

TERTIARY LEVEL ENGLISH LANGUAGE INSTRUCTORS' EXPERIENCES
OF ONLINE EDUCATION DURING THE COVID-19 PANDEMIC
AND THEIR SUGGESTIONS FOR
IN-SERVICE AND PRE-SERVICE ENGLISH TEACHERS

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EXPERIENCES OF ONLINE EDUCATION DURING THE COVID-19
PANDEMIC AND THEIR SUGGESTIONS FOR IN-SERVICE AND PRE-
SERVICE ENGLISH TEACHERS**

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ABSTRACT

**TERTIARY LEVEL ENGLISH LANGUAGE INSTRUCTORS' EXPERIENCES
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This study aimed to investigate English language instructors' experiences and suggestions on online education due to COVID-19 pandemic in their educational setting. Forty-seven English language instructors at an English-medium state university in Turkey participated in the study. For this convergent design mixed method study, an online survey was conducted. The quantitative data collected through a Likert scale survey was analyzed via descriptive statistics including mean scores and standard deviation while constant comparison method was applied to analyze the qualitative data. According to the findings, in online education the instructors mostly benefited from the variety of online tools and the flexibility of place and time. However, they also found online education challenging mainly because of the decrease in student motivation and technical issues. The study also reveals the instructors adapted to the new practices primarily with the help of online tools and the administration. For further implementation, the instructors preferred blended teaching as they believed it was suitable for the content of their lessons.

Regarding the in-service training sessions, the instructors stated they benefited from the ones prepared by the administration on online tools and the LMS of their institution. They recommended that the newly recruited teachers ask for help from their colleagues and administration. Additionally, the instructors believed teaching via online education should be included in pre-service English language teacher education programs. The current study may be beneficial for English language instructors, in-service/ pre-service English language teachers, administrators, teacher trainers and program developers in other and /or similar educational contexts.

Keywords: Online Education, COVID-19 Pandemic, Benefits and Challenges of Online Teaching, English Language Instructors' Perceptions, English language Instructors' Suggestions for In-Service and Pre-Service Teachers

ÖZ

İNGİLİZCE ÖĞRETİM GÖREVLİLERİNİN KOVİD 19 SALGINI SIRASINDA ÇEVİRİMİÇİ EĞİTİM İLE İLGİLİ DENEYİMLERİ VE HİZMET İÇİ VE HİZMET ÖNCESİ İNGİLİZCE ÖĞRETMENLERİNE ÖNERİLERİ

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Bu araştırma İngilizce öğretim görevlilerinin çalıştıkları kurumda Kovid 19 salgınına bağlı olarak çevrimiçi derslerdeki deneyimlerini ve çevrimiçi öğretim üzerine tavsiyelerini araştırmayı amaçlamıştır. Bu araştırmaya Türkiye’de öğrenim dili İngilizce olan bir devlet üniversitesinde çalışan kırk yedi İngilizce öğretim görevlisi katılmıştır. Bu yakınsak tasarım karma yöntem araştırmasında çevrimiçi anket uygulanmıştır. Nitel verileri analiz etmek için sabit karşılaştırmalı inceleme yöntemi kullanılmışken, Likert ölçeği ile toplanan nicel veriler, ortalama ve standart sapma içeren tamamlayıcı istatistik kullanılarak analiz edilmiştir. Bulgulara göre çevrimiçi eğitimde öğretim görevlileri en çok çevrimiçi araçların çeşitliliğinden ve mekan ve zaman esnekliğinden yararlanmışlardır. Ancak çevrimiçi eğitimi başlıca öğrenci güdülenmesindeki azalma ve teknik sebeplerden zorlayıcı bulmuşlardır. Bu çalışma aynı zamanda öğretim görevlilerinin yeni uygulamalara en çok çevrimiçi araçların ve bölüm yönetiminin yardımıyla uyum sağlamıştır. Daha sonraki uygulamalarda, öğretim görevlileri ders içeriklerinin uygun olduğuna inandıkları için karma öğretimi

tercih etmişlerdir. Öğretim görevlileri, hizmetiçi eğitimlerle ilgili olarak yönetim tarafından çevrimiçi araçlar ve kurumlarındaki öğrenme yönetim sistemi konularında hazırlanan eğitimlerden faydalandıklarını belirtmişlerdir. İşe yeni alınan öğretmenlere çalışma arkadaşlarından ve bölüm yönetiminden yardım istemelerini önermişlerdir. Ayrıca öğretim görevlileri çevrimiçi eğitim yoluyla öğretimin, hizmet öncesi ve İngiliz dili öğretmen eğitim programlarına dahil edilmesine inanmışlardır. Bu araştırma, diğer ve/veya benzer eğitim ortamlarındaki İngilizce öğretim görevlilerine, hizmet içi/ hizmet öncesi İngilizce öğretmenlerine, yöneticilere, öğretmen eğitimcilerine ve program geliştiricilerine yararlı olabilir.

Anahtar Kelimeler: Çevrimiçi Eğitim, Kovid 19 Salgını, Çevrimiçi Öğretimin Faydaları ve Zorlukları, İngilizce Öğretim Görevlilerinin Görüşleri, İngilizce Öğretim Görevlilerinin Hizmet İçi ve Hizmet Öncesi Öğretmenlere Önerileri

To my beloved son and husband

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LIST OF ABBREVIATIONS

CALL	Computer Assisted Language Learning
COVID-19	Corona (CO), Virus (VI), Disease (D) of 2019 (19)
EAP	English for academic Purposes
ELT	English Language Teaching
ERT	Emergency Remote Teaching
ERTE	Emergency Remote Teaching Environments
ICT	Information and Communications Technology
LMS	Learning Management System
OECD	Organisation for economic co-operation and development
PDU	Professional Development Unit
SEB	Safe Exam Browser
SPSS	Statistical Package for Social Sciences
WHO	World Health Organization

CHAPTER 1

INTRODUCTION

1.1. Introduction

The present study aims to explore tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in their educational setting. In this part of the study, the background of the study, statement of the problem, the purpose of the study and research questions, and the significance of the study will be clarified.

1.2. Background of the Study

One of the cornerstones of the history of education might be March 2020 when the whole world is faced with the COVID-19 pandemic. After the outbreak of the Covid-19 pandemic, as in many areas of human life, education has also witnessed a new era which is called emergency remote teaching. As Hodges et al. (2020) acknowledge "In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances" (p.6). Although the COVID-19 pandemic has nearly ceased life in many aspects all around the world, education could continue thanks to emergency remote teaching. Although it started as an obligation since people had no chance to have face-to-face education in real classrooms due to the constraints caused by the pandemic all around the world, it seems that what the teachers have experienced during this period might change the way of language teaching and thus, online teaching could become an indispensable part of education in the future.

When the schools were closed due to the pandemic in March 2020, the universities had to make urgent decisions to start education without any intervention. Although all the universities were supposed to shift the teaching mode from face-to-face to online, not all the institutions were ready to support their academic staff equally due to the lack of necessary infrastructure and knowledgeable staff that could provide technical help for the instructors. Even the administration of the departments at the same universities may have been different from each other since some could intervene in the crisis immediately and the education could go on uninterruptedly. As Hodges et al. (2020, p. 6), point out “these situations require creative problem solving”. However, the transition to emergency remote teaching was not equally effective at all universities due to various reasons.

Keskin et al. (2022) have made a quantitative content analysis of all state universities in Turkey by examining their websites to see their preparedness at the beginning of the pandemic and have found that “even though more than three out of four universities had a CDE [Center for Distance Education] or a similar unit before the start of the pandemic, the primary problem they encountered was still the lack of technical infrastructure” (p.516). It is also stated in the analysis that “Higher education institutions had difficulty in providing sufficient pedagogical and technical guidance to academic staff due to the rapid transition” (p. 493). According to the study, another problem during this period was the lack of open course materials and a quarter of the universities did not prepare videos to show how to use the LMS (Learning Management System) at their universities. Moreover, Keskin et al. (2022) find that more than two-thirds of these universities did not provide any in-service training or material preparation support for their academic staff. As this analysis reveals teachers in some institutions might have some difficulties during this transition period and not all the universities could move emergency remote teaching smoothly in Turkey. Nevertheless, it should be taken into consideration that “The primary objective in these circumstances is not to re-create a robust educational ecosystem but rather to provide temporary access to instruction and instructional supports in a manner that is quick to set up and is reliably available during an emergency or crisis” (Hodges et al., 2020, p.6). Hence, faculty support teams and the

administration of the departments together with the professional development units play a crucial role in providing the necessary support for the academic staff.

Regarding this support system, Hodges et al. (2020) point out that “Current support models might include full-course design support, professional development opportunities, content development, learning management system training and support, and multimedia creation in partnership with faculty experts” (p.6). Moreover, Ramos-Pla et al. (2021) demonstrate in their study where they analyzed continuous training programs at various Catalan universities during Covid-19 that “The main learning contents focus on three factors: adapting face-to-face teaching to virtual teaching, improving skills for developing virtual teaching, and learning about technological tools” (pp.9-10). Thus, they have concluded that learning about digital tools is not the only aim of the teachers but also developing the skills necessary for virtual teaching is critical for them. At this point, the needs analysis conducted in the institutions might play a key role in determining the exact needs of the teaching staff. By doing so, a more effective and smooth transition from face-to-face teaching to online teaching could be realized.

At the beginning of the pandemic faculties and teachers faced some challenges, one of which was that they needed to plan the rest of the semester abruptly since the transition to distance education was announced within a few days after the opening remarks of the World Health Organization (WHO) Director-General at the media briefing where he characterized COVID-19 as the pandemic on March 11, 2020 (WHO, 2020). No matter how experienced the teachers were in technology, it was a new era for all who needed to take into consideration many issues including the revision of the course materials, adaptation to the virtual environment, assessment of their students, and meeting the needs of their students who may sometimes need both technological and psychological support. Neuwirth et al. (2021) state the real challenge and ask the question “how should faculty approach maintaining rigour and delivering quality education as well as support their students’ ongoing ability to engage in meaningful, interactive educational activities in the context of a crisis such as this pandemic?” (p.142). Obviously, during the pandemic, the responsibilities of teachers have both increased and shifted dramatically.

Another problem at the beginning of the pandemic was the difficulty to foresee when it would end, and when face-to-face education would resume. Therefore, the institutions had to primarily make plans to complete the spring semester. However, as time went by it was realized that the pandemic would be longer than expected and education would continue virtually for an unpredictable period. Although at the beginning of the pandemic the challenges that the teachers experienced were more related to technology, their problems changed as they became more familiar with delivering their courses in the virtual environment. After solving the problems of finding a proper virtual environment to conduct their lessons and some digital tools to support their teaching, in the middle of and towards the end of the pandemic their concerns have changed to enhancing the motivation of their students and upgrading their content and teaching materials to become more appropriate for online teaching.

As Neuwirth et al. (2021) argue “these virtual classroom formats provide a unique opportunity for faculty to re-envision and re-imagine their teaching” (p.144). The educators who go through this pandemic period have had the chance to realize the issues related to online education in the future even if they have not thought about it before. Even those who were severely against online teaching may have changed their minds when they found themselves in the middle of the mandatory emergency online education. Since we are living in an era that is constantly changing every day, especially in the field of technology, education would possibly be affected by this transformation. Therefore, as Ferri et al. (2020) propose “A clear and consistent plan should be developed, providing structured and planned educational material (content, methodologies and common goals)” (p.14).

Adaptation plays a crucial role especially in times of crisis because it is obvious that several things change after such periods. Regarding the mode of teaching, what waits for teachers in the post-pandemic period is uncertain. Yet, it is possible to say that it will not be the same as the education that we have experienced traditionally. As Neuwirth et al. (2021) maintain “we need to adapt our frame for change-making accordingly” (p.143). In addition, Neuwirth et al. (2021) put forward that “The current virtual classroom has become the inevitable educational meeting grounds, whereby faculty and students must figure out, in real-time, how to make the best of

an unprecedented situation” (p.144). Thus it can be concluded that adaptation is of the greatest importance for education to effectively continue especially in the times of crisis such as the pandemic.

Considering the design of the online lessons during emergencies Hodges et al. (2020) argue that “The design process and the careful consideration of different design decisions have an impact on the quality of the instruction. And it is this careful design process that will be absent in most cases in these emergency shifts” (p.3). Therefore, it might be better for the educators to reconsider the curriculum adapted for virtual teaching environments that might be approached not only in times of crisis such as Covid-19 but also for the normal period after the pandemic.

1.3. Statement of the Problem

The outbreak of the Covid-19 pandemic at the end of 2019 caused many changes in various fields of life all around the world and it finally affected education directly in March 2020 by causing the mode of teaching to shift from face-to-face to distance education. To prevent the pandemic from spreading more and to protect the staff and the students at schools, this transition became obligatory. This sudden and unexpected change in education has affected both the teachers and the students all around the world. Concerning higher education during the pandemic, Rashid et al. (2020) emphasize that “The pandemic has exposed the shortcomings of the current higher education system and the need for more training of educators in digital technology to adapt to the rapidly changing education climate of the world” (p.340).

There have been quite a lot of studies conducted on online education. However, the difference between online education and emergency remote teaching should be clarified at this point. Bozkurt et al. (2020) define it as “while distance education has always been an alternative and flexible option for learners, emergency remote teaching is an obligation, which means that we have to use different strategies and approach the case with different priorities” (p.2). Bozkurt et al. (2020) also underline the importance of such a distinction “because the degree to which educators believe in distance education these days will play a significant role in the prosperity of

distance education in a post-COVID world” (p.2). This distinction will probably shape the content and way of teaching in distance education since the teachers experiencing the pandemic will benefit from what they have learned during this time, and with their contribution and collaboration, distance education will more effectively appeal to the needs of the students in the future. To realize this evolution, as Hodges et al. (2020) advocate “We have to be able to think outside standard boxes to generate various possible solutions that help meet the new needs for our learners and communities” (p.6).

Emergency remote teaching is a new concept for the teachers who have not experienced another pandemic or a war in which they had to utilize online teaching before. Therefore, it is normal for them to have some difficulties during this time despite the benefits of online education. There are several studies on the concept of online teaching in literature before the pandemic, and although numerous studies have been conducted related to education in this period in different parts of the world with the emergence of the Covid-19 pandemic, there is still a need to conduct further studies in online teaching from a different and dynamic angle. The studies conducted on the concept of online education during the pandemic are not only limited to higher education but also include K-12 education all around the world. For instance, a report was conducted by UNESCO, UNICEF, and the World Bank in 2020. This report is an overview of the findings of a survey completed by 149 countries’ Ministry of Education officials on the effectiveness of their countries’ education during the pandemic. It reveals that “Despite varying durations of school closures around the world, it shows the efforts made by countries to mitigate learning losses, increased inequality and widening achievement gaps – both during the closures and after reopening” (UNESCO et al., 2020, p.42). This comprehensive report reveals the significance of the pandemic and to what extent it has affected education all around the world.

The above-mentioned issues, especially the one about distance education are closely related to the present study. Considering the abrupt transition to online education due to the COVID-19 pandemic and the existing situation of the language instructors, to better understand the tertiary level online education in the EFL context of Turkey, a

need for a further study that explores the perceptions of English language instructors towards online education has emerged.

1.4. Purpose of the Study and Research Questions

This current study aims to explore tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in the Department of Modern Languages at an English medium public university in the capital city of Turkey. The first goal of the study is to explore the benefits and challenges of, and suggestions of the instructors for online teaching in terms of instruction, interaction, technology, and assessment. The second goal is to illustrate how the instructors have adapted to the new practices in online English teaching. Next, it aims to illustrate the attitude of language instructors towards further implementation of online English courses in their institutions. The fourth aim is to examine the instructors' in-service training support systems available for online teaching within their institution during the pandemic. Finally, it focuses on the instructors' suggestions for the in-service pieces of training for online teaching and their suggestions for in-service and pre-service English teachers who may experience online teaching in the future.

Considering these purposes, the current study aims to reveal the research questions below:

1. Based on instructors' opinions, what are the benefits, challenges of, and suggestions for online teaching in their institutional setting in terms of:
 - a. instruction
 - b. interaction
 - c. technology
 - d. assessment
2. How have the instructors adapted to the new practices in online English teaching?
3. What is the attitude of language instructors towards further implementation of online English courses in their institution?

4. What are the instructors' in-service training support systems available for online teaching within the institution?
5. What are the suggestions of the instructors for:
 - a. in-service pieces of training in their institution for online teaching?
 - b. in-service and pre-service teachers who may experience online teaching in the future?

1.5. Significance of the Study

The study which aims to explore the pandemic and its effects on the field of language teaching has a variety of significance. First, it is planned to contribute to literature because there are not many studies in the literature although the number of studies related to online teaching during the pandemic increases day by day since it is a recent topic. When the COVID-19 pandemic emerged in March 2020, it influenced many areas of the world. It naturally has affected education all around the world at different levels depending on the level of development of the countries. Some have been affected more and some less, yet there may not be countries that have not been affected at all. Since it is an issue that has influenced the whole world, researchers have started to focus on this topic from different points of view and enlightened humanity in several aspects.

Second, the survey of this study was completed by the instructors nearly two years after the pandemic started, and it was towards the end of online teaching. At the beginning of the pandemic, both experienced and novice teachers had similar concerns which were mostly related to technology, and it could be said that since the pandemic emerged abruptly and the shift from face-to-face education was so sudden, many were ready for this transition and the teachers would not be conscious enough when they started online education. However, in time the teachers became more informed about online education and could dwell on diverse issues in delivering online lessons. This study may be significant because the survey was conducted with the instructors in that period, and thus, it could reveal teachers' more mature opinions about online teaching, and the results of the study might be different from the results of the studies conducted at the beginning of the pandemic. As a result, the

outcomes of the study might provide more objective information about online education during the pandemic.

Third, teachers and administrations could refer to this study in the case of an emergency remote education in the future because it includes the opinions of the instructors who have experienced this mode of teaching during the pandemic. Their invaluable opinions could be a guide for the plans and adjustments for online teaching in the future. By taking their opinions on the challenges of online education into consideration, they can complete the insufficient parts in their curriculum or their institution essential for online education.

Next, the study includes the attitude of language instructors towards the further implementation of online English courses. Hence, when the time comes for a possible transition to online education after the pandemic, it might serve as a starting point for institutions to learn the tendency of the English language teachers within the university and may be helpful to make plans on this matter in the future.

Moreover, considering the issues investigated in this study, both experienced and novice teachers are planned to benefit from the results of the study. It may also help the higher education institutions to refer to the applications used in the institution where the study was conducted and utilize them in a possible similar period in the future. It may also help the institution itself to make use of the suggestions of its instructors and make necessary adaptations to its curriculum and the materials that can be needed in the future. Because of the aforementioned reasons, it is possible to say that this study has direct consequences on society in various aspects.

Finally, since the study covers some information about both the in-service and pre-service pieces of training in the institution of the instructors, it might be a guide for the other higher institutions. They may benefit from the useful in-service training support systems suggested by the instructors in this study and utilize them in their institutions. Moreover, the suggestions of the instructors for pre-service English teachers may be beneficial for prospective teachers who might experience online education in their future careers. The suggestions of the instructors in the study may

also be valuable for the teacher education departments since after a thorough literature review, it can be concluded that this study seems beneficial in terms of providing such detailed and constructive suggestions provided by the experienced English instructors for pre-service language teachers. With the help of the ideas provided by the teachers who have experienced online education during the pandemic firsthand, the administration in these departments may tailor their curriculum and materials according to the needs mentioned in this study.

CHAPTER 2

LITERATURE REVIEW

2.1. Shift in Mode of Education Due to COVID-19 Pandemic

With the announcement of the COVID-19 pandemic in March 2020, numerous things have suddenly changed in the field of education as in other fields of life. The schools from K-12 to university level faced closure and education shifted from face-to-face to online. Although this closure affected many regardless of their origins, not everybody was affected equally. According to the report of the Organisation for Economic Co-operation and Development (OECD) (2020) “Students from privileged backgrounds, supported by their parents and eager and able to learn, could find their way past closed school doors to alternative learning opportunities. Those from disadvantaged backgrounds often remained shut out when their schools shut down” (p.4). The economic level of the students and their families was the key factor determining the continuity of the students during the lockdown since not everybody had the necessary technologic devices and the infrastructure to continue their education. Therefore, especially those students faced with the possibility of falling behind during this period. Not only the students but also the teachers suddenly found themselves in a new era that they may not have imagined before. As the OECD (2020) reports “Teachers also had to adapt to new pedagogical concepts and modes of delivery of teaching, for which they may not have been trained” (p.4). However, as in the case of students, the institution where teachers work and their previous training in online teaching may cause teachers to experience this period smoothly or stressfully.

The COVID-19 pandemic has also impacted universities all around the world since the campuses were shut down and they started emergency online education immediately after the announcement of the lockdown. Due to this sudden change, the teachers and the administrations at universities had to find quick solutions to continue education. As Oyedotun (2020) states in her study that the reason of it was that “prior adequate provisions such as the recognition and provisions of internet access, stable power supply, licenses for online communications platforms, and other facilities that could facilitate blended and/or hybrid modes of learning were not fully in place” (p.2). Only after solving these problems could the teachers focus on the content of their lessons. Since online teaching is remarkably different from traditional face-to-face teaching, the quality content of the education was affected during this transition period. As stated in the report of the OECD (2020) “the crisis raises questions about the value offered by a university education which includes networking and social opportunities as well as educational content” (p.4). Ananga (2020) underlines the significance of networking and states that “during periods where internet is available and reliable instruction can be delivered online and in moments of 'crises' (no internet or connectivity problems), digital devices and other alternatives could be relied on” (p.318). The main reason for this is explained in the same article “These adjustments and alternative exploration are needed so that learners can learn effectively and efficiently” (p.318). Similarly, Lemoine (2020) claims that “There was no time to get into details of quality assurance of online teaching as the main goal was to save the education process and continue it in any possible format” (p.51). In such circumstances, emergency online teaching started with the announcement of the closures of all schools due to the pandemic by relying on digital platforms and keeping the continuation of the education of students in mind.

The 21st century has seen a rapid change in technology although in the field of education it has been comparatively slower than some other fields of life. However, with the emergence of the pandemic this situation has completely altered, and as Kang (2021) asserts “educators, students, policymakers, and other role players are now actively undertaking efforts to bring about digital transformation in this sector” (p.15). On the pace of digital shifting in education, Strielkowski (2020, p.6) similarly

believes that before the pandemic “innovations leading to their digitalization” in higher education would take months or even years. However, with the outbreak of the pandemic, these innovations were put into practice “in a matter of weeks or even days” (p.6). It is also claimed in the article that “academia and higher education already had all the tools necessary for the online lectures, teleconferencing, or digital open books exams, but were reluctant to unleash their full potential, perhaps waiting for some better days to come” (p.6).

Regarding the tertiary level of education when the pandemic is there may be some alterations. On this issue, Gurukkal (2020) believes that “Competence will be e-competence, outcome will be computational, teaching will be ICT linked, evaluation will be online, quality will be e-competency related, access will be technology dependent, and equity will be a mere rhetoric” (p.94). In the article of Gurukkal (2020) it is also claimed that higher education will be divided into two when the pandemic is over. The first type of institution which includes social sciences will be delivered online and the second type which includes “medicine, pharmacy, nursing, pure sciences, engineering and architecture” will be face-to-face on campus (p.93). It is obvious that this division mostly depends on the content of departments and their need for practical lessons conducted in laboratories or outside real classrooms. Additionally, it is stated that some of the teaching staff will be redundant since there will be single online materials that will be used by all students. Another change that is waiting for the future of education is believed to be that “the latest course material as well as lectures of high profile professors including Nobel Laureates through virtual classrooms” will be available for students (Gurukkal, 2020, p.94). In the article, it is finally concluded that making such professors accessible to all students through online platforms may force ordinary teachers “to be academically more challenging in their teaching” (p.94). This implication might have positive effects on the quality of teachers’ professions. However, a different point of view comes from Kang (2020) because he asserts in his paper that the role of the instructors will change with online education after the pandemic and “Aside from teaching, instructors, in the future, might be required to manage students’ learning motivations and progress” (p.30). Related to this statement it seems difficult to imagine huge

classes with a lot of students where one “high profile professor” gives lessons since it may not be possible to manage the motivation and progress of all these students.

2.2. Emergency Remote Teaching

After the outbreak of the COVID-19 pandemic, all schools and universities had to close their doors and move education to online platforms to prevent the spread of the virus and protect their students and staff. Thus, a new era has started in education, which is emergency remote teaching (ERT). As it is defined by Hodges et al. (2020) “In contrast to experiences that are planned from the beginning and designed to be online, emergency remote teaching (ERT) is a temporary shift of instructional delivery to an alternate delivery mode due to crisis circumstances” (p.6). With this period, the needs and responsibilities of teachers and course designers have considerably altered. In line with this issue, Hodges et al. (2020) state that “The shift to ERT requires that faculty take more control of the course design, development, and implementation process” (p.6). It can be concluded that in traditional face-to-face education the control is in the hands of the teachers mostly. However, in emergency remote teaching the responsible one is faculty and administration largely since the teachers, no matter how experienced they are in teaching, need more support during this crisis. Therefore, the success of the course initially depends on the level and the quality of the support provided by the faculty and the administration. Similarly, Parpala et al. (2022) claim that during the pandemic higher education leaders “need to be able to cope with concerns about the academic staff and students and simultaneously to be adaptive, more precisely, to be able to act quickly and find solutions to all types of problem” (p.5) to make sure that “both teaching and learning are proceeding smoothly” (p.1).

Online infrastructure plays a crucial role in emergency remote teaching and some universities in the world have realized its significance in education before the pandemic. As Moore et al. (2021) express in the paper they write one year after the pandemic “Some college and university leaders who invested in online infrastructure before the pandemic not only weathered the pandemic but are continuing to evolve this strategy” (p.3). On the other hand, they also underline that the college and

universities in America which are resisting online education and thus not making an investment in their infrastructure are the ones that “were less prepared and suffered steeper enrollment and budget declines than their counterparts” (Moore et al. 2021, p.4). The technological challenges that the institutions have faced during the pandemic crisis may be a warning for such institutions to see how digital infrastructure is necessary to access education.

Another essential point in emergency remote teaching is realized to have a sufficient number of knowledgeable staff, especially in the support units. In line with this matter, Moore et al. (2021) underline that “Many institutions found that they were sorely understaffed and that as a result, some of the emergency remote teaching courses did not meet the quality standards that a well-defined course would meet” (p.12). Nevertheless, Moore et al. (2021) add that “As faculty became more comfortable teaching in the online environment, learning experiences improved” (pp.11-12). Thus, it may be concluded that due to the long-lasting pandemic institutions may have found their way on this rough path.

To propose a framework for emergency remote teaching environments (ERTE) Whittle et al. (2020) conducted a study with K-12 teachers and professional instruction designers. In their research, they have concluded that the ERTE framework (Figure 1) has three steps.

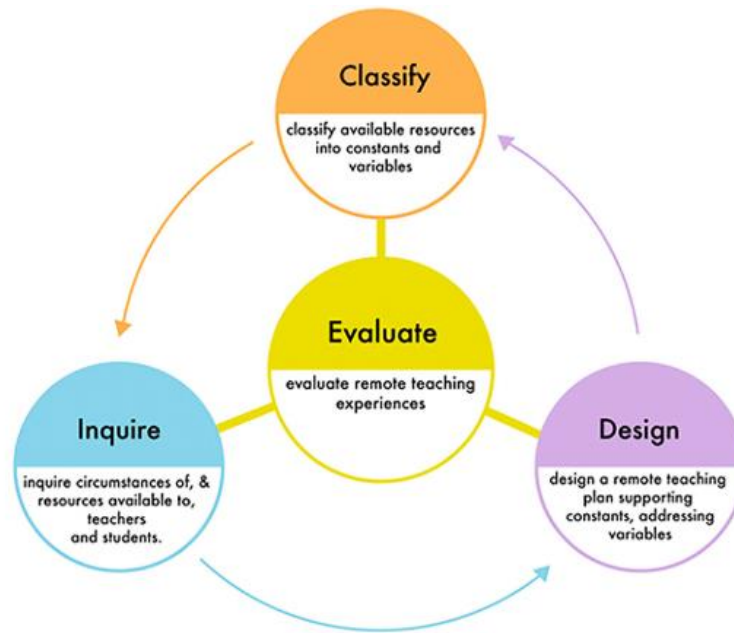


Figure 2. 1. Emergency Remote Teaching Environment Framework (Whittle et al., 2020)

The first step is inquiring about circumstances, and resources available to, teachers and students. The next step is classifying available resources into constants and variables. The last step is designing a remote teaching plan supporting constants and addressing variables. These three steps are in repeating form and evaluating remote teaching practices is at the core of the framework since the participants in the study underline the necessity of “constant reevaluation” during the crisis.

Whittle et al. (2020) elaborate on the framework by stating that “This iterative approach to learning design is a critical factor of both the ERTE framework and the realities of emergency education reported by participants as it enables adaptation to the unpredictable shifts in resources and goals that characterize a crisis” (p.313). Whittle et al. (2020) in their study conclude that teachers need to visit and evaluate their learning designs to check the efficiency of their approach and make necessary modifications. They finally suggest that “As variables such as technology access or standardized learning goals change, the teacher must evaluate their current approach to determine what, if any, elements remain viable in the changing learning environment” (Whittle et al., 2020, p.318). As a result of this constant reevaluation of the efficiency of their approach, an effective ERT environment could be attained.

Related to the benefit of the ERT, Toquero (2020) maintains that “ERT can allow the teachers to reflect on the consistent need for innovative strategies in remote instruction to encourage all students to build better connections with the teachers and other students in a virtual class” (p.186) which could be beneficial for the teachers to overcome the deficiencies in their teaching methods.

2.3. Benefits of Online Teaching

It is undeniable that online teaching has numerous benefits, especially during the pandemic period when education at all levels had to transfer to an online environment in no time. Those who have not thought about the advantages of online teaching or those who have been against online teaching could realize the benefits of it by experiencing it themselves during this period. The first and the most obvious benefit of online teaching could be that it provides access to education, especially in times of crisis such as a pandemic or a war, since both teachers and students can continue education wherever they are. According to the study by Tsegay et al. (2022) “remote teaching can help teachers and students teach, or learn, from any part of the world as long as they have a computer and good internet connection” (p.9). From a broader point of view, Kalantzis et al. (2020) likewise state that “It is also a matter of making it possible for all workers and all those with domestic caring responsibilities to access higher education without having to leave their communities, jobs, and homes” (p.52). Moreover, along with the continuation of education, teachers and students save time and money since they do not need to commute to campus. According to the same study, in terms of reducing the risk of catching the virus during the COVID-19 pandemic, this mode of teaching is the best option since “online learning minimized the risk of catching the virus and, thus, helped both teachers and students to focus on education” (Tsegay et al. 2022, p.9).

