Teachers' Views Regarding the Usability of Middle School Turkish Textbooks in the Distance Education Process

Research Article

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ABSTRACT

Textbooks are at the top of most important materials for teaching Turkish. Current textbooks have been designed for face-to-face learning. However, in distance education that started with the COVID-19 pandemic, there is a need for materials that have been adapted to technology. The purpose of this study is to examine the Turkish teachers' views on the usability of textbooks in the distance education process. The research is planned as a qualitative case study and its study group consists of 30 Turkish teachers who teach using distance education processes. The data was collected through an interview form and was analyzed using the technique of content analysis. As a result of the study, it was determined that middle school Turkish textbooks are not suitable for distance education in terms of listening/monitoring, speaking, writing, reading, and vocabulary teaching activities and research assignments. Furthermore, it was found out that Turkish teachers usually resort to ready-made activities when the textbooks are insufficient, and they do not/cannot create interactive content using WEB 2.0 tools.

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Keywords:

Distance education, middle school Turkish textbooks, Turkish teaching, z-book.

Introduction

In the information age we live in, the opportunities that arise with the rapid development of technology have also been reflected in the educational settings. As a result of the COVID-19 pandemic, remote education has been utilized in our country which has made it compulsory to integrate technology into learning environments and equipment in Turkish teaching field as well as in all other lessons. This process requires the presence of Turkish teachers who know how to utilize technology, students with access to technological

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opportunities, and textbooks adapted to online learning. As it is known, middle school Turkish textbooks published by the Ministry of National Education and private publishing houses can be accessed in both printed and Portable Document Format (PDF). However, the usability and functionality of the books for the distance education process during the period of pandemic in both formats need to be revealed with regards to maintaining quality Turkish education.

Turkish education ultimately aims at improving students' language skills. This is expressed in the 2019 Turkish Course Curriculum (TCC) as follows:

The Turkish Curriculum has been configured as a whole that includes knowledge, skills and values which aims at helping students acquire the language and cognitive skills related to listening/monitoring, speaking, reading and writing that they can use throughout their lives, develop individually and socially using these skills, communicate effectively, and gain the habit of reading and writing with a love of Turkish language (MEB, 2019, p. 8).

Language skills known as listening/monitoring, speaking, reading, and writing develop through the textbooks prepared according to the Turkish Curriculum under the guidance of the Turkish teachers. However, these textbooks have been designed to be used in the classroom environment where face-to-face education takes place. It should not be overlooked that in distance education, qualified language teaching will take place with the presence of appropriate environments and equipment for online learning.

Distance education is a form of education in which learner and teacher are physically separated from each other (Adıyaman, 2002, p. 92). İşman (2011, p. 1) defines distance education as a model of education system where teachers and students do not have to be in the same place and where educational activities are carried out by means of postal services, and information and communication technologies. Bozkurt (2017, p. 87) has created an interdisciplinary definition for distance education that tries to eliminate the limitations between the learner, teacher, and learning resources, and that uses existing technologies with a pragmatist approach to achieve this. According to Kırık (2014, p. 75), distance education is a hierarchical, stable, complex, nonlinear education system. In another definition, distance education is the execution of educational activities through equipment such as televisions, computers, tablets, and mobile phones without physical interaction (Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar, 2020, p. 222). When the definitions in the literature are analyzed, it is observed that some concepts and characteristics related to distance education stand out such as "the elimination of limitations," "technology," "complex," "stable," "nonlinear," "distance," and "physically different spaces."

Distance education offers benefits such as elimination of time and space limitations, giving the student the right to choose, digital accessibility, reaching a wider audience, being shaped according to the individual needs, providing equal opportunities, being synchronous or the opposite (Arat & Bakan, 2014, Kırık, 2014; Odabaş, 2003; Traxler, 2018). However, distance education also has some limitations. In particular, Turkish lessons' focus on activities, interaction, student-centered learning, and practicality can be considered as the disadvantageous aspects of distance learning in Turkish lessons (Sarçam, Özdoğan & Topçuoğlu Ünal, 2020). In addition, the materialization of distance education in an environment different from the classroom requires the virtual environment to have certain features for teaching Turkish.

The most frequently used medium for teaching Turkish, especially during the COVID-19 pandemic, have been virtual (WEB 2.0) environments. During this time when the personal interactions are risky, Turkish instruction has been done through Education Information Network (EBA) prepared by the Ministry of National Education (MEB), TRT EBA TV Primary School, TRT EBA TV Middle School and TRT EBA TV high school channels. These environments can be classified as environments that offer ready-made content for distance Turkish teaching, environments that permit content creation for Turkish teaching (Karagöl, 2019, p. 99) and environments that are suitable for remote Turkish teaching. "The Language Learning Portal" at

“eba.gov.tr” offers ready-made content such as applications, support materials and videos for distance Turkish teaching. “The Content Creation System” (CCS) at “ders.eba.gov.tr” is a platform that enables teachers to create course flow and content. In other words, CCS is a content preparation environment for Turkish teaching. “The Live Lesson” tab, also located at the same address, can be considered as a remote live Turkish teaching environment that enables teachers to conduct synchronous lessons with students. Textbooks are at the top of the most important tools of the live course environment, both in face-to-face education and in distance education.

Textbooks are one of the most essential materials in educational settings. All the components that make up the content of the middle school Turkish textbooks are prepared with the aim of improving students’ language skills under the guidance of the Turkish lesson teachers. Textbooks can be in print or in PDF format and what is more there are interactive textbooks [enriched books (Z-books)]. Transition to distance education and technology-based Turkish education during the pandemic have increased the importance of Z-books. Z-books are a resource that the user can use whenever and wherever they want, online or offline, and they can use it for self-learning, trial, practice, and testing and evaluation without the need for outside support (Gündoğdu, 2017, p. 219). Z-books which can be described as interactive electronic books, has a variety of features such as pictures, texts, videos, graphics, tables, sounds, photographs, maps, animations, simulations, and internet connectivity. Because of these features, there is interaction between the students and the Z-books.

Today, there is a need for interactive Turkish textbooks that can be used in the virtual learning environments where Turkish education is conducted remotely. In this regard, middle school Turkish textbooks that were designed with the idea of being used in face-to-face educational settings should be re-evaluated and structured in the wake of distance education (virtual classroom) experiences. During this re-evaluation and structuring process, the experience and opinions of the Turkish language teachers are too significant to be ignored. Along with the significance of their opinions, the integration of Z-books into Turkish distance education is closely related to the concept of “digital competence” referred in TCC 2019. In Qualifications Framework of Turkey (QFT) which was specified in the Turkish Course Curriculum eight key competencies have been identified. One of these competencies is “digital competence”. Digital competence is defined in the program as follows (MEB, 2019, p. 5):

It covers the safe and critical use of information and communication technologies for business, daily life, and communication. This competence is supported by basic skills such as the use of computers to access, and evaluate information, and to store, produce, present and exchange information as well as to access common networks and communicate through the Internet.

