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AN INVESTIGATION OF TURKISH EFL TEACHERS' WORK ALIENATION
DURING THE COVID-19 PANDEMIC

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MASTER OF ARTS

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DEDICATION



To my beloved family...

ETHICS DECLARATIONS

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I prepared this thesis within the framework of academic and ethics rules,

I presented all information, documents, evaluations and findings in accordance with scientific ethical and moral principles,

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Tuğçe BİLGİ

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ABSTRACT**AN INVESTIGATION OF TURKISH EFL TEACHERS' WORK ALIENATION
DURING THE COVID-19 PANDEMIC****Tuğçe BİLGİ****Master of Arts, Department of English Language Education****Supervisor: Dr. Seden TUYAN****July 2021, 96 Pages**

The world has been getting through a global crisis due to the outbreak of coronavirus (COVID-19) pandemic that does not seem to be resolved soon. Among many fields that were affected negatively due to the pandemic, the education field has got severe damage that casts a long shadow despite the precautions and innovations taken to mitigate the impacts of the pandemic. Therefore, in a world where distancing from people is the new normal, the concept of alienation experienced by English as a Foreign Language (EFL) teachers became an area of concern for this study. The motive of this study was born from the puzzle of how the pandemic affected EFL teachers' work alienation and what is the extent of their alienation levels. A mixed-method approach was adopted for the sake of this study. The work alienation scale was distributed to 160 EFL teachers working at primary, secondary, and high school to get a general understanding of teacher alienation, and the same sample did 18 interviews to gain better insight from teachers' perspectives. The data was analyzed using The Statistical Package for Social Sciences software program (SPSS), and the interview data were coded and categorized into themes. The results indicated that EFL teachers experience work alienation in relatively low levels regarding demographic variables and the subdimensions of alienation. Nevertheless, the interview data revealed thought-provoking examples of the severe effects of the pandemic. The findings also suggest the importance of experience in the field regarding work alienation.

Keywords: English language teaching, teacher alienation, teaching as labor, work alienation

ÖZ

İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRETEN ÖĞRETMENLERİN COVID-19 PANDEMİ SÜRECİNDE İŞE YABANCILAŞMASININ İNCELENMESİ

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Dünya, yakın bir zaman dilimi içerisinde çözülecek gibi görünmeyen korona virüs (COVID-19) pandemisinin patlak vermesi nedeniyle küresel bir kriz yaşamaktadır. Pandemi nedeniyle olumsuz etkilenen birçok çalışma alanı arasında eğitim sektörü, pandeminin olumsuz etkilerini azaltmak için alınan önlem ve getirilen yeniliklere rağmen etkisi uzun sürecek ciddi bir hasar almıştır. Bu nedenle, insanlardan uzaklaşmanın yeni normal olduğu bir dünyada, Yabancı Dil Olarak İngilizce (EFL) öğretmenlerinin yaşadığı yabancılaştırma kavramı bu çalışmanın ilgi alanına girmiştir. Bu çalışmanın amacı, pandeminin İngilizce öğretmenlerinin işe yabancılaştırmasını nasıl etkilediği ve yabancılaştırma düzeylerinin ne düzeyde olduğu bilmecesinden doğmuştur. Bu çalışma için karma yöntem yaklaşımı benimsenmiştir. İşe yabancılaştırma ölçeği, öğretmen yabancılaştırması hakkında genel bir fikir elde etmek için ilkökul, ortaokul ve lisede çalışan 160 İngilizce öğretmenine dağıtılmış ve aynı örneklem ile, öğretmenlerin bakış açıların daha iyi kavramak adına 18 röportaj yapılmıştır. Elde edilen veriler SPSS yazılım programı kullanılarak analiz edilmiş ve röportaj verileri kodlanarak temalara ayrılmıştır. Sonuçlar, EFL öğretmenlerinin demografik değişkenler ve yabancılaştırmanın alt boyutlarına göre nispeten düşük düzeyde işe yabancılaştırma yaşadıklarını göstermiştir. Yine de röportaj verileri, pandeminin ağır etkilerine dair düşündürücü örnekler ortaya çıkarmış, bulgular ayrıca mesleki deneyimin işe yabancılaştırma açısından önemini ortaya koymaktadır.

Anahtar kelimeler: İngiliz dili öğretimi, öğretmen yabancılaştırması, emek olarak öğretim, işe yabancılaştırma

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ABBREVIATIONS

COVID-19	: Coronavirus disease of 2019.
EFL	: English as a Foreign Language
MEB	: Milli Eğitim Bakanlığı [Ministry of Education]
QWL	: Quality of Work Life
SPSS	: The Statistical Package for Social Sciences



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1. INTRODUCTION

Background of the Study and Statement of the Problem

We are living in a rapidly changing and developing world in which people have to keep pace with the ups and downs of life, and it is an undeniable fact that the coronavirus (COVID-19) outbreak has caused a global crisis that does not seem to be resolved soon as the world is fighting a running battle. A microscopic virus has altered today's world and generated a 'new normal' for people's daily lives. In a world where people have been getting farther from each other physically and mentally, most probably because of technological developments and work life, the COVID-19 pandemic has accelerated this separation, worsened the situation, and led to a conscious distance among people. The governments have been taking essential precautions by declaring nationwide curfews and quarantines and calling on citizens to stay at their homes and keep a social distance from other people to prevent the virus from spreading even more. This social distance among people is deeply interrelated to alienation, which can be explained as a state of feeling isolated or separated from self, also recognized as self-estrangement (Seeman, 1959) and segregation from one's community (Kalekin-Fishman, 1996).

There are various elements affecting teacher alienation from whatever aspect is taken. Among them, private institutions play a crucial role given that English language teachers have increasingly become a subject for what is called 'market forces' and "... this is especially valid for the teachers producing their labor at the private schools since they are the ones which have market-driven interests" (Davarcı, 2011, p. 4). The demands of private institutions and the parents' expectations are getting more and more challenging to meet. Besides, teacher alienation should be examined in accordance with the subdimensions of alienation now that the private institutions are increasing in number and the teachers are stuck between the school bureaucracy and the reality of their classrooms as things do not always go as planned, especially in a teaching process and the COVID-19 pandemic in particular. Resulting in organizational alienation, which refers to "one's not finding his work meaningful, not being satisfied with the relationships in his institution, losing hope and sensing himself as a simple wheel of order" (Elma, 2003, s.16), alienation from school, social environment and self is more threatening supposing this situation affects teachers and thereby reflected upon learners.

Consequently, the teachers become alienated from their own labor, and they feel strangled when treated as just a source of information rather than a human being first. This condition, being the core of this study, has become a crucial problem, especially in the Turkey context since many private schools perceive the students as customers, and their demands and requirements from teachers are rapidly changing in order to keep pace with the advancements in the education field.

While examining the underlying reasons causing teacher alienation, the motives for becoming a teacher should also be identified. In a study conducted by Shipp (1999), it is emphasized that the teachers' motives for entering the profession in the United States primarily stemmed from making a difference in their students' lives and doing what they enjoy as well as bettering students' lives. Similarly, Barmby (2006) pointed out that helping students achieve their goals, a mentally stimulating work environment, and job satisfaction was the most rated reasons attracting teachers into teaching. He also stated that leaving the profession may be because of the schools acting "as bureaucratic machines with seemingly endless policies, procedures, and constraints" (as cited in Soza,2015). In other words, when the gap between what is hoped and what comes true, teachers tend to feel job dissatisfaction and may even tend to leave their jobs. Beyond this, Kurtulmuş and Yiğit (2016) revealed that teachers' intentions of leaving their jobs are forty-nine percent related to work alienation. What should be given importance is to enhance teachers' job satisfaction, to provide a better teaching environment, and many more to eliminate or at least mitigate the underlying reasons causing teacher alienation.

Another aspect that may affect EFL teacher alienation is that English is taught as a foreign language in Turkey. The way we perceive English as a teacher shapes the way we teach it. Similarly, the way the students perceive English shapes how effectively they learn English fluently and accurately. However, as English is a foreign language to the people born in Turkey, learning and teaching English as a foreign language is one of the main reasons it is perceived as challenging to learn or teach. Bodur and Arıkan (2007) draw a frame of reasons for why students think they cannot learn English in Turkey, and not surprisingly, one of the main reasons is "not having people speaking the target language around them" (p. 6). Although "English as a foreign language is taught approximately 700-800 hours in ten years together with universities' preparatory class" in Turkey (Tarcın, 2004, p. 3), students cannot be entirely fluent and accurate in English. English is considered challenging because it is taught as a foreign language and connected to the expanding circle of world Englishes. Kachru (1985) proposes three

concentric circles of world Englishes; the inner circle referring to the traditional users of English where English is the official language, the outer circle where English is spoken due to historical events such as colonialism and the expanding circle where the users of English are diverse and accept English as an international language (p. 12-13). However, it is also essential to state that "What is an ESL region at one time may become an EFL region at another time or vice versa" (Kachru, 1985, p. 14). Therefore, in a country where learning and teaching English as a foreign language seems complicated, even in a face-to-face learning/teaching environment, expecting the same or even more efficacy is another concern.

Purpose of the Study and Research Questions

In accordance with the problems stated, the purpose of this study was to present how a global crisis like the COVID-19 pandemic affected EFL teachers' work alienation from their vantage points and to reveal the extent of their alienation levels according to the subdimensions of alienation; powerlessness, meaninglessness, isolation, alienation from school as well as identifying whether gender, school type (private school and public school), years of experience in profession and grades (elementary school, secondary school, and high school) were among the influential elements triggering EFL teachers' work alienation or not.

The research questions within the scope of this study were as follows:

1. How do Turkish EFL teachers perceive the influence of the COVID-19 pandemic on their work alienation?
2. Are there any significant differences in EFL teachers' possible work alienation during the COVID-19 pandemic based on their demographic information such as;
 - a) gender
 - b) years of experience in teaching
 - c) institution type (private and public)
 - d) class type (elementary school, secondary school, and high school)
3. Is there any statistically significant difference in Turkish EFL teachers' perceptions considering the four dimensions of the work alienation scale; powerlessness, meaninglessness, isolation, alienation from school?

Significance of the Study

Research about EFL teachers' work alienation during the COVID-19 pandemic in the Turkish context, in particular, is missing in earlier studies. Therefore, the significance of EFL teachers' work alienation with its subdimensions has not been enlightened thoroughly by earlier studies, and the variables influencing the level of alienation have yet to be discovered. Besides, along with the recent COVID-19 pandemic, which may trigger and accelerate teacher alienation, this study may raise awareness and present a different perspective for EFL teachers. Therefore, it is hoped that the findings can contribute to policymakers, curriculum designers, and private school owners for supporting teachers during uncertain and unexpected situations. Besides, findings may hopefully provide assistance and guidance to addressed authority and the teachers in understanding themselves as teachers.

Literature Review

This section discusses the major conceptual frameworks regarding alienation, including a summary of the scholarly studies surrounding the concepts of alienation. First, it starts by drawing a theoretical framework adhering to Marx's and Seeman's perspectives on alienation. Then, work alienation and teaching as labor are discussed. Later, the Covid-19 pandemic and alienation are discussed relating to recent studies. Finally, previous literature that provided insight for this study is presented to have a deeper understanding with more specific studies conducted on the concept of alienation in Turkey and abroad.

The Concept of Alienation

Alienation is a broad concept defining the feeling of being estranged or isolated from the community in which people live. The concept of alienation has been discussed over the years by various fields, including education, sociology, and philosophy, and is defined accordingly. For instance, Fromm (1955) describes an alienated person as one "who does not experience himself as the center of his world, as the creator of his own acts..." (p.117). Likewise, alienation in education through learner perspective is defined as 'the estrangement of the learner from what they should be engaged in, namely the subjects and process of the study itself' (Mann, 2001, p. 8). In other words, it describes the situation of learner's disengagement and unfamiliarity with the school and the

environment. Whether defined in the field of education, philosophy, or sociology, the concept of alienation shares a similar nature in which one feels separated and isolated from himself and society.

Taking a corresponding standpoint from what has been discussed, the concept of alienation in sociology primarily stems from Karl Marx's (1992) perspective of alienation in which he addresses specifically to the industrial capitalist societies. He redefines the feeling of estrangement and separation through Hegel's concept of alienation through work alienation from a capitalist perspective focusing on workers' alienation. The worker, perceiving labor as an external force, feels unfamiliar with his own production since that "The external character of labor for the worker appears in the fact that it is not his own, but someone else's, that it does not belong to him, that in it he belongs, not to himself, but to another" (Marx, 1992, p. 71). In other words, this 'forced labor' deriving from the obligation of subsistence and not being the right holder for his own product impels the person to the alienation of his own, his environment, and his occupation. Thus, approaching alienation from the context of production and labor, employees, distancing to what they produce, become alienated employees or, as Marx (1992) describes, "something alien, as a power independent of the producer" (p.68) that are no longer concerned about the quality of the products produced by the business and are more concerned about the opposing sides of production process offered by the business (Taştan et al., 2014). Moreover, as Marx justifies labor as the essence of human life, work loses its characteristics when it is "an existence separate from man, his will and his planning" (Fromm, 2004, p. 83). As a result, the workers inevitably lose control over themselves and their products with the involuntary division of labor. Marx then expands his ideas as:

the more the worker produces, the less he has to consume; the more values he creates, the more valueless, the more unworthy he becomes; the better formed his product, the more deformed becomes the worker; the more civilized his object, the more barbarous becomes the worker; the more powerful labor becomes, the more powerless becomes the worker; the more ingenious labor becomes, the less ingenious becomes the worker and the more he becomes nature's servant. (Marx, 1992, p. 70)

Similar to what Marx interprets, teachers are the producers of knowledge in the classrooms. In earlier times, teachers were responsible for the whole teaching process from the beginning to the end, from grammar to skills. However, the new advancements in education and the developments in technology have altered the tools and methods used during the teaching process. While the teacher was the only subject for teaching until one or two decades ago, many additional tools have recently increased in number, such as listening and reading materials. From this perspective, the teacher may be estranged from what he produces, in this case, his lessons. Moreover, now that many private schools and some public schools divide English classes into skills classes taught by other teachers. Not being able to control the whole teaching process by themselves, the EFL teachers may also feel alienated from themselves, their students, their school, and the teaching process.

The concept of alienation is miscellaneous, and the components have to be distinguished separately yet by drawing a whole picture. Proceeding with the insights of Marx, Seeman proposes five fundamental dimensions of alienation; powerlessness, meaninglessness, normlessness, isolation, and self-estrangement in parallel with his socio-psychological research based on alienation (Seeman, 1959, pp. 783-791). Subconstructs of alienation were heavily discussed while analyzing the data collected from the survey since they are the key elements constructing the core of this study.

Powerlessness

Seeman (1959) defines powerlessness as "the expectancy or probability held by the individual that his own behaviour cannot determine the occurrence of the outcomes, or reinforcements, he seeks" (p. 784). As Rotter (1954) interprets, the desirability of the outcome determines whether reinforcements are valued as negative or positive. Therefore, the more control the individual sense over such reinforcements, the stronger he senses the power over such situations (Seeman, 1959). However, if reinforcements the individual receives depend on external factors that he cannot control, he senses strong powerlessness (Seeman, 1959). Thus, whether positive or negative, outcomes become a result that cannot be attributed to the individuals who do not have a voice-over at any step of the process, making the individuals feel powerless. Correspondingly, Spenner (1988) further contributes this interpretation by emphasizing the importance of control over job: "men in self-directed jobs become less authoritarian, less self-

deprecatory, less fatalistic, and less conformist in their ideas while becoming more self-confident and more responsible to standards of morality" (p.75).