Another advantage of online teaching is it changes the student-centered atmosphere of the traditional face-to-face instruction in some classes to more of a student-centered one with the help of easiness of the usage of technological tools in online lessons. The findings of the study of Tsegay et al. (2022) additionally reveal that since teachers integrate information and communications technology tools in their

lessons “teaching could become more lively and enjoyable when students become active learners and engage in cooperative and co-productive learning, rather than simply sitting and copying whatever is given to them” (p.9). Kalantzis et al. (2020) correspondingly advocate the social atmosphere of online teaching by stating that “in the lecture theater, all the students have to sit silently while the instructor speaks. In the classroom discussion, only one person can speak at a time. In these respects, the lecture theater and the classroom are hardly social” (p.52) and clarify why online teaching is more social by giving two reasons. The first one is that teachers can create short videos that “always prompt discussion and elicit contributions from students in the feed below the video” (p.53) and by stopping, starting, reviewing, skipping, slowing down or doubling the speed student engagement could be achieved. According to the article, the second reason why online teaching creates a more social environment is classroom discussions where “everyone can comment (...) at the same time or at their convenience. These discussions can be synchronous or asynchronous. Engagement does not have to be locked into the four walls of the classroom and the cells of the timetable” (Kalantzis et al., 2020, p.53). In line with this issue, Peimani et al. (2021) point out that “Using a mix of audio, visual, and textual means of parallel communication, along with screensharing, has enabled the teaching team to address different questions and engage with individual learners simultaneously” (p.12). Moreover, Peimani et al. (2021) state in their article that “using live text-based communication for raising questions or responding to questions has been found particularly popular online as it allowed individual learners to receive an immediate response by one of the teaching team members” (p.12).

In this way, students may feel like a part of a social group rather than feeling isolated in front of a computer.

Akram et al. (2021) provide a broader comment on the benefit of online teaching such as “improved flexibility and learning possibilities such as participation in student communities, a diverse range of course kinds, exposure to educational environments and quick access to experts” (p.569). As an additional benefit of online teaching Meskill et al. (2020) indicate in their study “That both teacher and students could communicate at length at any time in the target language, with the instructor

providing scaffolding and guidance along the way, is widely considered a chief affordance of online language instruction” (p.166). In agreement with this, Nguyen (2015) hopefully states that “online learning will be able to provide a world class education to anyone, anywhere, and anytime as long as they have access to the Internet”, and adds that “A number of websites and companies—Khan Academy, Udacity, edX, and Coursera are some of the most prominent ones—are built on this premise” (p.310). In the article of Nguyen (2015, p.310), “improved learning as measured by test scores, student engagement with the class material, improved perception of learning and of the online format, stronger sense of community among students, and reduction in withdrawal or failure” are given as the results of online education.

Related to the benefits of online education, the study of Bakhmat et al. (2021) where they evaluate online education during the pandemic with university lectures in Ukraine can be given as an example. The findings about the benefits of online education in this study reveal that “working from home saved a lot of time as instructors didn’t have to go to higher educational institutions and could have instant access to classes and assignments”, and “flexible hours, self-development and an assortment of learning tools” are among the other benefits. Furthermore, the most popular benefits repeated by the instructors in the study are “using timesaving testing services and a lot of new interactive multimedia resources to make learning more engaging”, “mobility”, “clear control of student work available at digital learning services”, “individualization of online education”, and “advantages for students who have special educational needs” (p.6).

Paudel et al. (2021) in their study where they investigated the perceptions of the teachers and the students on online education during the Covid-19 pandemic in five universities in Nepal found that “online education is highly beneficial promoting online research, connecting the practitioners to the global community, getting huge and authentic resources of knowledge required for professional and academic endeavor, and make them self -disciplined” (p.80). Additionally, a study conducted by Bailey et al. (2020) with university instructors in South Korea reveals that “The most popular benefits for the instructor are grading, providing feedback, and

collecting assignments” (p.189). As both of these studies show emergency remote teaching has a variety of advantages for instructors.

Teymori et al. (2020) in their review of the benefits of online education argue that online education makes education available in times of crisis such as Covid-19, which might be the most remarkable characteristic of online education. They claim that after the pandemic there will be numerous changes in education and it is not an “alternative or educational aid” anymore. They conclude that “it is essential to pay special attention to the appropriateness of infrastructures required for online education in educational systems” (p.4), and by doing so they believe that “in the future, in addition to reducing the prevalence of COVID-19 and similar diseases in schools and universities, the educational costs and environmental pollution would be decreased” (p.4), which are some other aids of online education.

Online education is believed to be beneficial because of a variety of reasons, yet the effectiveness of online education depends on some conditions. One of these conditions is the readiness of the instructor for online teaching. Since many educators are inexperienced in online teaching mode, it is the responsibility of the faculties to prepare them for online lessons. As Crawford-Ferre et al. (2012) advocate online instructors need adequate technology to conduct their courses. In addition to this Crawford-Ferre et al. (2012), claim that “they should be trained in how to use the functions of the online system and know who to contact for technological help” (p.13). Another condition is illustrated in the study of Sun et al. (2016). To increase the effectiveness of online education they claim that “More knowledge about the online process and the people involved will enable online instructors and institutions to better design their courses, serve students’ needs, and position themselves in a competitive global market” (p.172). The possibility of the success of online education could be increased by meeting these conditions for the present and further implementation of online education.

Learning management systems (LMS) are believed to change the future of education and can be mostly considered a beneficial part of online education. Kang (2021) defines LMS as “a software application that assists with the administration,

documentation, tracking, reporting, and delivery of educational courses and training, learning, and development programs” (p.20). In addition to this definition, Hoq et al. (2020) declare that “LMS does not depend on any specific subject; rather it has more broad managerial aspects” (p.458). As for some of the benefits of LMS, in the article by Kang (2021), it is mentioned that “it improves the efficiency of teaching preparation and communication between instructors and students” (p.21). They support this statement by claiming that “instructors do not need to print out documents and assignments, thus saving costs and acquiring additional time to prepare for teaching” (p.21). LMS is believed to be beneficial, especially in the times of crisis such as the pandemic. It is supported by Sumardi et al. (2021) as “Web-based Learning Management System (LMS) can be an alternative because LMS can help teachers deliver their teaching materials electronically or in virtual classes, then students can access these subjects anytime and anywhere as long as they are covered by the internet network” (p.352), which also defines the atmosphere during the pandemic. It is also stated in the article of Kang (2021) that “some LMSs have a social networking service (SNS) function with which instructors, students, and parents can communicate” (p.21). In contrast to this explanation, Son et al. (2016) argue that “the relationship among learners is temporary and restricted to the duration of the course. After the end of the course period, the learners may not have the opportunity to ask questions related to their learning” (p.246). On the other hand, Kang (2021) believes that an LMS, which provides instructors with the performance of education instantly, is significant since “it allows students and instructors to confirm attendance, submit assignments, and complete tests and simple surveys online (p.21). Thus, it is believed that “An instructor can gain insight into a subject or a student’s performance and provide relevant feedback by analyzing the data on the system” (Kang, 2021, p.21). In line with this, Sheshadri et al. (2019) also highlight that LMS “can provide researchers with more information on students’ behavior than they can obtain through observation alone” (p.1). Finally, it is concluded in the article by Kang (2021) that “Such efforts will eventually improve teaching materials and methodologies in the education service” and using such educational applications will increase “interactions between instructors and students in the class” (p.21).

2.4. Challenges of Online Teaching

“Although online teaching has a wide range of benefits, there are certainly challenges that must be considered when implementing online classes or learning activities” (Bailey et al., 2020, p.179). Furthermore, it should be kept in mind that “online is challenging regardless of geography, but the challenges may vary between and within countries” (Eving, 2021, p.43). For instance, in Pakistan which is a developing country, “few universities have online student learning modules and student information systems, but the majority of the universities don’t have the standard infrastructure for online teaching” (Akram, 2021, p.568), which diversely affects the access to education since the schools were locked down and the students had to turn back their home.

Especially after the outbreak of the pandemic when education abruptly moved online, teachers who were not familiar with technological tools and had no stable infrastructure had to face difficulties, which might correspondingly increase their anxiety at the beginning of the pandemic which was full of uncertainties. As Kang (2021) states only after solving infrastructure problems could we expect “improvements such as enhanced online-teaching tools, digital fluency, and attractive and engaging lessons” (p.33). Bailey et al. (2020) further claim that “An increasing number of online teaching and learning platforms exist to meet classroom needs, but it is not clear that inexperienced instructors understand how to best navigate them” (p.177). In their study with EFL teachers during the pandemic, Bailey et al. (2020) inform that “Novice teachers who are not familiar with online teaching have expressed frustration with e-learning and other computer-based classroom activities” and the instructors who had no online teaching experience “lack first-hand knowledge of how communication occurs, and the types of activities made possible through that communication when teaching, and this lack of insight contributed to the heightened levels of expected challenges in the no- and low-experience groups” (p.187). Therefore, it can be concluded that the variety and the level of the challenges that the educators have experienced during the pandemic also depend on their level of experience in their knowledge of technology level. In Mittal et al.’s (2021) study it is mentioned that in online teaching the role of the educators

has changed from transmitting knowledge to guiding students. It is similar to the findings of Meskill et al. (2020, p.167) in which educators see themselves as facilitators. It is stated in the study that “Online environments imply that learners must exercise control and volition in their learning”, thus online teachers’ role shifts to assisting in students’ autonomous learning. Meskill et al. (2020) report that “This role of a facilitator is more challenging when the instructor is new to online settings” (p.118), which may be because of the reason that with the anxiety of coping with technology it becomes more difficult to concentrate on the necessities of teaching. The negative effect of a lack of ICT skills is also underlined in the study of Tsegay et al. (2022) and it is highlighted that “online teaching experiences are other challenges that hinder quality online teaching and learning” (p.10). The findings of the study conducted with the instructors with no technological experience by Bailey et al. (2020) support this issue. It is revealed in the article that “The most-reported challenges are online meetings and helping students with technical problems”. (p.189). Regarding the other challenges in the same study “Instructors without experience reported expecting difficulties creating online lessons, setting up computer equipment, learning to use online teaching tools, tracking participation, and providing corrective feedback” (p.186).

Regarding the drawbacks of online teaching, Ferri et al. (2020) put forward in their study that there are mainly three kinds of challenges which are technological, pedagogical, and social. The technological challenges are found to be related to the unstable internet connection, the pedagogical challenges are associated with the lack of digital skills and content which is structured for this period, and social challenges are connected with the absence of human contact between the teachers and the students.

Tsegay et al. (2022, p.9) conducted research with Chinese university teachers on their experiences during the pandemic. According to the results of their research, “lack of uninterrupted electricity/internet, teachers’ ICT skills, and physical/emotional interaction” are some of the challenges the teachers faced with. Additionally, they have found that “lack of physical and emotional interaction in online learning could lead to boredom for students and teachers”. This issue is

supported in the study of Hickling et al. (2021) as well. It is stated that “challenges with student engagement included difficulties connecting with students, difficulties building rapport and a sense of community, and a loss of interaction compared with face-to-face teaching” (p.97). The results of the study conducted with two hundred Dutch teachers by Van der Spoel et al. (2020) support this argument because according to the article “The main negative aspect that was predicted and experienced in online teaching, was the lack of interaction” (p.632). Depending on the answers of the participants, they have concluded that “when the students have their camera turned off, the teachers might not know that their students are not happy or if they are not concentrating and doing other things”. Al Mahadin et al. (2021) support this idea in their study stating that when students turn off their cameras, instructors experience difficulties “in judging and monitoring the engagement of students during the learning process” (p.2). It was also underlined in the study of Tsegay et al. (2022) that “lack of physical and emotional interaction could lead to limited class participation, weak student-teacher relationships, low learning interest, and, finally, ineffective learning or acquisition of knowledge” (p.10). It accords with Mittal et al.’s (2021) findings that “the nature of participation and engaging students online” is a challenge during the lessons (p.118).

Peimani et al. (2021) in their paper assert that “Establishing eye contact is integral to face-to-face teaching and learning. Yet, it is a burgeoning challenge for online platforms to at least enable a degree of such contact via digital technology” (p.12). In addition to the lack of eye contact in online education Peimani et al. (2021) reveal that “forming sub-groups and encouraging active engagement have made online synchronous small group teaching and learning activities less productive” (p.10). In a study conducted in Nepal with university teachers similarly, Khati et al. (2020) reveal that “the lack of eye contact makes it difficult for them to understand whether or not students are getting their pace” (p.47).

Another challenge of online teaching is related to the caring responsibilities of educators during the COVID-19 lockdown. In line with this issue, Peimani et al. (2021, p.11) observe that “Many academic staff members with home-schooling and caring responsibilities have to manage double burden of paid work with unpaid care

work” if they had kids studying or had some elders who needed special care. On this matter, they add that “As such, they struggle with the challenge of arranging a suitable physical space and time with minimum disruption for online synchronous teaching activities. This has been particularly experienced by female academics with younger dependents” (p.11). Female teachers’ burden is analyzed in another study by Dogra et al. (2022). They demonstrate that during the pandemic female teachers feel a burden in their social life because of “increased household tasks due to multiple reasons including lockdown, house helper’s suspension of services, increased expectations of family members, more focus on hygiene and sanitation conditions, and many more” (p.211). According to the study, they also feel a burden in their profession because of “the employer expectation, increased work pressure due to online classes, challenges involved in the adoption of ICT techniques, etc” (p.211).

In Sánchez-Pujalte et al.’s (2021) study they defined the burnout syndrome as “a persistent negative emotional state characterized by a general feeling of psychological discomfort and low levels of self-esteem, motivation and professional commitment” (p.2). In Rapanta et al.’s (2020) article it is highlighted that “teachers’ burnout due to a continuous engagement in synchronous direct instruction” is a challenge in online teaching. This argument is elaborated in the study of Rapanta et al. (2020) “As teachers will probably devote more time than before to the design of the online learning activities, they must be proactive and distribute those activities over time (for example through assigning more asynchronous collaborative and individual work) and space” (p.939).

As Joshi et al. (2020) put forward, during the pandemic “The teachers need to adapt the technology for the successful execution of online teaching and assessments” (p.206). Regarding the issue of assessment in online education Joshi et al. (2020) also maintain that “Online teaching is stirring at an untested and unprecedented scale and student online assessments are also being conducted with many uncertainties” (p.206). The reason for this argument stems from the fact that in India where they conducted their study “Many universities are still using the open-source platform for online teaching which raises questions on the assessment quality and confidentiality”. They also conclude that “This also raises the concern on the quality of student’s

assessment that may also get compromised because of the teacher's lack of information on the assessment pattern and online assessment platforms" (p.207). It was illustrated in their study that "Teachers were not aware of online assessment platforms for evaluation and were not well equipped and trained to do online assessments" (p.212). The findings of the study also revealed that "They found it difficult to conduct an assessment with limited technical infrastructure. Downloading large files was difficult, they had to wait for a long time for downloading, and regular break of connection affected the evaluation" (p.215). In the study conducted by Ghanbari et al. (2021), to solve the problems of teachers related to assessment in online education they suggest that "the university administration should provide constant training on how to use the technological devices in their assessment of the students and also train teachers on the effective use of technology in the design and development of the assessment tasks" (p.15).

According to Nguyen et al. (2020, p.3429) "cheating on exams became a major concern" at universities all around the world during the pandemic. They elaborate on this issue as "One of the hardest challenges educators had with this transition was converting their assessments to an online format that was still valuable in differentiating the performance of students". They similarly argue that "Academic integrity, time constraints, and exam formats were some of the concerns that made it challenging for educators, especially since most had not previously taught in the online format" (p.3429). As Munoz et al. (2019) acknowledge "cheating cannot be completely eliminated in online testing" (p.5) although there are some applications in online platforms such as Turnitin that detect plagiarism. Concerning this issue, Amzalag et al. (2022, p.260) believe that "the distrust will grow, since the lecturers believe that the students cheat in online exams" no matter how hard they try to prevent cheating in online exams.

2.5. Adaptation of English Language Teachers to New Practices

The issue of adaptation during the pandemic plays a crucial role because COVID-19 caught many off guard when schools were suddenly closed, and online education became mandatory all around the world. As Bailey et al. (2020) point out both the

administrations and the teachers had to “develop innovative solutions based on best practices to ensure that academic learning objectives and goals are being met” (p.180). Likewise, Ewing et al. (2021) state that educators needed to “upskill to meet the demands of a ‘new-look’ system” (p.46). They elaborate on this issue by highlighting that “Key lessons learned from managing in the COVID-19 crisis also include, the flexibility of managing and leading under uncertain conditions, and the ability to pick vulnerable signals and take pro-active/pre-emptive actions” (p.46).

One of the significant adaptations of the educators in online teaching during the pandemic is most probably related to technology since most of the teachers were unfamiliar with, inexperienced, or reluctant in utilizing technology in their traditional face-to-face lessons before the pandemic. However, this tendency has completely changed with the outbreak of the pandemic. As Tsegay et al. (2022) reveal in their research “while the university had no history of online learning, the institution and the teachers changed to new teaching practices without making necessary preparations due to the COVID-19 pandemic” (p.10). It is also illustrated that because of this sudden transition the educators had to learn how to exploit ICTs in their lessons and “seek help from others” (p.10). On the adoption of online teaching Mittal et al. (2021) agree that “The comfort level of faculty members with technology plays a significant role in their willingness to teach online” (p.119). Therefore, in their study which was conducted in India, they concluded that “variables like regulators’ support, project team capability and facilitating leadership have been identified as vital factors influencing the adoption of online teaching” (p.119). Correspondingly, Peimani et al. (2021) claim that the COVID-19 pandemic has augmented the “demand for adaptive learning and teaching environments, digital learning innovations, and pedagogically sound teaching and learning designs” (p.12) and depending on the results of their study they predict that “those universities investing in integrating more learning designers and instructional design experts will be better placed in their strategic attempts to design or redesign programmes” (p.12).

Meskill et al. (2020) conducted a study with both experienced and novice language educators on how they view themselves as teachers in online education. The participants underline “the importance of knowing students especially given the

challenges and opportunities of doing so at a distance and then conceptualizing appropriate instructional design and teaching strategies to meet their needs” (p.164). Related to meeting the needs of the students it is also highlighted that it is important to be “friendly, helpful, efficient, available, compassionate (...) and ready to assist with stress” (p.164). Concerning the online teaching mode, the participants underline “the importance of the instructor’s role in shaping the kinds of interactions that most benefit language acquisition processes” (p.165). On the same issue, it is mentioned that the teachers highlight the shift of teachers’ role as a coach or mediators in online education and since the students have more responsibility in learning, the teachers believe that students need to be kept busy by making the tasks more personalized during the lessons (Meskill et al. 2020). The idea of personalization coincides with the statement in another article by Rapanta et al. (2021) that “an increased personalization implies a greater flexibility, as the instructional methods must be continually adjusted to learners’ level, interests, and needs” (p.734). Moreover, it is revealed in the research of Meskill (2020) that “language teaching craft would thrive in digital contexts”, which is supported by the terms used by the participants to define themselves. The terms “visionary, explorer, awakener versus correcting machine” suggest opportunities to experiment with the infinite possibilities they could” (Meskill et al., 2020, pp.167-168). The teachers additionally believe that having “Strong managerial skills and carefully organized activities” determines the effectiveness of online language instruction (p.168). Finally, they suggest that teachers should be flexible “in terms of what they wish to accomplish” (p.168). To conclude, concerning the assisting role of teachers during the pandemic Mahmood (2021) suggest in her study that instead of putting pressure on students’ shoulder, teachers provide them with full support.

In the study of Hickling et al. (2021, p.97) conducted with higher education teachers, it is illustrated that “academics frequently used online teaching methods that mimicked the traditional lecture (...) and tutorial format (...), with online tutorials and live lectures typically using a videoconferencing platform such as Zoom or Microsoft Teams. Prerecorded lectures also featured prominently”. As the other successful parts of the online format “breakout rooms, sessions within videoconferencing that are split from the main meeting room and allow students to

work in smaller groups with opportunities for peer-to-peer learning” are suggested in their study. Chandler (2016, p.2) finds similar benefits of breakout rooms which are concluded to be useful “for facilitating collaborative learning and interaction”. Chandler (2016) further illustrates the advantages of them as “empowering students to contribute to the session plan and content and also giving the tutor a break from presenting”.

One of the most apparent kinds of adaptation of educators during the pandemic can be their psychological adjustment. Because of the abrupt passage to online education, many have felt different levels of anxiety, and teachers are no exception. There may be various determinants in educators’ level of anxiety in this period which is full of uncertainties. In the research conducted in Southern China with 2197 higher education teachers, it is reported that “there are significant differences in the psychological adjustment statuses of higher education teachers with different affective experience types in online teaching. Higher education teachers with positive type experiences are the best at adapting to online teaching” (Zou et al., 2021, p.13). In another study in which eight studies were included, when the level of anxiety of the educators are compared, it was found that, “stress levels have been higher among teachers in universities compared to schools” (Ozamiz-Etxebarria et al., 2021, p.1), and teachers in Asia have less level of anxiety compared to the ones in Europe. In the study, it is believed to be related to the previous usage of e-learning and being familiar with online teaching.

Since the pandemic that started in 2020 was new for all the teachers and the institutions, they needed to make some urgent adaptations. To clarify these adaptations, it would be more meaningful to uncover the skills necessary for online teaching. However, as Hampel et al. (2005) state “Simply listing the skills required for online tutoring would not do justice to the complexity of the training and development needed” (p.316). According to Hampel et al. (2005), “Online tuition skills for languages build on one another in a kind of pyramid, from the most general skills forming a fairly broad base to an apex of individual and personal styles” (p.316). The skills pyramid suggested by Hampel et al. (2005) is presented in Figure 2.2. below.

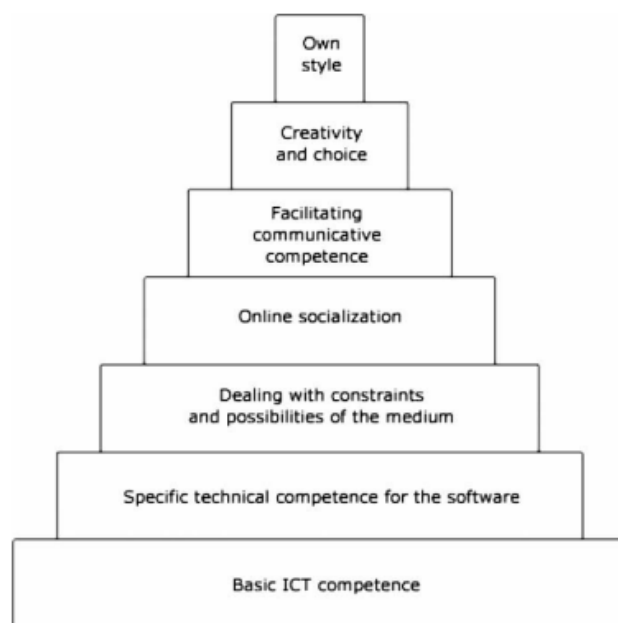


Figure 2. 2. Skills Pyramid (Hampel et al. (2005))

According to the pyramid, the most fundamental skill for a teacher in online education is to be competent in using basic information and communications technology such as being familiar with basic commands and tools. The next one is the skills that are necessary to utilize the specific software application such as the LMSs preferred by teachers' institutions. On the upper level, teachers need to learn to cope with the limitations and purposes of the specific software. The upper skill necessary for teachers is the ability to create the feeling of a community. For this level of skills Hampel et al. (2005) further state that "In the context of communicative language teaching, there is no doubt that a classroom without a sense of community will be ill-suited for successful learning" (p.318). Similarly, on the issue of community McInnerney et al. (2004) argue that "The development of an online community is of paramount importance and can be achieved with the use of most synchronous communication software (...). By so doing the educator can generate a feeling of trust amongst the students involved in online education" (p.80). To enhance the sense of community McInnerney et al. (2004) suggest that "Discussion on almost any topics (the latest movies, sporting results, etc.) can be utilized by the educator as a prelude to the building of trust and community that is essential to any successful online experience" (p.78). Moreover, it is reported in the study of Ouzts (2006) that "In courses rated as high sense of community, the teacher

was described as a positive force in the class: interactive, present, guided instruction, spent time, open, honest, and human” (p.291). From the student interviews in the study of Ouzts (2006, p.292) “how a connection to both the teacher and to each other led to an enjoyable, meaningful, and perceived high level of learning” can be concluded. In the pyramid of Hampel et al. (2005) the next level of skills is presented as “facilitating communicative competence”. On this issue Hampel (2009) additionally articulates that “individuals can develop group cohesion and identity without having met in person, and teachers play a crucial role in this by, for example, integrating community building into online activities and helping to develop an online netiquette in the group” (p.40). The level before the last one is having the skills of being creative and making the right choice of materials keeping the communicative purposes in mind. At the top of the pyramid, the skill that online teachers need to have is given as teachers’ developing their teaching style, which can be gained in time.

Mishra et al. (2020) conducted a study at Mizoram University in India to reveal the teaching and learning modes adopted during the pandemic. In the study, “Excellent domain knowledge, proficient computer knowledge, communication skills, clarity of expression, emotionally connect with the students and other necessary skills to deal with the demands of the online platforms” (Mishra et al., 2020, p.5) are the skills suggested having in online teaching in the pandemic by the participants. These suggested skills are in line with the ones proposed by Hampel et al. (2005). Furthermore, “Virtual classroom experience, patience, empathy, care for students, excellent presentation skill with addressing to the point of a given topic, proper handling of teaching-learning tools available with user-friendly features were the additional skills found to manage online teaching process” (Mishra et al., 2020, p.5). In addition to this general description of the skills and characteristics that the teachers should have in online education during the pandemic, the adaptation period of the institution is also underlined. To exemplify this, it is stated that the university where the study was conducted “substantially made the righteous decision at the right time for inclusion of all the stakeholders in online teaching-learning mode that depends upon the change of mindset for the organizational authorities along with the educators to adapt to the technology-based teaching” (p.5). The other applications to

adapt to online teaching is that the university administration has organized “professional development training for” the LMS portal of the university. Further, it is reported in the study that “The ICT centre of the University has conducted several online sessions for familiarization with online tools, techniques, processes and platforms with question and answer sessions. Besides, teachers attended technology-based teaching programmes conducted by different universities” (p.5) during the pandemic. This shows the importance of the support of the administration in the adaptation period of the teachers during the pandemic. From a different perspective related to the training of teachers, Hampel (2009) conveys that enhancing tutors’ awareness of the differences between face-to-face and online teaching—above a purely technical level—will make it easier for them to demand training and development in this area (p.320).

2.6. Language Teacher Education and Technology & CALL (Computer Assisted Language Learning)

Technology has evolved immensely since 1997 when computer-assisted language learning (CALL) started to develop. It was first defined by Levy (1997) as “the search for and study of the computer applications in language teaching and learning” (p.1). As Chen et al. (2021) stress “With the advance of diverse information and communication technologies (ICTs) and the increasing use of various digital devices/resources inside and outside language classrooms, CALL was re-defined” (p.151). With this new definition Levy et al. (2005) state that CALL is used to “encompass the area of work concerned with the development and use of technology applications in language teaching and learning” (p.143). Although revealing the other labels that have been added to the literature in this field, Levy et al. (2005) underline that “We do not believe it is especially helpful to invent new labels every time technology takes a step forward. It is distracting and even confusing to invent new terms with every technological advance” (p.148). Therefore, in this study, the label CALL is mainly targeted at explaining the relationship between technology and language education.

CALL is primarily based on the constructivism theory whose main idea is that “students use the original cognitive structure, namely, knowledge and experience

based on their own needs, interests, hobbies to conduct the active choice, processing and handling of external information” (Wang, 2021, p.2). According to Wang (2021) computer assisted language learning gains popularity since it is “practical, systematic, flexible and changeable” (p.2). This method of learning is advised by Wang (2021) since it both “requires students’ involvement and participation in a relaxing learning environment” and helps teachers “to discover students’ potentials and motivate their study enthusiasm and initiative from various perspectives, therefore making up the shortage of visual in traditional teaching” (p.2). Correspondingly, Lai et al. (2006) note that “Through various communicative and interactive activities, computer technology can help second language learners strengthen their linguistic skills, affect their learning attitude, and build their self-instruction strategies and self-confidence” (p.2).

As Kessler (2021) believes “the topic of preparing teachers to use technology has been addressed by researchers from various perspectives” (p.1) and the outcomes of the research illustrate that “CALL preparation is generally inadequate, insufficient, or inappropriate across contexts. For years, researchers have suggested that preparation for CALL in teacher education is lacking” (p.2).

Hubbard (2008, pp.177-178) summarizes the reasons for the lack of CALL in teacher education as “inertia” which is the fixed language teaching approaches of the teachers who cannot think of anything new apart from their own experiences as students, “ignorance” of faculties in understanding CALL, “insufficient time” for CALL in the curricula, “insufficient infrastructure” changing from institution to institution, “insufficient standards” in the field of language teaching, “lack of established methodology” in CALL teacher education and “lack of experienced, knowledgeable educators” in this field. However, these inadequacies might change with the urgent need for technology integration into education which has been understood all around the world after the outbreak of the pandemic. Similarly, Kessler (2021) believes that “The silver lining may be the survival of education through COVID-19. Before the pandemic, a large swath of academia has been resistant or reluctant to teaching online” (p.2). Yet, this pandemic may have altered

the way of thinking about the necessity of the incorporation of technology into teaching.

Language learning spaces are diverse. Kessler (2021) exemplifies these experiences as “a learning management system (LMS), virtual exchange (VE), immersive virtual reality (VR), or they may involve the use of artificial intelligence (AI), natural language processing (NLP), chatbots, or robots” (p.3). Kessler (2021) adds that “As we observe how people engage with others and learn informally in these domains, there has been increased interest in identifying the aspects of these informal social spaces that may be adopted to design more engaging learning experiences” (p.3). Considering the engagement issue Sackey et al. (2015) in their article add that what makes online experiences useful is “how we made use of the digital infrastructure to promote a level groupness where participants engaged in sharing experiences and objects, making their ideas public, and were attentive and accountable to each other” (p.122).

With the outbreak of the pandemic instead of the traditional classrooms, teachers had to continue education in an online environment. Related to this Kessler (2021) points out that “the space that we are often attempting to depart in order to travel to authentic linguistic target culture environments became the most comforting space of all” (p.5). He additionally asserts that “having the flexibility to do this is just one example of how adaptable our use of these tools and practices can be once we develop familiarity with them” (Kessler, 2021, p.5). He also defines these environments as places where humans engage in rich and authentic linguistically challenging experiences that have the potential to be more engaging and meaningful than traditional environments associated with formal learning, which are more restrictive” (Kessler, 2021, p.5). As another benefit of these learning spaces, Sackey et al. (2015) assert that “Using online spaces (...) can also help to bridge the gap or diffuse the power dynamics between student and teacher, which is where facilitation in informal environment thrives and differs from formal learning spaces”. Therefore, educators should spend time becoming familiar with these digital platforms, tools, and applications for the learners to be more beneficial (Kessler, 2021). It could be achieved by trial and error method during the lessons and getting instant feedback

from the learners. Since the main purpose is to increase student participation and help them become efficient language users, their comment is of utmost importance. In the direction of the criticism of their students, teachers may find the most efficient digital space to conduct their lessons and tools to use in their lessons.

According to the article written by Hubbard (2021), TESOL's technology standards for teachers (TTST) which started to develop in 2006 have four goals which are firstly, "acquiring and maintaining foundational skills and knowledge in technology for professional purposes", secondly, "integrating pedagogical skills and knowledge with technology to enhance language teaching and learning", thirdly, "applying technology in record keeping, feedback, and assessment", and finally, "using technology to improve communication, collaboration, and efficiency" (p.322). Hubbard (2021) highlights in the article that "With regard to the TTST specifically, the implementations have largely involved evaluation of existing teacher education courses and resources, implementation into existing courses or curricula, and guidance for development of tasks, courses, or curricula" (p.325). It is concluded in the article that TTST can provide detailed and credible guidance, with some inherent flexibility to adjust to changes in technology and teaching and learning contexts" (p.333). Concerning these standards, Healey (2015) indicates that "teachers are urged to make technology an integrated part of teaching, and administrators are encouraged to provide training and resources for teachers so that they can use technology effectively" (p.56). It is also revealed in the article by Hubbard (2021) that "a language educator should be responsible for the planning, instruction, assessment, and facilitation of any language course, leveraging technology to support language learning" (p.324). As it is stated in the study by Gilakjani (2017) "By including technology in their classes, teachers will have the opportunity to engage more learners and lead more energetic classes" (p.99). In the article by Hubbard (2021), it is also pointed out that "Intercultural competence is best acquired through human interactions and meaningful experiences facilitated through a language educator" (Hubbard, 2021, p.324). Therefore, educators need to improve themselves by following the standards mentioned before and enhance the students' language learning by integrating technology in their lessons. However, considering the immense changes in education due to the pandemic, Hubbard (2021) suggests that

“Before these standards and more importantly their support material become too far out of date, it would be useful for the TESOL Standards Committee or some other professional group to explore the current standards in some depth and make recommendations” (p.334). It is also advised that until that time language teachers “themselves can experiment with adaptations to make the TESOL Technology Standards fit their individual contexts of practice” (p.334).