In addition to digital competence, the concept of “digital literacy” which is one of the requirements of technology-based education is also related to the Z-books. Z-books which will be used in the classrooms will significantly contribute to the students' acquiring digital literacy. Furthermore, the following qualities of the technology generation labelled as “digital natives” necessitates the digitization of textbooks:

- They want to access information quickly,
- They prefer graphics over texts,
- They prefer reading an article randomly in capsule form rather than reading it linearly from beginning to end,
- They prefer games over serious studying,
- Their cognitive structures are parallel not sequential,
- They want to do multiple tasks simultaneously,
- They want to learn by discovery (Bilgiç, Duman, & Seferoğlu, 2011, p. 276).

Upon considering the above-mentioned characteristics, it is found out that the information required by students should be accessible through side links or add-ons in the textbooks. Moreover, texts should be supported with visuals/animations/simulations/videos; the activities should be converted into games; and exploratory learning activities should be included in textbooks. On the other hand, there has been changes in the concept of text in parallel with the developments of the 21st century, which resulted in the emergence of digital texts, hypertexts and multimedia texts making it crucial for Turkish textbooks to be technology and internet-based.

As a result of the search made in "TR Index", "Council of Higher Education Thesis Center", "DergiPark" and "ERIC" databases with the keywords "distance education," "middle school Turkish coursebooks," "Turkish teachers," "digital listening," "digital reading," "digital speaking," and "digital writing," no results that evaluates the views of Turkish teachers regarding the textbooks during the distance education process has been found. However, the following research which include findings about Turkish courses in distance education process are available in literature:

Ateş, Çerçi & Derman (2015) have analyzed Turkish lesson videos in EBA. Aydın (2020) has evaluated Turkish lessons done on EBA TV during the distance education process according to student views. As a result of this study, it was determined that the students found Turkish lessons on EBA TV useful, but it was also identified that there were negative opinions about it such as insufficient time, lectures being too fast, inability to ask questions, and the lack of the ability to change teachers. Bayburtlu (2020) has intended at revealing the state of Turkish education during the epidemic through the views of Turkish teachers. Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar (2020) has done research on the views of Turkish teacher candidates on distance education. In this study, it was concluded that Turkish teacher candidates have not been able to adapt to the distance education process; they think that such skill-based lessons could not be conducted using distance education and that they suggest returning to face-to-face education as soon as possible. Özgül, Ceran & Yıldız (2020) have presented the views of Turkish teachers on how Turkish lessons are carried out through distance education applications. Turkish teachers have expressed their views on distance education lessons in such themes as challenges and contributions, EBA, substantial content, and inadequate assessment and evaluation. Sarıçam, Özdoğan & Topçuoğlu Ünal (2020) have researched teachers' views on implementation of Turkish lessons in distance education. They have asked questions to Turkish course teachers regarding "advantages and disadvantages of distance education," "distance education in relation to language skills," "what to do to diversify language skills activities," and "elimination of limitations in language skills teaching." As it can be understood from the above-mentioned studies, there is no study based on the opinions of Turkish teachers regarding the use of middle school Turkish textbooks in distance education. Thus, the aim of the study is to examine the Turkish teachers' views on the usability of textbooks in the distance education process. Based on this research's statement of purpose, the following sub-problems have been determined:

1. What are Turkish lesson teachers' opinions about the functionality of listening/monitoring texts and activities in Turkish textbooks while doing distance (live) teaching during distance education?
2. What are Turkish lesson teachers' opinions regarding the functionality of speaking activities in Turkish textbooks while doing distance (live) teaching during distance education?
3. What are Turkish lesson teachers' opinions about the functionality of reading texts and activities in Turkish textbooks while doing distance (live) teaching during distance education?
4. What are Turkish lesson teachers' opinions about the functionality of writing activities in Turkish textbooks while doing distance (live) teaching during distance education?
5. What are Turkish lesson teachers' opinions about the functionality of vocabulary activities in Turkish textbooks while doing distance (live) teaching during distance education?

6. What are Turkish lesson teachers' opinions about research assignments in Turkish textbooks while teaching during distance education?

7. What do Turkish course teachers do when Turkish textbooks are insufficient in the distance education process?

Since they are in the position of implementers of content in the middle school Turkish textbooks, the research was limited to Turkish teachers only. It is believed that this research will contribute to literature in terms of digitizing middle school Turkish textbooks.

Methodology

In this section, research model, study group, data collection, and analysis are covered.

Research Model

This research, which was conducted in order to find out the opinions of Turkish teachers on the usability of Turkish textbooks in distance education, was designed as a qualitative research. As pointed out by Seggie & Bayyurt (2015, p. 16), qualitative research, unlike quantitative research, allow for a detailed understanding of the developing and changing world and the emerging insights, and the problems and struggles that come with it.

There are a number of research designs in qualitative research. Among the designs of qualitative research are action research, phenomenology, case studies, ethnography, narrative research, and grounded theory (Saban & Ersoy, 2019). This research has been designed as a qualitative case study.

Study Group

The study group of this research consists of 30 Turkish teachers who worked as Turkish teachers during the pandemic within the Ministry of National Education. The characteristics of the teachers are listed in Table 1:

Table 1. Information about the Turkish teachers in the study group

<i>Professional Years of Seniority</i>	<i>f</i>	<i>Education Level</i>	<i>f</i>	<i>Gender</i>	<i>f</i>
1-3	2	Bachelor's	21	Female	17
4-6	2	Master's	7	Male	13
7-9	12	PhD	2		
10-12	1				
12-15	4				
15 or more	9				
Total			30		

The number of participants in this study is limited to thirty teachers. This is because while the amount of data to be collected from the participants in the research increases, the number of individuals who should be included in the sampling is decreased (Yıldırım & Şimşek, 2008, p. 115). In the study, convenience sampling model was used. Since data obtained in this study was large (see Data Collection), this specific number of participants were interviewed. The required ethics committee approval was obtained from the respective institution for the research.

Data Collection

In qualitative research, interviews, observations, and documents are used as data collection methods. Since the opinions of Turkish teachers constitute the data source of this research, interview method was used in the study. Interview is a verbal communication process between two or more people. The interview can be

defined as collecting of data from the relevant people within the framework of the questions for which answers are sought in the research. The interview provides us with in-depth information about a specific research topic or a question (Büyüköztürk, Çakmak, Akgün, Karadeniz & Demirel, 2008, p. 158).