Ascribing this into teaching, educators working at public and private schools, whether they have one or twenty-five years of experience, are not closely involved in the policymaking process and designing the curriculum. Teachers are mostly obliged to follow the curriculum that may not suit the students' profiles, levels, or needs in some cases. Zielinski and Hoy (1983) categorize two variables within the context of public elementary school teachers' powerlessness regarding;

- 1) administrative affairs of the school, which refers to organizational powerlessness,
- 2) classroom activities which are referring to instructional powerlessness (p. 30).

They argue that the feeling of being ignored, not being in control, and not making a difference ultimately leads to powerlessness. Tsang (2016) further points out alienation stemming from powerlessness in educational organizations that "as a result of school bureaucratization, power and authority have been centralized at the top of the school hierarchy, and many teachers have been excluded from the school decision-making process (p. 4).

Thus, among the sub-categories of alienation, powerlessness in teachers should be examined thoroughly as an influential factor now that the teachers are stuck between the school bureaucracy and the reality of their classrooms as things do not always go as planned, especially in a teaching process. Confusion of identity can also be an alienation factor since teachers are scholars who spent many years on teaching techniques, pedagogical courses, and the language itself, but at the same time, they are the ones who are obliged to follow the rules of policies, procedures, protocols put by power holders. In addition, having to deal with the bureaucratic nature of the school and considerable dissatisfaction and conflict between the teachers and their administrations were found to be one of the factors causing alienation in the powerlessness dimension (Cox & Wood, 1980). Moreover, especially during the COVID-19 pandemic, the demands of private institutions and the parents' expectations are getting more and more difficult to meet. Thus, among the sub-categories of alienation, the feeling of powerlessness in teachers should be examined thoroughly as an influential factor now that the private institutions are increasing in number and the teachers are stuck between the school bureaucracy and

the reality of their classrooms as things do not always go as planned especially in a teaching process and COVID-19 pandemic in particular.

All in all, alienation in the form of powerlessness can be perceived as "the discrepancy between the power man believes he has and what he believes he should have- his estrangement from his rightful role" (Clark, 1959, p. 849). For this reason, having little or no decision-making authority on the teaching process, teachers may eventually feel alienated from school, students, and or even themselves and feel burn-out. Moreover, limitation of the teacher's freedom of thought and action, lacking appreciation of labor and efforts may also be some of the factors resulting in the alienation of the teachers to their works (Elma, 2003). In brief, not having a say in his own acts and the consequences of his own behaviors lead to alienation in the powerlessness dimension.

Meaninglessness

Another dimension of alienation is meaninglessness which refers to "the individual's sense of understanding events in which he is engaged" (Seeman, 1959, p. 786). In other words, it defines one's incomprehensibility of the events taking place in his life. Meaninglessness derives from the distinction between the work and the worker since the worker is unaware of the latest output in modern industry, nor does he realize what he is part of (Elma, 2003, p. 30). In other words, with the industrial revolution, the worker who was normally responsible for the whole production process became responsible for only a minor part of the production (Yılmaz & Sarpkaya, 2009, p.322). From a Marxist perspective, the worker who becomes alienated from his own labor and product may also perceive the process as pointless. Thus, not making sense of what he is doing, what he is responsible for, and what consequences he might receive also lead to the feeling of meaninglessness resulting in alienation.

The incomprehensibility of what is going on is also a matter of fact in education since, together with the COVID-19 pandemic, both teachers and students may have hard times trying to figure out what is happening and what they should do. The schools are announced to be closed and opened within a few months, and the decisions keep changing due to the COVID-19 related cases. The vagueness of the situation and incalculability of the cases provoke disengagement from the teaching and learning

environment as well as causing confusion of the events taking place and the objectives of the courses.

Isolation

Concordantly with meaninglessness, isolation emerges as a genuine reason for alienation. It arises from the feeling of not having a sense of belonging to something, someone, or someplace, feeling left out, and not being able to assort with the social environment. According to Seeman (1959), isolation occurs when individuals' beliefs or goals do not overlap with society's values. That is, isolation is the state of not fitting into the addressed community or not assigning the same reward values to such beliefs or goals as the society does.

Similarly, social isolation is defined as "the feeling of being segregated from one's community" (Kalekin-Fishman & Walker 1996, p. 97). Moreover, whether voluntary or involuntary, this segregation from the community or group is also defined as social isolation and a psychological phase of alienation (Biordi & Nicholson, 2013). As with the other subdimensions of alienation, isolation can stem from many reasons, including individuals' self-concepts, assigned values, culture or norm commitments, the community they live in, and their psychological state. What is worse, isolation from society is now recognized as the new normal with the COVID-19 pandemic. Especially in work-life, where interaction among coworkers and employees is an essential part of the job, organizational alienation becomes an area of concern. According to Zielinski and Hoy (1983), there are four pinpoints for objective isolation deriving from organizational alienation. That is when the workers isolate themselves from:

- 1) individuals in positions of formal authority,
- 2) individuals perceived to be influential in the organization,
- 3) friends in the organization,
- 4) respected coworkers are seen as objectively alienated from the dimension of organizational activity. (p. 29).

Moreover, in their previous study, "Isolation and Alienation in Educational Organizations," Forsyth and Hoy (1978) presented that interaction with friends and colleagues is more critical than those in authority.

Isolation itself is an apparent behavioral change of manifesting alienation. Since every individual is unique in how they perceive the world, how they respond to such situations may also vary. Hooks (2000) perceives isolation and loneliness as the leading causes for depression and despair, while Nettler (1957) states that when individuals who become isolated realize that there is no recourse for them, they tend to seek replacements for social structures and values by either modifying them or creating new ones. Nevertheless, isolation does not necessarily engender the state of alienation nor bring innovation to one's life but can be a chance for an individual to look within himself or herself as well.

Self-estrangement

There have been many definitions of estrangement from the self as a subconstruct of alienation, and perhaps the most striking one is from Bugental (1965). He defines estrangement as "the experience of being imprisoned in glass, seeing the world in which others move but forever blocked from joining them" (p. 311). This remarkable description reveals the burden within the individual that hinders him from being himself as a social being. Ashford and Humphrey (1993) emphasize the discrepancy between the authentic self and an individual's actions. In other words, an alienated person in the self-estrangement subconstruct can no longer identify himself as a person nor relate to himself and his actions.

Subdimensions of alienation are known chiefly by the definitions of Seeman (1959). He refers to self-estrangement as "the inability of the individual to find self-rewarding activities that engage him" (p. 790). He further points out that the lacking intrinsic meaningful satisfaction underpins the notion of alienation in self-estrangement dimension with a salient example: "The worker who works merely for his salary, the housewife who cooks simply to get it over with, or the other-directed type who acts "only for its effect on others" ... are instances of self-estrangement" (Seeman, 1959, p.790).

Work Alienation

"The conditions of modern work ... are alienating in the sense that through deprivation of control over the means and product of labor, the worker loses something in and of himself" (Josephson & Josephson, 1973, p. 173).

In the Marxist view, work is perceived as an essential part of human life in that it becomes a process in which humans recreate themselves by giving meaning to the outer world. Thus, work becomes an alienating figure from this perspective since neither the product nor the process is under the worker's control; he feels unfamiliar with the process and the product and eventually becomes estranged from themselves. Mills (1951) describes this best as "In the normal course of her work because her personality becomes the instrument of an alien purpose, the salesgirl becomes self-alienated" (p.184). Hence, it would not be inaccurate to perceive alienation as a significant indicator of individuals' psychological state, job involvement, success, and well-being.

As stated above, alienation is a psychological state affected by external and internal factors. However, alienation is a concept that has been the issue of many fields for its multidimensional facet. Lystad (1972) proposes three reasons why alienation is a difficult concept to be clarified: "1) it involves a concerted effort to clarify the meaning of the term; 2) it involves a broader conceptualization of the causes and consequences of alienation, and 3) it involves considerable empirical research on its prevalence in modern society" (p. 91). Nevertheless, various studies such as Dean (1961), Blauner (1964), and Shepard (1977) predicate on Seeman's (1959) five-dimensional classification of alienation in their research, including this study. Blauner (1964) suggests that work alienation varied according to the technology and organizational structure of the work environment has a remarkable effect on job conditions, which then corresponds to work alienation. Kornhauser (1965) and Shepard (1969) also found proof supporting Blauner's findings. Plus, in her later study, Shepard (1977) found that work conditions matter more than demographic factors in explaining work alienation.

The determinants of alienation cannot be limited to the previous studies given here, as alienation can be influenced by many variables waiting to be found and examined. "In this sense, work alienation refers to subjective feeling states which are the result of objective work conditions" (Mottaz, 1981, p. 517). Thus, the most influential factors triggering work alienation in a work environment can be found when employees:

- cannot establish social bonds in the organization (Seeman, 1967)
- are isolated from friends and respected coworkers (Forsyth & Hoy, 1978)
- have little or no shared values, norms, attitudes, and beliefs (Zaganjori, 2016)

- feel the lack of meaningful work and cannot express themselves (Nair & Vohra, 2010)
- cannot commit to their job (Ramaswami et al., 1993)
- have little or no control over their jobs (Seeman, 1959; Spenner, 1988)
- experience job dissatisfaction (Korkmazer & Ekingen, 2017)
- when there is a gap between employees' preferred jobs and current jobs (Kornhauser, 1965).

Furthermore, work alienation is also found to be an essential agent affecting workers' "effort they put in their work, their commitment to the organization and their work-to-family enrichment" (Tummers & Dulk, 2011, p. 13). Quality of work-life is also an essential indicator for alienation. Efraty and Sirgy (1990) found a negative relationship between employee work alienation and work quality. Thus, employers, authorities, administrators, or those responsible for relevant departments need to seek the reasons that may trigger workers' alienation and do their shares to increase the quality of work-life and make the work environment a better place for all.

Teaching as a Labor Power

A teacher is described as "one that teaches, especially: one whose occupation is to instruct" (Merriam-Webster, n.d.). Nevertheless, apart from many other job fields, teaching involves various job descriptions not written in the dictionaries and regulations but the teachers' hearts. Moreover, teaching is a never-ending process whose products are not something to be used and thrown up when they get old but actual human beings who create more value in time. That is, the educated students become a potential value provider for the future (Yılmaz, 2006), who may also teach others to be one to thrive knowledge and value.

For the exact reasons above, teaching as labor power is an important term that differentiates education from other sectors. Educators experience various emotional states throughout their lives in teaching. They assist, inspire and encourage their students, provide mentorship and guidance, equip them with knowledge and give every good thing they have. Therefore, beyond the shadow of a doubt, one can infer that teaching is also emotional labor. First coined by Hochschild (1983), emotional labor refers to the "management of feeling to create a publicly observable facial and bodily

display" (p. 7). That is, it is the act of a worker to perform particular expressions. For instance, a salesperson is expected to welcome the customers positively with a smiling face, and what he or she does is addressed as emotional labor. In our case, teachers are expected to behave positively towards their students, always be prepared for unpredictable or uncertain situations, and regulate their feelings as well as the students'. Moreover, principals are perceived as essential agents for teachers' moods affecting the school's atmosphere (Bursalioglu, 2015). Besides, considering private institutions' increasing pressure towards teachers and ceaseless demands, many more examples can be given.

EFL Teachers' Work Alienation

Work alienation can be experienced at all levels and in many job fields; however, this paper specifies English teachers' alienation because teaching English includes four skills; writing, reading, listening and speaking, and grammar and vocabulary knowledge. As mentioned before, language teaching especially requires audio and visual aids. It is widely accepted that Web 2.0 tools in education offer innovation in the classrooms, enable creativity, and support interaction and active participation (Çalışkan et al., 2019). Moreover, teachers exhibit positive attitudes and express interest in using mentioned tools (Yuen et al., 2011). The real issue is, then, not about teachers' willingness to use e-learning tools but instead because of the lack of knowledge about using them effectively and steadily. A study conducted by Karakaş and Kartal (2020) revealed that pre-service language teachers' familiarity and their use of Web 2.0 tools and mobile apps are low, which might also affect teachers' alienation, especially during the COVID-19 pandemic.

Together with the issues stated, the English language is highly valued. It is also a lingua franca: 'global means of inter-community communication' (Seidlhofer, 2016, p. 20) and the language of the United States of America that has capitalist economic supremacy over the many countries. These reasons, along with many others, make English a marketable and commercialized commodity, especially in the developing countries where English is not the official or second language as saleability is an important term. However, although teachers are hired for a wage, teacher labor is not something to be sold, as the production is not a solid commodity but rather a use-value like skills learning (Offe & Ronge, 1975). The saleability of English is also an

important term since teaching English also serves as a benefit for this capitalist world (Phillipson, 1992). Many public-school English teachers are encouraged to take part in projects throughout the country and abroad. Projects like e-twinning and Comenius set an excellent example for forming partnerships that can establish good relationships among countries as well as improving English.

On the other hand, private schools offer various language programs, including speaking clubs and even trips abroad to increase salability now that many job fields require English language proficiency. Therefore, private school owners' demands from English teachers have been increasing every year as the standards for employment keep changing. In other words, apart from other teaching branches, English language teachers are expected to keep up with the rapid changes in order to keep their jobs. It should be remembered that job satisfaction is closely related to work alienation. Siron et al. (2015) found a significant relationship between work alienation job satisfaction among the academic staff in technical colleges and institutes of Iraq. However, there are also notable studies in which private school teachers are more satisfied with their job than are public school teachers (Singhal et al., 1982, Sönmezer & Eryaman, 2008, Gius, 2015).

The COVID-19 Pandemic and Alienation in Education

With the first reported coronavirus disease occurrence, governments worldwide began to take restrictive precautions. Curfews and restrictions are declared, and the citizens are called on to stay in their homes, creating their own quarantines. Nevertheless, the measures that have been taken could not prevent the virus from spreading or even reduce the number of COVID-19 related cases. The sudden outbreak of coronavirus disease has brought together many challenges in health, economy, education, and many more. Education is perhaps, among the most affected fields by this global crisis in that students and educators are challenged with distance learning, new digital learning tools, physical separation from the learning environment, and most importantly, psychological barriers. Statistics presented by United Nations' policy brief (2020) show that "By mid-April 2020, 94 percent of learners worldwide were affected by the pandemic, representing 1.58 billion children and youth, from pre-primary to higher education, in 200 countries" (p. 5). Statistics have revealed how fragile education can be and how severe the pandemic becomes. Kozhina and Vinokurov (2020),

providing recent evidence of the pandemic effects on teachers' work alienation who were required to remote work, presented an increase in work alienation during the pandemic. Transforming to online education is challenging due to many reasons. Zhou et al. (2020) reviewed "School's Out, But Class's On" implementation in China, stating that the program enables integration of technology and education as well as encouraging new teaching methods in the classrooms. Nevertheless, they also point out some issues that caused problems in the implementation of the process. These issues stem from when teachers use traditional teaching methods to online education, students' "lack of self-control and self-learning ability" and lack "of face-to-face teacher or even parental supervision" (p. 516). Accessibility to the digital world and global education, hampered educational activities and readiness of teachers and students to online education were also recognized by Jena (2020) as the challenges that pandemic brought together to the education field.