One of the worldwide crises that has dramatically altered computer-assisted language learning (CALL) is the COVID-19 pandemic (Kessler, 2021). “Educators around the world needed to change their instructional delivery methods overnight, and, in many cases, they had to begin to use technologies with which they had no previous experience” (Kessler, 2021, p.2). Even for those who had some experience in integrating technology into their lessons, it was a sudden and huge transformation. Since it was the only chance for the continuation of education, all the institutions, teachers, and students worked so hard to become familiar with it and benefit from it no matter how much experienced they are. “However, the extent to which teachers have successfully mastered these challenges and which factors are most relevant remain unknown” (König et al., 2020, p.608).

König et al.’s (2020) study reveals that the necessity of integration of technology has been well understood and some practices using technology have been implemented in language lessons. However, it is also stated that no matter how much infrastructure is implemented for the use of technology, “teachers and students must also be encouraged and supported in using digital tools” (p.610). It is also supported in the research performed by Greener et al. (2015) stating that “Where staff can be encouraged to improve learning opportunities for students through supported experimentation with learning technology tools, their confidence and their personal identity as digital practitioners is likely to increase” (p.266). In the study conducted by König et al. (2020) it is assumed that “those who had been trained during teacher education in searching for and selecting online teaching materials may have better opportunities to provide support to their students” (p.618). However, contrary to König et al.’s (2020) expectations, in the study, it is also shown that although the early career teachers in the study belong to the “digital natives”, which is a term

defined by Prensky (2001), “does not guarantee that they have developed sophisticated digital skills in general” (p.618). This statement is supported by the findings of Lai Wah et al.’s (2021) research conducted with the pre-service teachers in Malaysia. The study demonstrates that “the lack of competence in pedagogical technological tool application, and insufficient knowledge of digital technology teaching approaches are the challenges in the incorporation of technology and in the redesigning of learning tasks” (p.11). It is further stated in the article that “The COVID-19 situation requires not only knowledge and skills but also confidence regarding success in online teaching” (p.611). Similarly, it is underlined in the study of König et al. (2020) that the self-efficacy of the teachers plays a significant role in taking action and putting effort into taking an action. Because of this reason, the self-efficacy of teachers is believed to be “a decisive resource for teachers obliged to adapt to online teaching during COVID-19 school closures” (König et al., 2020, p.611). Regarding the relationship between teachers’ self-efficacy and motivation of students the results of the study by Cardullo et al. (2021) illustrate that “teachers’ perceived usefulness of the LMS and their perceptions of the remote teaching environment could positively predict their belief in their ability to motivate their students during remote teaching” (p.43). Finally, it is clarified in the study that “it will be crucial to provide learning opportunities in professional development for teachers and in training for future teachers” since the COVID-19 pandemic has made it clear what happens if schools fall behind the technological revolution (König et al., 2020). This finding accords with the results of the study of Aguilar-Cruz et al. (2021) who state that “The pandemic allowed pre-service teachers to reflect upon their teaching process and be aware of their role as future teachers” (p.8).

Considering the effect of the pandemic on online education, Lai Wah et al. in their study conducted with the pre-service English teachers (2021) suggest that “providing more technological friendly learning activities and resources could be the first step to incorporate technology in the ESL classroom” (p.12), however as further implementations it is suggested that “educators need to eventually explore more instructional models that employ unique capabilities of educational technological tools for the purpose of teaching and learning English language” (p.12). The reason for the integration of technology into language learning is also underlined in the

study of Altun (2015) as “Traditional methods are considered useful for language learners however technology-based instructions highly contribute to teaching and learning process. Technology-based instruction effectively leads to accomplishment” (p.26). Furthermore, Lai Wah et al. (2021) makes some suggestions related to the education of the pre-service teachers and state that “support staff can help them be familiarised with using technological tools to access English language teaching resources, create various learning tasks, and provide recommendations for applications that support English language teaching by using technology” (p.12). Regarding the education of pre-service teachers, in their study Lambert et al. (2010) display that with the implementation of some revisions in the educational technology course focusing on 21st century skills, it was observed that pre-service teachers “became less anxious about computers, their belief in the value of using technology to enhance teaching and learning as well as their self-efficacy toward integrating technology in the classroom significantly improved” (p.66).

2.7. Previous Studies in the Literature

After the thorough literature review carried out by the researcher of the current study, it could be concluded that although some of the research questions of this study such as the tertiary level English teachers’ perceptions of the benefits and challenges of online teaching, their attitude towards further implementation of online teaching and their opinions on in-service pieces of training on online education are examined separately in different studies at different levels of education, no specific study on the tertiary level of education has been found to cover all of these research questions within itself. Moreover, the survey used in this study is prepared especially for the institution where the study is conducted although it also aims to guide the other tertiary level institutions with its findings. During the literature review, it is realized that the previous studies similar to the scope of this study are related to general perceptions of EFL teachers and the technology usage of EFL teachers during the COVID-19 pandemic. Therefore, the studies on these topics will be presented in this part of the study.

Meirovitz et al. (2022) in their study explore the EFL instructors' confidentiality of integration of technology into their lessons during the pandemic and their attitude toward the benefits and challenges of online education and their opinions about the in-service training they have received during this period. One hundred and twenty-nine instructors have participated in the survey and they have reported a substantial amount of dependence on self-teaching, knowledge of their colleagues, tutorials prepared for the teaching staff, and online support provided by their institutions. It is revealed in the study that there is a positive correlation between the participation and enthusiasm of the students, and the level of knowledge of the teachers related to technology, technological tools, and how to use them in their lessons since they can take control over their instruction. Thus, the importance of integrating "new pedagogical-technological learning methods" and giving the chance of gaining "digital competence" to teachers and inspiring them to adjust to "new digital technologies" in teacher education programs is highlighted. The instructors, contrary to the general tendency in the literature, state that they find the in-service training they have received during this period not beneficial since they do not provide the teachers with the fundamental skills to improve themselves for future online practices. It is also claimed in the study that pre-service teacher education may offer short-term solutions, therefore it is advised for teachers to be more self-thought and flexible in the integration of pedagogy and technology to achieve more meaningful learning results.

Oliveira et al. (2021) performed a study with 20 students and 10 teachers in Portugal and Brazil to find out the experiences of students and teachers with the education supported by technology during the early stages of the pandemic. Only the results of the study from the teachers' perspective will be presented here. One of the major challenges of online education is reported to be related to assessment because the teachers have experienced an extensive amount of cheating in the exams. Another issue in ERT is stated as teacher-student interaction. The participants believed that it has both positive and negative effects on communication. Since teachers became more available to get students' questions via different communication channels, they could give quick answers and feedback to their students. However, it is also stated that since students mostly turned off their cameras, teachers could not be sure

whether students understood what was taught, which was a negative effect on communication. As another challenge, it was reported that since it was an abrupt transition, the teachers had no training necessary for teaching online and had to adapt the materials they used in face-to-face education to online teaching. Nonetheless, they believed that it was also a learning opportunity for them since they joined other institutions' webinars on this subject and could increase their knowledge on this part of teaching. Finally, the study concludes that technology usage was mostly positive while personal adaptation to this period was negative from teachers' perspectives.

Moorhouse et al. (2021) in their research worked with nine university teachers working in the language center of Hong Kong University where EAP courses are given to their students. The study aims to investigate the effect of emergency remote teaching on teachers' motivation. The results of the study show that the teachers are divided into two categories considering the effect of ERT, the first group reported that online education positively affected their teaching, yet the second group stated that they just survived in this period. All the teachers in the study believed that before the transition in education due to the pandemic they were motivated teachers since they had a quality relationship with their students and could help increase their students' academic performance. The thriving group after the pandemic asserts that the increase in their motivation stems from gaining the opportunity to learn new skills due to the change in education mode. On the other hand, the surviving group of teachers found it hard to have a quality relationship with their students, thus they felt isolated and lost satisfaction from teaching. The most important effect on the loss of motivation in this group is using video-conferencing software while teaching synchronously. The reason why their rapport was negatively affected was that students' turning off their cameras during the lessons. Surprisingly, in this study all the teachers, whether they survived or thrived in this period preferred to teach in traditional face-to-face classrooms.

Ly et al. (2021) examined forty-eight English language teachers' opinions in five different universities in Vietnam on e-learning platforms used in online classes during the pandemic. It is displayed in the study that teachers use these online tools firstly, to deliver information and conduct their lessons such as sharing their teaching

material. For this purpose, the instructors preferred to use Gmail, Google Classroom, Zalo, Facebook, and Viber. Secondly, they used these tools to create communication platforms for their students using Zoom, Google Meet, Facebook, Zalo, Google Classroom, and MS Teams. They reported that they used these tools for creating opportunities for their students, especially in speaking lessons. The reason to use these platforms was upon the request of the institutions, the convenience of the time limits they offer, and the information communication technology knowledge of the instructors. Related to this, some teachers stated that they were afraid of using technology, thus, they were unwilling to use such tools in their lessons or asked for help from their colleagues to teach them the basics of these tools. Thirdly, they used Zoom, Google docs, Zalo and Facebook to increase teamwork among their students. The reasons why they preferred these tools were the opportunity to invite students to different rooms and also creating the chance for students to work together outside the lesson hours.

Alolaywi (2021) performed a study to find out the attitudes of EFL instructors towards online education during the pandemic and what they faced as challenges and benefits of online teaching. Forty-three faculty staff at Qassim University in Saudi Arabia participated in the research. As the main advantage of online teaching during the pandemic, the teachers believed that online education protected them from the virus. Moreover, teachers were content with online education since it allowed them to try new tools and evaluation methods, which helped them reach more effective learning results and gain new skills in their professional careers. Considering their readiness in online education, the teachers assert that they could deal with technology successfully. Although the teachers report that they benefited from online education and were satisfied with it, they believe that since there is no direct contact between teachers and students, online teaching cannot substitute traditional education.

2.8. Studies in Other Fields

In this part, the studies on the topic of online education during the pandemic conducted in departments other than language teaching will be revealed.

Benito et al. (2021) carried out a study on the satisfaction levels of the students and the experience of faculty in the transition period to online teaching due to the pandemic. It also aims to collect the opinions of both the students and the teachers about the implementation of online education in the future. The study includes three universities in Costa Rica, India, and Turkey. The results of the study show that both the students and the teachers support the idea of hybrid education in the future. The participants believe that the digital components used during this period must be improved. Although they value the idea of accessing digital learning materials, they want the flexibility of attending real classes as well. Related to this issue, students and teachers are in favor of using physical laboratories rather than simulated ones. Most of the teachers in the study had no previous experience in online teaching and they expressed that this emergent shift to online education is very beneficial for their future careers. They also believe that the online materials made available to them during this period will be helpful to improve their future performances in teaching. Although the teachers think highly of this period, they believe that fully online teaching is not an ideal mode considering its effectiveness of it. Another outcome of the study is the necessity of training and support for the success of the future implementation of online education since plenty of teachers in the study underline these two issues as well.

Chierichetti et al. (2021) performed a study in a college of engineering in the USA to evaluate the effects of the COVID-19 pandemic on the teaching and assessment methods in addition to the well-being of the faculty. Most of the teachers in the engineering department had limited training in online education. Although the teachers felt that they could mostly control their lessons during this period, they reported that their workload was too much and always had to hurry and felt under stress. In addition to this, it is revealed that their main concern was finding a meaningful grading and assessment type. According to the interviews conducted with the teachers, they spent more time preparing their courses for online education. Related to another challenge the instructors reported that it was difficult to create a personal connection with their students and thus increasing student participation. Similar to the previous study, in this study the teachers complained about transferring laboratories to distance mode as well. In general, despite not having

enough experience in using online teaching mode and being doubtful about applying it before the pandemic, the faculty members reported that they had a positive experience in this period.

The study of Xie et al. (2021) is on the sudden changing role and responsibilities of instructional designers at universities during the pandemic in the USA. The participants reported that they found themselves more in connection with the faculty members since during the emergency remote teaching period, the teachers needed more support and guidance from instructional designers. Their role shifted more to collecting, shaping, and allocating the resources applicable for online education, designing workshops for the faculty, and offering support related to technology. Moreover, they reported that they became more engaged in supporting the faculty and the planning process of the institution and felt happy about the increased interest of the faculty members in asking for and admitting the help of instructional designers. According to the observations of instructional designers, although teachers were not much interested in workshops on online teaching before the pandemic, summer and full programs were fully booked, which showed that the faculty needed a great deal of help in terms of online teaching. It is also mentioned that there was an increasing interest in video conferencing and learning management system tools. Similar to the previous studies mentioned in this part, the participants believe a hybrid education could be more effective since it meets the different needs of a variety of students.

The pandemic has affected all fields of education, and special education is no exception. Schuck et al. (2020) carried out a study with two elementary special education teachers working at a school in the Western USA during the pandemic. The purpose of the study is to reveal the experiences of special education teachers during this transition period due to the pandemic. One of the teachers works with grades 1-2, the other teacher works with grades 3-5. Autism, intellectual disability, and speech-language impairment are the most common disabilities among their students. According to the findings of the study, the main challenges of the teachers are unequal resources that their students have, students' needing special help at home, and the changes in their teaching experience during emergency remote

teaching. In addition to these challenges of increasing the academic achievement of their students, the teachers report that the families of these students also need special support related to applying educational techniques and coping with socio-emotional stress. Overall, these two special education teachers do not prefer online teaching for the students who need special education due to the challenges they have experienced during the pandemic.

Whalen (2020) performed research with K-12 teachers from a variety of countries including the USA, Egypt, Hong Kong, Canada, Italy, Spain, and China. This study in which 325 K-12 teachers participated aims to display these teachers' experiences during the pandemic. Firstly, the study shows that the readiness of teachers in terms of technology during this abrupt transition to online education varies a lot, and it is clarified that those who used technology in their classes previously had a more smooth transition during this time. Correspondingly, those who lacked the necessary "preparation, training and support" in planning courses for online education experienced this period under more stress. All in all, the teachers participating in the study expressed that they had difficulty in finding and creating digital tools for online education. Therefore, it is suggested in the study that those who are in the unit of in-service teacher training should provide teachers with learner-centered materials that teachers could use in different kinds of modes of teaching including online, blended, or remote.

Dolighan et al. (2021) carried out research with secondary school teachers in Ontario, Canada to find out the self-efficacy perceptions of the teachers in the field of "student engagement, instructional strategies, classroom management, and computer skills". The findings of the study reveal that those with higher self-efficacy in online teaching are the ones who received "additional qualifications" or professional development courses. Moreover, those who had the highest online teaching efficacy are the ones who had utilized "learning management system (LMS)" and "virtual technology supports" before the pandemic. Finally, in the research, it is concluded that online education will be an inseparable part of education when the pandemic is over. Therefore, it is underlined that in-service pieces of training on technological skills required for online teaching environments

are essential for teachers to help them design lessons providing their students with a quality learning environment.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This chapter of the study aims to provide the research questions, research design, the context, and the participants, data collection instruments and the procedures, data analysis, assumptions, and ethical considerations of the study.

3.2. Research Questions

The research questions of the study within its framework are as the following:

1. Based on instructors' opinions, what are the benefits, challenges of, and suggestions for online teaching in their institutional setting in terms of:
 - e. instruction
 - f. interaction
 - g. technology
 - h. assessment
2. How have the instructors adapted to the new practices in online English teaching?
3. What is the attitude of language instructors towards further implementation of online English courses in their institution?
4. What are the instructors' in-service training support systems available for online teaching within the institution?
5. What are the suggestions of the instructors for:
 - c. in-service pieces of training in their institution for online teaching?

- d. in-service and pre-service teachers who may experience online teaching in the future?

Table 3.1. displays the research questions, data collection instruments, and data analysis methods below.

Table 3. 1.

The Research Questions, Data Collection Instruments and Data Analysis Method

Research Questions	Instruments	Method	Analysis
1. Based on instructors' opinions, what are the benefits, challenges of, and suggestions for online teaching in their institutional setting in terms of: a. instruction b. interaction c. technology d. assessment	Likert Scale Survey	Quantitative	Descriptive Statistics
	Open-Ended Survey	Qualitative	Constant Comparison Analysis
2. How have the instructors adapted to the new practices in online English teaching?	Likert Scale Survey	Quantitative	Descriptive Statistics
	Open-Ended Survey	Qualitative	Constant Comparison Analysis

Table 3.1. (continued)

3. What is the attitude of language instructors towards further implementation of online English courses in their institution?	Multiple Choice Survey	Quantitative	Descriptive Statistics
	Open-Ended Survey	Qualitative	Constant Comparison Analysis
4. What are the instructors' in-service training support systems available for online teaching within the institution?	Likert-Scale Survey	Quantitative	Descriptive Statistics
5. What are the suggestions of the instructors for: a. in-service pieces of training in their institution for online teaching? b. in-service and pre-service teachers who may experience online teaching in the future?	Open-Ended Survey	Qualitative	Constant Comparison Analysis

3.3. Research Design

In this study, a mixed method research design is implemented to reveal tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in the Department of Modern Languages at a public university in Ankara, Turkey. As it is defined by Creswell et al. (2007, p.4) a mixed method can be defined as “research in which the investigator collects and analyzes data, integrates the findings, and draws inferences using both qualitative and quantitative approaches or methods in a single study or a program of inquiry”.

According to Creswell et al. (2011), researchers should identify the reason or reasons for mixing qualitative and quantitative methods in their studies. Although in the literature there are some other lists of reasons for preferring a mixed method design, Bryman (2006) provides a more detailed range of reasons for this kind of method. As Creswell et al. (2011) state, it is important for researchers to have at least one reason for their preferences for mixed method design. Related to this, Bryman suggests sixteen reasons for this kind of method, which are triangulation or greater validity, offset, completeness, process, different research questions, explanation, instrument development, sampling, credibility, context, illustration, utility, or improving the usefulness of findings, confirm and discover, diversity of views, and enhancement or building upon quantitative/qualitative findings. For this study, among these sixteen reasons, one of the most relevant ones is “triangulation or greater validity” which “refers to the traditional view that quantitative and qualitative research might be combined to triangulate findings in order that they may be mutually corroborated” (Bryman, 2006, pp.105-106). Combining quantitative and qualitative methods in this study, it is aimed to add proof to the data collected through one kind of method. Another most related reason is “offset” that “refers to the suggestion that the research methods associated with both quantitative and qualitative research have their strengths and weaknesses so that combining them allows the researcher to offset their weaknesses to draw on the strengths of both” (Bryman, 2006, p.106). As Choy (2014) states in his study comparing both strengths and weaknesses of qualitative and quantitative research “A comparison and complimentary results as references from both separated processes on qualitative and quantitative approaches in a same

research topic may reduce or perhaps eliminate those limitations and bias. This is the alternative way to provide better solution in research methodologies” (p.104), and this alternative is a mixed method design for this study. “Completeness” is another reason for choosing a mixed method design for this study. According to this, “the researcher can bring together a more comprehensive account of the area of enquiry in which he or she is interested if both quantitative and qualitative research are employed” (Bryman, 2006, p.106). In this study, mostly the qualitative part is planned to support the quantitative data with a more comprehensive account through the open-ended questions collected from the participants. Considering all these three reasons, the mixed method design is decided to be the most appropriate option for this study.

According to Creswell et al. (2018), there are three core mixed method designs, which are convergent design, explanatory sequential design, and exploratory sequential design. To start, the convergent design is used to compare and combine the data analysis of both qualitative and quantitative to reach a more comprehensive understanding of the case and to check if the answers of the participants are consistent in both quantitative and qualitative open-ended questions in a study. It is convenient to use a convergent design when the researcher has limited time to collect data, every participant is required to provide both qualitative and quantitative information and the researcher is skilled in applying both qualitative and quantitative methods. In the procedure of this design, first, the researcher collects qualitative and quantitative data at the same time concurrently but separately, meaning neither data depend on the other. In the following step, similarly, the data is analyzed separately through independent procedures. In the next step, the researcher merges the results either in a table or in a discussion part of the study. Finally, the researcher illustrates and comments on whether the results are similar or different from each other, and how they are related to each other to reach a better overall understanding of the aim of the study. Regarding the advantage of this design, participants are given chance to express their perspectives in addition to providing some statistical information. In the second design which is the explanatory sequential design, the researcher starts with the quantitative phase to reach quantitative results and continues with the qualitative phase to explain the qualitative results in a more detailed way. The explanatory

design is preferred when the research tends to be more quantitative form, and the researcher has enough time to turn back to the participants for follow-up qualitative questions. As to the procedure of this two-phase design, first, the researcher designs and applies the quantitative phase of the study, then depending on the results of the quantitative phase, the second part of the study which is qualitative is prepared and conducted. Reaching the results from the second phase, the researcher finally interprets how and how much the qualitative results explain the quantitative part of the study. Regarding the advantages of this study, it is more manageable for a single researcher to implement the study since it is more straightforward. It also provides a more clear description for the readers since it is straightforward to report first in quantitative than qualitative sections. Moreover, the second part of the study can be designed based on the results that appear in the quantitative part. The third mixed design is the exploratory sequential design which starts with qualitative data collection and analysis, then the results that emerge from this phase are used to design a quantitative tool. It is useful for the researchers when there is no specific tool for their research and with the help of the qualitative data they create a quantitative tool tailored for their participants. In the first step of this design, qualitative data is collected and analyzed, then the researcher establishes the results and builds the quantitative part on them. In the following step, the researcher develops a quantitative instrument and applies it to a new group of participants. In the final step, the researcher displays how and how much the quantitative results help to explain the results in the qualitative phase. Related to the strengths of this design, similar to the explanatory design, it is also straightforward to define, apply and report. The prototypical versions of the three major mixed methods designs are displayed in Figure 3.1.

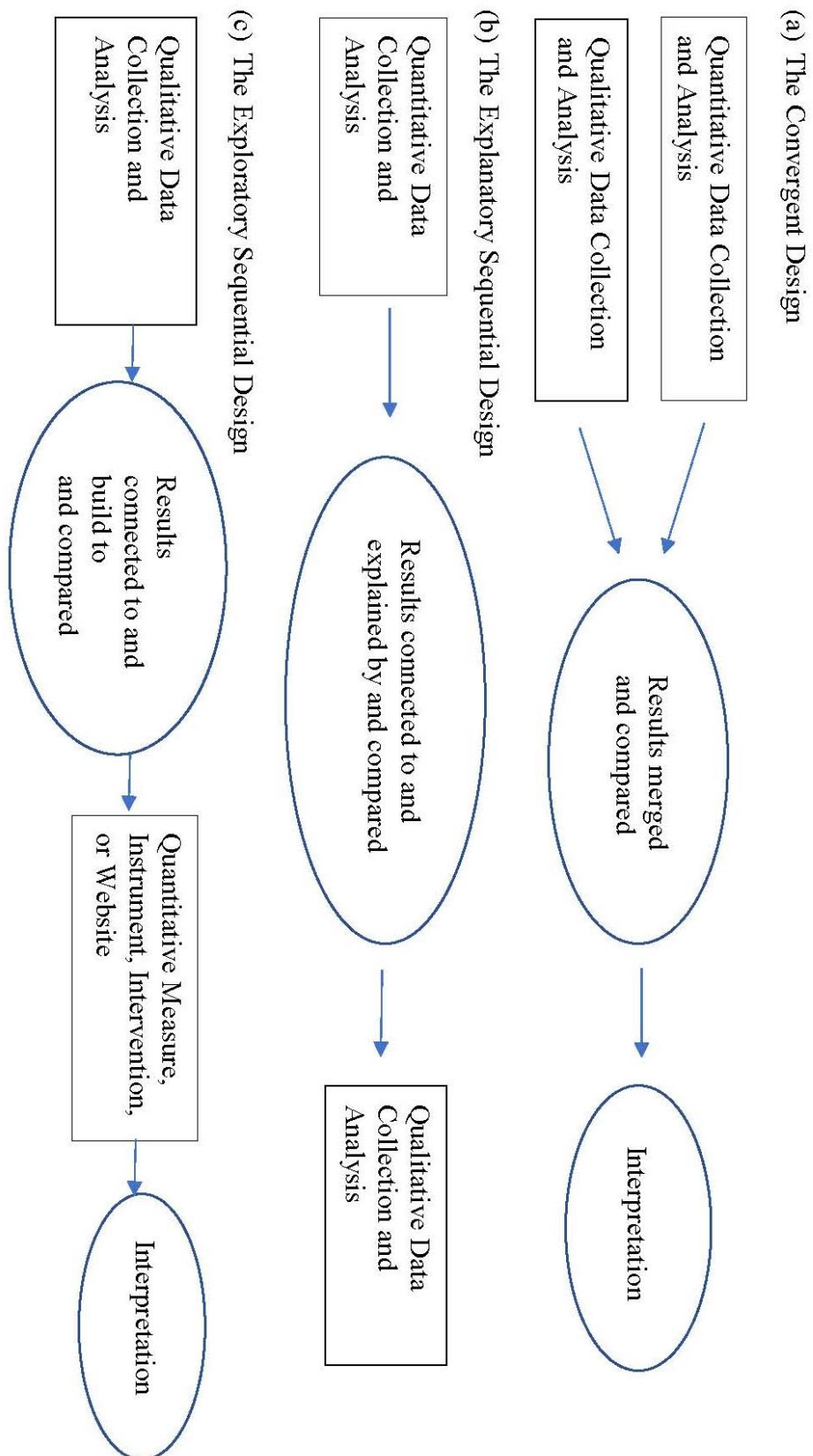


Figure 3. 1. The Prototypical Versions of The Three Major Mixed Methods Designs (Creswell, 2013)

The design of this study is a convergent design mixed method where “the intent is to merge the phases in order that the quantitative and qualitative results can be compared” (Fetters et al., 2013, p.2136). Both the qualitative and the quantitative data were collected in a parallel way in this study. These two forms of data were analyzed separately and then they were integrated to reach a conclusion on to what extent the data relates to each other. As Creswell et al. (2013) state “A key defining factor in sequential or convergent is how the analysis occurs, either through building or merging, respectively” (p.2140), and in this data, in the analysis phase the quantitative and qualitative data were merged instead of built on each other.

In this current study aiming to reveal the perceptions of English language instructors on online education due to the Covid-19 pandemic, a mixed method convergent design is implemented. The quantitative data was collected through a Likert scale survey where the options in the survey were “strongly agree”, “agree”, “disagree”, “strongly agree” or “always”, often”, “sometimes”, “never” depending on the content of the questions, thus the participants were asked to give a specific opinion rather than staying “neutral”. Other than the demographic questions, there were 32 Likert-scale questions in the quantitative part of the survey. The instructors were asked about their opinions about the benefits, challenges of, and suggestions for online English teaching at their institution, their attitude towards further implementation of online English courses, their opinions about the in-service training within their institution, and their suggestions for in-service training services at their institution and for in-service and pre-service English teachers who may experience online teaching in the future. The data collected in the quantitative part were analyzed through descriptive statistics supplementing it with mean scores and standard deviation. In the same survey, there were 10 open-ended questions for the qualitative part of the research to give voice to them and reach the detailed reasons of the instructors behind their beliefs. The data collected for the qualitative part was analyzed through the constant comparison method in which the researcher first categorized the data under themes, and then grouped under repeated codes. As the final step, the data collected through qualitative and quantitative questions was merged to reach a broader understanding of the case. The steps conducted in the convergent design of the current study are given in Figure 3.2 below.

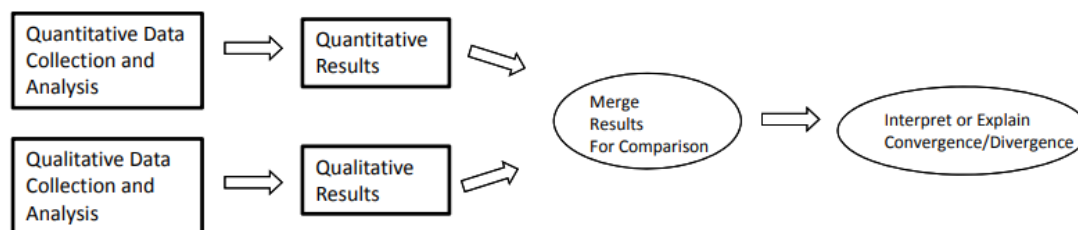


Figure 3. 2. The Steps Conducted in the Convergent Design of the Current Study (Creswell, 2013)

3.4. The Context and the Selection of the Participants

The context of the current study is the Department of Modern Languages at an English medium public university in the capital city of Turkey. In the department, there are seventy-nine language instructors (N=79) teaching Academic English. The selection of the participants falls into the category of self-selection sampling which is a non-probability sampling type in this study. As Sharma (2017) states the key component in self-selection sampling is that “research subjects volunteer to take part in the research rather than being approached by the researcher directly” (p.752). After receiving approval from the Human Subjects Ethics Committee of the university, the survey including the informed consent form was sent to all English language instructors in the department and they were asked to complete the online survey. Accordingly, the ones who volunteer to join the study became the participants of the study.

3.4.1. Demographics of the Participants in the Quantitative Phase

The survey for the study was conducted in the Department of Modern Languages in one of the public universities whose medium of language is English in the capital city of Turkey in the fall semester of 2021-2022. The table below reveals the demographic characteristics of 47 English language instructors who accepted to join the study voluntarily. In Table 3.2, the demographic characteristics of the participants are portrayed.

Table 3. 2.

Demographic Characteristics of the Participants

	Levels	Number	Percentage
Gender	Male	1	2.1
	Female	46	97.9
	Prefer not to specify	0	0
Age	Less than 25	0	0
	25-29	1	2.1
	30-34	4	8.5
	35-39	7	14.9
	40-44	15	31.9
	45-49	9	19.1
	50 and over	11	23.4
Role	Instructor	43	91.5
	Administrator with teaching duties	3	6.4
	Administrator	1	2.1
Highest Degree	BA in ELT	3	6.4
	BA in English Translation and Interpretation	2	4.2
	MA	11	23.4
	MA in ELT	8	17
	MA TEFL	3	6.4
	MA in Literature	2	4.2
	MA in English Language and Literature	1	2.1
	MA in Human Resources Management in Education	1	2.1
	MA in Linguistics	1	2.1
	MA in English Linguistics	1	2.1
	MA in Applied Linguistics	1	2.1
	MA in Curriculum and Instruction	1	2.1
	MA in Education	1	2.1
	MA in ELT and English Literature	1	2.1

Table 3.2. (continued)

	MA in Applied Linguistics and ELT	1	2.1
	MA in Foreign Language Teaching	1	2.1
	PhD	3	6.4
	Ph.D. in Education	2	4.2
	Ph.D. in ELT	1	2.1
	Ph.D. in Educational Sciences	1	2.1
	Ph.D. in English Literature	1	2.1
Online teaching experience due to the pandemic	0-6 months	0	0
	7-12 months	0	0
	13-18 months	7	14.9
	19-24 months	40	85.1
Opinion about online education at the beginning of the pandemic	Positive	5	10.6
	Mostly Positive	4	8.5
	Neutral	19	40.4
	Mostly Negative	13	27.7
	Negative	6	12.8
Overall opinion about online education now	Positive	14	29.8
	Mostly Positive	13	27.7
	Neutral	11	23.4
	Mostly Negative	6	12.8
	Negative	3	6.4

Related to the gender of the participants, the table reveals that 97.9 % of the instructors are female and 2.1 % are male. The percentages of the gender of the participants are displayed in Figure 3.3 below.