Semi-structured interview method was used as the data collection tool in this study. The form titled "Semi-Structured Interview Form Questions Regarding the Opinions of Turkish Teachers Concerning the Usability of Textbooks in Distance Education Process" was sent to 3 experts who had a doctorate in the field of Turkish education. Then, data was collected from 3 Turkish teachers for the pre-application of the form. The form was, then, finalized in accordance with the opinions of the experts in the field and the pre-interview data. Questions on the form are as follows:

1. What are your positive or negative opinions about the functionality of the listening/monitoring texts and activities in Turkish textbooks while doing distance (live) teaching during distance education? What are your views on the digitalization of the texts and activities?
2. What are your positive or negative opinions about the functionality of speaking activities in Turkish textbooks while doing distance (live) teaching during distance education? What are your views on the digitalization of these activities?
3. What are your positive or negative opinions about the functionality of reading texts and activities in Turkish textbooks while doing distance (live) teaching during distance education? What are your views on the digitalization of these texts and activities?
4. What are your positive or negative opinions about the functionality of writing activities in Turkish textbooks while doing distance (live) teaching during distance education? What are your views on the digitalization of these activities?
5. What are your positive or negative opinions about the functionality of vocabulary teaching/activities in Turkish textbooks while doing distance (live) teaching during distance education? What are your views on the digitalization of these activities?
6. What are your opinions about the research assignments in Turkish textbooks while doing distance (live) teaching during distance education?
7. What do you do when Turkish textbooks are insufficient during distance education? What do you do to overcome this deficiency? What are your solution methods/suggestions?

During the data collection stage, face-to-face interviews were not held with the participants due to COVID-19, instead, the answers were received in writing through digital media. 14 pages of data consisting of 5121 words was collected after typing in Microsoft Office Word using Times New Roman font, font size of 12, page margins at 2.5 cm, and spaced with single line.

Data Analysis

Content analysis method was used to analyze the data in this research. Content analysis is used to determine the existence of and to enumerate words, concepts, themes, idioms, characters, and sentences in one or more texts (Kızıltepe, 2015, p. 253-254). Deductive content analysis method was used since the sub-problems of the study guided data collection. As mentioned by Patton (2014, p. 453), deductive content analysis is based on data analysis according to existing frames, in contrast to inductive content analysis (Patton, 2014, p. 453).

The themes of this research were determined before the data analysis. "Listening/Monitoring Texts and Activities in the Distance Education Process," "Speaking Activities in the Distance Education Process," "Reading Texts and Activities in the Distance Education Process," "Writing Activities in the Distance

Education Process,” “Vocabulary Teaching Activities in the Distance Education Process,” “Research Assignments in the Distance Education Process,” and “Insufficiency of Turkish Textbooks in Distance Education Process” are the themes of the research. By reading and rereading the research data several times, codes were determined. For the reliability of the data analysis, the codes were reviewed by one other person apart from the researchers. Miles and Huberman’s (2015) formula was used for consistency between encoders. The correspondence percentage was found to be .87. Since this correspondence should be higher than 70% (Tavşancıl & Aslan, 2001), it was determined that the content analysis conducted in this research was reliable.

Findings

Under this heading, the findings obtained in accordance with the sub-problems of the research are presented:

Findings in Relation to the First Sub-Problem

Table 2. Turkish teachers' views about the functionality of the listening/monitoring texts and activities in middle school Turkish textbooks in the distance education process

Categories	Codes	f	%
Positive	Listening/monitoring texts and activities are appropriate for distance education.	7	23.33
	Students can follow listening/monitoring texts more easily in the computer environment.	1	3.33
	It is a positive situation to project the listening/monitoring text voices on the screen.	1	3.33
Negative	The sound quality of the listening/monitoring texts is poor.	5	16.66
	Listening/monitoring texts should be uploaded to eba.gov.tr.	2	6.66
	Listening/monitoring activities should be designed for distance education.	2	6.66
	Listening/monitoring texts and activities are boring according to students in distance education.	3	10
	Digital (interactive) functionality of listening/monitoring texts and activities should be improved.	11	36.66
	Listening/monitoring texts are not beneficial at all in distance education.	1	3.33

Table 2 contains the views of Turkish teachers about the functionality of the listening/monitoring texts and activities in the middle school Turkish textbooks in the distance education process. There are 3 codes in the positive category and 6 codes in the negative category. 7 participants stated that the listening/monitoring texts and activities in the middle school Turkish coursebooks are appropriate for distance education. One of the teachers stated that the text/activities were followed more easily on the digital environment and that it was positive to project the text/activities on the screen.

In the negative category, 11 participants stated that the listening/monitoring texts and activities should be made interactive. 5 participants stated that the sound quality was bad while sharing screen during listening/monitoring texts. 3 participants stated that listening/monitoring texts and activities are boring according to students in distance education. Two participants emphasized that texts and activities should be uploaded to “eba.gov.tr” and that the text and activities should be restructured for distance education. One participant stated that listening/monitoring texts were not beneficial at all in distance education. Examples of participant responses are given below:

Opening texts from the internet is not efficient due to poor sound quality. It would be great if our textbooks and listening texts were uploaded to EBA. (Participant 1)

I use the texts and activities in Turkish textbooks in the distance education process effortlessly. I do not have any problems in this regard during the distance education process. As a matter of fact, our school did not have a smart board. As a consequence, we sometimes had difficulties during face-to-face education while working on listening/monitoring texts. Nevertheless, now it is possible for students to follow the lessons more easily in the computer environment. I do not think there is need for an extra process to change the text and activities or have them adapted for distance education. This is because they already do the work in distance education. (Participant 2)

Making text and activities interactive would both increase their functionality and make them more practical. (Participant 6)

Digitalization is a necessity brought by the times. With the development of Education 2.0 tools, I approve of and find it necessary to adapt the textbooks to this environment. (Participant 7)

I find these activities inadequate; they should be supported by materials such as various digital games, etc. (11th participant)

I am trying to make them listen to the listening/monitoring texts on the phone. However, listening and comprehension cannot be achieved as well as in the classroom. When these texts and activities are transferred to digital media, active participation and a fun learning environment can be created. (Participant 25)

There are almost no watching texts in the textbooks. When we turn on the listening texts on the Internet, the computer sound is not transmitted to the students. Only our voice while we speak on the microphone is transmitted. And therefore, I have not been able to teach the listening texts properly. I have asked the students to share and to listen to the listening texts from the class WhatsApp group and also do some activities before the lessons. But most of them showed up without listening to them. These texts should be digitized. Particularly, lower grades need to be given more watching texts. Interactive digital texts will be much more productive. (Participant 30)

Findings in Relation to the Second Sub-Problem

Table 3. Turkish teachers' views about the functionality of the speaking activities in middle school Turkish textbooks in the distance education process

Categories	Codes	f	%
Positive	Distance education affected the students positively who are not active in spontaneous speaking activities in the classroom environment.	1	3.33
	Since the virtual classroom environments are quiet, students focus on spontaneous speeches more easily.	1	3.33
	Distance education has positive aspects in terms of achieving target acquisitions in speaking skills.	4	13.33
Negative	Speaking activities are not productive in distance education.	16	53.33
	Students' gestures and facial expressions cannot be understood in distance education.	3	10
	Due to the time constraints in distance education, only short speeches can be made.	2	6.66
	Speaking activities should be adapted for distance education.	7	23.33
	Students cannot use body language in speaking activities.	2	6.66
	Eye contact cannot be established with students during speaking activities.	1	3.33

The table above contains the views of Turkish teachers about the functionality of the speaking texts and activities in middle school Turkish textbooks in distance education process. 9 codes were reached at, 3 of which are in positive and 6 in negative categories. In the positive category, it was stated that the digital environment has positive aspects in terms of achieving target acquisitions for speaking skills (f = 4). One participant stated

that distance education positively affected nonparticipating students in spontaneous speaking activities and the quietness in the virtual classroom environment helped students focus more.