Moreover, students' socio-economic status makes them rely on school computers and the internet (Demirbilek, 2014), making it even harder when lockdowns are announced. The socio-economic inequality in accessing the internet sets the scene for students' falling behind in the new alterations in educational advancements as well as catching up with online education (Fishbane & Tomer, 2020). Therefore, it is a fact that online education requires "adequate planning and designs of instructions with several available theories and models" (Adedoyin & Soykan, 2020, p. 8). Bao (2020) suggests five important instructional strategy principles for online education to mitigate the effects of the pandemic: 1) appropriate relevance between instructions and learning, 2) effective delivery, 3) sufficient support by faculty and instructors, 4) high-quality participation to improve student learning and 5) contingency plan preparation to deal with the unexpected (p. 115). Although suggestions and new models have been developed worldwide by many researchers, every country or maybe even every institution should seek the most suitable, practical, and rapid solutions to accelerate students' success during this severe pandemic. In addition, even though many research types have been conducted to mitigate the problems that coronavirus disease brought together in healthcare, studies have yet to propound practical and consistent solutions for the education field. Therefore, in a world where people are overwhelmed physically and mentally by the pandemic, agents of the education system are most likely to be at the risk of experiencing alienation even more than before.

Teachers' Familiarity with Digital Learning Tools and Their Digital Literacy

The COVID-19 pandemic has undoubtedly reformulated the educational methods encapsulating the educators and the learners worldwide. This unprecedented global crisis has also brought along many challenges, given that a considerable number of educators are shifted to distance education. From face-to-face to distance learning, the paradigm shift in education necessitates new and quick adaptations to not open a road for disruption in education. Since "there is no one-size-fits-all pedagogy for online learning" (Pokhrel & Chhetri, 2021, p. 135) and every student is unique, teachers have been carrying the liability to help students excel and succeed. Individualizing the teaching process at school is complex, and top it all, meeting the demands of the students, their parents, and principals/employers while giving distance education is getting harder to accomplish than ever before. Cao et al. (2020) emphasize that academic activities, change in daily life, and the economic effects of the pandemic are interrelated with anxiety among college students. Moreover, it can be further implied that changes in education have many effects on teachers as well.

Digital literacy is defined as "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (Gilster, 1997, p. 1). That is, digitally literate individuals can not only comprehend the information given but apply this skill in real life as well, and the rapidly changing world requires rapid solutions. Many job sectors have proceeded to work from home that requires video calls and various software knowledge. In the education field, materials such as songs, videos, presentations, and visuals are becoming more common. Many schools with solid infrastructure have already begun utilizing online tools and classes to supplement existing curricula. Therefore, to be a digitally literate person becomes a must rather than a need for many fields. For this very reason, rapid changes in information and communication technologies (ICT) accompanied by innovations in the education field pose challenges for the teachers (Kingsley, 2007).

E-learning digital tools have been crucial in that they provide continuance of education during school closures and assist educators (Subedi et al., 2020). Moreover, adapting to the altered system, teachers' readiness and familiarity with digital learning tools are among the essential issues to be considered. Hamilton et al. (2020) raised concerns about teachers using digital learning tools, stating that a considerable number of teachers did not receive any support or guidance they need. Moreover, a brief

published by Çağlayan et al. (2021) revealed the non-negligible statistics of teacher familiarity with e-learning tools stating that %44 of districts considered digital learning a drawback for equitable learning. Moreover, the same brief also emphasized “the importance of investment in technological infrastructure” (p. 3). They also suggested that teachers provided with PD (professional development) on distance learning were less likely to perceive digital learning as a barrier to equitable learning after school closures, whereas forty-four percent of districts perceived digital learning tools as a barrier to equitable learning.

Distance Education as An Alienating Factor

Keeping a social distance is seen as a necessary precaution against the COVID-19 virus. However, even though the measures taken enable the people to preserve their physical health conditions against the disease, they are also responsible for worsening or even losing psychological well-being. "Human beings are social animals. We were social before we were human" (Singer, 2011, p. 3). That is to say, being social is people's priority that cannot be met during lockdowns. A study confirmed the adverse mental health outcomes resulting from a long period of lockdown and lack of face-to-face interactions (Pancani et al., 2020). The sharpest examples are from the employees whose job descriptions include or require interaction more often than other fields such as healthcare workers, police officers, shopkeepers and in our case, educators. Apparently, language teaching in nature demands meaningful interactions between teacher and students and among students. Recognition of the importance of shared interaction among teachers and students may create better relationships leading to optimal learning (Cornelius-White, 2007). Earlier studies have shown the importance of classroom interaction in teaching English as a foreign language (Van Lier, 1988; Jarvis & Robinson, 1997; Kumaravadivelu, 1999; Seedhouse, 2004; Walsh, 2011). However, due to the COVID-19 pandemic, constructing a positive learning environment in distance education, establishing meaningful communication between teachers and students, and understanding what has been taught have become more challenging than ever.

Given that a considerable number of teachers are newly learning how to use distance education tools and establish meaningful communication may become an explosive problem for EFL teachers. To put it differently, building an understanding

while teaching in the distance should be an area of concern since "computer-based information technologies separate and alienate people from direct experience with nature and community" (Knapp, 1998, p. 7). In addition, teachers' responsibilities are doubled since they are required to teach at a distance. The issue here is that they may never feel connected to teaching this way, may never focus enough on the teaching process or even make sense of this whole new approach to them because there is "a psychological and communication space to be crossed, a space of potential misunderstanding between the inputs of instructor and those of the learner" (Moore, 1993, p. 21) also known as the transactional distance (TD). Moreover, open communication among colleagues is found to be an indicator of a lower level of stress with a higher degree of job commitment and satisfaction (Kyriacou, 2001).

Nevertheless, previous literature also provides opposing views concluding that e-learning can be an educational opportunity for those who can manage their own learning process with time management and problem-solving ability and experience a low degree of anxiety (Solimeno et al., 2008). Moreover, due to the role changes in distance learning with the effect of technology, students are promoted to be motivated and interested (Holmberg, 1995) and make them more independent and create a more autonomous learning environment (Keegan, 1996). There are more barriers found for e-learning in previous studies such as lack of governmental support, high costs of e-learning and internet speed (Mahmoodi-Shahrebabaki, 2014), lack of ICT infrastructure and curriculum adaptation to e-learning (Qureshi et al., 2012), the need of training academic staff (Soydal et al., 2011) and teachers' resistance to adapt to e-learning (Kisanga & Ireson, 2015; Aljaber, 2018). Whether positive or negative, regardless of all the reasons stated above, it is undeniable that distance learning seems to take more time and effort of teachers and students, especially in such a pandemic.

Digital Accessibility

Even though everything goes well with educators' knowledge of digital learning tools, their use of technology, access to the internet, and quick adaptation to online teaching, there are still many students who do not have any device to connect to the internet and what is worse, there are many of them who did not use any smart device before. The Turkish government has been providing disadvantaged students with tablets and has established internet access points all over the country since the first closure of

schools. However, against all these efforts, the number of students who did not get tablets or do not have access to smartphones cannot be underestimated. Moreover, even if they have the devices to join online classes, they still have trouble understanding how the device works, connecting to the internet, hearing the teacher, and getting cut off during lessons. In their current study with university students, Keskin and Özer Kaya (2020) reported that 49.9% of students could not easily communicate with their instructors, and 53.9% of them had technical problems during online classes. Their study is an indicator of the importance of investment in technological infrastructure as well as teacher and student readiness to distance education.

Previous Studies on Alienation

It is undeniable that the teachers influence the students' learning process as they are the ones who are agents of the process and who are in charge of learning outcomes. Thus, considering the responsibility on the teachers' shoulders, the factors triggering teacher alienation must be an area of concern. Various studies in the literature of alienation focused on student alienation (Keating, 1987; Duru, 1995; Bayhan, 1997; Brown et al., 2003; Hyman & Snook, 2001; Johnson, 2005; Yüksek, 2006; Kaya & Burgess, 2007, Yiğit, 2010; Murray & Zvoch, 2011). However, it is also vital to examine the teacher-student relationship and teacher alienation. As Özdemir and Rahimi (2013) suggest, the classroom environment and its most crucial indicator, teacher attitude, significantly affect student engagement and learning. They also point out that peer attitude, task and material varieties are also among the main variables determining students' engagement or alienation (p. 53).

Reviewing the earlier studies of alienation in Turkey, there are numerous noted studies on primary school teachers' alienation (Elma, 2003; Çalışır, 2006; Celep, 2008; Şimşek et al., 2012; Kınık, 2010; Kasapoğlu, 2015; Köse, 2018). In his study, Elma (2003) examined primary school teachers' work alienation regarding powerlessness, meaninglessness, isolation, and alienation from school in the context of Ankara. The results indicated that the level of alienation was found less in meaninglessness and isolation dimensions than alienation from school and powerlessness dimensions. Çalışır (2006) also examined primary school teachers' work alienation with gender, subject area, seniority, state of education variables in terms of subdimensions of alienation and revealed that male teachers face alienation more than female teachers in terms of

powerlessness and meaninglessness. Furthermore, the findings of this study revealed that post-graduate teachers experienced alienation in isolation levels more than other teachers. Celep (2008) studied the primary school teachers' work alienation in the Kocaeli context and provided evidence for the dimension of meaningless where single and less-experienced teachers found their job more meaningless. Moreover, she found out that teachers' school alienation has been higher than the other dimensions on the 'sometimes' level. However, Çevik (2009) found that married secondary school teachers experienced more alienation than single teachers and male teachers are more alienated than their female colleagues in terms of the relationship between administrators'/principals' behaviors causing teachers' work alienation.

Similarly, Kutlu and Cansoy (2020) examined the relationship between school principals' power styles and teacher alienation. The findings of their study showed that "the use of material and moral rewards for creating behavioral change in teachers in schools reduced teacher alienation significantly but increased significantly with suppression, punishment, threat and coercion" (p. 534). Principals' reward power influences the level of teacher alienation negatively, while principals' coercive power influences teacher alienation positively to a great extent. In his study, Vavrus (1979) suggests that the level of teachers' alienation is related to their career stage as a teacher, and teachers' control over their work is an important variable determining the level of alienation. In other words, "the longer subjects had been working as teachers, the more alienated and less involved they were with their labor" (p. 24). Waller (1961), Lortie (1975), and Zielinski and Hoy (1983), on the other hand, examined isolation separately from other dimensions. More recently, in their longitudinal case study, Brooks et al. (2008) concluded that teacher alienation is a dynamic process and that every teacher in their study experience all forms of alienation yet in a unique way.

Kim and Kim (2018) found that the conflict between the teacher's beliefs about teaching and the institution's demands leads to emotional challenges.

2. METHODOLOGY

2.1. Research Design

This study attempted to identify the effects of the COVID-19 pandemic on EFL teachers' work alienation and whether gender, years in the profession, type of school (public and private), and the grades taught are among the influential factors regarding work alienation. Many scholars have recognized the importance of mixed-method research since the combination of qualitative and quantitative data provides a complete and comprehensive understanding of identified problems, validates quantitative results and provides multiple perspectives (Cresswell & Clark, 2017; Ponce & Pagán-Maldonado, 2015). Therefore, in this study quantitative research method was used as it affirms generalizations and principles in predicting future events as well as receiving valid and important results (Panthee, 2020), while the qualitative research method was used “to increase the richness of data” and provide profundity of perceptions (Patton, 1990, p. 324). The Quantitative research method was implemented with a 5-point Likert scale including 38-questions. It is worth mentioning that the scale was distributed in its original language, Turkish, to avoid any misinterpretations that may arise from translation. The relationship between alienation and gender, public/private school was identified with a t-test. Years of experience in teaching and the grades that are taught were analyzed with ANOVA. Besides, as alienation is multifaceted and EFL teachers' opinions and feelings during the COVID-19 pandemic were this study's main concerns, additional support of qualitative data through written interviews was used for in-depth analysis.

2.2. Settings and Participants

This study was conducted with the valuable contributions of 160 EFL teachers working in Mersin. The participants consist of EFL teachers working in public or private schools ranging from primary and secondary schools to high schools. Eighteen participants were also provided with a further link to proceed to an online written interview. Due to the COVID-19 pandemic, the convenience sampling method was adopted within the scope of participant selection as it was tough to reach teachers during the pandemic, especially during school closures. Nevertheless, this situation also led sampling to be richer regarding participants' demographic information (see

Appendix 3). In addition, consent forms (see Appendix 3) were provided with the participants explaining the study's aims and assuring them that their answers would remain confidential.

2.2.1. Demographic characteristics of the participants

Table 1.

Demographic Characteristics of the Participants

		N	%
Gender	Female	126	78,8
	Male	34	21,3
Class Type	Primary education	34	21,3
	Secondary Education	84	52,5
	High school	42	26,3
Years of Teaching Experience	1-5	60	37,5
	6-10	51	31,9
	11-15	15	9,4
	16-20	18	11,3
	21-25	8	5,0
Institution Type	26+	8	5,0
	State	100	62,5
	Private	60	37,5
TOTAL		160	100.0

As shown above, Table 1 includes the demographic information of the participants. According to the results, 78,8% of the participants are female while male participants are 21,3%. Thus, the majority of participants are female teachers, with 126 participants in number. In addition, most of the participants work in secondary schools with 52.5% percentage while the rate is 21.3% for primary school and 26.3% for high school.

With respect to the years of experience in teaching, sample distribution was as follows: the most extensive group was the ones who had 1-5 years of experience (37.5%) and 6-10 years in the profession (31.9%). The second-largest group was 16-20 years with 18 teachers (11.3) and 11-15 years with 15 teachers (9.4). The teachers who

had 21-25 years of teaching experience (5.0%) and more than 26 years (5.0%) were the same in number, forming the minority group concerning the sample distribution.

According to the results for the type of institution, EFL teachers working at state schools (62.5%) outnumber the EFL teachers who are working at private schools (37.5%).

2.3. Instrumentation

2.3.1. Questionnaire for EFL Teachers' Work Alienation Levels during the COVID-19 Pandemic

Elma (2003) developed the Work Alienation scale used in this study consisting of a 5-point Likert scale with 38 questions to investigate teachers' work alienation (see Appendix.5). The scale ranks from never to always to identify frequencies as; 1) never, 2) rarely, 3) sometimes, 4) often, and 5) always. Initially, the questionnaire was developed to determine primary school teachers working at state schools. Nevertheless, the items are not specified to the primary school teachers who work at public schools. The items were convenient for generalizing to other fields and applied to this study's purposes as well. In addition, the Work Alienation scale was initially designed in Turkish, which was not translated into English in distribution to the participants as the sample was Turkish EFL teachers. It was also assumed that the participants thoroughly comprehend what the items address specifically when the scale remains in its original version and the participants' mother tongue, Turkish.

The instrument used has four sub-categories in terms of alienation dimensions; 1) powerlessness, 2) meaninglessness, 3) isolation and 4) alienation from school.

Regarding the scale's validity, alpha coefficient values were calculated as; .86 for powerlessness, meaninglessness as .84, isolation as .80, alienation from school as .62 (Elma, 2003, p. 90). Therefore, the questionnaire was found to be valid and reliable in that the Cronbach alpha coefficient for all items was found to be .91 in the original research.