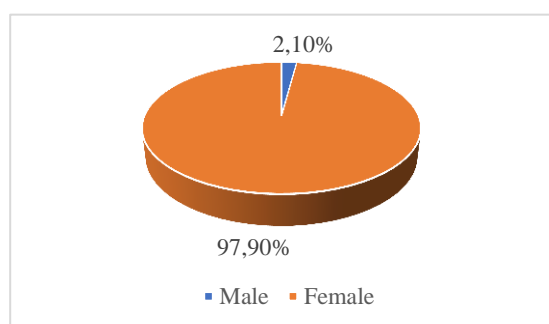


Figure 3. 3. Gender of the Participants in Quantitative Phase

Regarding the age range of the participants, the table shows that there is no instructor whose age is below 25. Other than that, 2.1 % are between 25-29, 8.5 % are between 30-34, 14.9 % are between 35-39, 31.9 % are 40-44, 19.1 % are 45-49 and 23.4 % are 50 and over. The age range of the participants is portrayed in percentages in Figure 3.4 below.

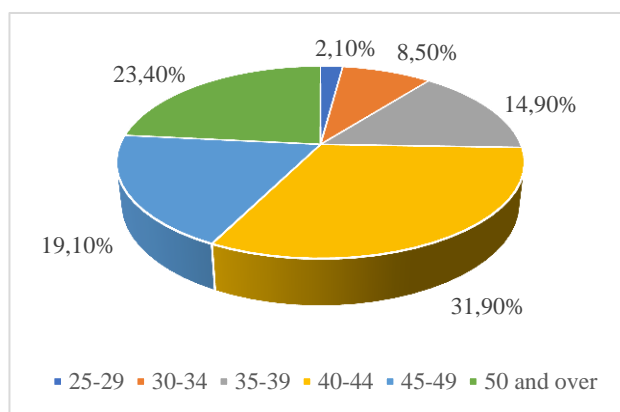


Figure 3. 4. Age Range of the Participants

Regarding the roles of the instructors in the institution, it is revealed that 91.5 % of the instructors are only teaching, 6.4 % are administrators with teaching duties and 2.1 % have only administrative duties. Figure 3.5 reveals the percentages of the roles of the instructors.

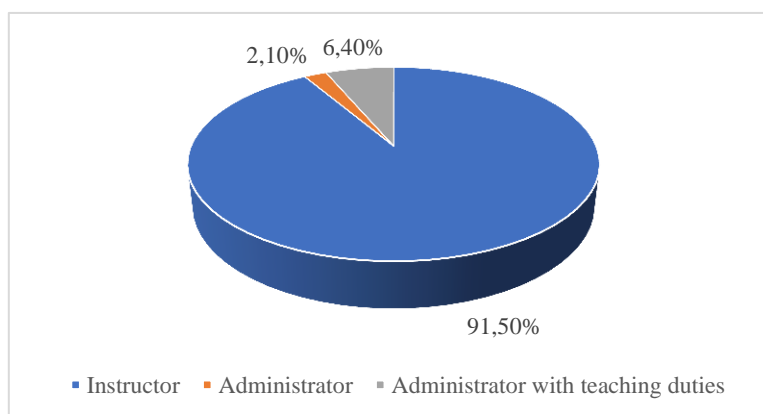


Figure 3. 5. Role of the Participants

The highest degree the instructors hold is also shown in the table and according to it, out of 47 instructors, 6.4 % have BA in ELT, 4.2 % BA in English Translation and

Interpretation, 23.4 % have an MA degree without the department specified, 17 % have MA in ELT, 6.4 % have MA TEFL, 4.2 % have MA in Literature, 2.1 % have MA in English Language and Literature, 2.1 % have MA in Human Resources Management in Education, 2.1 % have MA in Linguistics, 2.1 % have MA in English Linguistics, 2.1 % have MA in Applied Linguistics, 2.1 % have MA in Curriculum and Instruction, 2.1 % MA in Education, 2.1 % have MA in ELT and English Literature, 2.1 % have MA in Foreign Language Teaching, 6.4 % have Ph.D. without the department specified, 4.2 % have Ph.D. in Education, 2.1 % have Ph.D. in ELT, 2.1 % have Ph.D. in Educational Sciences, 2.1 % have Ph.D. in English Literature. Figure 3.6 which includes the main titles of the degrees displays the highest degree that the participants hold.

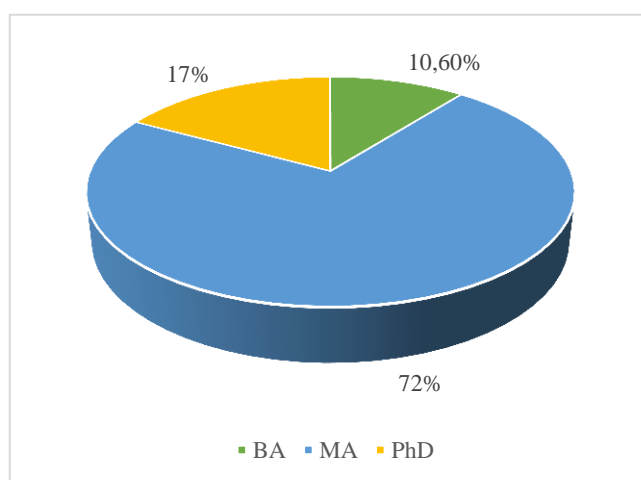


Figure 3. 6. The Highest Degree of the Participants

As to the duration of online teaching experience due to the pandemic, the table indicated that no instructors are teaching 0-6 and 7-12 months, 14.9 % of the instructors have 13-18 months of online teaching experience due to the pandemic and 85.1 % of them have 19-24 months of teaching experience. In figure 3.7 the duration of the participants' online teaching experience is shown in percentages.

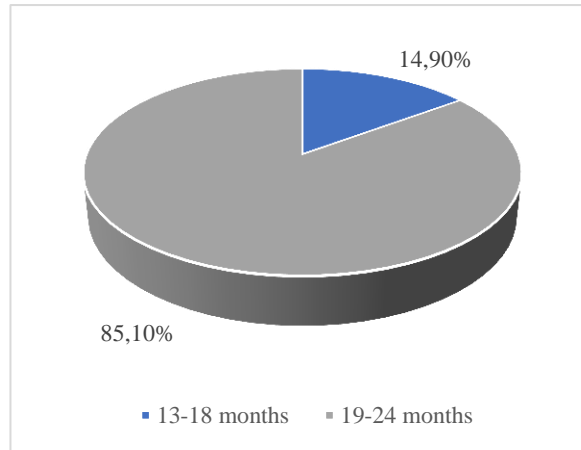


Figure 3. 7. Duration of Online Teaching Experience Due to the Pandemic

The table also reveals the opinions of the instructors about online education at the beginning of the pandemic. According to this 10.6 % have positive, 8.5 % have mostly positive, 40.4 % have neutral, 27.7 % have mostly negative and 12.8 % have a negative opinion.

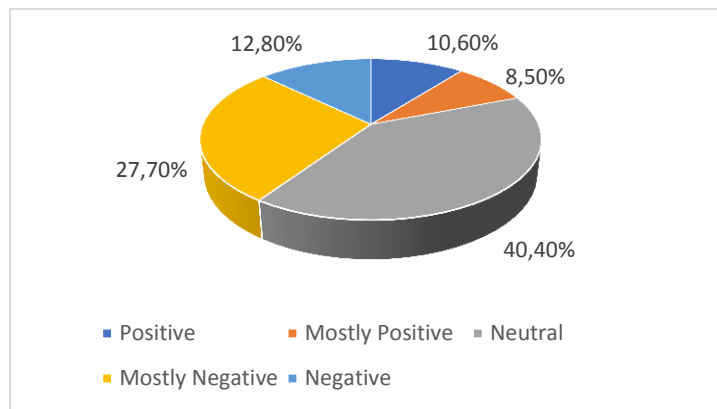


Figure 3. 8. Opinions of The Instructors About Online Education at the Beginning of the Pandemic

As to the overall opinion of the instructors about online education now, 29.8 % have positive, 27.7 have mostly positive, 23.4 % have neutral, 12.8 have mostly negative and 6.4 % have a negative opinion. The overall opinion of the instructors about online education now is given in Figure 3.9 below.

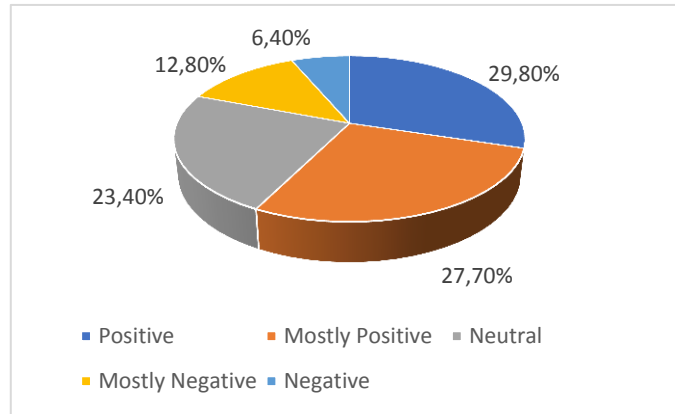


Figure 3. 9. Overall Opinion of the Instructors About Online Education Now

3.4.2. Technical Confidence of the Participants in the Quantitative Phase

In the survey, the question items between 8 and 11 are prepared to reveal the technical confidence of the instructors who join the survey. The results are shown in the table below.

Table 3. 3.

Technical Confidence of the Instructors

	Mean	Very Confident		Confident		Not Very Confident		Unconfident		N/A	
		n	%	n	%	n	%	n	%	n	%
8. How confident are you in using the LMS used in your institution?	4.47	24	51.1	21	44.7	2	4.3	0	0	-	-
9. How confident are you in using your preferred video teaching platform? (e.g. Zoom, Cisco WebEx)	4.55	27	57.4	19	40.4	1	2.1	0	0	-	-

Table 3.3. (continued)

10. How confident are you in using your preferred online teaching tools? (e.g. Padlet, Linoit)	3.80	18	38.3	15	31.9	7	14.9	1	2.1	6	12.8
11. How confident are you in solving technical problems on your computer during synchronous lessons by yourself?	4.02	13	27.7	22	46.8	12	25.5	0	0	-	-

As seen in the table, for the first question which is “How confident are you in using the LMS used at your institution?”, the mean score is 4.47 (M=4.47). 24 instructors out of 47 (51.1 %) stated that they are very confident in using the LMS used at their institution, 21 of them are confident (44.7 %), and 2 of them said they are not very confident (4.3 %). For the next question “How confident are you in using your preferred video teaching platform? (e.g. Zoom, Cisco WebEx)”, the mean score is 4.55 (M=4.55). The number of instructors who are very confident in using their preferred video teaching platform is 27 out of 47 participants (57.4). The number of those who are confident is 19 (40.4 %), and 1 participant is not very confident (2.1 %). For the following question which is “How confident are you in using your preferred online teaching tools? (e.g. Padlet, Linoit)”, the mean score is 3.80 (M=3.80). 18 participants (38.3 %) are very confident in using their online teaching tools, 15 instructors (31.9 %) are confident, 7 of them (14.9 %) are not very confident, and 6 participants stated that it is N/A (Not Applicable). As to the last question “How confident are you in solving technical problems on your computer

during synchronous lessons by yourself?”, the mean score is 4.02 (M=4.02). The number of participants who are very confident in solving technical problems on their computer during synchronous lessons by themselves is 13 (27.7 %), the number of confident instructors is 22 (46.8 %), and 12 instructors (25.5 %) are not very confident related to this issue.

All in all, as it is understood from the table that the rate of technical confidence of the instructors is the highest in using their preferred video teaching platform (e.g. Zoom, Cisco WebEx) (M=4.55), then the second-highest rate of confidence among the participants is related to using the LMS used at the institution (M=4.47). The rate of confidence of the instructors lowers when they need to solve technical problems on their computers during synchronous lessons by themselves (M=4.02). The lowest rate of confidence is connected to using their preferred online teaching tools (e.g. Padlet, Linoit) (M=3.80). In this question, the instructors who answered N/A this question maybe not using any online teaching tools for their lessons.

3.5. Data Collection Instrument

In this study which has a convergent design mixed method, a survey that includes both Likert-scale and open-ended questions was used as the data collection tool both for the quantitative and the qualitative parts of the research. The details about the data collection tool are provided in the following parts.

3.5.1. Survey

For this study, an online survey through Google Forms was conducted to collect quantitative and qualitative data since online data collection has various benefits such as being time-efficient and cost-effective, accessing a large population meaning a potentially large amount of data, having a low chance of loss of data, and easing to transfer the data to the database (Dal, Lefever and Matthíasdóttir, 2006). Additionally, considering the restrictions during the Covid-19 pandemic, an online survey was thought to be the best option to collect data.

The survey was prepared based on the discussions during the meeting with the focus group. After piloting the survey, some questions were edited in line with the suggestions of the instructors in the piloting group by receiving the approval of the supervisor of the thesis, and some questions were omitted considering the total number of questions in the survey which was eighty-two initially.

The survey consists of eight parts which are “demographics”, “online teaching self-efficacy”, “teacher experience in terms of instruction/ interaction/ technology/assessment and their adaptation to the new practices in online English teaching”, “further implementation of online English courses”, “in-service training support systems within their institution”, “online teaching experience and suggestions”, “suggestions for in-service pieces of training systems”, “instructors’ suggestions for in-service and pre-service teachers”. The last question in the survey asks the instructors’ additional suggestions, comments, and questions regarding online education, in-service English teacher training, and pre-service English teacher education.

The first part of the survey which is demographics consists of seven questions that ask about the gender of the participants, their age range, their role in their current institution, the highest degree they have completed, how long they have been experiencing online teaching due to Covid-19, their opinion about online education at the beginning of emergency online education in March 2020, and their overall opinion about online education now.

The second part focusing on the technical confidence of the instructors contains four questions that ask about the instructors’ degree of confidence in using the LMS used at their institution, their preferred video teaching platform (e.g. Zoom, Cisco Webex), their preferred online teaching tools (e.g. Padlet, Linoit), and solving the technical problems on their computer during synchronous lessons. The participants were provided with Likert-scale items which are “very confident”, “confident”, “not very confident” and “unconfident” for each question in this part.

In the third part of the survey dealing with the instructors' opinions on the benefits, challenges of, and suggestions for online teaching in their institution and their adaptation to the new practices in online English teaching, there were twenty-nine questions. In this part for all questions, Likert-scale items were utilized. For twenty-six questions the options were "strongly agree", "agree", "disagree", and "strongly disagree", and for three questions the options were "always", "often", "sometimes", and "never" in this part of the survey.

The fourth part of the study asks about the instructors' attitude towards further implementation of online English courses in their institution once the pandemic is over. The options given to the participants are whether they prefer to continue with Face to Face education to teach English in all of their courses, fully Online education to teach English in all of their courses, or fully Online education to teach English in some of their courses or Blended education to teach English in all of their courses. The second part of the same question asks the instructors to explain the reason for their preference.

The fifth part of the survey related to the instructors' in-service training support systems within their institution is composed of two questions that ask the instructors if they have benefited from the in-service training sessions in the department during online education (e.g., the LMS, video teaching platforms, etc.) and from "How to" videos prepared by the department (e.g. How to use Turnitin, the LMS). This is a Likert scale items question type whose options are "strongly agree", "agree", "disagree", and "strongly disagree".

The sixth part of the study whose focus is instructors' opinions on online teaching is comprised of four open-ended questions. These four questions were asked in the third part of the survey, which was a Likert-scale type of question, however, to reach more in-depth answers the participants were asked the open-ended type of questions in this part.

In the seventh part focusing on the instructors' suggestions for in-service pieces of training in their institution, there are two open-ended questions. The first one asks

the participants what other in-service training support systems they would like to have for online English teaching within the institution more, and the second one asks what other in-service training support systems they would like to have for online English teaching within the institution less.

In the eighth part of the survey there are two open-ended questions in which the instructors are asked for their suggestions for newly recruited English teachers in dealing with challenges they may face teaching online, and their opinions on how pre-service English language teacher education programs can better prepare prospective teachers for online education.

3.6. Data Collection Procedures

The current study whose aim is to reveal the instructors' opinions about online English language teaching in the Department of Modern Languages at one of the public universities whose medium of language is English in the capital city of Turkey was conducted during the 2021-2022 Fall and Spring semesters during the Covid-19 pandemic. The outline of the procedures for the data collection of this study is provided in Figure 3.10.



Figure 3. 10. The Outline of Data Collection Procedures of the Study

3.6.1. Creation of Data Collection Tool

In this current study, a ready-made survey was not preferred to collect data because the context of the study is the Department of Modern Languages and the study specifically aims to reveal the instructors' opinions about online English language

teaching in this department. Therefore, a survey prepared by the researcher who is teaching English in the same department was thought to provide a deeper understanding of the case and would help reach more relevant answers to the research questions.

With this aim, before preparing the survey, a focus group online interview was conducted with three instructors. Denscombe (2017) describes the focus group interview as a session where “participants are encouraged to discuss the topic among themselves” (p.206). Regarding the benefit of the focus group interviews, Denscombe (2017) adds that “they provide the researcher with a method of investigating the participants’ reasoning and a means for exploring underlying factors that might explain why people hold the opinions and feelings they do” (p.206). As the first phase of the focus group interview, the participants were chosen. Regarding the characteristics of the participants Dilshad et al. (2013) advise that “participants may share some common characteristics so that interaction may happen to an optimum level and situations may be avoided where persons dominate or withdraw” (p.194). Therefore, three instructors teaching English in the same department were asked to join the interview. To reach a wide range of opinions, the instructors were chosen with different years of teaching experience in English and also online English teaching experiences. In the phase of preparing the interview questions, as Dilshad et al. (2013, p.194) suggest “use of directive approach is avoided to know the reasons behind a particular standpoint or reaction of the participant”. Therefore, all the research questions that are suitable for the indirective approach were included in the interview questions following the demographic questions that aim to receive background information about the focus group members. After receiving their approval for joining the interview through the consent form, the date of the meeting was decided to depend on the convenience of the instructors. The participants’ approval for the video recording was received orally considering the ethical issues and they were informed that the recording will be used for preparing the survey for the study and will not be shared with third parties except the supervisor of the researcher. The interview was conducted via Zoom video conferencing tool because of the pandemic and it lasted for an hour. During the interview, the researcher as the moderator of the focus group interview avoided

“showing signs of approval or disapproval” not to mislead the instructors (Newcomer et al., 2015, p.524). Right after the interview, the data was transcribed, and the key ideas were identified. Since the participants were asked the research questions during the interview, all the survey questions stemmed from the ideas discussed in the meeting and covered the research questions of the study. Table 3.4 below demonstrates the demographic characteristics of the focus group members.

Table 3. 4.

Demographic Characteristics of the Focus Group Members

	Participant 1	Participant 2	Participant 3
Gender	Female	Female	Female
Nationality	Turkish	Turkish	Turkish
Age Range	40-44	40-44	30-34
Role	Instructor	Instructor	Instructor
Highest Degree	MA in TEFL	Ph.D. in ELT	MA in Curriculum and Instruction
Year of Experience in Teaching English	20	22	7
Year of Experience as the Head of the Professional Development Unit (PDU)	5	-	-
Experience Duration of Emergency Online Teaching	about 1.5 years	2 years	3 months
Current Online Teaching	Yes	Yes	Yes
Hours of Online Teaching per week	4	12	12
Current Courses Taught Online	ENG 101	ENG 311	ENG 101
Usage of Online/ Distance/ Blended Education Before the Pandemic	Yes (Distance)	Yes	No

Table 3.4. (continued)

Role of Usage of Online Education	As a teacher	As a student	-
Opinion on Previous Experience of Online Education	Positive	Positive	-
Opinion on Current Experience of Online Education	Neutral	Positive	Neutral

As is seen in the table, the highest difference between the members of the focus group is in the years of experience in teaching English, and experience duration of emergency online teaching, which are the main items for the selection of the participants for the focus group.

3.6.2. Expert Opinion

As Rattray et al. (2007) state “Content validity (or face validity) refers to an expert opinion concerning whether the scale items represent the proposed domains or concepts the questionnaire is intended to measure” (p.238). With this aim, in this current study, three experts in the field of the study were asked about their opinions on the data collection instrument. Related to expert opinion Zohrabi (2013) suggests “based on the reviewers’ comments the unclear and obscure questions can be revised and the complex items reworded. Also, the ineffective and nonfunctioning questions can be discarded altogether” (p.258).

For the survey in this study, via e-mail, the experts were sent a Word document where there was a table including the survey questions. The survey questions were edited in line with the feedback given by the experts. As to the demographics of the experts, two of them have their Ph.D. in the field of English Language Teaching (ELT), and one of them is currently doing a doctorate in the same field. All three experts have publications and works and have been involved in scientific activities in their fields. Additionally, all of them have been experiencing online language

teaching due to the Covid-19 pandemic in the same institution where the study is conducted.

3.6.3. Piloting the Study

Regarding the issue of piloting a study, Malmqvist et al. (2019) state that a “pilot study was regarded as an essential requirement in advance of the main study as a means of ensuring trustworthiness and utility” (p.2). On the benefit of the phase of piloting a study, they conclude that a researcher can “gain greater understanding of the complexities of working within a previously designed model and the ways in which instruments could be modified to be appropriate for a specific research environment” (p.10). Therefore, to increase the effectiveness of the study, the survey was piloted by five English instructors working in the same department where the study is carried out in the Fall Semester of 2021-2022. A table including the survey questions was sent to the participants via e-mail. They were asked to answer the questions in the survey and in addition, to state whether the questions in the survey are clear and suitable. They also provided their comments and suggestions for revision if the questions are not clear or suitable. With the help of the in-depth feedback, the participants gave on the content, necessity, number, clarity, and grammatical correction of the questions, the survey was edited and after receiving the approval of the supervisor of the researcher, it was finalized to be sent to all English language instructors in the department. By the time the piloting of the survey was conducted, all the instructors had online teaching experience for 13-18 months. The demographic characteristics of the instructors piloting the survey related to their age range, the highest degree they hold, and their overall opinion about online education now are shown in the figures and the table respectively.

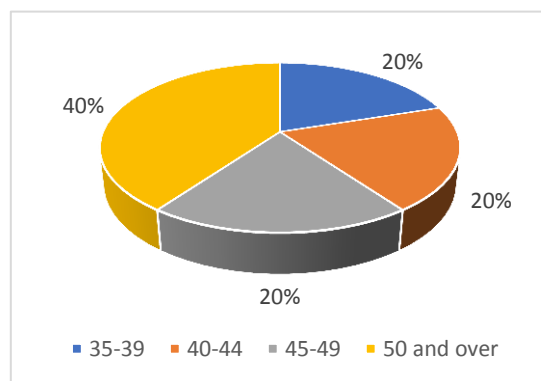


Figure 3. 11. Age Range of Participants in the Piloting of the Survey

As the figure shows, one of the instructors' age range is 35-39 (N=1), another instructor is 40-44 (N=1), one instructor belongs to the age range 45-49 (N=1) and two instructors' age range is 50 and over (N=2).

Table 3. 5.

Highest Degree Participants Hold in the Piloting of the Survey

Participant	Degree
1	BA in ELT
2	MA in Linguistics
3	MA in Comparative Literature
4	Ph.D. in ELT
5	Ph.D. in English Literature

Table 3.5 displays that all the instructors have a variety of degrees including the departments of ELT, linguistics, and literature, which has helped the survey to be edited from different perspectives.

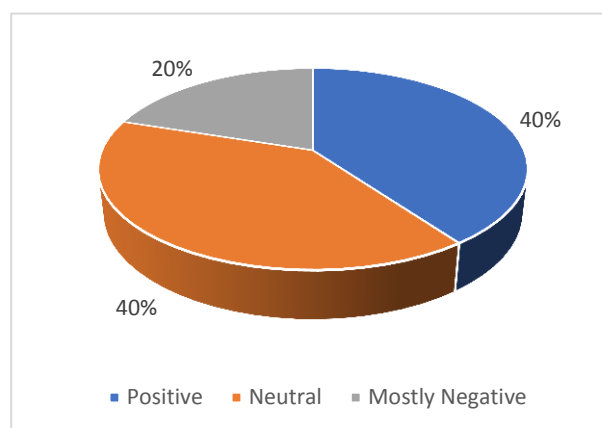


Figure 3. 12. Current Overall Opinion About Online Education of Participants in the Piloting of the Survey

As is observed in the figure, two instructors (N=2) have a positive opinion about online education now, two of them (N=2) are neutral about online education currently, and one instructor (N=1) has a mostly negative opinion about online education now.

3.6.4. Conducting the Survey

At this stage of the study, after preparing the survey, the researcher applied for permission from the Human Subjects Ethics Committee of the university to conduct the study in the Department of Modern Languages. After receiving the permission, the chairperson of the department was informed about the content and aim of the study, and after the approval of the chairperson, an e-mail was sent to the e-mail group of the department with the Google Form online survey link. In the e-mail, the instructors were informed about the content of the study, the approval of the Human Subjects Ethics Committee of the university to conduct the study, the fact that the survey does not collect any information that will personally identify them to protect their confidentiality, the approximate duration to complete the survey and the due date to submit the survey.

The consent form involved the aim and the content of the study. The participants were informed that their participation in the study was voluntary and that their participation would involve answering the online survey questions, which requires

about 20 minutes. It was also written that the survey will not contain any information that will personally identify them to help protect their confidentiality. It also included the fact that their answers will be kept strictly confidential, will not be shared with third parties except the supervisor of this research, and will only be used for the analysis part of the thesis. The instructors who accepted the consent form completed the survey, and the whole process of conducting the survey lasted around four weeks.

3.7. Data Analysis

The current study which is a mixed method convergent design aims to reveal the perceptions of English language instructors on online education due to the Covid-19 pandemic. An online survey was applied for both the quantitative and the qualitative parts of the study. Other than the demographic questions, the study included thirty-two Likert-scale questions in the quantitative part and ten open-ended questions in the qualitative part of the survey.

In the demographic part of the survey, the demographic characteristics of the participants were provided in a table including the data for all the questions with the number and the percentage of the participants. Additionally, each question item was analyzed separately and displayed with a pie chart demonstrating the percentages of the participants.

For the data analysis in the quantitative part of the survey, first, the survey data in Google Form was transferred to a Windows Excel document. Instead of writing the answers of the participants for each question in SPSS manually, to prevent human error, the data in Excel was prepared for SPSS by giving codes, and the codes were copied to SPSS. In the first phase of the quantitative analysis, the data set was checked if there is any missing data entry. After ensuring that the number of valid data entries is correct, the Likert-scale item questions were grouped in a way to answer each research question. Then, in groups, the data were analyzed through descriptive statistics in SPSS Version 28. Finally, the results were reported in tables utilizing the mean scores and the standard deviation.

For the qualitative part of the survey, the researcher applied constant comparison analysis which “involves taking one piece of data (one interview, one statement, one theme) and comparing it with all others that may be similar or different in order to develop conceptualizations of the possible relations between various pieces of data” (Thorne, 2000, p.69). As Anderson (2010) states constant comparison is a triangulation technique that proves the validity of a study. On the benefits of constant comparison analysis Anderson (2010) utters that it “enables the researcher to identify emerging/unanticipated themes within the research project” (p.2).

In this part of the analysis, open and axial coding methods were applied. According to Creswell et al. (2016), there are three categories of coding. “In open coding, the researcher forms categories of information about the phenomenon being studied by segmenting information” (Creswell et al., 2016, p.87). In axial coding “the researcher identifies one open coding category to focus on (called the “core” phenomenon), and then goes back to the data and creates categories around this core phenomenon” (Creswell et al., 2016, p.85). The final step is selective coding in which “the researcher takes the model and develops propositions (or hypotheses) that interrelate the categories in the model or assembles a story that describes the interrelationship of categories in the model” (Creswell et al., 2016, p.85).

For the current study, first, the data collected from the open-ended questions in the qualitative part was transcribed. Then, for each open-ended question, the answers of the instructors were coded in line with the open coding step in constant comparison analysis. As Charmaz (2006) states “this initial step in coding moves us towards later decisions about defining our core conceptual categories. Through comparing data with data, we learn what our research participants view as problematic and begin to treat it analytically” (p.47). In the axial coding step of the analysis, the data was constantly reviewed to group the codes into themes. As Bryant and Charmaz (2007) say “this constant comparing of incidents continues until the process yields the interchangeability of indicators, meaning that no new properties or dimensions are emerging from continued coding and comparison” (p.265). Similarly, in this study, the data was constantly compared until reaching the saturation of the codes. Later, the codes that emerged in the axial coding were grouped under the categories and

then the themes as stated in the research questions of the present study. Finally, the codes are reported in tables according to their frequency of appearance in the data.

3.8. Assumptions of the Study

The assumptions of the current study are as the following:

- The data collection instrument was prepared by the researcher after the focus group online interview with three instructors teaching English in the same department.
- After the preparation of the online survey, the opinions of the instructors who are experts in the same field in which the study is conducted were obtained.
- Before the online survey was conducted by all English instructors in the department, it was piloted by five instructors teaching English in the same department, and they provided in-depth feedback on a variety of aspects of each question item.
- The number of participants (N=47) who completed the survey was satisfactory to represent the population of the study (N=79) since more than half of the instructors in the department completed the survey.

3.9. Ethical Considerations

Before starting the study, an application including the required documents was submitted to METU Human Subjects Ethics Committee. After receiving the approval, the survey including the consent form was sent to the participants via e-mail. In the consent form, they were informed about the purpose of the study, that their participation would be on a voluntary basis and that their confidentiality would be protected and the survey would not contain any information that would personally identify them. The online survey settings were also designed so as not to identify the e-mail addresses of the participants. In the process of the focus group online interview, the participants were also informed about the same issues that are in the consent form and their permission was received to record the video for research purposes.

CHAPTER 4

FINDINGS

4.1. Introduction

The study aims to reveal tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in the Department of Modern Languages at an English medium public university in the capital city of Turkey. The findings of the research questions of the study are provided in distinct tables below.

4.2. Results Related to the Instructors' Opinions on Online Teaching

Research Question 1: Based on instructors' opinions, what are the benefits, challenges of, and suggestions for online teaching in their institutional setting in terms of:

- a. instruction*
- b. interaction*
- c. technology*
- d. assessment*

4.2.1. Quantitative Results

To answer the first research questions of the study, the quantitative data was examined through descriptive statistics and frequency analyses in SPSS. The question items between 12 and 33 in the survey aim to enlighten the first research

question of the study. Each question item was analyzed in groups concerning the research questions through means, standard deviation, numbers, and percentages in SPSS. While coding the items in SPSS, “5” stands for “Strongly Agree”, “4” stands for “Agree”, “3” stands for “Disagree”, “2” stands for “Strongly Disagree” and “1” stands for “N/A”. For the items between 26 and 28, “4” stands for “Always”, “3” stands for “Often”, “2” stands for “Sometimes”, and “1” stands for “Never”. The mean scores of the question items are interpreted according to these codes.