In the negative category, the fact that speaking activities are not efficient in distance education is the most stated view ($f = 16$). In support of this view, 7 participants stated that speaking activities should be adapted for distance education. 3 participants stated that the gestures and facial expressions of students could not be understood in the speaking activities; 2 participants stated that speaking activities could not be performed in distance education because of time problems and that students could not use body language in speaking activities; and 1 participant stated that it was not possible to establish eye contact with the students. Examples of participant responses are given below:

We find it difficult to conduct speaking activities in distance education. In the classroom environment, we could see the students' gestures and facial expressions, and reactions, etc. We could provide feedback. In distance education, I can only allow the students to speak briefly due to lack of time. Due to reasons beyond our control, speaking activities are a bit neglected. (Participant 1)

I have not heard about my students being negatively affected by this compulsory digitization process in terms of speaking skills. My personal observation is that the students used to have more problems, especially in spontaneous conversations, as they knew that all eyes were on them in the classroom. Now, I can say that I have witnessed many of my students who suffer from shyness in the classroom environment are able to speak more comfortably in distance education. Considering the subject in terms of prepared speeches, when I give the students necessary time to prepare for the relevant subject just like in the classroom environment, they perform well while giving speeches. In fact, when they observe some of their peers not paying attention to them in the classroom, it causes them to get distracted or to perceive that their speech is unimportant; on the other hand, the quietness in distance education allows them to focus more. By answering questions from their friends, they receive feedback, and they interact with each other. In short, I have not observed a significant disadvantage of the digital environment in terms of achieving target learning outcomes in speaking skills, but I can say that I have witnessed many positive aspects. (Participant 3)

I think the contents of the books should be edited for distance education. (Participant 4)

In face-to-face education, students were more productive as they took an active role. In distance education, there is a lack of spirit. (Participant 10)

Speaking activities also continue to take place in distance education, but limited space on the screen does not allow students to use body language. (Participant 24)

I have had to skip almost all speaking activities in distance education. It is very difficult to direct students from the other end of the computer to speak, and so, I inevitably become the only person speaking on a subject. (Participant 29)

Findings in Relation to the Third Sub-Problem

Table 4. Turkish teachers' views about the functionality of the reading texts and activities in middle school Turkish textbooks in the distance education process

Categories	Codes	<i>f</i>	%
Positive	Reading text and activities are appropriate for distance education.	8	26.66
	Projecting texts on the screen saves time.	2	6.66
Negative	Since the texts are lengthy, they are not appropriate for distance education.	6	20
	Reading texts and activities should be edited for distance education.	9	30
	Text and activities should allow for drawing on and modifying using digital pens.	2	6.66
	Students without screen reading skills experience difficulties.	1	3.33

Students do their reading activities by using the ready-made homework websites.	1	3.33
Students whose cameras and sound are turned off sometimes drift away from the lesson.	1	3.33

This table contains the views of Turkish teachers about the functionality of the reading texts and activities in middle school Turkish textbooks in the distance education process. There are 2 codes in the positive category and 6 codes in the negative category. In the positive category, that texts and activities are suitable for distance education is stated most ($f = 8$). 2 participants stated that projecting the reading text on the screen saves time.

In the negative category, the fact that reading texts and activities should be edited for distance education is the most stated view ($f = 9$). Two participants made a reference to the interactive books by mentioning that the text and activities should be modified using digital pens. One participant stated that students lacking screen reading skills had difficulties; another one stated that students found answers on the internet instead of doing their homework, and another one stated that students who had their cameras and sound off drifted away from the lesson. Examples of participant responses are given below:

We do not have any problems teaching about reading texts and activities in the distance education process. I can have the students read the text by having them read aloud just like in the classroom environment. I can easily achieve the learning outcomes in comprehension and vocabulary. For this reason, activities or the texts do not need to be digitized. I am already projecting the text and activities in PDF form on the screen. (Participant 2)

I think the contents of the books should be edited for distance education. (Participant 4)

There is no problem in reading the texts, but there are problems in practice as the activities are not adapted to the current time and the digital environment. (Participant 5)

It would be better if their text and activities could be written and drawn on with a digital pen. I do not have such technology. (Participant 9)

In reading activities, students lacking screen reading skills experience difficulties. It feels as if it has become more difficult to follow the reading processes. (Participant 15)

We use our textbooks by projecting them on the screen in the digital environment. That is why I think it is better than the standard environment. (Participant 19)

There is no difference in conducting activities on reading texts from face-to-face education. If these activities are given as homework in advance, some of the students take the easy way out and give the ready-made answers from ready-made homework sites without taking the trouble of writing during the lessons. It is immediately clear who is free-riding and who is doing the work by looking at the uniformity of the answers. (Participant 24)

I share the PDF of the textbook with the students during the lessons. I draw on it. Students read from their own books. I make them do read aloud and silent reading. I ask different students to continue to read. Students are sometimes away from the lesson when their camera and sound are off. There are sometimes pauses when I ask them to talk or ask them questions. Textbooks and reading texts should definitely be digitized. We should be able to go beyond asking them to log onto EBA and to watch videos. For example, if a place is described in the text, the student should be able to take a virtual tour there. Images can be modeled in 3D. (Participant 30)

Findings in Relation to the Fourth Sub-Problem

Table 5. Turkish Teachers' views about the functionality of the writing activities in middle school Turkish textbooks in the distance education process

Categories	Codes	f	%
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Positive	Students' demand for sharing their writings has increased even more in the distance education process.	1	3.33
	Images appropriate for writing practices can be easily projected on the screen.	1	3.33
	Writing methods and techniques are being used more functionally in distance education.	1	3.33
Negative	Writing activities are not appropriate for distance education.	15	50
	Feedback cannot be provided for writing activities in distance education.	7	23.33
	Writing activities should be designed for distance education.	4	13.33
	Due to time constraints, sharing writing activities during the lesson is a problem.	1	3.33
	It is difficult to monitor the students' writing process in distance education.	7	23.33
	Students have low motivation towards writing activities in distance education.	1	3.33

Table 5 contains the views of Turkish teachers about the functionality of the writing activities in middle school Turkish textbooks in the distance education process. There are 3 codes in the positive category and 6 in the negative category. In the positive category, one participant stated that students wanted to share more of what they wrote in the distance education process. One stated that the visuals appropriate for writing activities could be easily projected on the screen. And one other participant stated that writing methods and techniques were used more functionally in distance education.