2.3.2. Semi-Structured Interview

This study aimed to gain insight into EFL teachers' feelings and perceptions of alienation during a severe pandemic that has affected the whole world. To be able to

evaluate the findings accurately, hearing from the leading roles of the English language education was significant in that Turkish EFL teachers' feelings and perceptions were needed to be heard from their own interpretations of these particular circumstances altered by the COVID-19 pandemic. The literature recognizes the importance of qualitative inquiry as “inquiry mediates between a given experience and one’s intent or aim” (Sherman & Webb, 1988, p. 13). Therefore, an online written interview consisting of seven open-ended questions (see Appendix 6) was designed to hopefully give teachers a place to make themselves heard and provide a deeper understanding of how they have been feeling about their profession, the pandemic, and themselves. The reason why the interview was conducted online was the issue of reachability to the EFL teachers as during the distribution of the interview, the schools were closed, and the teachers were giving classes online. Four questions were inspired by the study of Davarcı (2011) inquiring about the university teachers’ perceptions on labor alienation (Questions number 1, 2, 4, and 5) and adapted to this study’s aims accordingly, while the researcher of this study formulated the rest. The questions were asked in English to avoid any misinterpretations that may derive from translation. Therefore, the quotations given in the qualitative data analysis results section remained unchanged.

2.4. Data Analysis

The data collected from the work alienation scale was analyzed by using the SPSS software. After the data collection process, the data were analyzed with the SPSS (Statistical Package for Social Studies) benefitting from variance analysis. Before running any statistical analysis to answer the study's research questions, the data were checked for normal distribution. It is understood that the scales and dimensions used in the study are normally distributed since the skewness and kurtosis values of the scales and their subscales were between +2.0 / -2.0. Hence, One-way ANOVA was used to analyze the difference among EFL teachers’ work alienation levels regarding the years in the profession and the grades they teach. The difference in teachers’ work alienation levels according to gender and school type was determined with the help of the T-test. Then, the results were compared with post-Hoc to distinguish the differences among the years of experience in teaching. The sub-categories of the scale were also analyzed with correlation analysis to perceive and identify teachers’ work alienation in terms of subdimensions.

The data received from the interviews was labeled into relevant pieces to be coded into sub-categories later. The categories were determined to the studies' purposes accordingly. After creating sub-categories, the data was interpreted by the researcher and discussed in light of noted earlier studies.

2.5. Reliability

Table 2.

Reliability of Alienation Scale and its Subscales

Scale and subscales	Item no.	Cronbach's Alpha of the current
Alienation Scale	1-38	.940
Powerlessness	1-10	.906
Meaninglessness	11-21	.918
Isolation	22-31	.914
Alienation from school	32-38	.631

The reliability of the alienation scale and dimensions used in the study are given in Table 2. As shown in the table 2, Cronbach alpha values of .90, .91, .91, and .63 were obtained for its subscales and .94 for the total scale. In other words, the reliability of the data in the current study is relatively high.

3. FINDINGS

The following section presents qualitative data results obtained from the Work Alienation Scale with descriptive statistics of items and subscales. In addition, the findings of variables are presented with tables. The data from the semi-structured interview is presented by themes generated according to the codes that emerged from the interview responses. Also, the frequency of codes for each theme is provided.

Quantitative Data Analysis Results

Descriptive Statistics of Items in the Work Alienation Scale

Table 3.

Descriptive Statistics of the Items in the Powerlessness Subdimension of Work Alienation Scale

Items	N	M	SD
2. I have difficulty communicating with my students.	160	2,4250	1,26665
1. I feel that I have lost my strength to deal with problems at school.	160	2,5188	1,19733
7. I feel that I have been alienated from teaching recently.	160	2,5313	1,35480
4. I think that my contribution to the school and my students is not enough.	160	2,5750	1,30094
5. I feel that I have lost my willingness and excitement to work.	160	2,6500	1,41954
3. I feel exhausted and worn out in my job.	160	2,8250	1,40328
8. I feel that I cannot get the social support I need from school.	160	3,0250	1,34094
6. I feel that everything in my work life is developing outside of me.	160	3,0875	1,26086
10. I think the rules at school hinder my creativity.	160	3,0875	1,35232
9. I think that defending the truth at school no longer brings benefits.	160	3,1063	1,46058

Although there were no statistically significant differences in terms of gender, class type, or institution type, the interpretation of the findings sets examples of how similar the EFL teachers perceive the work alienation regardless of their differences. To better interpret the data, mean scores and standard deviation for each item were analyzed. In Table 3, the distribution of means shows that items 6, 8, 9, 10 related to the powerlessness dimension were scored three in the ‘sometimes’ level, indicating that the participants may not interpret the events taking place in their work environment regarding their work alienation. The items between 1-5 and 7, which belong to the powerlessness dimensions, demonstrate that teachers do not perceive powerlessness as an alienating factor since out of 10 items related to powerlessness dimensions, six items were scored on ‘rarely’ level.

Table 4.

Descriptive Statistics of the Items in the Meaninglessness Subdimension of Work Alienation Scale

Items	N	M	SD
19. I see teaching as just a source of income.	160	1,5375	1,06333
17. I think the act of teaching is a pointless endeavor.	160	1,6125	1,06392
18. I find teaching boring.	160	1,6937	1,11025
16. I feel useless and insignificant as a teacher.	160	1,8500	1,26987
15. As I see idealistic teachers, I feel that I am moving away from teaching.	160	1,9500	1,24284
14. I feel like I am doing a meaningless job at school.	160	2,0687	1,31332
12. I think that what is taught in school is useless in real life.	160	2,1687	1,33281
20. I feel like I have become a teaching machine at school.	160	2,3000	1,34023
11. I do not think there is any point in what I teach why.	160	2,4187	1,29086
13. I feel tired of teaching the same subjects in school.	160	2,6313	1,36267

In Table 4, the participants expressed their thoughts on the ‘never’ level with items 15, 16, 17, 18, and 19, which refer to the meaningless dimension of the scale. Due to average mean score is one for items mentioned, the results indicate that teachers do not have intense feelings about themselves as a teacher and do not have firm negative thoughts about their profession. Moreover, items between 11-14 and 20, which have two as the mean value in average, displayed that teachers are divided into

half in-between ‘rarely’ and ‘never’ again, proving that EFL teachers do not have overly negative thoughts on the meaningfulness dimension.

Table 5.

Descriptive Statistics of the Items in the Isolation Subdimension of Work Alienation Scale

Items	N	M	SD
23. I have the feeling of being excluded at school.	160	1,5938	1,07748
24. I prefer to stay away from the teachers' room.	160	1,9312	1,30370
26. I feel lonely at school.	160	1,9437	1,25014
29. I find my social circle very dull.	160	2,1188	1,22023
22. I try not to get together with other teachers and administrators unless it is necessary.	160	2,2562	1,36094
28. I do not want to do things outside of school with other teachers at school.	160	2,3875	1,45795
30. I have a feeling of emptiness in my life.	160	2,4562	1,33575
21. I feel like teaching is getting monotonous for me.	160	2,4563	1,41797
27. I am not particularly eager to take responsibility for extracurricular activities.	160	2,5312	1,45335
25. I think that the relationships at school are not candid and sincere.	160	2,7313	1,51604

Regarding the isolation dimension in Table 5, items 21, 22, 25, and between 27-30 present evidence that teachers do not detach themselves from colleagues and administrators since 7 out of 10 items were scored ‘rarely’ while the rest three items were marked as ‘never.’. Therefore, the work alienation levels of EFL teachers were found to be low in terms of isolation subdimension.

Table 6.

Descriptive Statistics of the Items in the Alienation from School Subdimension of Work Alienation Scale

Items	N	M	SD
32. I feel like I am in a void, when I am not at school.	160	2,4375	1,37217
31. I prefer to stay away from people with whom I disagree.	160	2,9875	1,43622
36. I feel guilty when I violate the rules at school.	160	3,1437	1,34514
37. I hold myself responsible for the success or failure of my students.	160	3,4500	1,09774
34. I think that teaching is the best profession that can be done.	160	3,6250	1,28734
33. I care about being appreciated by my colleagues.	160	3,6750	1,31058
35. I enjoy taking responsibility for my work at school.	160	4,1063	1,00061
38. I feel more comfortable in the classroom at school.	160	4,2938	1,00687

Mean scores for Alienation from the school dimension were marked as three for items 33, 34, 36, and 37. The results draw attention to EFL teachers' perspectives about having a voice in their jobs in that they may hesitate to stand up for their decisions and teaching process. Another critical result to refer to is that for items 35 and 38, which indicates the level of Alienation from school, the mean score was four, which is the only two items in 'often' level. The results display a promising picture in that the EFL teachers feel more comfortable in their classrooms and enjoy taking responsibility for work-related events. Finally, teachers scored two as the mean value for items 31 and 32 may be interpreted as they do not have strong perceptions of their alienation level in this dimension. Nevertheless, it is worth mentioning that they scored 'sometimes' for four items related to their perceptions of their jobs.

Descriptive Statistics for the Work Alienation Scales and Its Subscales

Table 7.

Descriptive Statistics for the Work Alienation Scale and Its Subscales Used in the Study

Subscales	N	Mean	SD
Powerlessness	160	2,7831	,985
Meaninglessness	160	2,0231	,943
Isolation	160	2,2406	1,01
Alienation from school	160	3,4648	,656

Table 7 includes descriptive statistics of the alienation scale and dimensions used in the study. According to the results, the "Alienation from school" dimension has the highest average in the 'sometimes' level (M=3,4). Thus, teachers forming the sample of this study sometimes feel alienated from school. However, their work alienation levels in terms of meaninglessness, powerlessness and isolation dimensions were found to be 'rarely' with meaninglessness has the lowest mean score (M=2,0). In other words, although EFL teachers sometimes feel alienated from the school, they rarely experience alienation in other subdimensions.

Findings on the Alienation Level regarding Gender

Table 8.

Comparison of Alienation Level in terms of Gender with T-test

Subscales	Groups	N	\bar{X}	SD	T	P
Powerlessness	Female	126	2,7754	,95546	-.190	.849
	Male	34	2,8118	1,10447		
Meaninglessness	Female	126	2,0706	,95332	1.228	.221
	Male	34	1,8471	,89823		
Isolation	Female	126	2,2722	1,03241	.760	.448
	Male	34	2,1235	,93194		
Alienation from school	Female	126	3,4563	,68799	-.314	.754
	Male	34	3,4963	,53076		
Total		160				

As mentioned before, the number of female participants outnumbered male participants. Therefore, the level of Alienation in terms of gender is compared with the independent t-test. According to the results in Table 8, the level of Alienation of EFL teachers does not differ regarding gender ($p>0.05$) in powerlessness, meaninglessness, isolation, and Alienation from school dimensions that formed the core of the scale used in this study. In other words, the alienation levels of male and female EFL teachers are similar.

Findings on the Alienation Level regarding the Institution Type

Table 9.

Comparison of Alienation Level in terms of Institution Type with T-test

Subscales	Groups	N	\bar{X}	SD	T	P
Powerlessness	State	100	2,7170	1,01644	-1.096	.275
	Private	60	2,8933	,92935		
Meaninglessness	State	100	2,0140	,94399	-.157	.875
	Private	60	2,0383	,95066		
Isolation	State	100	2,2010	1,00880	-.639	.524
	Private	60	2,3067	1,01945		
Alienation from school	State	100	3,4650	,64454	.004	.997
	Private	60	3,4646	,68120		

In Table 9, the level of Alienation in terms of institution type is compared with the independent t-test. According to the analysis results; The level of Alienation of EFL teachers does not differ in terms of institution type ($p > 0.05$). In other words, the level of Alienation of Turkish EFL teachers working in private and state schools is similar in all subdimensions of the Work Alienation scale.

Findings on the Alienation Level regarding Class Type

Table 10.

Comparison of Alienation Level in terms of Class Type with ANOVA test

Subscales	Groups	N	\bar{X}	SD	F	P
Powerlessness	Primary education	34	3.0324	.96882	1.438	.241
	Secondary Education	84	2.6964	.98781		
	High school	42	2.7548	.98357		
Meaninglessness	Primary education	34	2.2441	.94008	1.263	.286
	Secondary Education	84	1.9405	.96992		
	High school	42	2.0095	.88450		
Isolation	Primary education	34	2.4088	1.09638	.603	.548
	Secondary Education	84	2.2036	.96660		
	High school	42	2.1786	1.03630		
Alienation from school	Primary education	34	3.5074	.54089	.209	.811
	Secondary Education	84	3.4330	.70135		
	High school	42	3.4940	.65968		
Total		160				

In Table 10, the level of Alienation in terms of class type is compared with the one-way ANOVA test. According to the analysis results; The level of Alienation of teachers does not differ in terms of class type ($p > 0.05$). In other words, the level of Alienation of EFL teachers working in primary, secondary, and high schools is similar.

Findings on the Alienation Level regarding Years of Experience in Teaching

Table 11.

Comparison of Alienation Level in terms of Experience with ANOVA test

Subscales	Groups	N	\bar{X}	SD	F	P	Multiple Comparison (TUKEY)
Powerlessness	1-5 (a)	60	3.0717	.94063	4.286	.015	a>b
	6-10 (b)	51	2.6059	1.02458			a>c
	11+ (c)	49	2.6143	.93229			
Meaninglessness	1-5 (a)	60	2.2500	1.09537	2.895	.058	a>b
	6-10 (b)	51	1.8569	.80654			a>c
	11+ (c)	49	1.9184	.83183			
Isolation	1-5 (a)	60	2.4967	1.09032	3.186	.044	a>b
	6-10 (b)	51	2.0667	.97173			a>c
	11+ (c)	49	2.1082	.89904			
Alienation from school	1-5 (a)	60	3.4854	.70037	.353	.703	-
	6-10 (b)	51	3.4020	.65542			
	11+ (c)	49	3.5051	.60862			
	N	160					

In Table 11, the level of alienation in terms of experience is compared with the one-way ANOVA test. According to the analysis results; The level of Alienation of EFL teachers differs in terms of experience ($p < 0.05$). As a result of the Post HOC Tukey multiple comparison tests, it was determined that teachers with 1-5 years of experience have a higher level of Alienation than teachers with six years or more experience in powerlessness, meaninglessness, and isolation subdimensions of Alienation. However, there is no statistically significant difference in terms of the "Alienation from school" dimension ($p > 0.05$).

Findings regarding the Correlation between the Subdimensions of the Scale

Table 12.

Correlation Analysis of the Subdimensions of Work Alienation Scale

		Powerless ness	Meaningless ness	Isolation	Alienation from school
Powerlessness	Pearson Correlation	1			
	Sig. (2-tailed)				
	N	160			
Meaninglessness	Pearson Correlation	,674**	1		
	Sig. (2-tailed)	,000			
	N	160	160		
Isolation	Pearson Correlation	,652**	,757**	1	
	Sig. (2-tailed)	,000	,000		
	N	160	160	160	
Alienation from school	Pearson Correlation	,088	,119	,140	1
	Sig. (2-tailed)	,267	,132	,078	
	N	160	160	160	160

Note: **p<.01

This result is related to the third research question: Is there any statistically significant difference in Turkish EFL teachers' perceptions considering the four dimensions of the work alienation scale; powerlessness, meaninglessness, isolation, alienation from school? In Table 12, the relationship between the dimensions of the work alienation scale was tested with Pearson correlation analysis. According to the results, it is observed that there is a meaningful and positive relationship between Powerlessness and Meaninglessness $r=,674$. ($p<0.05$). Furthermore, there is also a positive and meaningful relationship between isolation and powerlessness ($r=,652$) and

isolation and meaninglessness ($r=.757$). On the other hand, there is no significant relationship between Alienation from school and other dimensions.

