussion, Conclusion and Recommendations

The participants stated that Covid 19 had a negative effect on studies of teaching Turkish as a foreign language. Other studies on education during the pandemic process have reached similar results. The participants highlighted that limited resources, minimal learner support, lack of technology knowhow and content restructuring were hindrances to the smooth operation of an online teaching environment (Noor, et Al., 2020). However, they concluded that with the steps taken in the field of education and measures taken, the negative effect was greatly eliminated.

Participants stated that there should be distance education in this process. As a joint result of the studies on the effects of the Covid 19 pandemic process on the educational environment distance learning has become an urgent necessity for education. (Hebebci et Al., 2020; Şahbaz, 2020; Noor et Al., 2020; Lassoued et Al., 2020; Jocuns et Al., 2020).

In this study, the participants stated that teaching Turkish as a foreign language will gain new benefits thanks to online education made due to the pandemic process. Other studies have reached similar results: Teachers and learners had to acquire practices that make up the nexus of teaching and learning in this crisis: new interaction orders emerged new discourses in place were acquired where some students found a voice in online learning; and historical bodies were altered in the move to online teaching (Jocuns et Al., 2020).

According to the discourses of the participants, policies of the state are the most important factors affecting the future of language education. In terms of studies about teaching Turkish to foreigners, it was found that Covid 19 process was being well managed in Turkey and for this reason, this situation will have a positive effect on Turkish education in the future.

One of the reasons why Covid 19 positively affects the future of teaching Turkish as a foreign language in the discourse is as follows; There is a successful fight against coronavirus in Turkey. In addition, aid was provided to other countries in the field of health during Covid 19 process. As a result of this, cooperation and tolerance between foreign countries and Turkey will increase. This in turn will be a factor for foreigners to want to learn Turkish. Boylu (2020), as a result of his work; He concluded that the themes of need, positive feeling, finding it easy and similarity between languages have a supportive effect on students' motivation to learn Turkish. When the findings between studies are compared, it can be said that the findings of the studies support each other.

In the discourses of the participants related with the effects of Covid 19 on the future of teaching Turkish as a foreign language, the terms teaching Turkish as a foreign language, distance education, technology, language teaching, and online education came to the forefront. This shows that prospective teachers think that with the effect of Covid 19, foreign language teaching will improve with technological developments and distance education system. In addition, while analysing the effects of Covid 19 on future of teaching Turkish as a foreign language, the participants approached the problem universally and they also made discourses about the future of language teaching in general.

Participants in the study stated that cultural transfer would be better with distance education. This will affect Turkish teaching positively. Looking at past studies on cultural transfer, according to

the 68.4% of the students, culture means mass media, cinema, music, literature and society (İşcan et al., 2017). The use of mass media in distance education will positively affect cultural transfer.

Participants in the study stated that documentaries and films should be used in language teaching. in studies for teaching Turkish as a foreign language they show that film, as a motivator, also makes the language learning process more entertaining and enjoyable. Using films in the Turkish language classrooms is a great method to improve learners' language skills (Yılmaz, 2020). The use of films in teaching foreign languages or teaching foreigners in foreign languages cannot be seen as a simple phenomenon in the form of films or watching students alone. In order to achieve this success, supporting film watching activities should be created by the teacher (İşcan, 2017).

The measures taken and the steps taken in the field of education during Covid 19 process are reflected in the discourses of the participants. However, although discourse analysis was conducted in the field of education, the acts of governments in other fields were also reflected in the discourses. In the present study, the participants associated the relationship of the country with other countries and its efficiency in the field of health and reflected this in the discourses.

There are also a few negative expressions in the discourses of the patients related with Covid 19. According to this, Covid 19 restricts human mobility. In language education, teaching culture is also an important element. Language education will be negatively influenced since fewer tourists will come to Turkey. Another negation is that students won't have sufficient means for distance education and online education.

Although Covid 19 epidemic has influenced life and people negatively with the negations it has brought, factors it has brought to human life such as social distance and isolation have caused the importance of technology use to be understood better and investments to be made in this field. The fact that Boylu and Çangal, who contributed to the teaching of Turkish as a foreign language through online seminars in 2020, they prepared and managed, were mentioned in the discourses of the participants was another factor showing the benefits of online education.

The participants also made suggestions about how activities of teaching Turkish as a foreign language should be after Covid 19. A large number of these suggestions are about higher use of technology in education and how technology should be included in education.

Grzelka (2020) concluded that newspaper readers usually made responsible discourses about the states of vulnerable people towards Covid 19. In the present study, discourses about the effects of Covid 19 on language education were analysed. In the study, the importance of social distance and isolation were also emphasized among the discourses related with language teaching and it was stated that education should be carried out in accordance with the existing conditions. From this point of

view, although the fields are different, approaches of individuals related with Covid 19 were found to show similar characteristics.

Issa Et al. (2020) concluded that students displayed a positive attitude towards open education resources in learning. In the discourses analysed in the present study, the importance of technology was emphasized, and it was emphasized that education should be generalized through distance education and online education.

Basilaia & Kvavadze (2020) gave examples to platforms that can be used for online education and live communication. In the discourses in this study, the importance of online education was emphasized, while the majority did not mention what online platforms were. In the discourses, it was stated that live communication platforms should be used in the future of language teaching. In this respect, it can be said that studies reached similar conclusions.

Karakuş et al. (2020) concluded that Turkish teacher candidates could not adapt to the distance education process and they suggested switching to face-to-face education. In the present study, the participants mentioned the benefits and importance of distance education and stated that distance education activities should be generalized and continue. In this respect, it was found that the studies reached opposite conclusions.

In this research participants also touched on the disadvantages of distance education. Other studies have reached similar results: The high number of students and the lack of sufficient internet connection and infrastructure in rural areas limit live broadcasting opportunities (Hebebci et Al., 2020). When the results of the current study are taken into consideration, it can easily be asserted that the particip>ant students were predominantly against distance education (Şahbaz, 2020).

This several recommendations could be made for related studies:

1.   The present study was conducted on prospective teachers who received the related course. Conducting a similar discourse analysis on experts who taught in the field of teaching Turkish as a foreign language before Covid 19 will enable comparing the results.

2.   Covid 19 pandemic process is a process that will leave a mark in the society's memory. For this reason, discourse analysis should be conducted on the effects of Covid 19 not only on teaching Turkish as a foreign language but also on other fields of education.

3.   In the discourses, it was concluded that there should be more people wishing to learn that language to be able to teach a language to more people, which could be possible with technological development. For this reason, technological studies should be given importance.

4.   The participants in the study mentioned the importance of distance education studies in their discourses. Online seminars and other education activities which increased with the Covid 19 process should continue and become more widespread.

5.   It was found that state policies in other fields affect the field of education and especially language teaching. Therefore, it is crucial to continue policies that create positive opinions towards Turkey and Turkish.

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