In the negative category, 15 participants stated that writing activities are not appropriate for distance education. Seven participants stated that feedback could not be provided for writing activities in distance education, and it was difficult to monitor the writing process of students. 4 participants stated that writing activities should be designed for distance education. One participant emphasized that writing activities could not be shared in the virtual classroom due to time constraints and the motivation of the students towards writing activities was low. Examples of participant responses are given below:

It is difficult to do writing activities in distance education. Waiting for students to do writing activities is a waste of time due to time constraints. I was able to give students some time and ask them to do the activities in the classroom environment. In the meantime, I was able to look at their notebooks and check their writings. But I do not have control over it or cannot provide guidance in distance education. During writing activities, I ask students to write and read only for a short time. If these activities can be integrated into the distance education process, perhaps writing education can be more efficient during this process. (Participant 2)

It is almost impossible to do and check writing activities right away in digital environment. We usually do writing activities by assigning them homework. It is also hard to check them. (Participant 5)

I find writing activities to be the most difficult in this process. That is because I cannot ask the student to do writing during the lesson. If I ask them to do the writing, I have issues with not being able to complete the topics within time. I assign them homework and ask them to send it to me. However, reading and reviewing homework on the phone or computer takes a lot of time and causes eye strain. (Participant 8)

Writing process in distance education is not very productive. There are interesting writing topics, but students have very little motivation to write in an unsupervised environment. (Participant 13)

It is difficult to check the writing activities for the teachers. We cannot check the writing of the students. Has the student included the introduction, main ideas, and the conclusion sections; is there a spelling mistake; has the student paid attention to the punctuation marks? These fall short in distance education. (Participant 14)

It has become more difficult to implement writing skills in distance education. Writing, using a notebook and taking notes on a digital platform do not draw student attention. (Participant 16)

It is difficult to do the writing activities effectively because we are not able to see the student's writing or hear their expressions well. When writing activities are done in digital environments, for example, a content that instantly warns the student of his/her mistake when the student's work is incoherent can be useful. (Participant 25)

Findings in Relation to the Fifth Sub-Problem

Table 6. Turkish teachers' views about the functionality of the vocabulary activities in middle school Turkish textbooks in the distance education process

Categories	Codes	f	%
Positive	Vocabulary activities are appropriate for distance education.	3	10
	Students' use of digital dictionaries has improved during distance education.	8	26.66
Negative	Vocabulary activities should be digitalized.	10	33.33
	Existing vocabulary activities are better suited for face-to-face education.	2	6.66
	Vocabulary learned from digital dictionaries are forgotten quickly.	1	3.33
	Vocabulary activities do not attract students' attention in distance education.	1	3.33

The table above reflects the views of Turkish teachers about the functionality of vocabulary activities in middle school Turkish textbooks in the distance education process. Two separate codes were achieved in the positive category. 8 participants stated that students' use of digital dictionaries has improved in distance education, and 3 participants stated that vocabulary activities are appropriate for distance education.

In the negative category, 4 codes were determined. That vocabulary activities should be digitized was the most frequent one ($f = 10$). Two participants said that existing vocabulary activities were better suited for face-to-face education. One participant stated that words learned from digital dictionaries are forgotten quickly. One stated that vocabulary activities do not attract students' attention in distance education. Examples of participant responses are given below:

Students' use of digital dictionaries has improved during distance education. If they do not know a vocabulary item such as a word, phrase, proverb, etc., they can find the meaning immediately by using the digital dictionary on their computers. While mostly print dictionaries were used in the classroom environment, digital dictionaries are used now. This prevents waste of time. I think that being able to access the meanings of words in a short time also enables students to learn more functional vocabulary. (Participant 2)

I think it would be great if these activities could be digitalized. This is because I think the computer environment lends itself to be suitable for various word processing games and digital media. (Participant 3)

The fact that the students have easy access to the Contemporary Turkish Dictionary, and the Dictionary of the Proverbs and Idioms, and that they frequently prefer this directly affect their vocabulary. Not every student at school brought dictionaries, nor could they find the information or the vocabulary item they were looking for in their dictionaries. Moreover, there were scarcely any students who brought their Dictionaries of Proverbs and Idioms, or spelling guides. (Participant 4)

I asked students who cannot afford a dictionary to download and look at dictionaries from the Play Store. This is affordable in every aspect. But because it is virtual, it is immediately forgotten. I also make them write it down in a notebook. (Participant 10)

We cannot do the dictionary contest we do in the classroom environment in the digital environment. The students would learn new vocabulary in a competition atmosphere, but I cannot do this activity in the digital environment (20th Participant)

Findings in Relation to the Sixth Sub-Problem

Table 7. Turkish teachers' views about the functionality of the research assignments in middle school Turkish textbooks in the distance education process

Categories	Codes	f	%
Positive	Students' skills in using presentation tools have improved in distance education.	2	6.66
	Students learn to use reliable web addresses in distance education.	1	3.33
	Research assignments are appropriate for distance education.	6	20
Negative	Homework presentations cannot be done due to time problems.	5	16.66
	Research assignments should be redesigned for distance education.	8	26.66
	They develop screen dependency because they research and present their assignments on the internet.	1	3.33
	Research assignments do not make any contribution because the students do not have the skills to use the presentation software.	4	13.33
	Feedback cannot be provided for research assignments in distance education.	3	10
	Students cannot use body language during homework presentations.	1	3.33
	Students get accustomed to laziness, since the answers to the research activities are readily available on the internet	1	3.33

The views of Turkish teachers about the functionality of research assignments in middle school Turkish textbooks in the distance education process are presented in the Table 7. 3 codes in the positive category and 7 codes in the negative category were identified. 6 participants stated that their research assignments are appropriate for distance education. Two participants stated that students' ability to use presentation tools has improved, and one participant said that students have learned to use reliable web addresses.

In the negative category, that research assignments should be redesigned for distance education was the most expressed opinion ($f = 8$). 5 participants stated that students were unable to present their homework due to lack of time during lessons. 4 participants stated that the students did not have the skills to use the presentation software. 3 participants mentioned that they were not able to give feedback to homework in distance education. One participant each stated that the students grew screen dependency; students could not use body language during homework presentations; and the answers to research activities were readily available on the internet and so the students got accustomed to laziness. Examples of participant responses are given below:

It is indisputable that it visually offers a much more comfortable interaction opportunity for students. Students can prepare slides. He/she can present it on everyone's screen. He/she can draw on it as he/she wants and highlight the points he/she wants to draw attention to. Thus, the students can appeal to more than one sense. This increases the quality and the permanence of learning. (Participant 3)

Research assignments in Turkish textbooks fall short in distance education. If the correct programs are used in this process, research assignments will definitely be more effective. (Participant 7)

When research assignments are done by students, not every student can present it in the form of a presentation because they do not know how to use the presentation software. Their presentations consist of plain lecturing. (Participant 8)

It definitely does not meet the needs; it is not appropriate for current (digital) environments. (11th participant)

The presentation of research assignments is not like how it used to be in face-to-face education because there is a shortage of time in distance education and so we try to do everything quickly. For this reason, there are no colorful and detailed presentations. The student presents what he/she has worked on in front of the screen but cannot use his/her body language. (Participant 24)