Qualitative Data Analysis Results

The following section provides the data results obtained by analyzing the semi-structured interviews that include seven open-ended questions with 18 participants to gain insight for the first research question: How do Turkish EFL teachers perceive the influence of the COVID-19 pandemic on their work alienation? Participants within the survey group provided a further link to the interview after completing the work alienation scale. Participation in the study was based on voluntariness. The participants were given a consent form including the necessary details of the study. In order to keep the participants' identities anonymous, they were addressed with English names throughout the study. The participants were expected to respond to the interview questions by thinking deeper on their thoughts during the COVID-19 pandemic. Besides, the participants were also asked to provide some demographic information as well as their school type and years of experience in teaching to distinguish differences in the level of Alienation according to the information they provide in case there would be any.

The data obtained from the participants were read carefully, and codes were generated into categories to be examined later. After drawing a general picture from the answers, newly emerging codes were also analyzed and categorized into three themes: "Work environment, Barriers to teaching and Psychological impact of pandemic on the teachers." The codes generated for each theme are shown in table 13.

Table 13.
Frequency Distribution of Codes for Themes

Themes	Codes	Frequency of Codes
Work Environment	Work conditions	12
	Workload	8
Barriers to Teaching	Poor communication with students	14
	Technology-related issues	10
	Adaptation and teachers' readiness	8
Psychological Impact of Pandemic on the Teachers	Tiredness	15
	Loss of enthusiasm, interest and motivation	13
	Self-doubt	8

Results on Work Environment

This theme includes the answers about working conditions and how the work environment affects the participants as a person and their teaching experience during the COVID-19 pandemic. The results indicated that the EFL teachers are disturbed mainly by external factors such as workload (f=8) and requirements and work conditions (f=12) in terms of attitudes of school management and the system.

Although most participants stated that they maintain normal relationships with school management and do not overly mention the relationship with principals or employers, they reflected that the problems remain in the system, especially with private schools. Grace expressed this best as:

Well, I haven't had any specific problem with my principals. But since I am working for a private institution, and taking account of the conditions of a private school teacher in Turkey, I do not have good relations with this system.

She further mentioned the same idea in a different question about the things she did not like about her job as a teacher.

Grace: ... *but I am not satisfied with the conditions of the private schools. These conditions are what I don't like.*

Ruby took another standpoint stating her expectations from her principals by comparing her experiences in public and private schools. She also underlined that the pandemic has worsened the situation with her school management and was aware that she needed more guidance she could not get due to school closures in the pandemic.

Our school principal did his best to handle the situation and provided information and guidance during every step of the new decisions. However, I could not get enough guidance on paperwork or other job requirements except teaching since it was my first year. Also, I worked at a private institution last year, and the owner of the school was too demanding and oppressive to the teachers, and he doubled his demands when the pandemic started. (Ruby)

Similarly, although Leo stated that [talking about the relationship with his principals] *"In spite of minor disagreement arising from the sensitivity of this unfortunate period, we never experienced a considerate argument,"* he later drew attention to an important issue about how private institutions give more importance to money and schools' name. His words brought private schools' perceptions on English as a marketable source.

Leo: ... *Dealing with school management is already a tough and exhausting work when you consider the people whose priority is materiality.*

Results on Barriers to Teaching

This section includes the challenges that EFL teachers have been facing during the COVID-19 pandemic. The codes for this theme were generated by the most frequently used expressions gathered by the teachers' responses. Among them are technology-related issues (f=10), adaptation and teachers' readiness (f=8), and poor communication with students (f=14). The results showed that teachers are mostly affected by the disconnection from the physical and emotional distance between teacher

and student and students' loss of motivation and interest. Similarly, the number of teachers who stated that they had poor communication due to technical issues regarding network disconnection, use of e-learning tools, and insufficient internet infrastructure is quite high in terms of the words' frequency.

Ruby provided thought-provoking examples of the inequality in teaching due to the limited or no access to the internet or devices. She also explained how the pandemic created a severe gap between the students living in advantaged and disadvantaged areas.

My students are from a disadvantaged area. For this reason, almost %85 of them could not attend our online lessons, mostly because they don't have any smartphone or pcs and they could not attend to the connection issues. When the schools were open, a majority of the students could not come because of the virus. Also, we fell apart and felt distant during school closures. The students could not give enough attention to their lessons and their homework. (Ruby)

Laura emphasized another example related to the distance between student and teacher. She pointed out that she could not establish a fundamental relationship with her students due to her first year at the school and the school closures.

Laura: I could not get to know most of my students. Especially during zoom classes. I didn't even see their faces, even though I regularly give lessons via zoom. I may not recognize some of them if we ran across the street. They also don't know their teachers.

Another participant, Michelle, explained how the pandemic changed the relationship between her and her students. In addition, she raised concerns about technical issues that may be hindrance for effective education.

Michelle: As we'd seen our students in school less than normal, it made the relationship lose. Because the location of school and inadequacy of network, students were incapable of reaching education.

From the results of the interview answers, the COVID-19 pandemic has challenged the way the students participate in the classes, whether online or at school, and the relationship between the student and the teacher has disrupted. Hailey also further contributed, stating that due to technical problems during classes, the time left for online lessons was not sufficient to teach the subject effectively.

Hailey: ... *We have limited time to start and finish our lesson. So, we have a little time because of connection and technical problems.*

Together with the technical problems to join or maintain online education and growing distance among teachers and students both physically and emotionally, the need for a sudden adaptation to online education has become apparent in order to keep pace with the uncertainty and unpredictability of the events. The results showed that the teachers have become aware that there is an urgent need for adjusting to online education as well as learning how to use e-learning tools. According to the opinions of the participants, there is a difference of opinion. On one side, the teachers think that moving to online education is also a chance for improvement and innovation in education which was mentioned seven times throughout the interviews.

Tena: *Although we had to do distance education from time to time, we continued to teach during COVID-19, so I did not feel any alienation. On the contrary, I gained different teaching experiences both in the classroom and online. I had a chance to see the advantages and disadvantages.*

Furthermore, Jane had a similar opinion with Tena in that she believes that the urgent need for adaptation to online education is an arduous process but can be accomplished in time by drawing a good picture. Jane had the awareness that she and her students needed some time and she knew that the outcomes were expected and could be overcome.

Jane: *I feel like I'll need some time to teach effectively again. This pandemic has a huge impact on everyone's lives, including my students and me. Surely my students also will need some time to adapt. But I don't think it will take too long to return to the old classroom days.*

Another participant, Leo, was also among the few participants who perceived the pandemic as a chance for improving self and developing alternative teaching methods to apply in online classes. He also put forward the importance of new techniques to adapt the needs of his classes.

Leo: *Actually, it helped me search, find and apply new techniques using different alternatives of teaching English, specifically with the help of technology. So, I don't think pandemic alienated me to teaching process and the school.*

Moreover, Grace was another participant who shared similar ideas with the participants above. She has been trying to adjust herself to the new teaching style. Even

though she had no online teaching experience, like many teachers who took the interview, she knew how to prepare for unpredictable events.

Grace: It qualified me a lot. I haven't had any online teaching experience before. I adjusted new online tools, and also adjusted myself according to online materials; I tried to create a natural learning environment like we used to have in classroom.

Lastly, Jack observed this period and realized a need for change for upcoming generations as he thinks that technology is our future. He supports the use of technology in education as the new generation is born into that different world. Besides, he advocated that adjusting to technological developments is a must in this era.

I rarely feel alienated. When it comes to its impact on my teaching, I can say that pandemic showed us that we should engage more on technology-based courses, we should give more importance to that because the upcoming generation will be very good at technology, in order to address them I should be very good at new technologies specifically in the field of education. (Jack)

On the other side, some of the participants thought that online education is a whistle in the wind that made them feel the education without face-to-face interaction is meaningless, which is also a subdimension of the work alienation scale and within the scope of this study to be examined. Lily: *... I couldn't reach them [the students] because distant learning is in vain attempt for teaching kids. They get distracted easily. You couldn't give them enough feedback. We alienate to each other. It adversely affects their learning performance.*

Moreover, the effects of the pandemic and the urgent need for adaptation to the new education system may also influence teachers psychologically, and the results may be more severe than expected. Hailey was a great example of teachers' changing thoughts and feelings during their teaching in the time of a pandemic.

Hailey: ... However, this pandemic makes me feel alone and sarcastic with virtual education world. Because everything has changed suddenly day by day. Adaptation makes me feel unhappy and unready to be beneficial teacher.

The results indicated that teachers caught themselves off-guard and had challenges while adjusting their lesson plans, students, and themselves to the uncertain situation. Even though they did not feel ready to teach online or be familiar with online

education tools, most of them thought this is also a way to become better teachers for their students.

Results on Psychological Impact of Pandemic to the Teachers

This theme includes responses regarding emotions, the psychological state of the participants, and how they deal with their thoughts and feelings during the pandemic. The most frequent answer from the participants was feeling tired (f=15). The EFL teachers described themselves in the teaching process during the pandemic as 'tired' or 'exhausted' fifteen times throughout the interviews. Thus, the results indicated that the participants experience tiredness more than any other feelings. Moreover, they also emphasized that they feel insufficient during a teaching in the pandemic period due to adaptation issues, challenges of online teaching, and students' reachability to online education. The teachers became aware that they are going through a rough phase in which they need to self-regulate or improve themselves as they questioned themselves while responding to the interview questions. Finally, loss of motivation, enthusiasm and interest was among the most prominent results that impacted their Alienation levels.

As stated above, tiredness is the most commonly experienced feeling among the EFL teachers who participated in this study. Besides, the teachers also expressed that they feel relieved after the lessons are over. Although Tena stated that students' admiration and interest are what she likes about her job, she is satisfied when she arrives home.

Tena: I generally feel tired, but to know I go home makes me happy.

Similarly, Alice expressed her feelings after she finishes her lessons as "*tired but peaceful.*" Moreover, Rachel describes her feelings after school as "*too tired and sometimes exhausted,*" and Emma describes the process as "*out of oxygen, having a headache and feeling tired.*"

Here, feeling exhausted does not only correspond to the physical state of EFL teachers but more like the tiredness of the body and the mind. Thus, the participants who described their feelings after school were mainly satisfied that the classes were over.

I feel relieved at the end of the day because there isn't an arranged schedule for our lessons from EBA, and the time of the lessons are scattered to my whole day, making it impossible to make another plan for the day as well as giving me a headache and backache from sitting in front of the computer all day. (Ruby)

Like some other participants, Jack stated they if they could have breaks like the ones at school, then feeling tired would not have that much impact on them: Jack: *If I have courses the whole day of course I feel exhausted. If I have break hours between the courses, I rarely feel tired.*

However, some participants expressed satisfaction after the classes were over due to their success in conducting online classes. Leo and Michelle expressed positive attitudes towards their online teaching process if they feel they accomplish what they have to do, especially when her students' outcomes are positive.

Leo: *I feel satisfied with what I have done, especially when I notice my students' success.*

Michelle: *I get exhausted most of the time, but when I genuinely know that I could fulfill what I must've been done, I feel satisfied.*

There is also a participant who felt completed at the end of the day but could not feel the same when the lessons were being taught online. The satisfaction level of teachers has been altered by distance education.

Amy: *Mostly satisfied and fulfilled after my face-to-face teaching. However, online teaching wasn't giving me the same feeling.*

Another significant result was found to be feeling insufficient or ineffective during the teaching process in pandemic time. A considerable amount of the participants (f=8) highlighted the feeling of self-doubt and self-blame towards their teaching and the success rate of their students either implying their feelings or questioning self eight times in the interviews. The interviews showed that this feeling is a prominent area of concern regarding the impact of the COVID-19 pandemic, which is also highly related to one of the subdimension of this study's scale; powerlessness.

Lily: *It diminishes my interaction with the kids, and that leads to the lack of motivation. It alienates us to each other. I feel as if I have no impact on their learning. Students don't take my advice seriously. They don't attend to my classes. They don't do their homework.*

Sarah: *It makes me feel stronger than before; however, it makes me so unwilling and weak because of not spot on pandemic factors. My job makes me feel so fed up at the end of the day.*

The hardness of reaching all the students, maintaining or increasing their success rates, and questioning themselves are significant results to consider with a serious approach. Some outstanding results were given in the interviews as the participants evaluated their teaching ability by the success of their students and held themselves responsible for student failures.

Hailey: *I have asked myself; did you solve each problem or every student's distance education problem. Did you reach all students? Are you okay today or I said myself today has finished; can you sleep at home? That situation makes me feel insufficient teacher towards my students.*

Amy: *According to my thought, I had found online teaching inspiring and exciting at first during pandemic. But then, I saw that every child doesn't have same right to swim in the same boat. It made me think that I was incapable of reaching them, so I sometimes lost my faith in teaching.*

Similarly, the participants felt discouraged and demotivated to teach while weighing the pros and cons of online teaching. That is, the participants perceived the good in online teaching as they think technology is our future, but they also gave preference to a face-to-face teaching environment as can be read in Rachel's response:

Rachel: *Being in class with in person communication is always my choice, so I don't think I am effective enough with these online lessons, and this discourages me to teach.*

Together with the results stated above, another significant result derived from teachers' loss of motivation, interest, and enthusiasm (f=13). Results showed that teaching in the time of pandemic also has caused a change in teachers' opinions about teaching and led to questioning their job preferences. Some participants stated that they prefer working at a public school, while some reported negative feelings towards their jobs.

Lisa: *"I want to work at a public school from now on."*

Change in feelings towards teaching due to pandemic conditions was seen in many interviews. The distance education has altered the way the teachers perceived their profession.

Rachel: *I feel like English is just a lesson now, so it's not enjoyable as it used to be.*

Eva: *The satisfaction level can be high sometimes. On the other hand, I become less attracted to my job in each day, less motivated and less excited.*

Eva further contributed her idea in another question stating that: *“Before pandemic I was more motivated but now, I started to lose my interest”*. Similarly, Laura shared what Eva experienced by stating that *“I still love teaching English, but I am not as enthusiastic as before”*. However, there was also a participant who emphasized that being tired predominated the affection for teaching.

Sophie: *I loved teaching English but now I am just tired.*

Another participant expressed her loss of motivation within the frame of meaninglessness, a subdimension of the scale that forms the concept of Alienation. Reaching the children during teaching in the time of a pandemic is perceived as challenging by many of the participants. The poor communication between students and teachers has become an indicator of Alienation experienced by teachers.

Lily: *I was much more motivated for teaching kids but we lost connection for some reasons. I couldn't reach them because distant learning is vain attempt for teaching kids. They get distracted easily. You couldn't give them enough feedback. We alienate to each other. It adversely affects their learning performance.*

Ruby shared Lily's opinions about teaching online in the meaninglessness dimension. She expressed dissatisfaction and disappointment towards teaching in the time of a pandemic.

Ruby: *... I didn't picture being a teacher like this. Everything I do seems in vain as the students are not wholly getting what I taught in online classes.”*

4. DISCUSSION AND CONCLUSION

Introduction

This section includes a discussion of the findings of this study concerning the scope of research questions. Discussion of the findings is examined under two main titles; discussion of the qualitative data results and discussion of the quantitative data results presented by relating to the existing literature. The quantitative data results are discussed relating to the research questions, including some participants' demographic information; meanwhile, the qualitative data's discussion opens a profound observation of what the participants have been through since the pandemic by addressing the themes drawn from the interviews. The section concludes implications and suggestions for further studies as well as addressing the limitation of this study by summarizing the results and perspectives gained in the light of the research questions.