The question items between 12 to 20 belong to the English language instructors’ opinions on online teaching due to the pandemic in terms of instruction, and they are provided in Table 4.1.

Table 4. 1.

Descriptive Statistics Displaying Opinions of English Language Instructors on
Online Teaching Due to the Pandemic in Terms of Instruction

			Strongly Agree		Agree		Disagree		Strongly Disagree		N/A	
	Mean	Standard Deviation	n	%	n	%	n	%	n	%	n	%
12. Online education is effective in teaching grammar in English	2.82	1.55	5	10.6	19	40.4	4	8.5	1	2.1	18	38.3
13. Online education is effective in teaching vocabulary in English	4.15	0.62	12	25.5	31	66	3	6.4	1	2.1	-	-
14. Online education is effective in teaching reading skills in English	3.98	0.57	7	14.9	32	68.1	8	17	0	0	-	-
15. Online education is effective in teaching listening skills in English	3.98	0.82	13	27.7	22	46.8	10	21.3	2	4.3	-	-
16. Online education is effective in teaching speaking skills in English	4	0.75	13	27.7	21	44.7	13	27.7	0	0	-	-
17. Online education is effective in teaching writing skills in English	4.04	0.62	10	21.3	29	61.7	8	17	0	0	-	-
18. Preparing online English lessons takes more time	3.77	0.75	9	19.1	18	38.3	20	42.6	0	0	-	-
19. In synchronous lessons, I can cover less content	3.43	0.9	5	10.6	18	38.3	16	34	8	17	-	-
20. In synchronous lessons, I need to clarify instructions more	3.74	0.7	6	12.8	24	51.1	16	34	1	2.1	-	-

According to Table 4.1, the mean scores for questions 12-20 which display the opinions of English language instructors on online teaching due to the pandemic in terms of instruction range from 2.82 to 4.15.

As is seen, question 12 in the table, “Online education is effective in teaching grammar in English” has the lowest mean score and standard deviation ($M=2.82$, $SD=1.55$). Since teaching grammar is not among the main aim of the courses in the department, the “N/A” option is given for question 12. Therefore, eighteen instructors answer this question as N/A, and thus this question has the lowest mean score.

Question items 13 “Online education is effective in teaching vocabulary in English” and 17 “Online education is effective in teaching writing skills in English” have close mean scores and the same standard deviation ($M=4.15$; 4.04 respectively) ($SD=.62$). It can be said that the instructors in the department agree that online education is effective in teaching vocabulary and writing.

The items 14 “Online education is effective in teaching reading skills in English”, 15 “Online education is effective in teaching listening skills in English”, and 16 “Online education is effective in teaching speaking skills in English” have very close mean scores ($M=3.98$, 3.98, 4 respectively) ($SD= 0.57$, .82, .75 respectively). It can be concluded that the instructors believe that online teaching is also effective in teaching reading, listening, and speaking skills.

As to the last three question items in the table, “Preparing online English lessons takes more time”, “In synchronous lessons, I can cover less content”, and “In synchronous lessons, I need to clarify instructions more”, they have similar mean scores and standard deviation ($M=3.77$, 3.43, 3.74 respectively) ($SD=.75$, .90, .70 respectively). These items have relatively lower mean scores than the rest of the items in the table, however, it can still be said that instructors agree with the idea that they need more time to prepare online English lessons, cover less content, and need to clarify instructions more in synchronous lessons.

The question items between 21 to 24 are designed to find out the English language instructors' opinions on online teaching due to the pandemic in terms of interaction and the results of these questions are provided in Table 4.2.

Table 4. 2.

Descriptive Statistics Displaying Opinions of English Language Instructors on Online Teaching Due to the Pandemic in Terms of Interaction

	Mean	SD	Strongly Agree		Agree		Disagree		Strongly Disagree	
			n	%	n	%	n	%	n	%
21. The Chatbox in video teaching platforms (e.g., Zoom, Cisco WebEx) enables students who are more reserved to express themselves in English	3.13	0.57	11	23	31	66	5	11	0	0
22. It is difficult to monitor everyone at the same time in breakout rooms	2.94	0.76	11	23	23	49	12	26	1	2
23. Students' not turning their cameras on lowers my motivation	3.28	0.74	21	45	18	38	8	17	0	0
24. Some of my students' being in the library or study hall affects synchronous lessons negatively since they cannot speak	3.30	0.71	21	45	19	40	7	15	0	0

In Table 4.2, the lowest mean scores belong to question items 23 and 24 ($M=3.28$, 3.30 respectively) with similar standard deviations ($SD=.74$, $.71$ respectively). According to this, it can be concluded that the instructors agree that “Students’ not turning their cameras on lowers their motivation” and “Some of their students’ being in a library or study hall affects synchronous lessons negatively since they cannot speak”.

As to question item 21 which is “The Chatbox in video teaching platforms (e.g., Zoom, Cisco WebEx) enables students who are more reserved to express themselves in English”, the mean score is comparatively lower than the last two items ($M=3.13$; $SD=.57$), however, it still shows that instructors agree with this statement in the study.

The lowest mean score in the table belongs to item 22 ($M=2.94$; $SD=.76$). Regarding this, it can be said that the instructors agree with the statement that “It is difficult to monitor everyone at the same time in breakout rooms”.

In the survey, the question items between 25 and 29 aim to reveal the English language instructors’ opinions on online teaching due to the pandemic in terms of technology. In questions 25 and 29, the items in the Likert scale are based on “agreement”. However, in questions between 26 and 28, the items in the Likert scale are based on “frequency”. Because of this reason, the results are displayed in two separate tables. The results of questions 25 and 29 are provided in Table 4.3, and questions 26, 27, and 28 are provided in Table 4.4.

Table 4. 3.

Descriptive Statistics Displaying Opinions of English Language Instructors on
Online Teaching Due to the Pandemic in Terms of Technology for Questions 25, 29

	Mean	SD	Strongly Agree		Agree		Disagree		Strongly Disagree	
			n	%	n	%	n	%	n	%
25. H5P interactive tasks and videos in English save energy and time for teachers	2.55	0.58	28	59.6	17	36.2	2	4.3	0	0
29. I try to be more flexible with the deadlines if students have technical problems (e.g. computer malfunction, internet connection problems, software issues)	2.15	0.55	11	23.4	32	68.1	4	8.5	0	0

Item 25 in the table has a higher mean score than item 29, and they have a very close standard deviation (M=2.55, 2.15 respectively) (SD=.58, .55 respectively). It shows that the instructors agree that “H5P interactive tasks and videos in English save

energy and time for teachers”. The instructors also agree that “They try to be more flexible with the deadlines if students have technical problems (e.g. computer malfunction, internet connection problems, software issues)”.

Table 4. 4.

Descriptive Statistics Displaying Opinions of English Language Instructors on Online Teaching Due to the Pandemic in Terms of Technology for Questions 26, 27, 28

	Mean	SD	Always		Often		Sometimes		Never	
			n	%	n	%	n	%	n	%
26. I have had problems with my internet connection during online teaching	1.7	0.62	1	2.1	1	2.1	28	59.6	17	36.2
27. Students' low internet connection problems affects lessons negatively	2.23	0.56	2	4.3	8	17	36	76.6	1	2.1
28. Students' not having proper technological equipment affects lessons negatively (e.g. a working computer/camera/ sound system)	2.23	0.59	2	4.3	9	19.1	34	72.3	2	4.3

According to the items in Table 4.4, statement 26 has the lowest mean score ($M=1.7$) ($SD=.62$) both in this table and among all the items in the survey. It can be said that the instructors have not often “had problems with their internet connection during online teaching”.

Items 27 and 28 have the same mean scores ($M=2.23$) and a very close standard deviation ($SD=.56$, $.59$ respectively). Related to this, it can be said that most of the instructors have not experienced these cases and think that sometimes “Students’ low internet connection problems affect lessons negatively”, and “Students’ not having proper technological equipment affects lessons negatively (e.g. a working computer/camera/ sound system)”.

English language instructors’ opinions on online teaching due to the pandemic in terms of assessment, which are covered in items 30-33 in the survey are revealed in Table 4.5. below.

Table 4. 5.

Descriptive Statistics Displaying Opinions of English Language Instructors on Online Teaching Due to the Pandemic in Terms of Assessment

	Mean	SD	Strongly Agree		Agree		Disagree		Strongly Disagree	
			n	%	n	%	n	%	n	%
30. It is tiring to grade and give feedback to assignments and exams on the computer for long hours	3.13	0.87	20	42.6	14	29.8	12	25.5	1	2.1
31. I am concerned about cheating in online assessment	3.11	0.78	16	34	21	44.7	9	19.1	1	2.1
32. Content of English exams in the department can be arranged in such a way to prevent cheating	2.60	0.61	2	4.3	25	53.2	19	40.4	1	2.1
33. Safe Exam Browser (SEB) should be used for all online English exams in the department to prevent cheating	2.60	0.74	6	12.8	17	36.2	23	48.9	1	2.1

According to Table 1.5, question items 30 and 31 have very close mean scores ($M=3.13, 3.11$ respectively) ($SD=.87, .78$ respectively). The mean scores show that the participants agree that “It is tiring to grade and give feedback to assignments and exams on the computer for long hours” and “They are concerned about cheating in online assessment”.

Regarding items 32 and 33, in the table, they have the same but reasonably lower mean scores ($M=2.60$) ($SD=.61, .74$ respectively) than items 30 and 31. It indicates that the instructors agree that “Content of English exams in the department can be arranged in such a way to prevent cheating” and nearly half of the instructors disagree that “Safe Exam Browser (SEB) should be used for all online English exams in the department to prevent cheating”.

4.2.2. Qualitative Results

Question item 44 which is “what are the benefits of teaching English online at your institution?”, 45 which is “what are the challenges of teaching English online at your institution?”, and 47 which is “what are your suggestions for improving the effectiveness of online education to teach English at your institution” are open-ended questions designed for collecting qualitative data for the first research question in the study. The answers were analyzed through the constant comparison method where they were first transcribed and categorized under themes, and then grouped under repeated codes.

4.2.2.1. Benefits of Teaching English Online at the Instructors’ Institution

When the data was analyzed through the constant comparison method for question item 44, it was observed that the participants repeated 7 codes which are “flexibility of place and time”, “ease of use of online tools”, “student-centered course content”, “increase in student motivation”, “no need for classroom technology”, “good for health” and “administration support”. The codes related to the benefits of teaching English online at the instructors’ institution are provided in Table 4.6 below.

Table 4. 6.

Frequency of Codes in Relation to the Benefits of Teaching English Online at the Instructors' Institution

CODES	FREQUENCY (f)
Flexibility of Place and Time	16
Ease of Use of Online Tools	16
Student-Centered Course Content	8
Increase in Student Motivation	7
No Need for Classroom Technology	5
Good for Health	5
Administration Support	3

According to the table, the most repeated code in question item 44 is “flexibility of place and time”. Sixteen instructors ($f=16$) mentioned this issue as the benefit of teaching English online at their institution. The answers of the instructors show that they have benefited from online teaching in terms of the flexibility of place and time the most. In the survey, the instructors underlined the time-saving characteristic of online education.

Crowded classrooms are the number one benefit of going online. The students and teachers of MLD have to rush from one building to the other in 10 minutes when they teach face to face and parking is also a problem. [Participant with 13-18 months of online teaching experience]

It is also mentioned by the instructors that this rushing from one lesson to another may increase the stress level of both students and teachers. However, since in online education there are no such problems, the students cannot generate excuses related to these issues, which affects their paper submission positively.

(...) saving time and effort to reach the classroom conditions (distance, traffic, money, stress, and so on) and (...) I think students submit the tasks and HW papers in time for not having those excuses. [Participant with 19-24 months of online teaching experience]

The equally most repeated code regarding the benefits of teaching English online at the instructors' institution is "ease of use of online tools". Like the first code which is "flexibility of place and time" sixteen participants ($f=16$) mentioned this issue as the benefit of teaching English online. As is observed in the answers, the instructors find online education beneficial since they can utilize online tools in their lessons, which saves time and energy for them. They also underline the issue of a decrease in paper usage in online lessons.

We reduced paper waste enormously. I no longer collect papers, articles, outlines. I will continue to use online tools even if we are back at school. Using the LMS more efficiently and allowing students to keep track of course content and assignments. [Participant with 19-24 months of online teaching experience]

The efficiency of the LMS at their institution was also highlighted by some instructors.

The learning management system is perfect. Everything can be neatly organized for students. [Participant with 19-24 months of online teaching experience]

It was reported by some of the instructors that technological tools used in online lessons increase the interactivity during the lessons.

Using technological methods more frequently, saving time, being more interactive with the help of different tools. [Participant with 19-24 months of online teaching experience]

The instructors stated that H5P videos which were prepared by the administration helped them a lot since they save time in teaching input materials.

The only benefit I can think of is the H5P videos prepared by the department. They really took a giant load off our back. [Participant with 13-18 months of online teaching experience]

Online teaching especially in the input materials makes us save time; it takes less time to convey the information via online tools than trying to present it in class. [Participant with 19-24 months of online teaching experience]

Additionally, various digital tools that can be applied in online lessons were provided as examples that make the activities in online lessons easier than the traditional ones.

We can make use of tools such as Padlet, Linoit, Google docs, Google forms, Nearpod, etc. more compared to face-to-face lessons. It is easier for students to get together in breakout rooms and work collaboratively on tasks using such tools/platforms/websites. It is also easier for them to use online resources such as dictionaries, encyclopedias, etc. Conducting listening tasks (playing, pausing, rewinding, etc.) is also easier in online education. [Participant with 19-24 months of online teaching experience]

Furthermore, one of the instructors underlined that with the usage of online tools the motivation of the students increased as well.

Online tools are more effective in motivating the students. [Participant with 19-24 months of online teaching experience]

According to the statements of some teachers, some of the classrooms lack technological equipment. However, since they can use these tools in online lessons, they feel more up-to-date in English language teaching.

Easier to use online tools during online lessons because some classrooms we are given are not equipped with sufficient technology. We are more up-to-date in our field. [Participant with 19-24 months of online teaching experience]

Another teacher stressed the practicality of online tools, especially for speaking feedback, and mentioned the practicality of breakout rooms in some of the tasks during the lesson.

Giving feedback to some speaking tasks is more practical. Easy to share something with students. Breakout rooms are practical for some in-class tasks. [Participant with 19-24 months of online teaching experience]

The next code related to the benefit of teaching English online is “student-centered course content”. The code was repeated eight times ($f=8$). The instructors believe that in online education they have started to use some materials created specifically for online lessons and they find them useful for various reasons.

I can hold asynchronous classes for long reading texts and this way students do not feel stuck in between class time limits, by reading at their own pace and time they like. [Participant with 19-24 months of online teaching experience]

The importance of having organized materials was underlined by some of the instructors. One of the teachers stated the issue of autonomous learning of the students.

As long as we have structured materials (handouts, videos, etc.), students will benefit a lot. They can study on their own, materials can be used in the way we want. [Participant with 19-24 months of online teaching experience]

The following code that appears as the benefit of teaching English online is “increase in student motivation”. Seven answers ($f=7$) are related to this code. The instructors mention the increase in the participation of their students.

I feel like students, all students, could participate more. [Participant with 13-18 months of online teaching experience]

According to the teachers’ opinions, students’ learning habits changed with the tasks covered outside the class in online education, and became less dependent on their teachers in their learning process. In addition to that, it was believed that the attendance of the students got higher.

Reading extensively (outside the class) has been a habit for the students. Students started to read the instructions and things posted in the LMS more carefully. Interestingly, attendance was higher in the last term. I think the last three were because of students’ getting used to taking their own responsibility. [Participant with 19-24 months of online teaching experience]

As it was stated by an instructor, online education is beneficial since they can easily meet the needs of their students by utilizing some online tools.

I think we have very skilled and brilliant students. The online medium gives us a chance to satisfy our students' needs easily. [Participant with 19-24 months of online teaching experience]

The issue of disabled students’ acquiring equal education was reported by one of the instructors.

Enables a possibility for all types of learners to fully acquire the deserved education. For instance, disabled students have the chance to reach the instructor at any time

without feeling frustrated and the instructor is able to tailor the class contents accordingly. [Participant with 19-24 months of online teaching experience]

“No Need for Classroom Technology” is the next repeated code the instructors mentioned as the benefit of teaching English online. It appeared five times ($f=5$) in question item 44. The answers of the participants illustrated that the instructors may face some technical difficulties in the classrooms due to a lack of devices, which makes teaching difficult for the instructors. However, they state that in online education they do not have such concerns.

When teaching at the campus there are many technical and technological difficulties. Carrying laptops, speakers all around the campus or sometimes trying to find the right person to operate the locked machines in classes becomes a burden. Or at other times you go into class to find that the projector is not functioning. In ENG 102, for example, we need to teach how to search for sources in the library, and also online. So, when you run into such difficulties in class this is something very difficult to do. [Participant with 19-24 months of online teaching experience]

The following code mentioned by the instructors is “good for health” which was repeated 5 times ($f=5$). As it is observed from the answers, the health issue is another benefit of online education during the pandemic since it keeps both teachers and students safe.

Under today's circumstances, it is healthier. [Participant with 19-24 months of online teaching experience]

The last code that emerged as the benefit of teaching English online at the instructors' institution is “administration support”. It appeared three times ($f=3$) in the answers. The participants' answers showed that the administration in their department is helpful and knowledgeable, which is another factor that makes online education beneficial for the instructors.

Everyone in administration is very knowledgeable and practical about online education. They are always available and ready to help. They consider all we need in advance and arrange everything accordingly. (E.g. rubrics being uploadable on Turnitin, online sessions on tools, how-to documents, and videos in detail, etc.). [Participant with 19-24 months of online teaching experience]

4.2.2.2. Challenges of Teaching English Online at the Instructors' Institution

Question item 45 aims to find an answer to the challenges of teaching English online at the instructors' institution. When the qualitative data was analyzed through the constant comparison method, 9 codes were identified, which are “decrease in motivation”, “lack of camera view”, technical problems”, “lack of interaction”, “room for cheating”, “lack of study rooms”, “high student number”, “physical problems” and “difficulty in speaking tasks”. In the table below, the codes about the challenges of teaching English online at the instructors' institution are displayed.

Table 4. 7.

Frequency of Codes in Relation to the Challenges of Teaching English Online at the Instructors' Institution

CODES	FREQUENCY (<i>f</i>)
Decrease in Motivation	9
Lack of Camera View	9
Technical Problems	9
Lack of Interaction	8
Room for Cheating	6
Lack of Study Rooms	4
High Student Number	3
Physical Problems	3
Difficulty in Speaking Tasks	2

One of the most repeated codes by the instructors related to the challenges of teaching English online at their institution is “decrease in motivation” which was repeated nine times ($f=9$) in the data. They believe that online education affects the motivation of both teachers and students negatively.

On the motivational aspect, I feel drained trying so hard to maintain students' motivation when I have very little left to do so myself. [Participant with 19-24 months of online teaching experience]

The statements of the teachers illustrate the relationship between being on campus as a student and students' level of motivation in their lessons. Since they are far from the opportunities of campus life in various aspects, students lose their motivation correspondingly.

The challenge of making them feel that they are university students when they are not truly on the campus. [Participant with 19-24 months of online teaching experience]

Another most repeated code is "lack of camera view" which was mentioned by the instructors as the challenge of teaching English online at their institution. It occurred nine times ($f=9$) in question item 45. In online lessons, students have the chance to turn off their cameras, however, the instructors believe that it negatively affects the motivation of both sides.

Students' not turning on their cameras leads to a lower level of motivation both in students and instructors. [Participant with 19-24 months of online teaching experience]

One of the teachers provided a different perspective on camera usage in online lessons.

Students who see our courses as a burden among all the other "serious" courses they take prefer not to turn on their cameras or not to attend classes. [Participant with 19-24 months of online teaching experience]

The next equally observed code is "technical problems" which was mentioned nine times ($f=9$) by the instructors. From the participants' answers, it can be understood that technical issues are observed as another challenge of online teaching since the technical problems that are encountered by both instructors and students may disrupt the process of teaching and learning.

Connection issues. As an example, the electricity went off a couple of weeks ago and my phone was not charged. So, I could not connect from my hotspot. I had to cancel the lesson. And many students around where I live experienced the same issue. Now I make sure that both my computer and phone are fully charged at all times. [Participant with 19-24 months of online teaching experience]

It was also reported that the economic level of state university students may pose some limitations in affording their technical problems, thus it affects their attendance adversely.

Because it is a state university, our students may face some technical problems and they cannot afford to fix those problems in time, hence they cannot attend the classes properly. [Participant with 19-24 months of online teaching experience]

From the answers of the teachers, it could be understood that the problems related to internet connection or some technical difficulties diminished towards the end of the online education.

Especially at the very beginning internet connection and technical difficulties posed challenges. Later on, these seem to have been minimized. [Participant with 19-24 months of online teaching experience]

The following code is “lack of interaction” which was mentioned eight times ($f=8$). The participants’ statements reveal that in online education lack of interaction is another challenge that harms teaching since it does not create the effect of a real class.

Not providing real interaction, the feeling of isolation because of seeing everyone behind a screen. [Participant with 19-24 months of online teaching experience]

It was also mentioned that the breakout rooms whose purpose is to increase interaction, it was considered to be taking so much time from the teachers’ perspective.

Not being able to reach very shy students, not feeling the real sense, not hearing different groups speaking activities at the same time (as I would walk around the class. It is hard to switch from one breakout room to another and it takes too much time). [Participant with 19-24 months of online teaching experience]

Another response was related to the importance of understanding the reaction of their students when seeing new material.

There happened some cases when I desperately needed to have eye contact to see the students' reaction to the new material. [Participant with 19-24 months of online teaching experience]

The answers of the instructors reveal that in online lessons it may be difficult to create a sense of community due to the lack of social relations ensured outside the classes.

No development of a sense of community. Not having social relations with peers/teachers, no participation in extracurricular events. [Participant with 19-24 months of online teaching experience]

The other code which was repeated in the data six times ($f=6$) is “room for cheating”. The answers demonstrate that the instructors consider the possibility of cheating as a challenge in online education not only at their institution but also in general.

I believe (and also read) that online education has caused cheating to increase. This is not peculiar to our institution, but I think we have made it far easier to cheat by allowing for long submission hours. [Participant with 13-18 months of online teaching experience]

They also have some concerns about being fair to those who do not cheat in the exams.

Online exams and cheating. Demotivating for us teachers but more importantly very unjust for those who are genuinely doing their own work and want to learn. Online exams and assignments encourage even those students who would have attempted to write their own work to plagiarize. [Participant with 19-24 months of online teaching experience]

“Lack of study rooms” was mentioned in the data four times ($f=4$). The lack of a proper place for students to be able to attend the classes properly is another challenge mentioned by the instructors.

The study rooms where students can join online sessions are not enough in number. The departments are not helpful in providing work/study spaces. So sometimes students can't join the classes, or they cannot participate actively. [Participant with 13-18 months of online teaching experience]

Students need to be provided with proper places to attend the lessons. We need satellite places with proper devices for students who need the space and devices. [Participant with 19-24 months of online teaching experience]

The next code for the challenge of the participants at their institution while teaching English online is “high student number” which was mentioned by three instructors ($f=3$). According to the instructors, it becomes difficult for the teachers to manage the process of teaching and for the students to benefit from the lessons.

I see no challenges other than the big class sizes and exam security. It is far too difficult to teach 25 students on average per class because when the number is bigger you have less control over the breakout rooms; the frequency of connection problems, etc. increases; and specifically, live feedback becomes too demanding (I sometimes give live feedback to groups on a shared google doc.). [Participant with 19-24 months of online teaching experience]

The next code observed in the data is “physical problems” which was mentioned three times ($f=3$) in the answers of the instructors in question item 45. The instructors consider physical problems caused by working in front of the computer for long hours as another challenge of online education.

Aches in the back and neck, eye irritation, the anxiety that something might go wrong any moment. [Participant with 13-18 months of online teaching experience]

During grading, I felt really exhausted and tired. [Participant with 19-24 months of online teaching experience]

The last code observed in the answers is “difficulty in speaking tasks”. It was mentioned twice ($f=2$) in the data as a challenge for the instructors’ teaching English online at their institution. The teachers believe that especially speaking tasks lack real interaction.

Speaking activities continue to be a challenge. I think at their homes, students do not feel like they are actually interacting with someone. And this is reflected in the class. [Participant with 19-24 months of online teaching experience]

4.2.2.3. Suggestions of the Instructors for Improving the Effectiveness of Online Education to Teach English at Their Institution

Question item 47 is prepared to collect qualitative data for the first research question. When the data was analyzed through the constant comparison method, fourteen instructors ($f=14$) said that they have no suggestions, and from the other answers 6

codes emerged, and they are “adaptation of course content”, “face-to-face exams”, “overcoming technical problems”, “need for training sessions”, “better physical conditions for students” and “having camera view”. In table 4.8, the codes that appeared in this question were provided below.

Table 4. 8.

Frequency of Codes in Relation to the Suggestions of the Instructors for Improving the Effectiveness of Online Education to Teach English at Their Institution

CODES	FREQUENCY (<i>f</i>)
Adaptation of Course Content	10
Face-to-Face Exams	6
Overcoming Technical Problems	5
Need for Training Sessions	5
Better Physical Conditions for Students	4
Having Camera View	4

In the data, the most repeated code is “adaptation of course content”. It was mentioned ten times ($f=10$) by the instructors when making suggestions for improving the effectiveness of online education to teach English at their institution. They propose blended teaching for their lessons. Moreover, for effective learning, they underline the significance of quality online materials and instructors' competence in technology.

I think if the exams and graded activities and the speaking skills components are done face to face, online teaching can be quite effective with well-prepared interactive online input materials and a tech-literate, motivated instructor.
[Participant with 19-24 months of online teaching experience]

“Face-to-Face Exams” is the second most repeated code by the participants. It appeared in the data six times ($f=6$). Although they stated that they use SEB for their exams, they have some concerns about students' cheating in the online exams.

I think everything is running smoothly as it is. We need to be careful with cheating issues, but we have SEB [Safe Exam Browser] for the time being. [Participant with 19-24 months of online teaching experience]

We need to find a solution to cheating. Assessment component could have been face-to-face. [Participant with 19-24 months of online teaching experience]

The following code that appeared as a suggestion to improve the effectiveness of online education is “overcoming technical problems” which was repeated five times ($f=5$) by the instructors. The instructors believe that no matter how hard they try in their lessons if they cannot eliminate technical limitations, they cannot expect quality education.

As long as it is on a virtual platform- no way out! We do our best, we try many possible methods, but the problem is the difficulty of interaction and technical problems. [Participant with 19-24 months of online teaching experience]

Equally mentioned another code is “need for training sessions” which appeared five ($f=5$) times as a suggestion. As it can be understood from the answers, the instructors believe that it is beneficial to have pieces of training organized by trainers qualified in online education.

Training from trainers specifically qualified in this area. [Participant with 19-24 months of online teaching experience]

One of the instructors stressed the benefit of the sharing sessions conducted in their departments and how they were helpful for the teachers.

I think our sharing sessions are really helpful in finding out new ways, techniques, etc. [Participant with 19-24 months of online teaching experience]

The following code that appeared four times ($f=4$) in the data is “better physical conditions for students”. As it is reported by some of the instructors, in online lessons a comfortable place where students can participate in the lesson without being disturbed is necessary.

Students must have a reliable internet connection, a safe and comfortable place where they can join the class and talk without fearing to disturb someone else. [Participant with 13-18 months of online teaching experience]

In the survey, some teachers had suggestions related to the class size.

Limiting the number of students to 20-21, which the administration of my department successfully did. [Participant with 19-24 months of online teaching experience]

The last code is “having camera view” which appeared four times ($f=4$) in the data. The instructors’ answers show that they suggest turning the students’ cameras on to make online teaching more effective at their institution during online education.

All the cameras should be on during class hour. [Participant with 19-24 months of online teaching experience]

4.2.3. Comparison of the Answers in Quantitative and Qualitative Parts Related to Instructors’ Opinions on Benefits, Challenges of, and Suggestions for Online Education

The current study is a convergent design mixed method where both the quantitative and qualitative findings in the data are compared. The first research question of the study aims to reveal instructors’ opinions about the benefits, challenges of, and suggestions for online teaching in their institutional setting in terms of instruction, interaction, technology, and assessment. In the survey question items between 12 and 33 are prepared to answer the first research question in the quantitative method, and question items 44, 45, and 47 are prepared to find an answer in the qualitative method. The answers of the instructors to the Likert-Scale questions in the quantitative part are observed to be parallel with the codes that emerge from their answers to the open-ended questions in the qualitative part of the study. In terms of instruction, the participants agree that online education is effective in teaching vocabulary, reading, listening, speaking, and writing. They also believe that the course content of English courses in their departments is appropriate for online education. However, the instructors are observed to believe that online education has some challenges related to interaction. They state that the fact that the students do not turn on their cameras during the lesson weakens the interaction, and it lowers both the motivation of the instructors and the students. They also believe that virtual classes are not like a real class atmosphere, which they think is something negative.

Regarding technology, the instructors find online education both effective and challenging. They find it beneficial since they do not need to find a classroom having properly working technical devices on campus, and also, they find online tools effective and motivating for the students. However, they see it as a challenge since both the instructors and the students may have some technical problems during the lessons and because the students may not have working devices. Related to technology, the instructors suggest that the university should provide both the instructors and the students with technical equipment. As to the assessment issue, the instructors think that it is tiring to give feedback in front of the computers for long hours, and also, they are concerned about the cheating issue. They state that they cannot be sure whether the paper originally belongs to the student. As a suggestion, the participants suggest that SEB [Safe Exam Browser] could be used or exams can be conducted face-to-face. One issue that is not covered in the quantitative part but mentioned by the instructors as a challenge is the lack of study rooms for the students to participate in online lessons properly. As a suggestion for this problem, the participants state that the university should prepare a place for the students who participate in online lessons.

4.3. Results Related to the Instructors' Adaptation to New Practices in Online English Teaching

Research Question 2: How have the instructors adapted to the new practices in online English teaching?

4.3.1. Quantitative Results

To answer the second research question of the study, descriptive statistics and frequency analyses in SPSS were used to examine the data through means, standard deviation, numbers, and percentages in SPSS. In the survey, the items between 34 and 40 refer to the second research question of the study. While coding the items in SPSS, “5” stands for “Strongly Agree”, “4” stands for “Agree”, “3” stands for “Disagree”, “2” stands for “Strongly Disagree” and “1” stands for “N/A”. The mean scores of the question items will be interpreted according to these codes.

The results of the question items between 34 and 40 regarding how the instructors have adapted to the new practices in online English teaching are shown in Table 4.9 below.

Table 4. 9.

Descriptive Statistics Displaying how the instructors have adapted to the new practices in online English teaching

	Mean	SD	Strongly Agree		Agree		Disagree		Strongly Disagree	
			n	%	n	%	n	%	n	%
34. I have learned new teaching skills and methods in online education	3.28	0.71	20	42.6	20	43	7	15	0	0
35. I have become more flexible with students' course related problems (e.g. attendance, participation, late assignment submissions)	2.98	0.76	12	25.5	23	49	11	23	1	2.1
36. I have become more accessible to my students via e-mail and/or mobile phone	3.02	0.79	14	29.8	21	45	11	23	1	2.1
37. I have had difficulty in adapting materials for online English lessons	1.83	0.56	0	0	4	8.5	31	66	12	26
38. I have received help from the administration in dealing with the problems in online education	3.26	0.73	19	40.4	22	47	5	11	1	2.1
39. I have received help from colleagues in dealing with the problems in online education	3.15	0.65	14	29.8	26	55	7	15	0	0
40. I have solved the problems I experienced in online education by trial and error method	3.18	0.56	12	25.5	31	66	4	8.5	0	0

According to Table 4.9, item 34 has the highest mean score ($M=3.28$) ($SD=.71$). It shows that the participants agree that “They have learned new teaching skills and methods in online education” during online education.