In my opinion, the most useful type of activity in both distance and face-to-face education is research activities. Especially because the research done in the digital environment is also presented in the digital environment during distance education which has provided great convenience. Moreover, demonstrating how to do research in practice in distance education has proved very useful while you could not do it during face-to-face education. (Participant 29)

Findings in Relation to the Seventh Sub-Problem

Table 8. What Turkish teachers do when Turkish textbooks fall short in the distance education process

<i>Codes</i>	<i>f</i>	<i>%</i>
Teachers make use of the lecture notes/activities that they have written themselves.	11	36.66
Teachers use other digital/interactive resources.	9	30
Teachers try to update the activities in the textbooks and make them more functional.	2	6.66
Teachers utilize ready-made activities.	14	46.66
Teachers use WEB 2.0 tools.	5	16.66

Table 8 shows what teachers do as an alternative when Turkish textbooks fall short in the distance education process. It stands out that while 14 participants used ready-made activities, 11 participants made use of the lecture notes and activities written by themselves. 9 participants stated that they used other digital/interactive resources. 5 participants stated that they used WEB 2.0 tools, while 2 participants stated that they tried to update activities in the textbooks and make them more functional. Examples of participant responses are given below:

I can support the lesson by projecting different sources on the screen. I can also send digital resources to students. Both MEB and private publishing houses use a variety of digital sources. These are also very useful in enriching lessons. (Participant 2)

When I have an issue with an activity, I try to update it and make it more functional. When I do not like it, I share worksheets or materials with them. It is very easy to deliver them to students. I can easily share materials using EBA or social groups. I can easily receive feedback and I do not have any issues with storing data in the digital environment. These assignments or exercises were not readily available in face-to-face education compared to digital media. Textbooks should now be pulled away from their traditional form. For example, an activity should be digitalized. For instance, a clue can be provided upon clicking on. In short, it should allow for more interaction. Printing format is from a bygone era. (Participant 3)

I use WEB 2.0 tools online and I try to support students with various literature reviews. (Participant 7)

I use PDF files that I have prepared myself, external pdf files, and interactive resources prepared by various publishers. (Participant 9)

It is necessary to Project the lectures for the students, so I use the Z-books from the publishers to make the topics more concrete. It sometimes lacks in terms of testing and practice, so I try to reinforce the topics with tests in EBA. (14th participant)

I use Z-books prepared by different publishers. Some of these also contain interactive activities. I think it would be useful to design textbooks by taking these examples into consideration. (21st Participant)

I think Turkish textbooks are insufficient in distance education in many aspects. In such situations, I myself write examples or do some research and find them. For instance, in an example of a travel letter, I asked the students to find the coordinates of a place introduced on the world map in the fifth-grade textbook. Afterwards, we visited the places described with the help of Google street view. We searched for the images of the animals mentioned. Of course, it would have been much easier for the teacher if all of these were presented in the textbooks with web addresses. (Participant 29)

Discussion, Results, and Recommendations

The views of Turkish teachers regarding the usability of textbooks in the distance education process have been presented in this study. The most prominent negative findings in the first sub-problem of the study are: Increasing the digital (interactive) functionality of the listening/monitoring texts and activities, improving the sound quality, counteracting the boring listening texts and activities in distance education, and editing them for distance education. The fact that the listening/monitoring texts and activities are appropriate for distance education stands out as a positive finding.

Özgül, Ceran & Yıldız (2020, p. 406) found out in their study in which they evaluated Turkish lessons done during distance education according to teachers' views, that some teachers emphasized audio books for listening/monitoring skills. The emphasis on audiobooks supports the view which was determined in this study "to counteract the boredom of listening texts/activities in distance education." Sarıçam, Özdoğan & Topçuoğlu Ünal (2020, p. 2952) in the study in which they examined the teachers' views on the implementation of Turkish lessons in distance education stated that the teachers with undergraduate degrees could transfer the listening texts to the students in an interactive environment in distance education. Furthermore, they stated that since distance education is based on listening it contributed to the development of the listening skills. On the other hand, teachers with a master's degree stated that there might be deficiencies in the development of listening skills in the distance education process. The findings of Sarıçam, Özdoğan & Topçuoğlu Ünal's (2020) research obtained from teachers with an undergraduate degree overlap with the finding about "increasing the functionality of listening/monitoring texts/activities digitally (interactive)" which was determined in this study. Furthermore, the opinions of teachers with master's degrees support the negative opinions in the first sub-problem of this study. Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar (2020, p. 230) found out that the participants considered distance education useful in terms of listening/monitoring skills in the study in which they evaluated the views of Turkish teacher candidates on distance education. In addition, Güngör, Çangal & Demir (2020, p. 1182) evaluated learner and teacher views on teaching Turkish as a foreign language in distance education. In the study, one of the teachers stated that distance education is beneficial for listening and speaking skills. The findings of Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar (2020) and Güngör, Çangal & Demir (2020) overlap with the view in this study that "listening/monitoring texts and activities are appropriate for distance education." Süğümlü (2021, p. 181) has determined in his research in which he has studied the state of Turkish education in middle schools during distance education in Turkey according to the views of teachers and the observations of researchers that they experience difficulties in teaching listening/monitoring skills. Süğümlü's (2021) findings overlap with the negative opinions about the listening/monitoring texts and activities in this study. Tanrıku (2020) examined the effect of listening texts adapted as digital stories on listening skills. As a result of the study, it was concluded that digital storytelling had a positive effect on the development of listening skills, that it was more effective than listening lessons taught with audio recordings, and that it increased student motivation. Findings of Tanrıku (2020) like Süğümlü's (2021) support the opinions in the negative category expressed by Turkish teachers in this study on listening/monitoring texts and activities. In addition, considering that there are some problems in terms of listening texts in the textbooks for teaching Turkish as a foreign language, which constitutes a different dimension of Turkish teaching, it turns out that this is a chronic situation in terms of skill teaching (Korkmaz, 2019a; Korkmaz, 2019b; Korkmaz, 2019c). Considering the first sub-findings of the research and the findings

in the literature, it is revealed that the listening/monitoring texts and activities in middle school Turkish textbooks are not appropriate for distance education, and these contents should be digitalized by making them interactive.

The significant negative findings in the second sub-problem of the study are as follows: Speaking activities are not productive in the distance education process; speaking activities should be adapted for distance education; and the students' gestures and facial expressions are not understood in distance education. In addition, the view that "distance education has positive aspects in terms of helping students acquire speaking skills" stands out as a positive finding.