Discussion of the Quantitative Data Results

This section compares the quantitative data results obtained from 160 EFL teacher participation to the Work Alienation Scale with previous studies in the literature. The data collected from the demographic information section is discussed in the light of some theories and studies.

Discussion on Descriptive Statistics in EFL Teacher Alienation

When the results from Table 4 presenting the descriptive statistics of the subscales in the study were analyzed, it was perceived that the teachers did not experience work alienation in high levels. On the contrary, the perceptions of work alienation that the teachers feel during the pandemic were on a 'rarely' level, indicating that the pandemic was not an effective agent determining teachers' work alienation. Similarly, the teachers, though rarely, experienced alienation that may be explained due to the physical and mental distance to the school and the students. Moreover, the poor communication between teacher and student or teacher and principal may be the reason for such inferences. There are also previous studies that support the findings of this study in that they revealed low levels in terms of teachers' work alienation based on similar reasons and variables (Şimşek et al., 2012; Erbas, 2014; Kahveci, 2015).

Discussion on Gender Effect in EFL Teacher Alienation

Whether gender is an indicator of an increase or decrease in the level of EFL teacher alienation was a matter of concern in the scope of this study since the statistics presented by the Ministry of Education (MEB, 2020) showed that the number of female teachers working at elementary schools is 196.808 while the number of male teachers is 112.439. According to the statistics for secondary schools, female teachers (216.979) again outnumber male teachers (154.611). Therefore, as the number of female teachers working at private and public schools is higher than males, the study aimed to examine the difference between male and female EFL teachers. Moreover, Schwartz et al. (1980) proposed that stress is equally treated as a feeling of alienation in some cases (as cited in Calabrese & Anderson, 1986), and role conflict of working women is found to be a high indicator of stress (Martin & Hanson, 1985), gender was an important variable to be considered under the theme of work alienation. However, the independent t-test results showed no statistical significance that may present a gap between male and female teacher alienation. Likewise, Twaite (1974) reported little or no role of gender as a determinant for alienation, as well as Howard (1986) and Elma (2003), who also found no statistical difference between males and females with regards to work alienation. However, some studies reported higher female teacher alienation in terms of powerlessness, meaninglessness, and isolation dimensions (Erdem, 2014) and due to the presence of career barriers on women (Inandı et al., 2018), while some studies found higher male teacher alienation (Knoop, 1982; Çalışır, 2006; Çevik, 2009; Kurtulmuş & Yiğit, 2016; Dağlı & Avarbek, 2017). The reason for such results in this study might be partly because of the sample size in that females were the majority group in terms of gender variable (n=126) that made it harder to compare a similarly distributed sample. Moreover, since the sample was only examined in the Mersin context, which might be perceived as an advantaged area for schools, including other cities, further research may display different outcomes.

Discussion on Institution Type and Work Alienation

Now that the number of private schools is increasing in number day by day in Turkey and the quality of education is an open question, a comparison between the public and private school EFL teachers' work alienation was an essential aim of this study. According to the data analysis, the results indicated no statistical difference in

that both types of institutions were found to be experiencing similar levels of alienation in all dimensions. This result was unexpectedly surprising since most of the teachers who agreed to participate in the interviews stated more negative attitudes towards their work environment, relationships with employers and co-workers, and expanding job requirements than public school teachers. The interpretation for this convergent result may, in fact, capture different aspects as well as prompt further research. It is also intended that the interviews provided a more profound insight from the teachers' vantage points that may also lead the teachers to consider and reflect thoroughly on their teaching process accordingly. Therefore, the results offer diversity to identify multiple outcomes on behalf of the current study.

Conversely, Eryilmaz and Burgaz (2011) revealed a significant difference among teachers working at private and public schools in powerlessness, normlessness, and self-estrangement dimensions in that public school teachers experience more alienation than private school teachers. Moreover, the teachers also displayed dissatisfaction, especially towards restrictive hierarchy and limited work opportunities. Their study is in accord with interview results on account of the fact that the private school teachers expressed dissatisfaction with workload and limitation of creativity.

Discussion on Class Type and Work Alienation

At the beginning of this study, it is thought that class types (primary, secondary and high school) may have a lot to offer to explain the EFL teachers' work alienation. Thus, the participants were asked to select the class they teach in the demographic information part of the scale. Nevertheless, according to the results, the alienation levels of teachers in all dimensions do not differ regarding the classes they teach. The reason for such results may be due to the school closures announced for every class. As a result, teachers in all three institutions experience alienation at similar levels. However, Yorulmaz et al. (2015) revealed that primary school teachers experience lower organizational alienation than high school teachers and vocational high school teachers.

Discussion on EFL Teaching Experience and Work Alienation

EFL teacher participants were asked to provide their experience in the profession in years ranging from 1-5, 6-10, 11-15, 16-20, 21-25, and 26+. According to the results, teachers with 1-5 years of experience in the profession are found to experience a higher

level of alienation than the teachers with six or more years of experience in teaching in meaningfulness, powerlessness, and isolation dimensions. However, no statistical difference was found with regards to alienation from school. Due to the fact that the only statistically significant difference was observed among the teachers with 1-5 years of experience in this study, the adverse effects of the pandemic and the feeling of disappointment may be the reason for adopting negative attitudes towards the profession as well as feeling insecure due to being contract teachers in public schools and renewing contracts in private schools. The results are in accord with Tsang's (2016) study, which revealed that teachers with less experience are more likely to be alienated as well as Yorulmaz et al. (2015) who also presented a significant difference only in the alienation from the school dimension in teachers with 11-20 years of experience feel more alienation than the teachers who have 21 or more years of experience. Similarly, Calabrese and Anderson (1986) also claimed the less experienced teachers are more likely to be alienated than experienced teachers. Furthermore, Dağlı and Averbek (2017) reported a difference in terms of the level of teacher alienation in powerlessness, meaningfulness, and the whole scale related to the years of experience in the field with the highest level of work alienation seen among the teachers with 11-15 years of experience. Similarly, Elma (2003) revealed a statistically significant difference in terms of the length of service regarding the meaningfulness dimension. Teachers with 11-24 and 7-12 years of experience were more alienated than those with 25 or more years of experience in meaningfulness. Therefore, the younger the teacher in their field, the more likely they experience work alienation.

Discussion on the Correlation Analysis of the Subdimensions of Work Alienation Scale

According to the correlation analysis of the subdimensions in the Work Alienation scale, a positive relationship was found between powerlessness and meaningfulness, which indicates that the two subdimensions trigger each other. Therefore, teachers who felt powerless also experienced meaningfulness during the COVID-19 pandemic. Moreover, there is also a positive relationship between isolation and powerlessness in that naturally, teachers who feel powerless isolate themselves from society and their work or teachers who felt separated from society experienced powerlessness. Furthermore, it was also observed that isolation is related to meaningfulness as well. In other words, EFL teachers who could not make sense of the

events around them also felt isolated. The results are in accord with the nature of subdimensions as one triggers another. However, no significant relationship was found between alienation from school and other dimensions as the items represented positive attitudes and beliefs about teaching.

Discussion on Qualitative Data Results

This section discusses the inferences drawn from the participants' interview responses and referring to the existing literature. The discussion section originated from the participants' vantage points by exploring their mental and emotional status and opinions about their occupations and their relationship with their colleagues and students.

Discussion on the Work Environment

Work alienation is a broad term that encompasses many vital concepts, such as job dissatisfaction, and the quality of the working environment is a crucial term in today's world where people spend a majority of their time in that environment. Therefore, Morton (1977) proposed six conditions to encompass for constituting a good working environment that may affect the satisfaction, efficiency, and stability: reasonable salary, hours of work, nature of work (suitability of job requirements), physical environmental factors regarding the workplace's heat, lighting, neatness, institutional conditions such as job security, management attitudes, motivation, and lastly the political, social and economic characteristics of the profession. While all six aspects are essential in themselves, the results of this study revealed the importance of support from school management and personal and organizational motivation, and the alteration in job requirements. Besides, there is a negative and significant relationship between the Quality of Work Life (QWL) and work alienation claimed by Çetinkanat and Kösterelioğlu (2016) who provided evidence to be considered.

In the interview, the participants were asked to reflect on any specific reasons why they became English teachers in the first place. The aim of putting such a question was to examine the relationship -if any- between external and internal motivations for choosing this profession and the level of alienation through their perspectives. That is, whether becoming a teacher was their initial choice as an internal part of them that makes the teachers feel more enthusiastic, eager and happier about their jobs or just an

option for external factors such as salary, job security, or maybe even job title was a matter of puzzle to be examined deeper. Moreover, how teachers respond to teaching during the pandemic and how they experience the process together with their relationship with the principals/employers and co-workers were also intended to be examined within the scope of this study's aims.

The responses coded from the interviews displayed a pessimistic portrait of work conditions significantly worsened under adverse circumstances; the pandemic. Although the work alienation scale results did not signify an elevated level of teacher alienation in powerlessness, meaninglessness, isolation, and alienation from school dimensions, the interviews demonstrated that they were not satisfied with work conditions. Not being able to catch up on their own routines and not having enough time for themselves, the teachers expressed cumulative negative emotions towards either their school management or the job itself in terms of workload. A considerable number of teachers also manifested dissatisfaction against the inequality in education during the pandemic, referring to the growing gap between the students who have access to digital learning tools and those who do not. The students are not in the same boat, yet they are treated as they are. In other words, the negativity stemming from the uncertainty of the situation, the unpredictability of such circumstances, and the inequality in education that affect the students also have negative consequences for the teachers who already lack enough guidance and support from respected co-workers and principals. These results are also in accord with *Item 8* because 68 EFL teachers scored 'often' and 'always' levels: "Okuldan gereksinim duyduğum sosyal desteği alamadığımı hissediyorum." (I feel that I could not get the social support I need from the school.). The reasons for these negative attitudes towards the system might be a large number of private schools with heavy workloads and long working hours since, whether face-to-face or via technological devices, the timetable of teachers changes whenever new decisions are announced during the pandemic. In addition, the EFL teachers who reported dissatisfaction with the salary are worth mentioning. While the EFL teachers who work at public schools stated they feel more secure about the salary, some private school teachers stated that they wanted to work at public schools. However, less attribution was made for directly addressing the principals or employers while expressing dissatisfaction with the work conditions.

Discussion on Barriers to Teaching

It is crystal clear that the COVID-19 pandemic has become a catalyst for many sectors. Shaped by either adding to or subtracting from the job descriptions and requirements, the education field is perhaps among the most affected area that is obliged to radical alterations. Moving to online education, many teachers and students worldwide have embarked on adapting to the digital learning environment that requires the knowledge to use a variety of computer programs, websites, and many other digital tools. However, the main concern here is not only the ability to use the technological devices but also to have access to such devices. From the interpretation of the responses, the participants' perspectives on online education were divided into two different thoughts. While some EFL teachers perceived this transition to online education as a change for improvement and a necessity for this era, some touched upon the issues about the readiness for such an urgent adaptation. The most commonly used expression for the theme was 'technical issues,' referring to the inadequacy of the internet connection, lack of enough technological infrastructure, and lack of devices needed for attending online classes. All reasons were addressed as a cause for poor communication, leading to a poor relationship between the teacher and the student in the interviews. That is to say, although technical issues seem to have a mild effect on the teaching process, they may create an insuperable gap causing distance between the teacher and the student. The results are in line with Dong (2020) and Onyema et al. (2020) presenting poor network infrastructure as a barrier in online education process. Moreover, Almazova et al. (2020) also recognized computer literacy level and teacher readiness as a hinderance for implementing efficient online education.

Another important inference is that the teachers drew promising portrayals in the interviews regarding perceiving these circumstances as driving forces to open up for changes instead of perceiving them as drawbacks for teaching. The EFL teachers are very well aware that this era requires quick adaptations for quick changes. Therefore, although they found it hard to learn how to use digital tools such as software or video-chat programs, they also feel satisfied with what they accomplish in such a short time. As a result, it is highly possible that the EFL teachers may gain or refresh self-confidence and improve themselves as a person and as an educator in challenging circumstances.

Discussion on the Psychological Impact of the Pandemic on the Teachers

The theme emerged from the most frequently felt emotions that provided thought-provoking examples of how EFL teachers have got through the teaching process during the pandemic. While examining the levels of work alienation with four essential dimensions, teachers' psychological well-being was this study's primary objective to explore. Based on this perspective, the interview results exposed outstanding codes; self-blame, loss of enthusiasm, interest, and motivation, meaninglessness, disappointment, feeling distant and tired. The most commonly used expression while responding to the interview questions was 'tired.'. Though not every teacher explained deeper what they meant by feeling tired was mentally, physically, or both, it is clearly understood that this process had brought together negative consequences. In order to deal with the answers and interpret the data taking a perspective from the teachers' vantage points, the interviews were analyzed as a whole picture, yet by trying to connect the dots to see the bigger picture.

As stated above, tiredness is the most commonly expressed feeling in the interviews. The reasons for feeling this way were explained as fewer break times, not being scheduled, and not catching the day. This complexity might be because of the sudden changes in school closures arranged according to the number of COVID-19 related cases. The schools are announced to be opened and closed, and teachers and the students are blundered between the transition of face-to-face classes and online classes. Moreover, the number of students who could attend online classes -as emphasized by the participants- is few. Therefore, the EFL teachers may not be satisfied with the inconsistency of student attendance that further requires them to teach the same units all over again to different students. Another reason for this might be that some teachers may fall behind the curriculum due to either technical issues or student attendance to online and face-to-face classes. Moreover, it is highly possible that sitting in front of the computer all day, not having a strict schedule for classes may have physical consequences such as headache and backache that may also influence teachers' emotional well-being later on. Ruby touched upon this by providing her real-life experience.

Ruby: I feel relieved at the end of the day because there isn't an arranged schedule for our lessons from EBA and the time of the lessons are scattered to my whole day making

it impossible to make another plan for the day as well as giving me a headache and backache from sitting in front of the computer all day.

According to the results, teaching during the time of pandemic has influenced teachers both physically and mentally. That is to say, together with the physical outcomes, some teachers described teaching in pandemic 'in vain' that may, in turn, lead to meaninglessness as the participants also reflected on some challenges such as poor communication that leads to the poor relationship between teacher and student and may result in alienation. However, according to the results of the work alienation scale, 'never' and 'rarely' options for *Item 11*: "Neyi niçin öğrettiğimin hiçbir anlamının olduğunu düşünmüyorum." [I do not think there is any point in what I teach why.] were scored as 93 in terms of frequency. The reason for this might be due to the number of participants that completed the scale is more than the participants that take part in the interviews. In other words, while the interview represents a smaller group of teachers, the scale has the majority of teachers who did not experience meaninglessness in high levels. Nevertheless, in one way or another, the results conclusively display a need to consider improving work conditions and technological infrastructures that may be highly related to teacher alienation.