In the table, it is displayed that the participants mostly agree with the statements that “I have become more flexible with students’ course-related problems (e.g. attendance, participation, late assignment submissions)” and “I have become more accessible for my students via e-mail and/or mobile phone”. The mean scores for items 35 and 36 are 2.98, and 3.02 respectively ($SD= .76, .79$ respectively).

The lowest mean score belongs to item 37 ($M=1.83$; $SD=.56$). It shows that nearly all the participants disagree that “They have had difficulty in adapting materials for online English lessons”.

Related to the statements on dealing with the problems in online education, the highest mean score belongs to item 38 ($M=3.26$; $SD=.73$). It can be concluded that most of the participants agree that “They have received help from the administration in dealing with the problems in online education”.

In the table, items 39 and 40 have similar mean scores ($M=3.15, 3.18$ respectively) ($SD=.65, .56$ respectively). According to these scores, it can be concluded that the instructors agree that “They have received help from colleagues in dealing with the problems in online education” and also “They have solved the problems I experienced in online education by trial and error method”.

4.3.2. Qualitative Results

Question item 46 which is “How have you adapted to new practices in online English teaching” was prepared to collect qualitative data for the second research question in the study. The answers given to this open-ended question were first transcribed and categorized under themes, and then grouped under repeated codes.

4.3.2.1. How the Instructors Adapted to New Practices in Online English Teaching

In the data collected from the participants for question item 46, six codes are “richness of online tools”, “departmental help”, “trial and error method”, “online educational videos”, “authentic internet sources”, and “being flexible”. In addition to these codes, four ($f=4$) instructors said they were already familiar with the system, and two ($f=2$) instructors said that they did not adapt to online English teaching. In the table below, the codes related to the adaptation of the instructors to new practices in online English teaching are provided.

Table 4. 10.

Frequency of Codes in Relation to Instructors’ Adaptation to New Practices in Online English Teaching

CODES	FREQUENCY (f)
Richness of Online Tools	9
Departmental Help	6
Trial and Error Method	4
Online Educational Videos	2
Authentic Internet Sources	2
Being Flexible	2

The first and most repeated code in the data which was repeated nine times ($f=9$) is “richness of online tools”. According to the instructors’ opinion, while adapting to online education, they benefited from using a variety of online tools for different purposes. The teachers also mentioned that they used breakout rooms of online platforms and the LMS at their institution to motivate their students and meet their needs.

I have learned to effectively use breakout rooms, give feedback on Turnitin and the LMS assignments, incorporate videos and sound recordings into Zoom sessions, do more learner-centered activities in the hope that it will motivate students and give

me the chance to assess students and adjust to their needs. I have also tried numerous online tools like Quizlet, Kahoot, Padlet, Screencastomatic, LMS quiz, and become familiar with their advantages and disadvantages. [Participant with 19-24 months of online teaching experience]

The second most repeated code in the answers of the instructors is “departmental help”. 6 participants ($f=6$) mentioned “departmental help” as an answer for their adaptation to new practices in online English teaching. The instructors underlined the support of the administration in their department during this transition period such as the documents on “how-to” videos that guided the teachers on how to do various tasks in online education. In addition to this, they mentioned the workshops conducted by colleagues and the administration.

The workshops given by colleagues and department and the documents provided have helped a great deal, especially in terms of administering tasks on the LMS. [Participant with 19-24 months of online teaching experience]

One of the instructors stated that the Moodle team of the university was also helpful for the teachers in their adaptation to online teaching.

We had training sessions in the department, I used Google, I asked questions to my friends and our university's Moodle team. [Participant with 19-24 months of online teaching experience]

The following code that emerged in the answers of the participants regarding how they adapted to new practices in online teaching is the “trial and error method”. 4 participants ($f=4$) mentioned this issue. The instructors’ responses showed that they got used to the practices and tools in online education by trial and error method.

Practice makes perfect. As with any new method, online teaching has also become easier and more manageable in time. As we continue with online teaching each term I learn something new and enjoyable about it. I have started to make use of an extra teaching platform each term, which makes teaching more interesting and meaningful for me. [Participant with 19-24 months of online teaching experience]

While explaining how the instructors adapted to new practices in online English teaching, 2 instructors ($f=2$) mentioned “online educational videos”. According to the answers of the teachers, they benefited from expert videos on YouTube.

By following videos of experts, trying out their suggestions, creating opportunities to try new things in the online class. [Participant with 19-24 months of online teaching experience]

“Authentic internet sources” is another code that appeared in the data. Two ($f=2$) instructors stated that by using the sources on the internet such as authentic materials for reading or by just screen sharing, as the other teacher mentioned, they adapted to online teaching.

For instance, to talk about reading classes; it was much easier to scroll in authentic materials, to follow recent agenda by checking online magazines and newspapers. [Participant with 19-24 months of online teaching experience]

The next code which is “being flexible” to adapt to online teaching was mentioned by two instructors ($f=2$). The teachers reported why they had to be more tolerant and flexible with their students.

I have become more flexible since some of the students are really facing some difficulties. [Participant with 19-24 months of online teaching experience]

4.3.3. Comparison of the Answers in Quantitative and Qualitative Parts Related to Instructors’ Adaptation to New Practices in Online English Teaching

Since this study is a convergent design mixed method, both the quantitative and qualitative findings in the data are compared. The second research question of the study aims to reveal how the instructors have adapted to the new practices in online English teaching. The survey question items between 34 and 40 aim to answer the second research question in the quantitative method, and question item 46 is prepared to find an answer in the qualitative part. When the answers of the instructors are compared in both parts of the survey, it is observed that their answers are parallel with each other. Regarding their adaptation to new practices in the quantitative part, the instructors agreed that they have learned new teaching skills and methods in online education. Parallel to this, in the qualitative part, they stated that they utilized online tools, videos, and internet sources to adapt to new practices in online English teaching. In both parts of the survey, the instructors said that they received help from the administration and benefited from the materials prepared by

the administration. They also pointed out that colleagues and the workshops helped their transition to online education, and finally they mentioned that they solved their problems by trial and error method in this period.

4.4. Results Related to the Attitude of Language Instructors Towards Further Implementation of Online English Courses in Their Institution

Research Question 3: What is the attitude of language instructors towards further implementation of online English courses in their institution?

4.4.1. Quantitative Results

In the survey, question number 41a which asks the participants to choose their preference for their “attitude towards further implementation of online English courses in your institution once the pandemic is over” aims to find an answer to the research question 3. 30 out of 47 participants prefer to continue with Blended education to teach English in all of their courses, which equals to 63.8 % of the instructors. 9 instructors which comprise 19.1 % of the participants prefer to continue with Face to Face education to teach English in all of their courses. Finally, 8 instructors which consist of 17 % of all the participants prefer to continue with fully online education to teach English in all of their courses.

The numbers and percentages displaying instructors’ attitudes towards further implementation of online English courses in their institution once the pandemic is over in the quantitative phase are provided in Table 4.11 and Figure 4.1 below.

Table 4. 11.

Instructors' Attitude Towards Further Implementation of Online English Courses in Their Institution Once the Pandemic is Over in Quantitative Phase

Instructors' Attitude Towards Further Implementation of Online English Courses	Number	Percentage
I prefer to continue with Blended education to teach English in all of my courses	30	63.8
I prefer to continue with Face to Face education to teach English in all of my courses	10	21.2
I prefer to continue with fully Online education to teach English in all of my courses	7	15

4.4.1. Quantitative Results

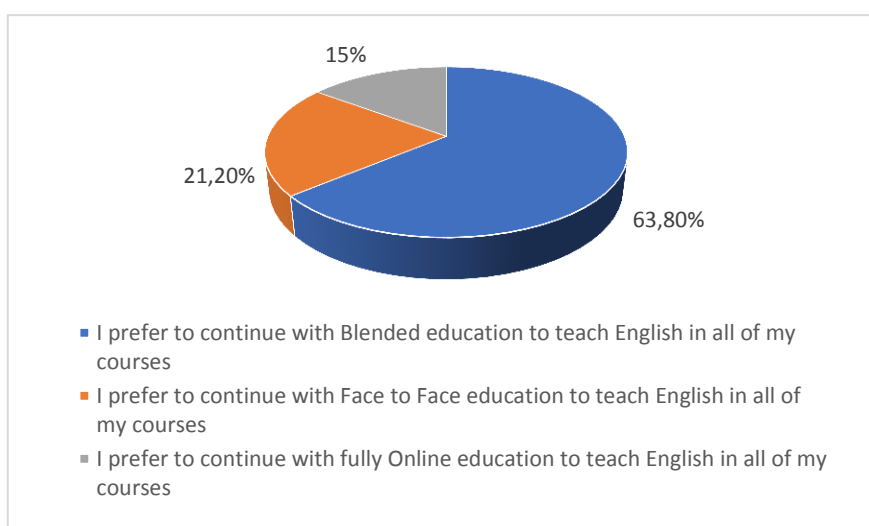


Figure 4. 1. Instructors' Attitude Towards Further Implementation of Online English Courses in Their Institution Once the Pandemic is Over in Quantitative Phase

4.4.2. Qualitative Results

To find an answer to the third research question in the study, in item 41b in the survey, the participants were asked for the reason for their preferences for their attitude toward further implementation of online English courses in their institution once the pandemic is over. For this item, the qualitative data was analyzed through the constant comparative analysis method. Since there are 47 participants in the study, first, the answers were transcribed and categorized under themes, then the repeated themes were identified and grouped under the codes for the options of “blended education”, “face-to-face education”, and “online education for all courses” separately.

4.4.2.1. Instructors’ Reasons for their Blended Education Once the Pandemic is Over

Among the options provided for item 41b, the participants preferred to continue with blended education to teach English in all of the courses the most. The codes that emerged in the data collected to reach an answer to research question 3 are “suitable course content”, “gained technology skills”, “possibility of cheating”, “saving time”, and “good for health”. 4 out of 30 answers were also collected under the code of “other” due to the content of these answers. The codes that emerged for the attitude towards blended education are displayed in Table 4.12 below.

Table 4. 12.

Frequency of Codes in Relation to Instructors’ Attitude Towards Blended Education

CODES	FREQUENCY (<i>f</i>)
Suitable Course Content	14
Gained Technology Skills	5
Possibility of Cheating	4
Saving Time	2
Good for Health	1
Other	4

The first most repeated reason among the instructors' preferences for blended education once the pandemic is over is "suitable course content". 14 ($f=14$) out of 30 participants who prefer blended education provided "suitable course content" as their reason. Many instructors reported that their course content is suitable for blended teaching.

I can teach strategies of academic skills in online classes and practice them in face-to-face classes. I do not think we need to go to classes for lecturing sessions. [Participant with 19-24 months of online teaching experience]

The second most repeated reason among the instructors' preferences for blended education once the pandemic is over is "gained technology skills". 5 ($f=5$) out of 30 participants who prefer blended education provide "gained technology skills" as their reason. The answers of the instructors showed that they have learned a lot about technological tools during this transition period and they stated that the future of education will be more digitalized, thus it would be better to utilize these tools in teaching as well.

I believe that I have learned many new tools and techniques to be used in class. Why leave them? I think a blended option deserves considering for the following semesters as well regardless of Covid cases. [Participant with 13-18 months of online teaching experience]

As human experience is getting more and more digitized, it is a good idea to have online tools as a medium. [Participant with 19-24 months of online teaching experience]

The third most repeated reason among the instructors' preferences for blended education once the pandemic is over is "possibility of cheating". 4 ($f=4$) out of 30 participants who prefer blended education provided "possibility of cheating" as their reason. As it is understood from the response of the participant, although the system in online education works well, the assessment part must be conducted face-to-face due to cheating issues.

I personally would like to continue to teach online (forever!) but maybe some of the assignments could be (and should be) done face-to-face, at least the final exam. In short, online education has worked well (for me) in language teaching but not for assessment, and this is why we should opt for blended education. [Participant with 19-24 months of online teaching experience]

The next code for the instructors' preferences for blended education, once the pandemic is over, is "saving time". 2 ($f=2$) participants who prefer blended education provided "saving time" as their reason. According to the instructors, input sessions are more suitable for online lessons since they are more practical, and save time and energy for teachers.

It is very practical to give some input online. It saves time and serves for self-learning abilities of most students. [Participant with 19-24 months of online teaching experience]

The least repeated reason among the instructors' preferences for blended education once the pandemic is over is "good for health". 1 ($f=1$) participant who prefer blended education provided "good for health" as a reason.

I do not believe that pandemic will be over any time soon. It looks like we will be forced to have face-to-face classes and I do not feel safe about that. This is why I picked the blended option. If the pandemic is totally over (after some years?), then I can choose face-to-face education since I believe it was the most effective and enjoyable one. [Participant with 19-24 months of online teaching experience]

4 ($f=4$) answers are grouped under the code of "others" since they cannot be evaluated under a certain code. According to an instructor, graduate or self-disciplined students can benefit from online education. However, the others may fail to follow the lessons and as a result, can fail.

Online education is quite effective (for graduate and more responsible students), however, undergraduate students are not self-disciplined enough to follow and focus on the lessons online. [Participant with 19-24 months of online teaching experience]

4.4.2.2. Instructors' Reasons for their Preference for Face-to-Face Education Once the Pandemic is Over

Among the options provided for item 41b, the next most preferred one is to continue with face-to-face education to teach English in all of the courses. The codes that emerged in the data collected to reach an answer to research question 3 are "nature of teaching", "motivation increase", and "human psychology". The codes that emerged for the attitude towards face-to-face education are displayed in Table 4.13 below.

Table 4. 13.

Frequency of Codes in Relation to Instructors' Attitude Towards Face-to-Face Education

CODES	FREQUENCY (<i>f</i>)
Nature of Teaching	4
Motivation Increase	3
Human Psychology	3

The first and the most repeated code for the attitude of the instructors towards further education once the pandemic is over is the “nature of teaching”. 4 ($f=4$) out of 10 instructors mentioned the nature of teaching for their preference for face-to-face education. The answer of the teachers showed that although they believe that online education has its own merits, they prefer face-to-face education because of human contact.

If the conditions require us to, we can all continue online. There are very clear physical benefits of online teaching. That being said, I think face-to-face education is more effective and is more in line with the nature of our job. Human contact and human touch are important. [Participant with 13-18 months of online teaching experience]

The second most repeated code for the attitude of the instructors towards further education, once the pandemic is over, is “motivation increase”. 3 ($f=3$) out of 10 instructors mentioned “motivation” for their preference for face-to-face education.

Motivation of students is very low, and participation decreases towards the end of the term and I cannot find a way to motivate them. [Participant with 19-24 months of online teaching experience]

Another code that was equally repeated in the attitude of the instructors towards further education, once the pandemic is over, is “psychological”. 3 ($f=3$) out of 10 instructors gave “psychological” reasons for their preference for face-to-face education.

Purely psychological reason. [Participant with 19-24 months of online teaching experience]

4.4.2.3. Instructors' Reasons for their Preference for Online Education for All Their Courses Once the Pandemic is Over

The least preferred option by the instructors related to their attitude towards further implementation of online English courses in their institution when the pandemic is over is to teach fully online in all their English courses. 7 ($f=7$) participants out of 47 chose fully online education. The codes that emerged in the collected data are “efficiency”, “good for health”, and “higher participation”.

The codes that emerged for the attitude towards fully online education are displayed in Table 4.14 below.

Table 4. 14.

Frequency of Codes in Relation to Instructors' Attitude Towards Fully Online Education

CODES	FREQUENCY (f)
Efficiency	5
Good for Health	1
Higher Participation	1

The first most repeated code for the tendency towards fully online education for future implementation is “efficiency”. It is preferred by 5 ($f=5$) instructors. According to what a teacher said, because of various reasons fully online education can be preferred in language teaching.

I believe it is possible to cover all the skills we need to cover in our courses through an online platform. Plus, we save time commuting, we save on gas and get rid of other transportation-related expenses. On top of it all, I now feel more motivated to go to class due to the many advantages provided by the online platform. [Participant with 19-24 months of online teaching experience]

The other code for the preference for fully online education is “health”. As an instructor pointed out that the risk of the pandemic continues especially in smaller classes, fully online education is the best option.

Because it is still risky to come together in small classes. [Participant with 13-18 months of online teaching experience]

The last code that emerged for fully online education is “higher participation”. One of the instructors believed that participation and attendance are higher in online classes than in face-to-face ones, the teacher preferred fully online education.

My students attended almost all the meetings online and participated well in the lessons. I am very happy with their performance and I have been constantly receiving positive feedback from them. If I had taught face to face, I would have more problems with regular attendance and submission of the assignments. [Participant with 19-24 months of online teaching experience]

4.4.3. Comparison of the Answers in Quantitative and Qualitative Parts Related to Instructors’ Attitude Towards Further Implementation of Online English Courses in Their Institution

In this part of the study which is a convergent design mixed method, both the quantitative and the qualitative findings of the third research question in the study are compared. The third research question aims to reveal the instructors’ attitude toward further implementation of online English courses in their institutions once the pandemic is over. In question item 41a, the participants are asked whether they prefer to continue with face-to-face education to teach English in all of their courses, fully Online education to teach English in all of their courses, fully Online education to teach English in some of their courses or Blended education to teach English in all of their courses. The quantitative results of this question are that out of 47 participants, 30 preferred to continue blended education, 10 preferred face-to-face in all their courses and 7 preferred to continue fully online. Question item 41b asks the participants to explain the reason for their preference of which mode of education they would like to continue with. When the findings both in the quantitative and the qualitative parts are compared, it is observed that the number of preferences in the quantitative part and the number of the codes that emerged in the qualitative art are

equal. For 30 instructors who prefer blended education, course content is the most common reason. The instructors believe that the content of the English courses in their department is suitable for asynchronous lessons. Another reason for choosing blended education is technology. They state that during online education they have learned many new skills and they especially would like to continue with H5P videos in asynchronous lessons in the future. Another reason mentioned by the instructors is cheating. Although they think that the content of English courses is appropriate for asynchronous lessons, they believe that to prevent cheating, the exams should be face-to-face. That blended education is time-saving and safe in terms of health issues are the other reasons for continuing with it. As to 10 instructors who favored face-to-face education, they believe that although some online resources can be used in their lessons, online education should not be the main mode of education, that in online education teachers' and students' motivation decreases, and that they missed real classroom atmosphere. For 7 instructors who chose fully online education, the reasons for their preference are the effectiveness of online education, the health issues due to the pandemic, and also the increase in the participation of the students in the lesson in online lessons.

4.5. Results Related to the In-Service Training Sessions in the Department During Online Education

Research Question 4: What are the instructors' in-service training support systems available for online teaching within the institution?

4.5.1. Quantitative Results

To answer the fourth research question of the study, items 42 and 43 were asked and descriptive statistics and frequency analyses in SPSS were used to examine the data out of these questions through means, standard deviation, numbers, and percentages in SPSS. While coding the items in SPSS, "Strongly Agree" is "5", "Agree" is 4, "Disagree" is "3", "Strongly Disagree" is "3", and "Other" is "1". The mean scores of the question items will be based on these codes during the interpretation.

The results of question items 42 and 43 regarding the instructors' opinions on in-service training support systems available for online teaching within the institution are shown in Table 4.15 below.

Table 4. 15.

Descriptive Statistics Displaying the Instructors' Opinions on In-Service Training Support Systems Available for Online Teaching Within the Institution

	Mean	SD	Strongly Agree		Agree		Disagree		Strongly Disagree		Other	
			n	%	n	%	n	%	n	%	n	%
42. I have benefited from the in-service training sessions in the department during online education (e.g., the LMS, video teaching platforms, etc.)	3.32	0.75	20	42.6	24	51	2	4.3	0	0	1	2.1
43. I have benefited from "How to" videos prepared by the department (e.g. How to use Turnitin, the LMS)	3.54	0.71	28	59.6	18	38	0	0	0	0	1	2.1

As can be seen in Table 4.15, for survey item 42 which is “I have benefited from the in-service training sessions in the department during online education (e.g., the LMS, video teaching platforms, etc.)”, the mean score is 3.32 (SD=.75) and for the survey item 43 which is “I have benefited from “How to” videos prepared by the department (e.g. How to use Turnitin, the LMS)”, the mean score is 3.54 (SD=.71). The mean score for both of the items is high, and it shows that the instructors have benefited both from in-service training sessions in the department and “How to” videos prepared by the department. The mean score for item 43 is higher than the previous one, which indicates that the participants have benefited from “How to” videos prepared by the department more. For item 42, one participant (N=1) chose “Other” as an answer explaining that she did not take the in-service training sessions during the pandemic. As to item 43, one participant (N=1) answered as “Other” and explained that she watched maybe only 1 or 2 training sessions.

4.6. Results Related to the Suggestions of the Instructors for In-Service Training in Their Institution During Online Teaching

Research Question 5a: What are the suggestions of the instructors for in-service training in their institution during online teaching?

4.6.1. Qualitative Results

To find an answer to research question 5a in the study, in items 48 and 49 in the survey, the participants were asked respectively “what other in-service training support systems they would like to have for online English teaching within the institution more” and “what other in-service training support systems they would like to have for online English teaching within the institution less”. For this item, the qualitative data was analyzed through the constant comparative analysis method. The first step of the analysis for this item was to transcribe the data and code it. Following these steps, the repeated themes were identified and grouped under the codes.

4.6.1.1. In-Service Training Support Systems Instructors Would Like to Have for Online English Teaching Within the Institution More

For question item 48 asking what other in-service training support systems they would like to have for online English teaching within the institution more, out of 36 valid answers, 17 instructors think that they have received sufficient and efficient in-service training support by the Professional Development Unit (PDU) and the administration, and 19 instructors suggested more in-service training support. The codes that emerged through the analysis of these suggestions are “technology”, “lesson content”, “LMS”, “expert opinion” and “chance of peer observation”.

The codes that emerged for the in-service training support systems they would like to have for online English teaching within the institution more are displayed in Table 4.16 below.

Table 4. 16.

Frequency of Codes in Relation to In-Service Training Support Systems Instructors Would Like to Have for Online English Teaching Within the Institution More

CODES	FREQUENCY (<i>f</i>)
Technology	8
Lesson Content	4
LMS	3
Expert Opinion	2
Chance of Peer Observation	2

According to the table, the most repeated code related to what the instructors would like to have for online English teaching within the institution more is “technology”. 8 ($f=8$) instructors suggested more in-service training support related to technology. According to the answers of the instructors, they would like to have training sessions on online teaching tools, how to provide feedback in online environments, how to prepare interactive content, more software to support exams, and lesson planning.

I would just feel the need if there were any new applications or programs that I have to use, to get some training for them. [Participant with 19-24 months of online teaching experience]

The second most repeated code among the instructors' suggestions for more in-service training support is “lesson content”, which is 4 ($f=4$) out of 19 suggestions. The answer of one of the instructors reveals that there may be further training sessions on the course content to solve some of the problems faced in different skills in language education.

If online teaching becomes the norm, then we might consider new training sessions on how to do reading and listening online because low internet speed makes it really hard to listen and watch content altogether. We might need some new strategies. The same goes for reading too. More efficient ways of dealing with extensively read reading texts might be considered. [Participant with 19-24 months of online teaching experience]

The next code repeated in the participants' suggestions is “LMS”. 3 ($f=3$) instructors suggested receiving more in-service training about the LMS in their institution.

I would like to learn how to add and delete columns on the LMS so that I don't have to bother [the administration] when I need help. [Participant with 19-24 months of online teaching experience]

As it is seen in the table, the next repeated code is “expert opinion”. 2 ($f=2$) out of 19 participants suggested more in-service training support on “expert opinion”. The teachers would like to learn from expert trainers how the English language is taught online at different universities

Trainers qualified in this area. Sample cases of how EAP is handled online in other institutions. [Participant with 19-24 months of online teaching experience]

It was also reported by another teacher that they would like to learn about different kinds of online activities and tasks that can be used to have more effective lessons.

I would definitely like to listen to an expert in this area about the statistics/literature on what kind of activities/tasks have been proven to be more effective online. [Participant with 19-24 months of online teaching experience]

Another code that emerged in the data is “chance of peer observation”. 2 ($f=2$) instructors provided their opinions associated with “observation” that can be regarded as a kind of training session.

I do not need anything else. I have been attending one of my colleagues' lessons since the beginning of the semester. It is an invaluable experience. [Participant with 19-24 months of online teaching experience]

4.6.1.2. The Results for the In-Service Training Support Systems Instructors Would Like to Have for Online English Teaching Within the Institution Less

Question item 49 aims to find out what other in-service training support systems the instructors would like to have for online English teaching within the institution less. There were 35 valid answers to this question and, except 3 ($f=3$) instructors, they said they would not like to have less in-service training support in their institution. One of the teachers comments on the number of the training sessions.

I think we had enough training about online teaching, tools, etc. We developed our own ways of teaching and we got used to teaching online. No need for more or less training. [Participant with 13-18 months of online teaching experience]

When the instructors were asked for the training sessions they want to have less, 3 ($f=3$) participants shared what these sessions might be. The answer reveals that sessions on online tools may not be beneficial for those who are familiar with those tools.

No more must "online tools" kind of training please. The ones who already know how to use them in class cannot benefit from such training. [Participant with 19-24 months of online teaching experience]

4.6.2. Comparison of the Answers in Quantitative and Qualitative Parts Related to the Instructors' Opinions on In-Service Training Support Systems Available for Online Teaching Within the Institution

In this part of the study which is a convergent design mixed method, the results of both research questions 4 and 5a will be compared. To answer the fourth research

question in the study, question items 42 and 43 were prepared. In these questions, the participants were respectively asked if they have benefited from the in-service training sessions in the department and from “How to” videos prepared by the department during online education. These two questions were Likert-scale questions where the instructors were supposed to strongly agree, agree, disagree, or strongly disagree. In question 42, out of 47 participants, 20 instructors strongly agreed that they benefited from the in-service training sessions in the department, and 24 agreed with this statement. It shows that nearly all the participants said that they have benefited from these training sessions. Similarly, in question item 43, 28 instructors strongly agreed with the statement that they benefited from “How to” videos prepared by the department during online education, and 18 agreed with this statement. The results in both questions aiming to answer the fourth research question are similar and it is observed that the instructors find these in-service training support systems effective. In question items 48 and 49, the instructors were asked what other in-service training support systems they would like to have for online English teaching within the institution more and less respectively. In this qualitative part of the survey, the answers of the instructors are parallel to their answers in questions 42 and 43 which provide quantitative data for the related research question. Out of 47 instructors, 17 of them stated that the training sessions they received were sufficient and efficient, and 19 of them suggested more in-service training support related to technology, lesson content, LMS, expert opinion, and observation. Only 3 instructors stated that they do not want to have sessions including the basics of teaching English, online tools, and reading and writing tasks. All in all, when both quantitative and qualitative data are compared, it is observed that the instructors believe that they have benefited from in-service training sessions and “How to” videos prepared by the administration during online education.

4.7. Results Related to the Suggestions of the Instructors for Newly Recruited English Teachers in Dealing with Challenges They May Face Teaching Online

Research Question 5b: What are the suggestions of the instructors for in-service and pre-service English teachers who may experience online teaching in the future?

4.7.1. Qualitative Results

To find an answer to research question 5b in the study, the question items 50, “What would your suggestions be for newly recruited English teachers in dealing with challenges they may face teaching online?” and 51, “How can pre-service English language teacher education programs better prepare prospective teachers for online education?” are asked in the survey. The qualitative data collected in these questions was analyzed through the constant comparative analysis method. First, the data was transcribed, then categorized under themes and finally, the emerged codes were identified and grouped.

4.7.1.1. Suggestions of the Instructors for Newly Recruited English Teachers in Dealing with Challenges They May Face Teaching Online in the Future

Question item 50 asks for the suggestions of the instructors for newly recruited English teachers in dealing with challenges they may face teaching online in the future, and 33 valid answers were given to this question. The codes that appeared after the analysis of the data are “asking for help”, “learning about technology”, “taking it easy and never giving up”, “rapport with students”, “monitoring colleagues”, “watching departmental videos” and “professional development”. Other than these codes, 3 instructors believe that the young are more efficient than them and have no suggestions for newly recruited English teachers.

The codes that appeared for the suggestions of the instructors for newly recruited English teachers in dealing with challenges they may face teaching online are displayed in Table 4.17 below.

Table 4. 17.

Frequency of Codes in Relation to Suggestions of the Instructors for Newly Recruited English Teachers in Dealing with Challenges They May Face Teaching Online

CODES	FREQUENCY (<i>f</i>)
Asking for Help	14
Learning About Technology	7
Rapport with Students	4
Taking It Easy	2
Monitoring Colleagues	2
Watching Departmental Videos	2
Professional Development	1

According to the table, 14 ($f=14$) out of 33 instructors suggested the newly recruited English teachers in dealing with the challenges they may face teaching online by “asking for help”. It is suggested by the instructors to the newly-recruited teachers that they should ask for help whenever they need it from colleagues, administration, the LMS team, or even students to cope with the challenges they face.

They can get help from the admin or their colleagues. PDU also guides them regularly in their weekly sessions. The LMS team is also helpful in solving some technical problems. With collaboration and sharing, they can deal with any challenge. Students can also help solve some technical issues during the class because they know about computers really well mostly. [Participant with 13-18 months of online teaching experience]

Always ask for help or suggestions whenever necessary. [Participant with 19-24 months of online teaching experience]

The second most repeated code is “learning about technology”. 7 ($f=7$) instructors gave some suggestions to the newly recruited teachers about technology. All the teachers who make suggestions to the newly recruited teachers about technology advise them to learn about new technologies and use them in their classes.

They need to be open to new techniques and learn to apply them in online education.
[Participant with 19-24 months of online teaching experience]

The next code that appeared in the suggestions of the instructors for the newly recruited teachers is “rapport with students”. 4 ($f=4$) participants offered suggestions related to this code. According to an instructor, keeping the students in the center of the things you do in the lesson is highly important.

Tell your students to turn on their cameras from day one. Be very organized with the coursework. Make sure to keep your students updated about the upcoming tasks and stuff for them not to fall behind easily. While trying to do this do not overwhelm the students; hard balance to strike. Set realistic expectations about the class objectives and students’ performance. Be understanding of students’ mood and lack of motivation but never give up on them; they appreciate your support. [Participant with 19-24 months of online teaching experience]

Another code that emerged in the suggestions of the instructors for the newly recruited teachers on how to deal with challenges during online teaching is “taking it easy” which was mentioned by 2 ($f=2$) participants. The answer of the instructor shows that relaxing and having fun from teaching is important for newly recruited teachers.

Take it easy and enjoy the journey. [Participant with 19-24 months of online teaching experience]

“Monitoring colleagues” is the next code that appeared twice ($f=2$) in the suggestions of the participants. In the statement below, the teacher suggests that novice teachers in the institution can benefit from observing other colleagues’ classes.

Monitoring colleagues might be a good idea; I think we learn a lot from each other.
[Participant with 13-18 months of online teaching experience]

The following code repeated twice ($f=2$) by the instructors related to their suggestions to the newly recruited instructors is “watching departmental videos”. Some of the instructors suggest that watching the videos provided by the department would ease the process for the newly recruited teachers.