Atlı, Aksüt, Atar & Yıldız (2007, p. 740), in their study in which they evaluated the approach of Turkish teacher candidates to information technologies, found out that teachers wanted to use information technologies in order to teach the four basic skills of Turkish, including reading, writing, speaking, and listening, but found out that the training provided on this was inadequate. This gives rise to the thought that there is a need for having digital competence in order to acquire language skills in the distance education process and making speaking skills activities in the textbooks adapted for distance education. In addition, this finding in the literature necessitates teachers to have technopedagogical field knowledge. In his research, Göçen (2011) examined the effects of television on speaking education based on student views, and concluded that television encourages students to speak well, improves students' vocabulary and makes it easier to express themselves more comfortably. This finding suggests the result that speaking activities adapted for the distance education process can attract the attention of students. Sarıçam, Özdoğan & Topçuoğlu Ünal (2020, p. 2952-2953) found out that teachers with undergraduate, graduate and doctoral degrees stated that speaking education in distance education was inadequate, that the acquisitions could not be attained due to lack of instant feedback in speaking skills, and speaking methods and techniques could not be used. Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar (2020) presented the opinions of Turkish teacher candidates on speaking skills education in the distance education process. Teacher candidates have mostly stated negative opinions. Süğümlü (2021, p. 181) determined that difficulties in teaching were experienced for speaking skills in middle school Turkish lessons in the distance education process. Özgül, Ceran & Yıldız (2020, p. 405) revealed that Turkish teachers stated that there should be a different infrastructure for activities in live lessons regarding the teaching of speaking skills in distance education, and that they need instantly available activities loaded on the system for speaking and other skills. The findings of Sarıçam, Özdoğan & Topçuoğlu Ünal (2020), Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar (2020), Süğümlü (2021), and Özgül, Ceran & Yıldız (2020) support the opinions in negative category expressed in this study that the activities in middle school Turkish textbooks are not appropriate for distance education. Considering the findings in the second sub-category of this study and the findings in literature, it is concluded that speaking activities in middle school Turkish textbooks are not appropriate for distance education and that these contents should be digitalized by making them interactive.

The adaptation of the reading texts and activities for distance education, the facts that the lengths of the texts are not appropriate for distance education, that the text and the activities are not adapted for modifying with digital pens are the striking negative findings in the third sub-problem of the research. That the reading text and activities are appropriate for distance education stands out as a positive finding.

Spencer (2006), in his research done with two hundred and fifty-four students, found out that students preferred to read printed texts rather than on a screen. Moreover, DüNDAR & Akçayır (2012) found no difference between students comparing reading on a tablet screen and reading on paper in their study. The findings in both studies are against both the nature of distance education and the development of reading skills in a virtual environment. On the other hand, this study contradicts with the idea of digitalization of reading texts and

activities expressed by teachers. The reason for this contradiction can be explained by the fact that the two studies mentioned were conducted before the pandemic that affected the whole world.

Özbay and Özdemir (2014) established skills definitions related to digital literacy, and by adapting them to the Turkish curriculum, proposed them as goals and learning outcomes. In the research, a total of eighteen digital-focused outcomes related to reading and writing skills were proposed. Duran and Topbaşoğlu (2015) investigated the effect of digitally interactive, narrative texts on reading comprehension. In the study, it was observed that the students displayed a more positive attitude towards tablet computers compared to the printed books. Şanal (2016) found out that the use of Z-books as a Turkish textbook has positive effects on reading comprehension of students in the study. Similarly, Tiryaki & Karakuş (2019) found out in the study that reading through digital applications has a more positive effect on reading comprehension in which Turkish teacher candidates examined their reading comprehension skills through digital applications. Kartal and Uysal (2020) investigated the status of digital storytelling programs in terms of improving reading skills. As a result of the research, it was determined that 123 out of 142 learning outcomes aiming to improve reading skills in TDÖP-2019 were able to be achieved with digital storytelling programs. Karadoğan (2020) investigated the effects of interactive book reading program applications on reading comprehension skills and attitude towards reading. As a result of the research, it was found out that these practices positively affected, developed, and supported primary school 2nd grade students' reading comprehension skills and their attitudes towards reading. Sarıçam, Özdoğan & Topçuoğlu Ünal (2020, p. 2953-2954) found out that three teachers with master's degrees expressed positive, two teachers with master's negative, and one teacher with a doctoral degree expressed negative views about improving the reading skills in distance education. Karakuş, Ucuşsatar, Karacaoğlu, Esendemir & Bayraktar (2020) evaluated the opinions of Turkish teacher candidates on distance education, and 55.4% of the pre-service teachers think that the contribution of distance education to reading skills as low, because the lessons were conducted by direct instruction method in virtual environment. Bayburtlu (2020, p. 150), in his study in which he evaluated distance education in terms of Turkish teachers' views, stated that there is a need for digital texts and applications that will increase students' interest in reading books. The findings and opinions in literature support the views in the negative category expressed by Turkish teachers that the reading skills text and activities in middle school Turkish textbooks are not appropriate for distance education. Considering the findings in the third sub-category of this study and the findings in literature, it is concluded that the reading texts and activities in middle school Turkish textbooks are not appropriate for distance education and that these contents should be digitalized by making them interactive.

The fact that writing activities are not appropriate for distance education, not giving feedback on writing activities, not being able to control the students' writing process, and the necessity of updating the writing activities for distance education are the opinions frequently expressed in the negative category of the fourth sub-problem. It is thought-provoking that the three different views about writing skills expressed in the positive category of the sub-problem are all mentioned once.

Kitchakarn (2012) investigated the effect of blog use on students' summary writing skills. The results of the study revealed that after working together on student blogs, their English summary writing mean scores were higher than the pre-test and they had positive attitudes towards using the blogs in learning. Similarly, Hosseinpour, Biri & Rezvani (2019) found out that Edmodo mobile application contributed positively to the academic writing skills of students learning English as a foreign language. The findings of Kitchakarn (2012) and Hosseinpour, Biri & Rezvani (2019) revealed that the use of technology improves various writing skills. At the same time, this finding supports the view expressed by Turkish teachers in the research that writing activities should be updated for distance education.

In the study in which Başar & Çangal (2020, p. 23) discussed the learner and instructor views on distance learning Turkish as a foreign language, it was determined that writing was the skill that developed the least by technology use according to the instructor's views. Lack of technological tools/interactive virtual environments appropriate for various writing activities can be considered as the reason for this situation. Başar & Çangal's (2020) finding justifies the interpretation of the negative situation in terms of writing skills during distance education which was considered as positive and expressed one time each by Turkish teachers.

Sarıçam, Özdoğan & Topçuoğlu Ünal (2020, p. 2953-2954) revealed that teachers remarked that developing writing skills in distance education is difficult and their writing activities lack feedback and supervision. Similarly, Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar (2020) determined according to the views of the teacher candidates that writing skills could not be improved in distance education. Aydın & Erol (2021) and Süğümlü's (2021) opinions also support the findings in literature. Aydın & Erol (2021, p. 64) researched the views of Turkish teachers on distance education during the pandemic. In the research, it was determined that the least improved skill in the distance education process was the writing skills. Süğümlü (2021, p. 181) declared that most difficulty was experienced in writing skills among the language skills taught, and that was a result of writing skills being a plan and process-based skill. Considering the findings in the fourth sub-category of the study and the findings in literature, it is concluded that the writing activities in middle school Turkish textbooks are not appropriate for distance education. Furthermore, the adaptation of virtual environments/digital activities to textbooks appropriate for different aspects of writing skills and being able to provide instant feedback in the virtual environment can be described as another result.