Another outstanding result that emerged from the interviews was that 'self-blame' mostly derived from teachers' thoughts on not being efficient enough during their teaching experiences in pandemic by questioning self and reflecting on student achievements. Interestingly, according to the results of the work alienation scale's *Item 4* "Okula ve öğrencilere yaptığım katkının yeterli olmadığını düşünüyorum. [I think my contribution to school and students is not enough.], the level of alienation was found to be quite low on the 'rarely' level ($M=2,5$), and the frequency of 'often' and 'always' for this *Item* was 42 in total. Similarly, *Item 37* "Öğrencilerimin başarı ya da başarısızlığından kendimi sorumlu tutuyorum." [I feel responsible for my students' success or failure.], the level of alienation was also found to be quite low as the mean was 3,4 in 'sometimes' level for *Item 37* and the total number of 'often' and 'always' responses were 82 in terms frequency. These might be the interview questions that may enable the participants to think deeper about their teaching practices and experiences since most of the participants evaluated their teaching by the efficiency of their teaching ability, primarily via digital tools. Nevertheless, they were also very well aware of the fact that there is an urgent need for change and innovation in the education field as seven teachers directly stated the need for adjustment to the technology used in classes,

and 3 of them felt they were insufficient. At the same time, only 4 of them reported no difference that the pandemic brought together. However, another point worth mentioning is that not all teachers drew a pessimistic picture. On the contrary, being aware of the situation and the drawbacks for teaching efficiently, the participants proposed how they dealt with the process by adjusting to the new and improving and adjusting the methods they use in their classes. Although the teachers were mainly influenced negatively by the outcomes of the pandemic, they were pretty open to the innovations and tried to meet the necessities of the time to catch the era.

Finally, loss of enthusiasm, interest, and motivation was also among the commonly used expressions in the interviews experienced by EFL teachers who work at public and private schools. According to the data the participants provided, during the COVID-19 pandemic, the teachers felt 'disappointed,' 'relieved' when the lessons were over, unhappy, less attracted to their profession, stressed, and less interested in the teaching process. These results may be the outcome of what has been discussed above;

- technical issues
- poor relationship with the students, colleagues, and employers/principals
- heavy workload
- the unpredictability and the uncertainty of events
- not having a fixed schedule
- students' disinterest towards online education or classes in general
- adaptation issues and readiness
- self-blame for student achievements or failures

Nevertheless, the results from the work alienation scale indicated that the mean for *Item 5* "Çalışma istek ve heyecanımı yitirdiğimi hissediyorum." [I feel that I have lost my willingness and excitement to work.] was 2,6 on rarely level, yet the distribution of options was 49 for never, 30 for rarely, sometimes and often, and 21 for always in terms of frequency. While teachers reflected sincerely in the interview by questioning their teaching experiences during the pandemic, the frequency for the item varies. The reason might be due to the fact that the nature of teaching is dynamic, and therefore, the process has ups and downs. Although the teachers were challenged due to the outcomes

the pandemic has brought together, they may also keep faith in their profession and be aware that this, too, shall pass, as a Persian adage says.

In other respects, three EFL teachers reported almost no change in their teaching experiences, their mood, or satisfaction levels. The reason for this might be the success and interest levels of their students. Private school teachers did not report technical issues related to network connection or access to the technical devices as public-school teachers did. To give an example, 2 out of 3 teachers who reported that the pandemic did not have much effect on their teaching experiences were private school teachers. Indeed, the number of teachers may be seen as relatively low to comment on; however, it is still a difference to mention.

Leo, who works at a private school, described what has been claimed above as: *“I feel satisfied with what I have done, especially when I notice my student’s success.”* and perceived the transition to online education as a change for self-improvement: *“It helped me search, find and apply new techniques, using different alternatives of teaching English specifically with the help of technology. So, I don’t think the pandemic alienated me from the teaching process and the school.”*

Similarly, Jack gained awareness on what he had to do as a teacher and what the time necessitates by being a great observer of the process. He was a big supporter of use of technology to keep up with the era.

Jack: *I rarely feel alienated. When it comes to its impact on my teaching, I can say that pandemic showed us that we should engage more on technology-based courses, we should give more importance to that because the upcoming generation will be very good at technology, in order to address them I should be very good at new technologies specifically in the field of education.*

For this particular reason, despite the negativity the process brought together, some teachers tend to look at the bright side and open to new experiences, which paints a promising picture against all the negativeness. The interview indicated that even though the process has severe effects on educators whether physically or emotionally, it also brought together reconsiderations on teaching methods. Surprisingly, even though the process necessitated quick adaptations, the more challenging the process was, the more confidence the participants gained.

Implications of the Study

Given that the pandemic has challenged every job field one way or another, the education field has necessitated quick adaptations and innovations not to fall behind. Moreover, it also affected people psychologically, emotionally, economically, and sociologically unfavorably, making it hard to devote oneself to their jobs and again, which in turn, leads to severe issues to be considered. Among the issues to consider, a term has emerged what the researcher refers to it as ‘virtual tiredness’. Virtual tiredness can be explained as the feeling of tediousness derived from the heaviness of being surrounded by technology. The teachers had to head towards online education in a short time, spending most of their time sitting in front of the computer and trying to adapt to digital teaching tools urgently to meet their students' needs. Therefore, busy schedules, adaptation issues, technical problems during online classes, and trying to stick to the curriculum pose a challenge in effective teaching during the COVID-19 pandemic. Given that some teachers in Turkey lack of necessary teaching skills and enough knowledge of teaching methodologies (Seven, 2007), the importance of interaction in classes has risen again as human beings “we learn *by communicating*” and the language in particular (Allwright, 1984, p. 157). In other words, this particular circumstance, the pandemic, poses an obstacle to effective communication that we need the most for teaching the language itself as well as solving the problems and mitigating the effects of the pandemic. Furthermore, mental and physical tiredness was the most commonly expressed feeling among the EFL teachers. What is more, loss of enthusiasm, interest, and motivation among teachers was also commonly experienced, a thought-provoking example of how the pandemic came into their lives.

Even though the findings present low levels of alienation in nearly all dimensions with all variables, the number of participants who expressed dissatisfaction towards the process and even their jobs implied they felt like an outsider, could not make sense of this process, and felt powerless are considerable in number. Besides, the unpredictability and uncertainty of the events, along with teacher readiness to such circumstances, necessitate reconsiderations about precautions against the virus and enhance the quality of the work environment and provide guidance for the sake of teachers' psychological well-being. Kidger et al. (2016) suggested that stress factors and dissatisfaction with work are important indicators that are highly related to teachers' well beings and depressive symptoms. Therefore, support from colleagues, receiving

professional guidance, colleagues with similar values, and promoting teacher learning are among the critical practical strategies to keep a balance between work and personal life (Patterson et al., 2004). In addition, McCallum and Price (2010) highlighted the importance of “inclusion of the voice of members of the school community in contributing to decision making, policy development, and school activities” (p. 30) that were also recognized and suggested in this study.

Another point to make is how the concept of alienation has been approached so far. Alienation with its subdimensions has been the subject of many fields; sociology, psychology, philosophy, business department, and health sector in particular. However, it should be noted that the EFL/ESL education field requires more research to better understand the teachers as human beings first by supporting and providing them guidance through this process more than ever. Consequently, the problems lie within the work conditions, questionable crisis management, readiness to such alterations, and the educational gap among the schools, which in turn make the teachers feel vulnerable in several circumstances on different levels of alienation and some occasions. Yet, the suggestions are also within the problems that may be summed up as:

- Emergency preparedness plans for the unexpected situations (Bao,2020)
- Teacher-parent collaboration to achieve complete effectiveness in teaching
- Professional development courses to teach digital literacy, problem-solving strategies, and psychological development and wellbeing
- Governmental actions to improve technological infrastructure to meet districts’ requirements
- Provoking students to take responsibility for their learning
- Openness to new approaches and methodologies such as Flipped Classroom
- Providing principals/employers guidance so that they can also guide teachers
- Examining the needs of teachers and students as well as the district requirements
- Giving teachers the voice to speak for themselves

As more research is conducted, the more voice of EFL teachers may be heard. Maybe only this way, the long-term sustainability might be achieved.

Limitations of the study

The results of the current study have foreseeable limitations due to pandemic conditions. The interviews were planned to be completed face-to-face with teachers to be able to ask further questions or eliminate any misunderstandings or misinterpretations that may arise from the lack of interaction in written interviews. Concordantly, 160 participants as the sample size of the scale may be seen limited to generalize the findings due to the fact that reaching out to the participants was challenging during school closures. Therefore, to overcome this issue and present more insights from teachers, the findings of this study were tried to be supported by interviews. The context of the study was in Mersin province in Turkey. Since the study only worked with the EFL teachers in Mersin, different outcomes may be obtained from different contexts.

The effects of the pandemic on teachers do not have enough relevant studies to make grounded comparisons precisely because this is a relatively new area of research, and the research that may support the findings of the current study or present conflicting results are lacking. Moreover, studies on alienation mostly focus on student alienation, and the studies on EFL teachers' work alienation in particular are very few.

Suggestions for Further Research

This study adopted a mixed-method research design to measure and interpret the EFL teachers' work alienation levels during the COVID-19 pandemic. Thus, considering the limitations stated above, conducting new research with a larger sample size supported with face-to-face interviews with different people in different locations can be suggested to be able to generalize the findings as well as gaining better insights into how the pandemic affected their teaching and the teaching process from their perspectives. Besides, new variables such as marital status, age, salary, size of the school, class hours per week/month can be examined in order to find a relationship between alienation, if any. Indeed, this research can be conducted by asking different questions as a case study.

Conclusion

The study is designed to determine the levels of alienation of EFL teachers to work during the pandemic based on gender, experience, school type, and class-level

variables. Thus, the work alienation scale consisting of 38 items representing the four subdimensions of the concept of alienation, powerlessness, meaningfulness, isolation, and alienation from school was applied to 160 EFL teachers in Mersin. In addition, 7-question semi-structured interviews were conducted with 18 teachers in order to support the findings of the scale and to understand the perspectives of teachers better. According to the obtained results from the survey, no significant difference was observed in the level of alienation of participants teaching English as a foreign language in Mersin regarding gender, institution type, and class type variables, and the level of alienation was found to be low in powerlessness, meaningfulness and isolation subdimensions. Nevertheless, according to the years of experience variable, it was observed that teachers with 1 to 5 years of experience in teaching English experienced more alienation than teachers with six or more years of experience. Moreover, the mean score of alienation from the school dimension was 3,4 corresponding to 'sometimes' level. Apart from the variables, there was a meaningful and positive relationship between powerlessness and meaningfulness, isolation and powerlessness, and isolation and meaningfulness, while alienation from the school dimension had no significant relationship with other dimensions.

The interviews focused on how teachers felt during the pandemic, their relationships with their students, colleagues, employers, or principals, and how they evaluated the process. Data collected from the interviews is coded in compliance with the frequency of use and divided into themes. The three themes that emerged were defined as the work environment, barriers to teaching, and 'the psychological impact of the pandemic on teachers. The results showed that teachers reflected dissatisfaction with:

- 1) the workload in their work environment
- 2) the rules to be adhered to
- 3) feeling physically and mentally tired
- 4) the private schools' management system though not directly addressing employers or principals
- 5) feeling distant to their students and the educational process
- 6) technical problems disrupting lessons as well as unequal access to digital devices of students
- 7) urgent transition to online education in that it requires digital literacy

- 8) questioning their teaching competence and students' success rates
- 9) decreased motivation and interest of students and teachers.

In the light of these results, it is perceived that although quick solutions were taken to overcome the challenges posed by the pandemic, these actions were not sufficient in the long term. However, the problems lie within the technological infrastructure or the accessibility to digital devices but teachers' readiness, lack of parental cooperation, and psychological well-being of respective people involved in the education process. Therefore, it is believed that teachers, students, parents, principals/employers, and the authority should do their part to scrape through this disruption that a microscopic virus has caused. It is hoped that the study results may provoke recognition and reconsiderations for working conditions and take the psychological impact of the pandemic into account.

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APPENDICES

Appendix A. Approval of Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Tuğçe BİLGİ
ÖĞRENCİ NO	20198006
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021 BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	EFL Teachers' Work Alienation during COVID-19 Pandemic
TEZİN AMACI	Bu çalışmanın amacı, EFL öğretmenlerinin COVID-19 pandemisi sırasında güçsüzlük, anlamsızlık, yalıtılmışlık ve okula yabancılaşma açısından yabancılaşma düzeylerini belirlemek ve cinsiyet, okul tipi, mesleki tecrübe yılı ve sınıf düzeyinin bu sorunu tetikleyen etkili faktörler arasında olup olmadığını anlamaktır. Bu çalışma, EFL öğretmenlerinin COVID-19 döneminde işe yabancılaşmasını düzeylerini güçsüzlük, anlamsızlık, yalıtılmışlık ve okula yabancılaşma boyutlarında çeşitli değişkenler ile (cinsiyet, sınıf düzeyi, okul türü ve mesleki tecrübe yılı) araştırmayı amaçlamaktadır. EFL öğretmenlerinin işe yabancılaşmasının önemi daha önceki çalışmalarla tam olarak aydınlatılmamıştır ve değişkenlerin etkileri henüz tam olarak keşfedilmemiştir. Özellikle Türkiye bağlamında COVID-19 pandemisi sırasında EFL öğretmenlerinin işe yabancılaşması ile ilgili araştırmalar çalışmalar da eksiktir. Ayrıca, öğretmen yabancılaşmasını tetikleyebilecek ve hızlandırabilecek son pandeminin yanı sıra, bu çalışma EFL öğretmenleri için farkındalık yaratabilir ve farklı bir bakış açısı sunabilir. Bu nedenle, bu çalışmanın sonunda, bulguların belirsiz durumlarında ve beklenmedik durumlarda öğretmenleri desteklemek adına yetkililere, müfredat oluşturanlara ve özel okul sahiplerine katkıda bulunabileceği umulmaktadır. Ayrıca, bu çalışmadan elde edilecek olan sonuçların, öğretmenlerin kendilerini öğretmen olarak anlamalarına ve onlara destek olabilecek yetkililere yardım ve rehberlik sağlayabileceği umulmaktadır.
TEZİN TÜRKÇE ÖZETİ	Bu araştırma, EFL öğretmenlerinin COVID-19 döneminde işe yabancılaşma düzeylerini güçsüzlük, anlamsızlık, yalıtılmışlık ve okula yabancılaşma boyutlarında cinsiyete, mesleki tecrübe yılına, çalışılan okul türüne (devlet okulu veya özel kurumlar) ve sınıf düzeyine göre değişip değişmediğini ortaya koymayı amaçlamıştır. Araştırmanın örneklemini Mersin'de özel kurumlarda ve devlet okullarında çalışan EFL öğretmenleri oluşturmaktadır. Katılımcı öğretmenlere Google Forms üzerinden "Genel Bilgiler Formu" ve "İşe Yabancılaşma Ölçeği" uygulanacak olup, 10 katılımcıya ise 7 soruluk yazılı röportaj uygulanacaktır. Elde edilen kalitatif veriler SPSS programında çözümlenecektir. Öğretmenlerinin işe yabancılaşma düzeylerinin belirtilen değişkenlere göre değişip değişmediği gözlemlenecektir. Bundan

	hareketle cinsiyet ve okul türü değişkenleri için t-test, mesleki tecrübe yılı ve sınıf düzeyi değişkenleri için ANOVA kullanılacaktır. Görüşmelerden elde edilen veriler ise kodlanarak çözümlenecek ve kategoriler oluşturulup analiz edilecektir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Bu araştırma, Mersin ilindeki özel ve resmi kurumlardaki İngilizce öğretmenlerini kapsamaktadır.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Mersin İl Milli Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Çalışma Mersin ilinde MEB bünyesinde çalışmakta olan İngilizce öğretmenlerini kapsayacak olup, özel veya devlet kurumlarında çalışan İngilizce öğretmenleri bu çalışmanın örneklemini oluşturmaktadır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	1) (.....) Sayfa Ölçeği. 2) (.....) Sayfa Anketi. 3) (.....) Sayfa Formları. 4) (.....) Sayfa

ÖĞRENCİNİN ADI - SOYADI: Tuğçe BİLGİ		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır. TARİH: 01 / 02 / 2021				
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu İngiliz Dili Eğitimi faaliyet alanı içerisine girmektedir.						
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI			SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	
Adı - Soyadı: Seden TUYAN	Adı - Soyadı:	Adı - Soyadı: : Şehnaz ŞAHİNKARAKAŞ			Adı - Soyadı:Murat KOÇ	
Unvanı: Dr. Öğr. Üyesi	Unvanı:	Unvanı: Prof. Dr.			Unvanı:Doç. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası:	İmzası : Evrak onayı e-posta ile alınmıştır.			İmzası : Evrak onayı e-posta ile alınmıştır.	
... / / 20.... / / 20.... / / 20.....		 / / 20...	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı: Yücel ERTEKİN (Y.)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Mustafa Tevfik ODMAN	Adı - Soyadı: Ali Engin OBA (Y.)	Adı - Soyadı: Jülide İNÖZÜ
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.	İmzası : Evrak onayı e-posta ile alınmıştır.		
.... / / 20....	Dr. Sami Doğru	... / / 20.....	.. / / 20.....	... / / 20.....	Araşt. Gör. Özge ÇETİNER	... / / 20.....
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 01 / 02 / 2021 25 / 03 / 2021. tarihleri arasında uygulanmak üzere gerekli izin verilmesi taraflarımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						

Appendix B. English Consent Form of the Study

ÇAĞ UNIVERSITY
INSTITUTE OF SOCIAL SCIENCES
EFL TEACHERS' WORK ALIENATION DURING COVID-19 PANDEMIC
CONSENT FORM

Dear participant,

The purpose of this study is to identify the factors causing EFL teacher alienation and to what extent do variables trigger work alienation.