Watching the videos provided by the department and the LMS (training videos seminars recorded). [Participant with 19-24 months of online teaching experience]

“Professional development” is suggested by one ($f=1$) participant. The teacher makes a wider suggestion and advises the newly recruited teachers to consider teaching in general not only online teaching and invest in their own professional development.

They should invest in professional development in general (not necessarily in online teaching). Online teaching is only a matter of adaptation. [Participant with 19-24 months of online teaching experience]

4.7.1.2. Suggestions of the Instructors on How Pre-Service English Language Teacher Education Programs Can Better Prepare Prospective Teachers for Online Education

Question item 51 is designed for reaching the suggestions of the instructors on how pre-service English language teacher education programs can better prepare prospective teachers for online education. Among 26 valid answers 4 codes which are “adaptation of online component”, “inclusion of hands-on tasks”, “collaboration with peers”, and “enhancing technology skills” emerged. Table 4.18 below displays the codes that emerged in this question.

Table 4. 18.

Frequency of Codes in Relation to Suggestions of the Instructors on How Pre-Service English Language Teacher Education Programs Can Better Prepare Prospective Teachers for Online Education

CODES	FREQUENCY (f)
Adaptation of Online Component	10
Inclusion of Hands-on-Tasks	6
Collaboration with Peers	5
Enhancing Technology Skills	5

According to the table, the most repeated code is “adaptation of online component” for question item 51 which aims to find out how pre-service English language teacher education programs can better prepare prospective teachers for online

education. 10 ($f=10$) instructors suggested including an online component in these programs.

As a part of the program, these instructors should be given training on online education. These instructors might be asked to give online classes and the trainer might observe them see their online teaching performance. [Participant with 19-24 months of online teaching experience]

The instructors suggest that in pre-service English language programs in addition to including content on online education, some hands-on online teaching practices and material preparation for online teaching should be added as well.

It would be effective if the programs equip teachers with information on online teaching practices and materials. [Participant with 19-24 months of online teaching experience]

As one of the instructors suggests including the content on how to adapt themselves and their lessons to real-life problems that they can face in their classes.

They need to be educated to adapt the course syllabus & materials according to new conditions. They should be introduced to real-life cases and problems (in classes) and be provided methods to create practical solutions. [Participant with 19-24 months of online teaching experience]

Another instructor believes that it would be better to insert some content that supports the teachers on how to stay mentally strong in difficult situations such as illnesses or natural disasters.

The instructors should also be ready for stress management issues due to illness-related or natural disaster-related problems the students may face. [Participant with 19-24 months of online teaching experience]

The next most repeated code that appeared among the answers for question item 51 is “inclusion of hands-on tasks” which was repeated by 6 ($f=6$) instructors as a suggestion for the ELT teacher education programs. According to the response of the instructor, in pre-service English language teacher education programs, the teachers should be educated on the nature of the activities that work effectively not on how to use online tools.

They should definitely be given the chance to experience online tools while teaching online. I don't think they can learn it with lectures. But kinds and nature of activities that work better online can be a topic of lectures. Not how to use the tools online. [Participant with 19-24 months of online teaching experience]

The next code that emerged in the data is “collaboration with peers” which was repeated by 5 ($f=5$) instructors in the study. An instructor reports that sharing the tools and what they experience in classes with these tools can be beneficial in teacher education programs.

Creating a platform where they can share the tools and their experiences with it (advantages, disadvantages, tips for the use, etc.). [Participant with 19-24 months of online teaching experience]

The last most repeated code in the data for question item 51 is “enhancing technology skills”. 5 ($f=5$) participants mentioned enhancing students' ICT skills as a suggestion for pre-service English language teacher education programs.

They should also be given chances to improve their ICT skills and get acquainted with new online tools and applications. [Participant with 19-24 months of online teaching experience]

4.7.1.3. Instructors' Additional Suggestions, Comments, and Questions Regarding Online Education

At the end of the survey, the instructors were asked about their additional suggestions, comments, and questions regarding online education in question item 52. Among 11 answers 3 codes which are “inclusion of must online education courses”, “organizing workshops” and “not giving up” are observed. In table 4.19 below the codes that emerged in this question are displayed.

Table 4. 19.

Frequency of Codes in Relation to Suggestions of the Instructors on How Pre-Service English Language Teacher Education Programs Can Better Prepare Prospective Teachers for Online Education

CODES	FREQUENCY (<i>f</i>)
Inclusion of Must Online Education Courses	6
Organizing Workshops	3
Not Giving Up	2

The most repeated code in the last question where the instructors are asked for their additional suggestions is “inclusion of must online education courses” repeated by 6 ($f=6$) teachers. According to the statements of the instructors, online education will be an inseparable part of education in the future. That’s why, both in-service and pre-service teacher education programs should be complemented with such components.

Even after the pandemic is over, the online component should be integrated into the curriculum and in/pre-service training programs as a must component because this is where the world is going. It is practical and less time consuming. [Participant with 13-18 months of online teaching experience]

The next code that appeared three ($f=3$) times in the additional suggestions of the instructors is “organizing workshops”. An instructor suggests that workshops, where instructors share their ideas, can be useful in language teaching.

Sharing of ideas, tasks, solutions for course tasks perhaps in a workshop. [Participant with 19-24 months of online teaching experience]

The last code that appeared twice ($f=2$) in the survey is “not giving up”. According to an instructor, as a teacher, no one should stop learning since there are many things to discover in this field.

Never give up learning and discovering in this field--it is an endless ocean [Participant with 19-24 months of online teaching experience]

CHAPTER 5

DISCUSSION

5.1. Introduction

In this chapter, in light of the research questions, the results of the study will be evaluated with reference to the literature. The implications for the practice will be provided afterward. Following these parts, the limitations of the study and recommendations for further studies will be provided, then the chapter will be finalized with the conclusion part.

5.2. Overview of the Findings

After the qualitative data for the first research question was analysed, the frequencies of the opinions of the instructors about the benefits, challenges of and their suggestions for online education are compared in Table 5.1.

Table 5. 1.

Overview of the Main Findings in Relation to Research Question 1

	Benefits (<i>f</i> =52)	Challenges (<i>f</i> =46)	Suggestions (<i>f</i> =30)
Instruction	- flexibility of place and time (<i>f</i> =16) - student-centered course content (<i>f</i> =8)	- high student number (<i>f</i> =3) - difficulty in speaking tasks (<i>f</i> =2)	- adaptation of course content (<i>f</i> =10) - need for training sessions (<i>f</i> =5)
Interaction	- increase in student motivation (<i>f</i> =7)	- decrease in motivation (<i>f</i> =9) - lack of camera view (<i>f</i> =9) - lack of interaction (<i>f</i> =8)	- having camera view (<i>f</i> =4)
Technology	- ease of use of online tools (<i>f</i> =16) - no need for classroom technology (<i>f</i> =5)	- technical problems (<i>f</i> =9)	- overcoming technical problems (<i>f</i> =5)
Assessment	-	- room for cheating (<i>f</i> =6)	- face-to-face exams (<i>f</i> =6)

As seen in the table, in relation to Research Question 1, the frequency of the benefits of online education mentioned by the instructors is fifty-two (*f*=52), challenges of online education is forty-six (*f*=46) and suggestions of the instructors for online education is thirty (*f*=30).

Related to the benefits of online education in terms of instruction, the flexibility of place and time was mentioned sixteen times (*f*=16) and student-centered course content was mentioned eight times (*f*=8). As to the challenges of online education in

terms of instruction, high student number was repeated three times ($f=3$) and difficulty in speaking tasks was seen twice ($f=2$). Regarding the suggestions of the instructors for online education in terms of instruction, adaptation of course content was seen ten times ($f=10$), and need for training sessions was repeated five times ($f=5$).

Concerning the benefits of online education in terms of interaction, increase in student motivation was seen seven times ($f=7$). For the challenges of online education in terms of interaction, decrease in motivation was observed nine times ($f=9$), lack of camera view was observed nine times ($f=9$) and lack of interaction was mentioned eight times ($f=8$). Related to the suggestions for online education in terms of interaction, having camera view was mentioned four times ($f=4$).

Regarding the benefits of online education in terms of technology, ease of use of online tools was observed sixteen times ($f=16$) and no need for classroom technology was mentioned five times ($f=5$). In relation to the challenges of online education in terms of technology, technical problems was repeated nine times ($f=9$). Concerning the suggestions of the participants for online teaching in terms of technology, overcoming technical problems was seen five times ($f=5$).

In terms of assessment, no benefit of online education was mentioned by the participants. Related to the challenges of online education in terms of assessment, room for cheating was repeated six times ($f=6$). Concerning the suggestions of online education in terms of assessment, face-to-face exams was observed six times ($f=6$).

After the analysis of the qualitative data in the study, the frequency tables of the codes for benefits and challenges of online education are compared and the results are provided below in Figure 5.1.

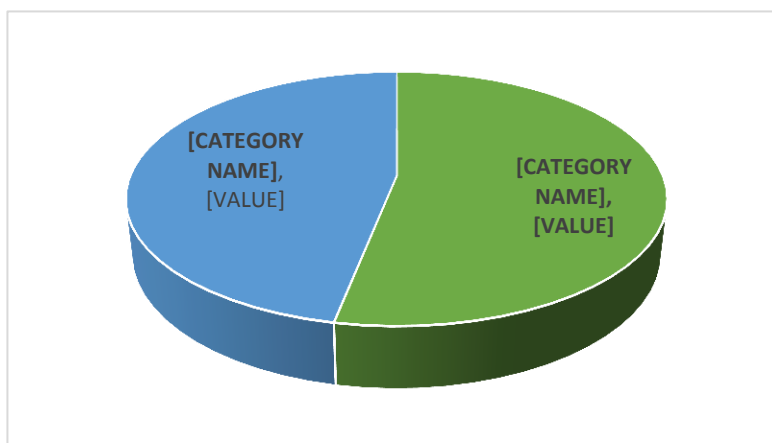


Figure 5. 1. The Ratio of the Benefits to Challenges of Online Education Stated by the Participants in the Overall Study

The figure illustrates that the benefits of online education is repeated 60 ($f=60$) times and the challenges of online education is repeated 53 ($f=53$) times in the qualitative data in the study. Considering these results it can be concluded that the instructors can acknowledge both the benefits and the challenges of online education. A more detailed discussion is provided in the “Discussion of the Findings” below.

5.3. Discussion of the Findings

The discussion part of the study will be presented under nine subtopics:

- Based on Instructors’ Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Instruction
- Based on Instructors’ Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Interaction
- Based on Instructors’ Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Technology

- Based on Instructors' Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Assessment
- How the Instructors Adapted to the New Practices in Online English Teaching
- The Attitude of Language Instructors Towards Further Implementation of Online English Courses in Their Institution
- The instructors' In-Service Training Support Systems Available for Online Teaching Within the Institution
- The Suggestions of the Instructors for In-Service Pieces of Training in Their Institution for Online Teaching
- The Suggestions of the Instructors for In-Service and Pre-Service Teachers Who May Experience Online Teaching in the Future

5.3.1. Based on Instructors' Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Instruction

In the current study, the first research question aims to reveal the benefits, challenges of, and suggestions for online teaching due to the pandemic in the instructors' institutional setting in terms of instruction. The quantitative findings of the study illustrate that the instructors find online education effective in teaching vocabulary, reading, listening, speaking, and writing. Since grammar is not taught in the department where the study is conducted, although the teachers are asked about their opinions on grammar teaching in the survey, their answers show that the teachers find online grammar teaching invalid in their institution. The findings related to the other components of English are consistent with the study of Syafiq et al. (2021) whose aim is to reveal the effectiveness of YouTube videos used as an alternative for speaking skills during the pandemic. The findings of the study show that these videos can be used to improve tertiary level students' speaking skills in English. The findings of another study conducted by Bawanti et al. (2021), although the participants are elementary school students from grades 4 to 6, show similarities with the present study. The effects of the Zoom application are examined on the speaking

skills and their general attitude towards learning English during the pandemic. According to the study, the Zoom application has a positive impact, especially on the speaking skills of students. Related to teaching writing online, the findings of the current study are in agreement with another study conducted by Xu (2021) with Chinese university students on their attitudes towards written corrective feedback (WCF) in English writing lessons during the pandemic. The results of the study show that since the teachers created tutorials on feedback that the students can review indefinitely, it creates a pleasant learning environment for students. As to teaching reading skills online, a study conducted by Muñoz Marín et al. (2010) on how web-based distance learning and classroom-based learning affect students' reading skills in English reveals some concerns for teachers. According to their results, having previous training in teaching reading skills in English may not be enough to solve the technical problems encountered during the lesson. The instructors' opinions about the technological drawbacks of online education in the present study are not limited to teaching reading skills, yet since the study of Muñoz Marín et al. (2010) focuses on reading skills, it can be concluded that both studies show similarities in this respect.

In the qualitative part of the present study, regarding autonomous learning, the findings illustrate that some teachers believe online education increases the self-study skills of students and they learn to take responsibility, which correspondingly decreases the dependence on teacher instruction. However, these findings are in contrast with the findings of the study by Muñoz Marín et al. (2010). In their study on a reading comprehension distance web-based course, it is demonstrated that since students make their decisions about the pace of their learning and the resources they use, it is believed that distance web-based learning increases student autonomy. However, they also argue that since students lack time management skills, their success is negatively affected. Moreover, the systematic literature review of Fierro-Saltos et al. (2019), reveals similar results related to the relationship between autonomous learning and the success of students. It is reported that self-regulated learning is a determining factor in student achievement. However, even if the learners are "digital natives" and have access to the internet and technology, because of online learning environments' intricacy, lack of necessary orientation on how to

study, and no opportunity for teamwork, there is no guarantee that students will be successful.

It is also displayed in the qualitative findings of the present study that the teachers find online education feasible and practical in terms of time organization and place arrangements, which could be considered a benefit in the process of instruction. It may be because English language instructors have no specific place to teach, thus they need to move from one department to another around the campus, and they need to find a parking lot before the lesson, which is considered a problem by the teachers. However, the teachers report that in online education they have no such concerns, which may consequently decrease their level of stress before their classes and positively affect their instruction. Regarding the benefits of online instruction, it is also mentioned that since there is no commuting when teaching online, there is no stress of traffic, they save money and cause less carbon footprint. The study of Drašler et al. (2021) which aims to explore the attitude of both students and educators indicates similar changes in participants' lifestyles and environment due to the pandemic. It is reported that due to a decrease in the level of commuting, the impact on the environment also decreases. Another similar finding is that since educators commute less frequently, their level of stress correspondingly diminishes.

5.3.2. Based on Instructors' Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Interaction

The first research question additionally intends to illustrate the benefits, challenges of, and suggestions for online teaching due to the pandemic in the instructors' institutional setting in terms of interaction. The findings of the current study illustrate that online education has some challenges related to interaction. In the present study, it is stated that when students prefer to turn off their cameras during the lesson, the interaction between teachers and students subsequently weakens. It is also revealed that students' turning their cameras off lowers the motivation of both teachers and students. These findings are also reported in the study of Lapitan et al. (2021) which is conducted on blended teaching and learning in tertiary level education during the

pandemic. Their results similarly show that the effectiveness of the engagement between the student and the teacher may decline if students turn off their cameras. Moreover, it is mentioned that instructors cannot be sure if students pay attention in synchronous online lessons. Similar results are also mentioned in the study of Mishra et al. (2020) whose aim is to explore the perceptions of both tertiary level teachers and students on online education during the lockdown period due to the pandemic. It is reported that some teachers are suspicious about students' participation since it is not certain if students are actually in front of the computer engaging in the lesson actively or sitting somewhere else during the lesson. Another finding of the current study is that teachers need to see the reaction of their students to a piece of new material. It might be because teachers would decide the effectiveness of the materials they use for the first time by understanding the reaction on the faces of students. This finding is also underlined in the study of Mishra et al. (2020) where they find that instructors find it challenging to change their teaching pattern as it is impossible to read students' faces and moods when they do not turn on their cameras.

Regarding the interaction, in the present study, it is demonstrated that the instructors believe that virtual classes do not feel like a real class atmosphere. The teachers are observed to think that students also do not feel like they are interacting with someone especially in speaking activities while sitting at home. It may stem from the fact that it is the first time for students to experience online learning in their process of education. The findings of Baber (2021), whose study explores the significance of social interaction on the quality of tertiary level online lessons during the pandemic, are in agreement with the findings of the present study. It is revealed in the study that lack of social interaction affects online learning negatively since it is not possible to have private communication among students in online classes. Therefore, it may cause dullness and discontent in the lessons.

To overcome this situation, in the study, the instructors are advised that they should prepare lessons that could increase the interaction of students not only for learning purposes but also for helping students recover from the mood of isolation due to the lockdown. It can be concluded that social interaction during online lessons has positive effects on both learning and human psychology. The findings of another

study conducted by Selvaraj et al. (2021) are in agreement with these findings. The study which aims to explore the experiences of the users and the challenges faced in online education during the pandemic similarly illustrates that nearly all the professors underline the importance of the interaction between teachers and students. However, it is illustrated that although in synchronous classes it is likely to have communication at that moment due to the possibility of instant feedback, lack of communication is one of the major drawbacks of online education in general. However, the findings of the study of Meskill et al. (2020) who focus on online language teaching at the time of the pandemic contradict the findings of the present study. It is displayed that students can advance their language skills due to genuine communication with their teachers and their peers in both synchronous and asynchronous lessons since online education provides diverse and fruitful opportunities for communication.

In the current study, the participants mention breakout rooms in relation to the interaction issue in online lessons. In the data, it is observed that breakout rooms are mostly viewed as challenging to use as a mode of communication in synchronous lessons although a few participants see breakout rooms as an opportunity for students to get together and work collaboratively using online tools. The reason for their ineffectiveness may derive from the fact that it is found to be difficult to monitor everyone at the same time as it might be hard to join each room and follow what each student is doing in a very limited time. It is also believed that it may take so much time to move from one room to another.

On the other hand, there are some studies whose findings contrast with the present study's results. Baber (2021) reveals that in online education, students do not have private space to communicate with their classmates, yet, breakout rooms create the opportunity for discussion for students. Another study conducted by Tsang et al. (2021) shows similarities in this respect. The study tries to anticipate the factors on the effectiveness of learning at the tertiary level during the pandemic and demonstrates that discussions in breakout rooms in synchronous lessons help students communicate with teachers when they want to ask questions related to the

lesson and teachers could erase the concerns of their students, which is regarded as a benefit on the learning process.

5.3.3. Based on Instructors' Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Technology

In the first research question, it is additionally aimed at finding the benefits, challenges of, and suggestions for online teaching due to the pandemic in the instructors' institutional setting in terms of technology. When both qualitative and quantitative data are analyzed in the study, it is observed that the instructors find technology both beneficial and challenging.

Regarding the advantages of technology in online education during the pandemic, it is reported that online tools are effective and motivating for students. It is revealed that the lessons become more interactive with online tools since it enhances collaboration. These findings are consistent with the study of Meskill et al. (2020). In the study, it is mentioned that since authentic digital materials are easy to reach for teachers in online education, teachers do not have to solely depend on fictional dialogues and texts in textbooks. It can be concluded that using these real-life materials might help learning become more meaningful and thus more motivating for students. In accordance with the results of the study by Singh (2021) which explores the advantages and disadvantages of digital classrooms, the integration of digital technology allows teachers to share videos that can help students understand the content better and that make classes more enjoyable rather than just depending on coursebooks and notes. Another study carried out by Rivera Barreto (2018) on the relationship between technology usage in English language classes and student motivation reveals similar results. The results of this research project illustrate that usage of technology in English language classes boosts student motivation in working collaboratively. Therefore, the positive impact of technology integration is observed in the learning process of students. These findings are also supported by another study done by Halim et al. (2019) in which they review studies in the literature on using Web 2.0 technology in English language education. This study

concludes that since students are interested in using technology when technological tools are integrated into lessons, the learning process becomes more motivating for students. It is also shown that the integration of technology makes lessons more meaningful for learners.

Moreover, in the study, H5P interactive videos are reported to save energy and time for teachers and thus, they are found to be beneficial, especially when giving input during the lessons. It might be because the instructors need to repeat the same input content and material in each of their classes. However, with the help of H5P videos, teachers may cover the input parts in synchronous lessons without wasting energy or assign them to students in asynchronous lessons, which is also time-saving. The benefits of H5P videos are mentioned in another study conducted by Sartor (2020) to help teachers adapt to the transition period due to the pandemic. One of the suggested tools that can be used in online education is H5P videos. According to the study, it is mentioned that nowadays students learn by watching rather than reading. Because of this reason these videos have constructive effects on student learning. Moreover, for the assessment process, it is mentioned that teachers do not have to observe students while they are completing tasks. The study of Wehling et al. (2021) conducted with the participation of medical professionals bears similarities with the present study. In their study, they transfer their lecture-based curriculum in medical education into online learning. The findings of the study demonstrate that the integration of H5P videos reduces the individual working time of the medical professionals and the quality of learning content does not diminish.

As another benefit of using technology in online lessons, it is reported in the present study that it is practical to develop and distribute materials for most of the lessons in online lessons. Related to this issue, it is also revealed that the instructors believe that it is easy to share something about the lesson with their students. Correspondingly, the teachers express that online education helps to reduce paper waste. This finding is also reported in the study of Arifin et al. (2019) where they investigate the paper usage in blended learning at the university level. Their findings show that blended education is an environmentally friendly learning environment since the amount of paper used for assignments and exams reduces significantly in that mode of

education. Regarding the issue of sharing materials with students easily, another study conducted by Ayu (2020) on the perceptions of teachers and learners on online learning at a university in Indonesia similarly reveal that students can reach e-learning materials easily, quickly and whenever they need since they are in the form of soft copies.

About another benefit of online education related to technology, the present study shows that the instructors find online teaching advantageous since they do not need to find a classroom having properly working technical devices. As it is reported by the teachers when they teach in traditional classes on campus, they may face many technical and technological difficulties such as having to carry laptops, and speakers all around the campus or finding a class with a working projector. The reason for these difficulties may be because it is a state university, thus economic situation and funding issues play a significant role in the digital equipment of the classes in the institution. The article of Singh (2021) uncover similar results to the current study. According to the article, the inequality of the level of access to technology among and within the nations may cause some unwanted results. It is discussed that the disparity is obvious between technologically developed countries such as Singapore and underdeveloped African countries. The lack of technology in classes may affect the quality of education negatively. Furthermore, it is underlined that in the long run, it may cause social and economic disturbance in poorer societies.

As to the drawbacks regarding technology in online education, the present study illustrates that the challenges are mostly related to technical issues such as lack of stable internet connection and necessary equipment on students' part. It is also underlined that since it is a state university, the economic situation of students may not allow them to afford the technical problems they have. It is reported that the instructors also face difficulties related to technology and internet connection speed. These findings are in accordance with Mishra et al. (2020)'s findings that not having a stable internet connection is the biggest challenge in online teaching. Additionally, Razkane et al. (2021) reveal similar findings to the current study. It is mentioned that since some students lack internet access and technical equipment, they cannot attend online lessons. In this study, the negative effect of low internet speed and connection

failure on the learning process are similarly identified. These findings are also mentioned in the study of Willliyan (2020) which identifies that although the general attitude of the teachers in the study is positive towards online teaching, technical difficulties in the lessons, not having the necessary equipment and high-speed internet connection are among the challenges of this mode of teaching.

5.3.4. Based on Instructors' Opinions in Their Institutional Setting the Benefits, Challenges of, and Suggestions for Online Teaching Due to the Pandemic in Terms of Assessment

Another purpose of the first research question is to reveal the benefits, challenges of, and suggestions for online teaching due to the pandemic in the instructors' institutional setting in terms of assessment. When both qualitative and quantitative data are analyzed in the present study, it can be concluded that most of the instructors find the assessment part of English language teaching challenging in online education. It is reported that the instructors are concerned about the assessment component of their courses since they believe that online education may cause cheating in exams. It is underlined that the instructors cannot be sure whether they are the original work of students or not, which consequently makes teachers concerned about being unfair to those who complete their assignments themselves. To overcome the possibility of cheating, teachers suggest keeping the submission period short, using SEB (Safe Exam Browser), and having the assessment component face-to-face. The possibility of an increase in cheating might be high in online education compared to traditional face-to-face exams since students take their exams at home having the opportunity to access information. Similar findings are also mentioned in the study of Dwiyantri et al. (2021) where the online writing assessment component in the English language is examined. According to the study, the originality of students' writing is a drawback in the assessment of writing tasks in online education, yet teachers use an online application to check plagiarism to find a solution for this problem. In accordance with this finding, Algethami (2022) reveals similar results in his study conducted with tertiary level English language teachers. The findings similarly demonstrate that English language teachers have concerns

about the reliability of online assessment despite their positive attitude towards online education.

Another challenge mentioned by the participants of the current study is that assessing student tasks in front of the computer for long hours is so tiring. This situation may stem from the content of the courses. In some courses, teachers need to grade and give feedback on essays, and in some other courses, they grade presentations. Since teachers are familiar with using pen and paper while assessing tasks, it might be more challenging to adapt to assessing essays via online tools. These findings corroborate with the results of another study which is conducted by Gopi (2022) at one of the universities in Vietnam with the participation of both students and teachers. It explores how effective online education is during the pandemic. According to its results, it is observed that teachers find the process of checking assignments exhausting since they collect the work of students via Google drive whose settings need to be manually edited after the deadline and it is reported that student assignment files are huge. Thus, it may take some time for teachers to upload each student's file first and then grade it.

5.3.5. How the Instructors Adapted to the New Practices in Online English Teaching

In the second research question, the purpose is to examine how the instructors have adapted to the new practices in online English teaching. The analysis of the quantitative part shows that the instructors have gained new teaching methods and skills during the pandemic. The results are similar in the qualitative part of the study.

Related to the adaptation to new practices in online English teaching, it is reported that the instructors try online tools and applications to get familiar with their benefits and drawbacks of them. Therefore, the trial and error method plays an important role at this point as well. Although the instructors do not mention online tools as a stressor in online teaching, it is the most repeated issue when teachers adapt to this transition period. The results of this study are similar to the findings of another study conducted by Obrad (2020) with the participation of 400 teachers in Romania.

Among all the key factors, adaptation to new technologies is found to be the strongest discouraging reason for online education. However, it is also revealed that university-level educators adapt better than the teachers working in primary or secondary schools. The reason for it is believed to be the professional support they receive and the freedom that they are given to utilize online platforms and applications. In addition to this study, the article of Swerzenski (2021) underlines why teachers need to adapt to new technology. It is maintained in the article that although online applications used to be preferred as in-class activities for blending purposes, now they take the control of all learning activities in online education, thus, educators are advised to pay more attention to technology from now on.

In the current study, the participants also mention the help they receive from the administration who prepares online teaching materials and interactive videos and the colleagues who give workshops on a variety of topics related to online teaching and online tools. As it is inferred from what the teachers report, it is clear that departmental support is vital in the adaptation period of teachers since they relieve the stress that the instructors have in this new experience. Similar results are shown in the study of Hickling et al. (2020). The findings illustrate that during this transition period it is helpful for teachers to receive support and attend workshops provided by more trained and technologically knowledgeable ones. Moreover, it is mentioned that administrations can make this adaptation process more smooth for educators by creating a setting where teachers share their ideas.

5.3.6. The Attitude of Language Instructors Towards Further Implementation of Online English Courses in Their Institution

The third research question aims to discover the attitude of language instructors towards the further implementation of online English courses in their institutions. When the instructors are asked about their preferences for further implementation of online English courses, it is revealed that most of the teachers choose blended education for their courses as the course content in their department is appropriate for online education and they believe that for lecturing sessions, they do not need to be in traditional classes, yet the exams are better to be conducted face-to-face. The

reason for the preference of teachers might be due to the H5P videos which are prepared by the administration for the input content of the lessons and which are believed to be practical and helpful by the instructors. Moreover, they might want the exams to be conducted in traditional classes probably because they are concerned about the cheating issue. These findings are supported by the results of another study carried out by Bijeikienė et al. (2011). The study deals with the experiences of tertiary level English language teachers in using blended teaching and learning. The advantages of blended education according to the participants of the study are various. The first benefit of it is related to its easy-access characteristic since it is possible to teach and learn anywhere. The second advantage of it is its student-centered feature as the learning environment becomes more communicative with the help of online tools. The most repeated negative aspect of it is the amount of face-to-face contact which is more necessary for beginner-level students who may need more supervision in their learning process. These findings make the preferences of teachers in the current study for blended education more reasonable. Moreover, related to the future implementation of blended education, Drašler et al. (2021) show that it will be a reality in the future of education. However, they assert that the tasks conducted in laboratories and the field requires human contact. Therefore, it is possible to say that fully online courses might not be possible soon if such barriers are not overcome by administrations and technical support teams in education.

5.3.7. The instructors' In-Service Training Support Systems Available for Online Teaching Within the Institution

In the fourth research question, it is aimed to identify the instructors' in-service training support systems available for online teaching within the institution. When the quantitative data is analyzed, it is observed that nearly all the instructors report that they have considerably benefited from the in-service pieces of training sessions organized by the administration during the pandemic, which may be new for some teachers. However, it is inferred from these findings that with the help of the training sessions prepared by the administration, the instructors could overcome the hardships that may occur during this transition period. These findings are in consistency with the results of the study by Tarrayo et al. (2021). The study is implemented with the

participation of English language teachers at a Philippine state university. The instructors report that it is essential to receive the pieces of training and workshops that provide teachers with the necessary knowledge and skills to utilize in online teaching because they believe that since it is an unexpected transition, teachers might face unavoidable difficulties. The article written by Machynska et al. (2020) on the characteristics of distance education and how to manage the process at the tertiary level during the pandemic is consistent with the present study. In the article, the usefulness of training sessions within or outside the institution to gain new skills that could be applied in online education is underlined.

5.3.8. The Suggestions of the Instructors for In-Service Pieces of Training in Their Institution for Online Teaching

The fifth research question is prepared to display the suggestions of the instructors for in-service pieces of training in their institution for online teaching. When the qualitative data is analyzed, it is revealed that although half of the instructors believe that they have received an efficient and sufficient number of training sessions given by the Professional Development Unit (PDU) and the administration, half of the instructors report that there may be more sessions firstly related to technology. In these sessions, the teachers would like to improve their skills in how to prepare interactive content, giving feedback, and using new applications. The second suggested sessions are about the content of their lessons such as how to prepare speaking and presentation tasks and learner-centered lessons. Another piece of training session recommended by the participants is about the LMS at the university. It is revealed that teachers also want to learn how to prepare quizzes and modify some parts according to their needs. The other suggested training session is the one given by an expert in online English teaching. It is illustrated that the instructors would like to learn how English for Academic Purposes (EAP) is handled online in other universities and how to make learning activities more effective for online teaching. As the last suggestion, the teachers want to observe other colleagues' lessons to experience different methods and points of view on teaching online. All in all, the suggestions of the instructors indicate that the challenges they have experienced during this transition period have helped them become aware of their

needs for conducting online teaching. Their suggestions may also be the indicator of the fact that they believe online education is not limited to the pandemic period but it may be a part of education soon.

The findings of the earlier studies corroborate the findings of the present study. Hickling et al. (2021) in their study which is conducted with academics teaching public health demonstrate that they need to learn different educational platforms and tools that are available for online education more than the basic knowledge to use Zoom. It is underlined that teachers consider these a must for the upcoming education period.

In another study which is carried out by Tarrayo et al. (2021) with tertiary level English teachers, the findings are in accordance with the current study. According to their findings, teachers believe the necessity of the training sessions in the transition period due to the pandemic, especially on new approaches and strategies that they can apply in online education in addition to the pedagogical knowledge of technology.