The significant findings regarding the fifth sub-problem can be summarized as follows: The positive effect of distance education on students' use of digital/interactive dictionaries was noted down as a positive view. The fact that vocabulary activities should be appropriate for face-to-face education and that they should be digitalized stands out in the negative category.

Metruk (2017) examined the effect of using electronic dictionaries on pronunciation exercises of students who learn English as a foreign language. In the study, it was determined that the participants used electronic dictionaries for pronunciation more often. Maden (2020) analyzed the effect of using electronic dictionaries on 5th grade students' attitude towards dictionary use. As a result of the research, it was presented that the use of electronic dictionaries is more effective than traditional teaching on the attitude towards dictionary use. Elekaei, Tabrizi & Chalak (2020) investigated the effects of podcast use on vocabulary. By help of podcasts, it was concluded that the words were remembered more easily, and students' vocabulary increased. The findings of Metruk (2017), Maden (2020) and Elekaei, Tabrizi & Chalak (2020) support the positive and negative opinions reached in the fifth sub-problem of this research.

Melanlioğlu (2013) studied the dictionary use habits of middle school students. In the study, it was determined that there were students who used printed dictionaries along with electronic ones and found them functional. The findings of Melanlioğlu (2013) confirm the conclusion that electronic/interactive dictionaries are needed in Turkish lessons, especially in the distance education process. Kardaş (2016) conducted a research study on the dictionary use attitudes and habits of foreign students learning Turkish. In the study, it was determined that the students used dictionary applications on their tablets, desktop computers and smart phones. The result obtained by Kardaş (2016) confirms the interpretation that printed dictionaries do not appeal to generation z, defined as digital natives for vocabulary teaching. Baskin (2017) determined the dictionary needs of 5th grade students and compared these needs with middle school dictionaries. As a result of this research, it was found out that they need a dictionary that is integrative and organizes homonyms as separate entries, and also organizes the meaning, type, synonyms and antonyms, connotations, figurative meanings, multiple meanings, other words it evokes, and example sentences in sections. It is revealed that the dictionaries currently used do not meet the needs of students. The qualities specified by Baskin (2017)

regarding dictionaries should be taken into consideration in interactive dictionaries that will be developed independently or in accordance with middle school textbooks in the distance education process. Taking the fifth sub-findings of the study and the findings in literature into consideration, it is concluded that vocabulary activities in middle school Turkish textbooks are not functional in the distance education process. Furthermore, it is necessary to integrate interactive dictionaries with middle school Turkish coursebooks and to have interactive vocabulary activities in the textbooks in the form of Z-books.

The significant negative findings in the sixth sub-category of the study are: reediting of the research assignments in textbooks for distance education, being unable to present homework assignments due to time constraint, students' not using presentation software, and not being able to give feedback to the research assignments. The view that research assignments are appropriate for distance education is the most stated opinion in the positive category of the sixth sub-problem.

Sarıçam, Özdoğan & Topçuoğlu Ünal (2020, p. 2956) emphasized that they recommended assigning homework to improve the writing skills of teachers with undergraduate degrees in distance education. However, existing textbooks are insufficient in distance education in terms of following up on these assignments and providing feedback to them. In Karakuş, Ucuzsatar, Karacaoğlu, Esendemir & Bayraktar's (2020, p. 235) study in which they evaluated the views of Turkish teacher candidates on distance education, a pre-service teacher stated, which is worthy of attention, "We write everything on the computer because of homework. I really miss writing using a pencil. While I was taking notes, I started writing crookedly." This situation reveals that the activities and homework in middle school Turkish textbooks should be prepared in a way allowing them to write on Z-books with digital pens. In their research, Bayburtlu (2020, p. 146) examined teachers' views on distance teaching of Turkish, some teachers stated that Turkish textbooks should be integrated into the EBA portal and all sections in the textbooks should be designed in a way which will allow assigning homework and following the assigned and completed assignments on the EBA portal. This supports the main idea asserted in the research, "Middle school Turkish textbooks should be made interactive." Furthermore, it coincides with the finding that following up on homework and giving feedback on homework are challenging in distance education. Similar to the activities related to language skills, it is revealed that the research assignments in the middle school Turkish textbook are dysfunctional in the distance education process.

In cases where Turkish textbooks are insufficient in distance education, Turkish teachers mostly make use of ready-made activities. Moreover, teachers prefer using lecture notes/activities they have written/prepared themselves, using digital/interactive resources, and using WEB 2.0 tools. Özgül, Ceran & Yıldız (2020, p. 409) found out that Turkish teachers assign homework for testing and evaluation in distance education, use ready-made tests, and teach lessons using the question-answer technique. The findings of Özgül, Ceran and Yıldız (2020) are in line with the finding in this study that Turkish teachers mostly benefit from ready-made activities. In addition, the presence of teachers who cannot prepare technology-based activities in the distance education process shows that ISTE standards have not been achieved.

ISTE's [The International Society for Technology in Education] "educational technology standards set for teachers, students, administrators, computer science educators and technology coaches in order to support teaching and learning have been adopted by many countries today and it has been accepted as a guide on the use of educational technologies (Türker, 2019, p. 577)." One of the standards put forward by ISTE for teachers is "the designer teacher." The designer teacher "designs authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning" (<https://www.iste.org/standards/for-educators>). The facts that a small number of Turkish teachers use WEB 2.0 tools, and most teachers prefer ready-made activities lead us to this notion: "reviewing the contents of middle school Turkish teacher undergraduate program."

In the study, it was concluded that middle school Turkish textbooks are not appropriate for distance education in terms of listening/monitoring, speaking, writing, reading and vocabulary teaching activities and research assignments. This general finding indicates the risk of not achieving the goals of middle school Turkish lessons which are vital as the “main subject” in the distance education process. In addition, the inappropriateness of the textbooks for distance education indicates that the QFT has been violated.

The “digital competence” concept within the scope of QFT denoted in TCC 2019 refers to “(...) basic skills such as the use of computers for accessing, evaluating, storing, producing, presenting, and exchanging information, as well as participating in common networks and establishing communication via the Internet (MEB, 2019, p. 5).” It is evident that textbooks integrated with technology will contribute to achieve these basic skills.

Based on the findings of the study and findings in literature, the following recommendations are made:

- The texts and activities for language skills in middle school Turkish textbooks should be designed interactively in the form of Z-books.
- The outcomes in TCC 2019 should be made appropriate for distance education.
- The outcomes in TCC 2019, and the texts and activities in the textbooks should be designed in a way to allow for digital literacy.
- Interactive/electronic dictionaries in the form of a Z-books and integrated into middle school Turkish course books should be designed.
- Virtual applications that the teacher can check and give feedback instantaneously should be developed in order to improve students’ writing skills. Furthermore, these virtual applications should be integrated into the middle school Turkish textbooks.
- Technopedagogical content knowledge of Turkish teachers should be improved. For this purpose, along with organizing in-service training, teacher training undergraduate programs should be updated.

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