The following will provide you with the enough information about this study. Please take time to read it carefully. If you have any further questions or need clarification, feel free to contact anytime.

1. By submitting this consent form, I accept that I voluntarily agree to participate in this study.
2. I understand that even if I agree to participate in this study now, I can withdraw at any time or refuse to answer any question without any consequences.
3. I understand that my participation in this study is for study purposes only.
4. I agree that my participation in this study may involve interviews and surveys.
5. I understand that all information I provide for this study will be treated confidentially.
6. I understand that in any report on the results of this study my identity will remain anonymous. This will be done by changing my name and disguising any details of my interview which may reveal my identity or the identity of people I speak about.
7. I agree to the extracts I provide may be quoted in the researcher's publications.
8. If you would like to be voluntarily involved in the interviews that might be necessary for this study and/or further studies, please state your contact address to the researcher.

Thank you so much for being a part of this study and your valuable contributions.

Tuğçe BİLGİ

Institute of Social Sciences

E-mail:

Name of research participant:

Signature of the participant: _____

Appendix C. Turkish Consent Form of the Study

EFL ÖĞRETMENLERİNİN PANDEMİ SÜRECİNDE İŞE YABANCILAŞMASINA YÖNELİK ÖLÇEK VE RIZA FORMU

Sayın katılımcı,

Bu çalışma, araştırmacının yüksek lisans tezi dahilinde olup, amacı EFL öğretmenlerinin COVID-19 döneminde yabancılaşmasına yönelik faktörlerin ve bu değişkenlerin ne ölçüde işe yabancılaşmayı tetiklediğinin saptanmasıdır. Lütfen aşağıdaki rıza formunu dikkatlice okuyunuz. Sorularınız için ve/veya ekstra açıklamaya ihtiyaç duyduğunuz takdirde araştırmacıya aşağıda verilen iletişim adresinden ulaşabilirsiniz.

1. Bu rıza formunu ibraz ederek çalışmaya gönüllü olarak katılmayı kabul ediyorum.
2. Bu çalışmadaki katılımının yalnızca araştırma amaçlı olduğunu anladım.
3. Bu çalışma için vermiş olduğum tüm bilgilerin saklı tutulacağını anladım.

Eğer çalışma için gerekli olabilecek röportajlara gönüllü olarak dahil olmak isterseniz, lütfen araştırmacıya iletişim bilgilerinizi belirtiniz.

Bu araştırmanın bir parçası olduğunuz ve değerli katkılarınız için teşekkür ederim.

Tuğçe BİLGİ

Sosyal Bilimler Enstitüsü

E-mail:

Appendix D. Demographic Information Section

BÖLÜM I

Genel Bilgiler

Cinsiyet: Kadın Erkek

Sınıf: İlköğretim Ortaöğretim Lise

Okul: Özel kurum Devlet okulu

Öğretmenlik mesleğinde deneyim süresi:

1-5 6-10 11-15 16-20 21-25 26+

*Lütfen ekteki maddeleri COVID-19 Pandemi dönemine dair duygu ve düşüncelerinize göre cevaplayınız.



Appendix E. Work Alienation Scale

Bölüm II
EFL ÖĞRETMENLERİNİN PANDEMİ SÜRECİNDE İŞE YABANCILAŞMASI
ÖLÇEĞİ

Madde No	MADDELER	Hiçbir zaman	Nadiren	Bazen	Çoğu zaman	Her zaman
1	Ortaya çıkan sorunlarla mücadele etmek gücümü yitirdiğimi düşünüyorum.					
2	Öğrencilerimle etkili iletişim kurmakta zorlanıyorum.					
3	İşimde tükendiğimi, yıprandığımı hissediyorum.					
4	Okula ve öğrencilerime yaptığım katkının yeterli olmadığını düşünüyorum.					
5	Çalışma isteğimi ve heyecanımı yitirdiğimi hissediyorum.					
6	İş yaşamımda her şeyin benim dışımda geliştiğini hissediyorum.					
7	Öğretmenlikten soğuduğumu hissediyorum.					
8	Okuldan gereksinim duyduğum sosyal desteği alamadığımı hissediyorum.					
9	Okulda doğruları savunmanın artık yarar getirmedini düşünüyorum.					
10	Okuldaki kurallarla birlikte yaratıcılığımı engellediğini düşünüyorum.					
11	Neyi niçin öğrettiğimin hiçbir anlamının olmadığını düşünüyorum.					
12	Öğretilenlerin gerçek hayatta hiçbir işe yaramadığını düşünüyorum.					
13	Aynı konuları öğretmekten bıktığımı hissediyorum.					
14	Kendimi anlamsız bir iş yapıyormuşum gibi hissediyorum.					
15	İdealist öğretmenleri gördükçe, öğretmenlikten uzaklaştığım duygusunu yaşıyorum.					
16	Bir öğretmen olarak kendimi işe yaramaz ve önemsiz hissediyorum.					
17	Öğretme eyleminin anlamsız bir çaba olduğunu düşünüyorum.					
18	Öğretmenliği sıkıcı bulmaya başladım.					



Madde No	MADDELER	Hiçbir zaman	Nadiren	Bazen	Çoğu zaman	Her zaman
19	Öğretmenliği sadece gelir getirici bir kaynak olarak görüyorum.					
20	Okulda/uzaktan eğitimde, ders verme makinesine dönüştüğümü hissediyorum.					
21	Öğretmenliğin benim için monotonlaşmaya başladığını hissediyorum.					
22	Zorunlu olmadıkça diğer öğretmen ve yöneticilerle bir araya gelmemeye çalışıyorum.					
23	Okulda dışlandığım duygusunu yaşıyorum.					
24	Öğretmenler odasından ve/veya online toplantılardan uzak durmayı tercih ediyorum.					
25	Okuldaki ilişkilerin içten ve samimi olmadığını düşünüyorum.					
26	Okulda kendimi yalnız hissediyorum.					
27	Sınıf dışı etkinliklerde sorumluluk üstlenmeyi sevmiyorum.					
28	Okuldaki diğer öğretmenlerle, okul dışında bir şeyler yapmayı arzulamıyorum.					
29	Sosyal çevremi çok sıkıcı bulmaya başladım.					
30	Hayatımda bir boşluk duygusu yaşıyorum.					
31	Aynı görüntüde olmadığım insanlardan uzak durmayı yeğliyorum.					
32	Okulla ilgili konularla ilgilenmediğim zamanlarda kendimi boşluktaymış gibi hissediyorum.					
33	Meslektaşlarım tarafından takdir edilmeyi önemsiyorum.					
34	Öğretmenliğin yapılabilecek en iyi meslek olduğunu düşünüyorum.					
35	Okulda işim ile ilgili konularda sorumluluk almaktan zevk alıyorum.					
36	Okulda/uzaktan eğitimde kurallara aykırı davrandığımda suçluluk duygusu yaşıyorum.					
37	Öğrencilerimin başarı ya da başarısızlığından kendimi sorumlu tutuyorum.					
38	Okulda/online derste sınıftayken kendimi daha rahat hissediyorum.					



Appendix F. Semi Structured Interview Questions

Bölüm III

Written interview questions

1. What were your motives to become an English teacher?
2. How can you describe your relationship with your students during COVID-19 pandemic?
3. How can you describe your relationship with your employers/principals?
4. At the end of a working day, how do you feel yourself when you finish your lessons?
5. What are the things you like and don't like about your job?
6. How do you think COVID-19 pandemic impact on your teaching experience and your level of alienation?
7. How can you compare your feelings about teaching English before and during COVID-19 pandemic?



Appendix G. Consent Form of Conducting Questionnaires and Interviews



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-044-2100000736
Konu : Tuğçe BİLGİ'ye Ait Tez Anket İzni
Hk.

03.02.2021

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında 20198006 numaralı öğrencimiz **Tuğçe BİLGİ**, “**EFL Teachers' Work Alienation during COVID-19 Pandemic**” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi **Dr. Öğr. Üyesi Seden TUYAN** danışmanlığında yürütmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı özel ve resmi kurumlarda halen çalışmakta olan İngilizce öğretmenlerini** kapsamak üzere kopyası EK'lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin kurumsal mail adreslerinden onaylar online olarak alınmış olup, gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 1 sayfa tez etik kurul izin formu, 6 sayfa Form ve Ölçek, 8 sayfa tez etik kurul izin onay e-postaları, 1 sayfa öğrenci talep dilekçesi, 1 sayfa taahhütname, 27 sayfa tez önerisi.

Dağıtım:
Gereği:
MERSİN İL MİLLİ EĞİTİM
MÜDÜRLÜĞÜNE

Bilgi:
Mersin Valiliğine

E-Posta: aycankei@ceg.edu.tr



Bu belge 5070 sayılı elektronik imza kanununa göre güvenli elektronik imza ile imzalanmıştır.

Doğrulama adresi: <https://nbs.cag.edu.tr/BelgeDogrulama> - Doğrulama kodu: **E560FEE**

Appendix H. Approval Letter from Directorate of National Education in Mersin



T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-34776202-605.01-20799759
Konu : Tuğçe BİLGİ'nin
Anket İzin Talebi

17.02.2021

DAĞITIM YERLERİNE

- İlgi : a) Çağ Üniversitesi Rektörlüğünün 03.02.2021 tarih ve 2100000736 sayılı yazısı.
b) Valilik Makamının 16/02/2021 tarihli ve 20754064 sayılı Oluru.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Tuğçe BİLGİ'nin "İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Covid-19 Salgın Sürecinde İşe Yabancılaşması" konulu araştırma izin talebi incelenmiştir.

Millî Eğitim Bakanlığının 21.01.2020 tarih ve 1563890 sayılı 2020/2 nolu genelgesi doğrultusunda yapılan değerlendirme sonucu, yukarıda adı geçen Tuğçe BİLGİ'nin çalışmasının; Mersin iline bağlı, tüm ilçelerde resmi ve özel eğitim kurumlarındaki öğretmenlere, gönüllülük esasına dayalı olarak ve eğitim öğretimi aksatmadan (*imzalı ve mühürlü anket soruları kullanılarak*) uygulanması, çalışmaya konu kişilerden, aile üyelerinden ad ve soyad, telefon, adres ile din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda İl Millî Eğitim Müdürlüğümüze vermek şartı ile uygun görüldüğüne ilişkin Valilik Makamının ilgi (b) Oluru yazımız ekinde gönderilmiştir.

Bilgilerinizi ve gereğini rica ederim.

Adem KOCA
Vali a.
İl Millî Eğitim Müdürü

- Ek :
1- Valilik Oluru (1 Sayfa)
2- Mühürlü Anket Soruları (8 sayfa)

Dağıtım:
Çağ Üniversitesi Rektörlüğü
(Öğrenci İşleri Daire Başkanlığına)
13 İlçe Kaymakamlığına
(İlçe Millî Eğitim Müdürlüğü)

Adres : Dumlupınar Mah. GMK Biv.
Yenişehir / Mersin
Telefon No : 0 (324) 329 14 81
E-Posta: istsatistik33@meb.gov.tr
Kep Adresi : meb@hs01.kep.tr

Bu belge güvenli elektronik imza ile imzalanmıştır.

Belge Doğrulama Adresi : <https://www.turkiye.gov.tr/meb-ebys>

Bilgi için: Memur M.Faris ŞEN Dahili Tel: 120

Unvan : Memur

İnternet Adresi: <http://mersin.meb.gov.tr>

Faks:3243273518

Bu evrak güvenli elektronik imza ile imzalanmıştır. <https://evraksoepi.meb.gov.tr> adresinden 3162-2626-3066-9C59-8CD1 kodu ile teyit edilebilir.





T.C.
MERSİN VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : E-34776202-605.01-20754064
Konu : Tuğçe BİLGİ'nin
Anket İzin Talebi

16/02/2021

VALİLİK MAKAMINA

İlgi : Çağ Üniversitesi Rektörlüğü'nün 03.02.2021 tarih ve 2100000736 sayılı yazısı.

Çağ Üniversitesi İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi Tuğçe BİLGİ'nin "İngilizceyi Yabancı Dil Olarak Öğreten Öğretmenlerin Covid-19 Salgın Sürecinde İşe Yabancılaşması" konulu araştırma izin talebine ilişkin 10.02.2021 tarihli komisyon görüşü ve çalışma programı ilişikte sunulmuştur.

Millî Eğitim Bakanlığının 21.01.2020 tarih ve 1563890 sayılı 2020/2 nolu genelgesi doğrultusunda yapılan değerlendirme sonucu, yukarıda adı geçen Tuğçe BİLGİ'nin çalışmasının; Mersin iline bağlı, tüm ilçelerde resmi ve özel eğitim kurumlarındaki öğretmenlere, gönüllülük esasına dayalı olarak (imzalı ve mühürlü anket soruları kullanılarak) uygulanması, çalışmaya konu kişilerden, aile üyelerinden ad ve soyad, telefon, adres ile din, mezhep, etnik gruba mensubiyet gibi hassas bilgilerin istenmemesi ve uygulama sonucunda hazırlanacak raporun basılı ve dijital ortamda İl Millî Eğitim Müdürlüğü'müze vermek şartı ile uygun görülmektedir.

Makamlarınızca da uygun görüldüğü takdirde olurlarınıza arz ederim.

Adem KOCA
İl Millî Eğitim Müdürü

Ek :
1- Dilêkçe ve Ekleri (49 sayfa)
2- Komisyon Görüşü (2 sayfa)

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