Similar suggestions are also observed in the article of Hampel et al. (2005) in which they elaborate on how to train language tutors for online teaching. It is indicated that first detecting the needs of the teachers, particularly for online language teaching, then finding solutions for these needs is fundamental. Moreover, it is stated that teachers should be informed about the distinction between traditional and online teaching. Only then can they request training sessions to make improvements in the skills that they lack.

5.3.9. The Suggestions of the Instructors for In-Service and Pre-Service Teachers Who May Experience Online Teaching in the Future

In the fifth research question, it is also aimed at demonstrating the suggestions of the instructors for in-service and pre-service teachers who may experience online teaching in the future. With this aim, the instructors are asked to give their suggestions both for newly recruited English language teachers and for how pre-

service English language education programs better prepare prospective teachers for online education.

Regarding the suggestions of the instructors for the newly recruited English language teachers, the findings indicate that they should ask for help without hesitation from more experienced colleagues and the administration when they face challenges. Furthermore, it is reported that they should try to become familiar with technology and be open to learning new techniques and practicing them before their classes. Another suggestion for the newly recruited teachers is that they need to develop a close rapport with their students rather than concentrating only on their courses. They should also clarify the reason why students take this course, which would make their lessons more meaningful for students and correspondingly increase their motivation. It is also recommended that they should take it easy and have fun in the journey of teaching. Moreover, observing other colleagues' lessons is advised to the newly recruited teachers since it is an effective way to learn new things about teaching in general. It is also found to be beneficial to watch the videos prepared by the administration to specialize in different aspects of online teaching. They might be helpful to guide novice teachers whenever they face challenges in online teaching. Last but not least, they are advised to pay attention to their professional development not only in online teaching but also in the broader meaning of teaching. All this data shows that the instructors make suggestions to the novice teachers who may experience online teaching in the future by filtering the hardships they have faced during online teaching due to the pandemic and at the same time considering the strengths of their department.

The findings of the current study are also reported in the study of Rahayu et al. (2020) which focuses on the perceptions of teachers towards online education during the pandemic. Learning to use technological tools and getting used to utilizing them in online teaching to make their lessons more effective are reported to be advantageous for teachers. Another recommendation that corroborates with the current study is that teachers should get support from colleagues, institutions, and even governments. Therefore, it is underlined that education is a process that is not only under the responsibility of teachers but also that needs the collaboration of all

stakeholders. Moreover, another finding which is mentioned in the same study shows similarity with the present study. It is recommended that teachers should keep their students at the focus of teaching and adjust their methods and materials according to their needs to motivate them.

The findings in the study of Thumvichit (2021) conducted with tertiary level English teachers in Thailand on their perceptions of online teaching due to the pandemic are in agreement with the present study. One of the similar suggestions for language teachers is collaboratively working with their colleagues. Another recommendation is related to students, which is implementing activities and teaching approaches that help students become autonomous learners.

As to the recommendations of the participants related to how pre-service English language education programs better prepare prospective teachers for online education, the instructors believe that training in the online component plays a significant role. They suggest that in English language teacher education programs there should be training on the differences between face-to-face and online education, how to teach online, teaching practices, and material preparation for online teaching. Moreover, it is reported that some part of their training must be given online and teachers should be asked to give online lessons which are observed by their trainers. Another component-related suggestion is that some training should be given on how to adapt course syllabus and materials according to new conditions. Related to this, it is also advised that teachers must be introduced to real-life cases and problems and learn how to find practical solutions in these cases. Moreover, the participants make some technology suggestions. It is reported that teachers should be given the chance to improve their ICT (Information and Communications Technology) skills and experience online tools and applications while teaching online instead of lectures on how to use them. In addition to this, they also suggest the integration of technical programs that shows teachers how to deal with technological problems in teaching online. The necessity of creating a platform where teachers can share their experiences and the tools with their benefits and drawbacks with their peers is also mentioned by the instructors.

The study of Park et al. (2022), which explores the readiness of pre-service English teachers in the usage of CALL (Computer Assisted Language Learning), draws similar conclusions to the present study. According to the statements of these pre-service teachers, the technology component of teacher education programs is highly important since they depend on what they learn during their education. Another similar finding is that the teachers maintain that more compulsory technology-related courses should be a part of the program. It is also suggested by the pre-service teachers that there must be hands-on activities where they can integrate technology into lesson planning and CALL activities in all of their methodology lessons and during the practicum. The integration of technology into teacher education programs is also mentioned in the study of Öz (2015). The study, which is carried out with the participation of undergraduate English language teaching programs to evaluate their knowledge of technological pedagogical content, reveals that curriculum planners in teacher education programs should create a learning environment where prospective teachers can experience preparing technology-integrated materials and activities. Similar issues are foreseen in the article of Gilakjani (2017) whose aim is to review the topics of technology integration into language learning and teaching. It is reported that as technology changes, the roles of teachers will accordingly change, and they will have the roles of consultants in information technology, teammate, organizer, course planner, and academic counselor. Regarding this, it can be concluded that teachers need to be prepared for a variety of responsibilities other than teaching. It is also suggested by Park et al. (2022) that in teacher education programs teachers should not only be supported with the knowledge of technology but also be provided with the knowledge for continuing professional development, which will be necessary throughout their career.

5.4. Implications

The present study investigates tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in their educational setting. In accord with the instructors' point of view, some implications can be provided for EFL instructors and classrooms, ELT educators, administrators, and policymakers.

5.4.1. Implications for EFL Instructors and Classrooms

In a world where there is no possibility of face-to-face interaction due to the restrictions of the COVID-19 pandemic, online education has been the primary solution for the continuation of education. It can be concluded from the findings of the study that for English language instructors it is an era of enlightenment on online language teaching with all its benefits and challenges. In line with the statements of the instructors, it is possible to conclude that they believe the online component in education is a necessity since it is where the world is going.

Although there may be some shortcomings in its implementation in education for now, what teachers have reported show that they have benefited from online education, learned a lot about it, and gained new skills that they want to implement in the possible case of blended education in the future. Therefore, instructors should consider including some seminars and workshops in online education when they invest in their professional development. The findings of the study also reveal that the instructors have benefited from online tools since they are practical and meet the different needs of their students. Thus, teachers should learn about the benefits and shortcomings of a variety of online tools by utilizing them before the lessons and choose the ones considering the needs of their students. To this end, language instructors should attend workshops organized within or outside their institutions and get more familiar with online tools and applications. Moreover, as illustrated by the findings, H5P interactive videos save time and energy, especially for the lecturing component of their lessons. In the case of this study, these videos are prepared by the administration and provided to the instructors before their lessons. However, it may not be the case in some other institutions. Therefore, teachers should learn how to prepare these videos by watching related tutorials and asking for help from their colleagues or the technical support team of their institution.

Additionally, the study indicates that the instructors have benefited from the LMS at the university in their adaptation to online education since they find it organized and practical. They also report that it is easy to keep the track of their students through the LMS. Thus, teachers should investigate the details of the LMS at their institution

by attending the seminars or workshops given by the technical support team of universities or the ones available on the internet. On the other hand, it is also revealed in the study that in online education the instructors have experienced some technical problems that may disrupt the functioning of synchronous lessons. Therefore, teachers should learn more about technology and how to solve technical problems that may occur during their lessons by watching some expert videos on the internet, attending some workshops on this issue, or organizing sharing sessions with colleagues.

It is also revealed in the study that there is a lack of interaction in online classes. It is reported to be caused by students' turning off their cameras or by the nature of online education. In accordance with the statements of the instructors in the study, language teachers should request their students to turn on their cameras, use breakout rooms in online meeting platforms and use more communicative materials and tasks to increase interaction in their lessons. As it is found in the study that online assessment has more room for cheating, and it would be unfair to the students who complete their tasks themselves. Therefore, similar to the suggestions of the participants in the study, teachers should conduct exams face-to-face in the case of blended education. All in all, it can be concluded from the statements of the instructors that online education can be a part of language education in the future. Thus, considering the findings of this study, teachers should learn how to benefit from the strengths of online education and overcome its weaknesses for further possible implementation of blended or online education.

5.4.2. Implications for ELT Educators

In the study, when the participants are asked to make suggestions on how pre-service English language teacher education programs can better prepare prospective teachers for online education, it is reported that pre-service teachers should be given training on online education. Moreover, it is suggested that they can be asked to give online lessons where they experience these tools as the instructors believe that it may be more beneficial for prospective teachers than learning about them with lectures. Related to these lessons the instructors also advise that student teachers can be

observed by their trainers during these lessons and provided with feedback about their performances. Moreover, it is recommended that student teachers should be given chances to enhance their ICT skills and get familiar with online tools. They should be equipped with online teaching practices and preparing materials. Moreover, the instructors recommend that student teachers need to be educated to adapt the course syllabus and materials according to new conditions. Therefore, teacher education programs can include some lessons where student teachers experience real-life situations and are provided with methods to create practical solutions. The findings also reveal that there should be some content where prospective teachers are informed about stress management issues due to illness-related or natural disaster-related problems the students may face. Finally, it is suggested that these education programs should create some platforms for their students where they can share their ideas with their peers and discuss online tools and materials with their advantages and disadvantages. In light of these suggestions provided by the English language instructors in the study, ELT educators could make some adjustments in their programs for the possible implementation of online education in the future.

5.4.3. Implications for Administrators and Policy Makers

In the study, the instructors reported that they have benefited to a great extent from the administrative support in the adaptation period to online education. Regarding the support systems in their department, they have mentioned the videos prepared by the administration on how to use online tools, online platforms, and the LMS at their institution. Moreover, the instructors have reported that they have found H5P interactive videos prepared by the administration beneficial since they have saved time and energy for the lecturing content of their lessons. Another useful training support provided by the administration is reported to be workshops and training sessions given by the administration, the professional development unit, and colleagues on how to use online tools, and online platforms, and prepare online lessons during this period. Therefore, administrations should provide instructors with a variety of training sessions in online education. However, it should be taken into consideration that these support systems are carried out with the emergence of the

outbreak of the pandemic, and teachers may have learned many things related to online education during this time. Therefore, to identify in which issues teachers need improvement, a needs analysis can be applied at the beginning of the semester and an orientation program can be organized. It is also mentioned that the administration is knowledgeable and practical about online education, which helps the instructors adapt to the new system and overcome the challenges they have experienced. Since online education is new for most of the instructors and they are unfamiliar with the system and how it functions, the immediate technical and course-related support provided by the administration is significant. These findings show that the knowledge and practicality of the people in the administration play an important role in new systems. Considering these findings of the study, it can be suggested that administrations and policymakers should invest in their professional development to be able to help the instructors adapt to the new systems they may experience in the future.

CHAPTER 6

CONCLUSION

6.1. Conclusion

March 2020 was the beginning of a new era for many all around the world in numerous aspects of life and education was no exception. With the lockdown due to the COVID-19 pandemic announced by the World Health Organization (WHO), schools at all levels had to close their doors and emergency online education started no matter how ready teachers, students, and institutions were. With the outbreak of the pandemic, research on different aspects of online education due to the pandemic started to be conducted correspondingly. The present study aims to contribute to the literature by revealing tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in their educational setting.

The current study was conducted with the participation of 47 English language instructors working at an English-medium state university in the capital city of Turkey. Based on the qualitative and the quantitative analysis of the data, it might be concluded that the general attitude of the instructors towards online education is supportive although it has some drawbacks related to interaction, technology, and assessment. Moreover, since they report that they have gained new skills and discovered new tools during this period, benefited from its advantages, learned how to overcome its challenges, and believe that online education is the future, they prefer blended education as the further implementation and suggest English language teacher education programs integrating technology into their curriculum.

According to the instructors' opinions, online education has many benefits. The first one is related to the flexibility of place and time since teachers can conduct their lessons wherever there is an internet connection, and since they do not have to rush between their lessons around the campus. Another advantage of online education mode is that they find utilizing online tools practical and time-saving, especially for H5P interactive videos prepared by the department for the input content of the lessons. It is also reported by the instructors that online tools increase interactivity in their classes. As another benefit, the findings show that online education enables students to become more autonomous learners since they need to take more responsibility in their learning process. An increase in student motivation is another reported gain of this mode of education. The instructors maintain that they can meet the needs of their students more and the participation of their students rises accordingly. The other mentioned benefit is that teachers do not have to find technologically equipped classrooms on campus since some classrooms in this state university lack technological equipment. Moreover, that online education helps teachers protect themselves from illnesses due to the pandemic health issue is considered to be another benefit. Lastly, the teachers express that they receive a considerable amount of support from the administration since they are knowledgeable and arrange the things the teachers may need in advance to make online education more smooth for them.

As to the challenges the instructors mention, in online education, they believe that both the motivation of students and teachers diminish. It is believed to be difficult to help the students feel like real university students when they have to join their lessons at home far from the opportunities of campus life. The other drawback is the lack of a camera view of the students, which decreases the motivation of the teachers since they cannot be sure if their students are actually in front of the computer attentively participating in the lessons. Additionally, technical problems that are faced by teachers and students cause problems in the process of education. An unstable internet connection is a common problem for teachers and students. In addition to that, some students may not fix their technical problems due to their economic problems. Furthermore, lack of interaction is believed to be another challenge of online education since the teachers cannot see the reactions of the

students. Next, in this mode of teaching, the participants believe that there is more room for cheating and they are concerned since it would be unfair for those who complete the tasks originally themselves. Another drawback is underlined to be the lack of study rooms for the students on campus to join synchronous lessons, which hinders the proper participation of the students due to the distractions around them.

Regarding the suggestions of the instructors to improve the effectiveness of online education in their institution, the findings unveil that quality online materials play an important role. Moreover, the instructors believe that if the exams are conducted face-to-face, they may solve the possibility of cheating in the exams. Another suggestion made by the teachers is to overcome the technical problems they face during online education. To make the online lessons more effective more training sessions from the experts in this field, and more sharing sessions are recommended by the participants. As a solution to the challenge related to the lack of proper study rooms on the campus for the students, the instructors advise the institution to create comfortable study rooms with stable internet connections where they can join the lessons without the fear of disturbance. As a suggestion for the drawback of online education due to the lack of camera view of the students, the instructors state that the cameras should be open during the synchronous lessons.

The findings related to how the instructors have adapted to the new practices in online English teaching demonstrate that they have benefited from a variety of online tools that help them meet their students' different needs. They also report that they have gained new teaching skills and methods during this period. They have also mentioned that they have learned how to give feedback via Turnitin and the LMS at their institution in addition to conducting more student-centered activities using several online tools. Another issue regarding their adaptation to the new practices is the help they have received from their departments including the workshops given by their colleagues and their administration on online teaching, the documents and videos prepared by the administration to show how a variety of tasks are conducted online. The trial and error method is reported to be another way of adaptation. The instructors mention that each term during this online period, they try new tools and learning platforms, which makes their teaching experience more meaningful and

enjoyable. Moreover, watching online educational videos prepared by experts and trying their suggestions in their lessons are mentioned as their adaptation to the new practices. Additionally, it is revealed that the instructors find authentic internet sources such as newspapers and magazines beneficial for their lessons since they are easy to share on their screen. Another issue they have mentioned related to their adaptation period is becoming more tolerant and flexible since some of their students may experience difficulties in the period of the pandemic.

The findings about the instructors' attitude towards further implementation of online English courses in their institution when the pandemic is over illustrate that most of the teachers prefer blended education for several reasons. The first reason why they prefer blended education is the fact that the content of their courses is suitable for this mode of education since they state that they do not need to be in real classrooms for lecturing sessions. However, as they believe that there is more possibility of cheating in the exams in online education, it is suggested that exams must be conducted face-to-face. Another reason for implementing blended education is that as the instructors find the new skills and the tools they have learned in this period beneficial for teaching practices, the instructors want to use them for blended education as well.

Concerning the in-service training sessions in the department during online education, the instructors report that they have benefited from these sessions such as the LMS, online teaching platforms, and tools as well as the videos prepared by the administration such as how to use Turnitin and the LMS. Related to the in-service training support systems instructors would like to have for online English teaching within the institution more, they state that they would benefit from sessions on learning more about technology necessary to use in online platforms, adapting the course content to solve the problems in the process of teaching some skills online, learning more about how to use the LMS, and lastly how other institutions handle English for academic purposes in online education.

Next, the instructors suggest the newly recruited English teachers in dealing with challenges they may face teaching online that they should not hesitate to ask for help

whenever they need it from the administration and their colleagues. Moreover, learning about new technologies and utilizing them in their classes is another suggestion made by the participants. They also advise having a good rapport with their students and understanding the changes in their mood. Additionally, the instructors believe that watching the videos prepared by the administration to guide the teachers on how to use online tools and the LMS at the institution is also useful. Another suggestion is observing the other colleagues to benefit from their experiences and investing in their professional development not only during the online education period but also throughout their careers.

In relation to the suggestions of the instructors on how pre-service English language teacher education programs can better prepare prospective teachers for online education, the instructors state that pre-service teachers should be trained on online teaching, task and material preparation to be used online, and how to enhance their ICT skills. Additionally, they should be asked to give online lessons where they can use online tools and these lessons should be observed by their teachers. Moreover, they should be trained on how to adapt the syllabus and materials to new situations and to find practical solutions for real-life problems that they may face in the classroom. It is also reported that these programs should create platforms where the pre-service teachers could share their experiences, the tools and materials they find useful.

In conclusion, both the qualitative and the quantitative findings of the study might inform English language instructors about the benefits and challenges of and suggestions for online education in the COVID-19 pandemic in terms of instruction, interaction, technology, and assessment and about how they have adapted to the new practices in online English language teaching. The findings of the study may also inform institutions about the attitude of English language instructors towards the further implementation of online English courses. This study may also reveal in-service training support systems available for online teaching at a tertiary level institution and the suggestions of English language instructors for in-service and pre-service teachers and English language teacher education programs, which might contribute to the literature in the field of online English language education.

6.2. Limitations and Suggestions for Further Research

In spite of the limitations of the study, the findings of it offer the following understanding and perceptions for further studies:

- The study is conducted with the participation of forty-seven English language instructors at a state university. The sample size might not be large enough to make generalizations for online English language teaching. Therefore, a larger sample size might provide wider perceptions of the issue.
- The participants of the study are English language instructors. Thus, the findings of the study are confined to the perceptions of this group, and it limits the generalization of this study to all languages. For further studies, it is recommended that the instructors of the other languages within the institution could be included in the study to demonstrate different points of view. Additionally, the researchers may find the chance to compare the similarities and differences between these languages in conducting online language teaching.
- The setting of the study is an English -medium state university in the capital city of Turkey. As it is mentioned in the study, these findings are unique to the institution where the study is performed. Therefore, it is beyond the scope of this study to illustrate the process of online education due to the pandemic at other universities in Turkey. Because of this reason, a nationwide study can be conducted to reveal how online education is conducted all around the country during the period of the pandemic.
- It is also beyond the scope of this study, however, as a suggestion for further research, students and teacher educators can be included as participants in a study, and their answers could be compared with instructors’.

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APPENDICES

A. APPROVAL OF THE METU HUMAN SUBJECTS ETHICS COMMITTEE

UYGULAMALI ETİK ARAŞTIRMA MERKEZİ
APPLIED ETHICS RESEARCH CENTER



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14 OCAK 2022

Konu : Değerlendirme Sonucu

Gönderen: ODTÜ İnsan Araştırmaları Etik Kurulu (İAEK)

İlgi : İnsan Araştırmaları Etik Kurulu Başvurusu

Sayın Doç.Dr. Perihan SAVAŞ

Danışmanlığını yürüttüğünüz Şebnem KIYAN'ın "İngiliz Dili Üniversite Öğretim Görevlilerinin Covid-19 Pandemi Dönemi Öğretim Deneyimleri ve Hizmet İçi ve Hizmet Öncesindeki İngilizce Öğretmenlerine Tavsiyeleri" başlıklı araştırmanız İnsan Araştırmaları Etik Kurulu tarafından uygun görülmüş ve 0076-ODTÜİAEK-2022 protokol numarası ile onaylanmıştır.

Saygılarımızla bilgilerinize sunarız.

Prof.Dr. Mine MISIRLISOY
İAEK Başkan

B. SURVEY INSTRUMENT

Dear Colleague,

I am conducting research on tertiary level English language teachers' experiences and suggestions on online teaching due to the COVID-19 pandemic in the Department of Modern Languages at Middle East Technical University.

Your participation in this study is completely voluntary. There is no penalty for not participating. You have the right to withdraw from the study at any time without consequence. Your participation would involve answering the online survey questions, which requires about 20 minutes. To help protect your confidentiality, the survey will not contain any information that will personally identify you. Your answers will be kept strictly confidential, will not be shared with third parties except the supervisor of this research, and will only be used for the analysis part of the thesis. Your information will be assigned a code number and your name will not be used in any report.

To this end, I would like to kindly request you to join the online survey which will be sent to your institutional e-mail addresses.

Thank you for your participation.

Whom to contact if you have questions about the study:

Principal researcher: Şebnem Kıyan, Instructor

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PART I. DEMOGRAPHIC

1. What is your gender?
 - A. Male
 - B. Female
 - C. Prefer not to specify
2. What age range are you in?
 - A. Less than 25
 - B. 25-29
 - C. 30-34
 - D. 35-39
 - E. 40-44
 - F. 45-49
 - G. 50 and over
3. What is your role in your current institution?
 - A. Instructor
 - B. Administrator
 - C. Administrator with teaching duties
 - D. Other
4. What is the highest degree you have completed?
 - A. Bachelors in _____ (please, specify your department)
 - B. Masters in _____ (please, specify your department)
 - C. Doctorate in _____ (please, specify your department)
5. How long have you been experiencing online teaching due to Covid-19?
 - A. 0-6 months
 - B. 7-12 months
 - C. 13-18 months
 - D. 19-24 months
6. What was your opinion about online education at the beginning of emergency online education **in March 2020**?
 - A. Positive
 - B. Mostly Positive
 - C. Neutral
 - D. Mostly Negative
 - E. Negative
7. What is your overall opinion about online education **now**?
 - A. Positive
 - B. Mostly Positive
 - C. Neutral
 - D. Mostly Negative
 - E. Negative

PART II.

8. How confident are you in using the LMS used in your institution?
- ☐ Very Confident
 - ☐ Confident
 - ☐ Not Very Confident
 - ☐ Unconfident
9. How confident are you in using your preferred video teaching platform? (e.g. Zoom, Cisco WebEx)
- ☐ Very Confident
 - ☐ Confident
 - ☐ Not Very Confident
 - ☐ Unconfident
10. How confident are you in using your preferred online teaching tools? (e.g. Padlet, Linoit)
- ☐ Very Confident
 - ☐ Confident
 - ☐ Not Very Confident
 - ☐ Unconfident
 - ☐ N/A
11. How confident are you in solving technical problems on your computer during synchronous lessons by yourself?
- ☐ Very Confident
 - ☐ Confident
 - ☐ Not Very Confident
 - ☐ Unconfident

PART III.

12. Online education is effective in teaching grammar in English
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
 - ☐ N/A
13. Online education is effective in teaching vocabulary in English
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree
14. Online education is effective in teaching reading skills in English
- ☐ Strongly Agree
 - ☐ Agree
 - ☐ Disagree
 - ☐ Strongly Disagree

15. Online education is effective in teaching listening skills in English
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
16. Online education is effective in teaching speaking skills in English
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
17. Online education is effective in teaching writing skills in English
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
18. Preparing online English lessons takes more time
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
19. In synchronous lessons, I can cover less content
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
20. In synchronous lessons, I need to clarify instructions more
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
21. The Chatbox in video teaching platforms (e.g., Zoom, Cisco WebEx) enables students who are more reserved to express themselves in English
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
22. It is difficult to monitor everyone at the same time in breakout rooms
- Strongly Agree
 - Agree

- Disagree
 - Strongly Disagree
23. Students' not turning their cameras on lowers my motivation
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
24. Some of my students' being in library or in study hall affects synchronous lessons negatively since they cannot speak
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
25. H5P interactive tasks and videos in English save energy and time for teachers
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
 - N/A
26. I have had problems with my internet connection during online teaching
- Always
 - Often
 - Sometimes
 - Never
27. Students' low internet connection problems affects lessons negatively
- Always
 - Often
 - Sometimes
 - Never
28. Students' not having proper technological equipment affects lessons negatively (e.g., a working computer/camera/ sound system etc.)
- Always
 - Often
 - Sometimes
 - Never
29. I try to be more flexible with the deadlines if students have technical problems (e.g. computer malfunction, internet connection problems, software issues)
- Strongly Agree

- Agree
 - Disagree
 - Strongly Disagree
30. It is tiring to grade and give feedback to assignments and exams on the computer for long hours
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
31. I am concerned about cheating in online assessment
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
32. Content of English exams in the department can be arranged in such a way to prevent cheating
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
33. Safe Exam Browser (SEB) should be used for all online English exams in the department to prevent cheating
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
34. I have learned new teaching skills and methods in online education
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
35. I have become more flexible with students' course related problems (e.g. attendance, participation, late assignment submissions)
- Strongly Agree
 - Agree
 - Disagree
 - Strongly Disagree
36. I have become more accessible for my students via e-mail and/or mobile phone

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

37. I have had difficulty in adapting materials for online English lessons

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

38. I have received help from the administration in dealing with the problems in online education

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

39. I have received help from colleagues in dealing with the problems in online education

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

40. I have solved the problems I experienced in online education by trial and error method

- Strongly Agree
- Agree
- Disagree
- Strongly Disagree

PART IV.

41. Please choose the best that applies to your attitude towards further implementation of online English courses in your institution once the pandemic is over? Please specify your reason(s).

- I prefer to continue with Face to Face education to teach English in all of my courses
- I prefer to continue with fully Online education to teach English in all of my courses
- I prefer to continue with fully Online education to teach English in some of my courses
- I prefer to continue with Blended education to teach English in all of my courses

Your reason:

PART V.

42. I have benefited from the in-service training sessions in the department during online education (e.g. the LMS, video teaching platforms)

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

43. I have benefited from “How to” videos prepared by the department (e.g. Turnitin, the LMS)

- ☐ Strongly Agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly Disagree

PART VI.

44. In your opinion, what are the **benefits** of teaching English online at your institution? Please, provide your answer by giving specific reasons and examples.

45. In your opinion, what are the **challenges** of teaching English online at your institution? Please, provide your answer by giving specific reasons and examples.

46. How have you adapted to new practices in online English teaching? Please, provide your answer by giving specific reasons and examples.

47. What are your suggestions for improving the effectiveness of online education to teach English at your institution? Please, provide your answer by giving specific reasons and examples.

PART VII.

48. What other in-service training support systems would you like to have for online English teaching within the institution **more**? Please, specify topics and/or modes of delivery.

49. What other in-service training support systems would you like to have for online English teaching within the institution **less**? Please, specify topics and/or modes of delivery.
-

50. What would your suggestions be for newly recruited English teachers in dealing with challenges they may face teaching online? Please, provide your answer by giving specific reasons and examples.
-

PART VIII.

51. How can pre-service English language teacher education programs better prepare prospective teachers for online education? Please, provide your answer by giving specific reasons and examples.
-

52. Please, share any additional suggestions, comments, and questions regarding online education, in-service English teacher training, and pre-service English teacher education.
-

Thank you so much for your collaboration and participation!

C. SAMPLE PAGE OF CODED TRANSCRIPTIONS

Question 45: In your opinion, what are the challenges of teaching English online at your institution? Please, provide your answer by giving specific reasons and examples.

Participant 1: The study rooms where students can join online sessions are not enough in number. The departments are not helpful in providing work/study spaces. So sometimes ss can't join the classes or they cannot participate actively.

Lack of study rooms

Participant 5: Connection issues and students not turning their cameras on. As an example, the electricity went off a couple of weeks ago and my phone was not charged. So I could not connect from my hotspot. Had to cancel the lesson. And many students around where I live experienced the same issue. Now I make sure that both my computer and phone are fully charged at all times.

Technical problems

Lack of camera view

Participant 7: Not necessarily institutional (I believe everything has been exceptionally well-managed so far) but on the motivational aspect, I feel drained trying so hard to maintain students' motivation when I have very little left to do so myself.

Decrease in motivation

Participant 8: The only challenge I can think of is the cameras being turned off and the Internet speed problem

Lack of camera view

when especially you are doing a speaking lesson

Participant 9: Students who see our courses as a burden among all the other "serious" courses they take prefer not to turn on their cameras or not to attend classes. And also cheating was an issue in online education. Students submit an essay, but we cannot make sure it is the students' original work.

Lack of camera view

Room for cheating

Participant 11: Students need to be provided with proper places to attend the lessons. We need satellite places with proper devices for students who need the space and devices.

Lack of study rooms

Participant 17: Some students may not have necessary equipment and connection problems may occur. There may be students who have to join online classes in between face to face ones, it can be hard sometimes for them to find a proper silent place to join the sessions. Not all students are willing to turn their cameras on, which can be frustrating sometimes.

Technical problems

Lack of study rooms

Lack of camera view

Participant 21: Students are fed up with online education.

Decrease in motivation

They do not want to participate in the class. I believe they get help in writing sessions & online testing led to a rise in cheating.

Room for cheating

Participant 26: During grading, I felt really exhausted and tired

Physical problems

Participant 30: Students' not turning on their cameras leads to a lower level of motivation both in students and

Lack of camera view

Decrease in motivation

Lack of interaction

Technical problems

instructors. it's hard to create a classroom atmosphere.
technical problems encountered by students and instructors.

D. TURKISH SUMMARY / TRKE ZET

İNGİLİZCE ĖRETİM GREVLİLERİNİN Kovid 19 SALGINI SIRASINDA EVİRİMİİ EĖİTİM İLE İLGİLİ DENEYİMLERİ VE HİZMET İİ VE HİZMET NCESİ İNGİLİZCE ĖRETMENLERİNE NERİLERİ

1. GİRİŞ

Tm dnyanın Kovid 19 salgını ile yz yze geldiĖi Mart 2020, eĖitim tarihinin mihenk taşlarından biri olabilir. Kovid 19 salgını sonrasında, hayatın diĖer alanlarında olduĖu gibi eĖitim de, acil uzaktan eĖitim adıyla anılan yeni bir dneme tanıklık etmiştir. Baştan online olarak planlanan ve tasarlanan deneyimlerin aksine, acil uzaktan eĖitim (AUE) kriz durumlarına baĖlı olarak Ėretim ynteminin alternatif bir Ėretim yntemine geici bir deĖişimidir (Hodges vd., 2020, s.6). Kovid 19 salgını tm dnyada pek ok ynden hayatı neredeyse durdurmasına raĖmen, eĖitim acil uzaktan eĖitim sayesinde devam edebildi. İnsanların salgından kaynaklanan kısıtlamalara baĖlı olarak gerek sınıflarda yz yze eĖitim yapma şansları olmadığı iin bir zorunluluk olarak başlasa da yle grnyor ki, Ėretmenlerin bu dnemde yaşadıkları dil Ėretim yntemini deĖiştirebilir ve bylece evrim ii Ėretim gelecekte eĖitimin ayrılmaz bir parası haline gelebilir.

Mart 2020’de salgına baĖlı olarak okullar kapandığında, niversiteler de acilen hi aralık vermeden eĖitime başlama kararı vermek zorunda kaldılar. Tm niversitelerin yz yze eĖitimden evrim ii eĖitime gemesi beklenmesine raĖmen, tm kurumların yeterli altyapısı ve Ėretim grevlileri iin teknik destek sağlayabilecek bilgide kadrosu olmaması sebebiyle akademik personelini eşit bir şekilde desteklemeye hazır deĖildi. Hatta aynı niversitedeki blmlerin ynetimleri arasında bile bazıları krize hemen mdahale ettikleri ve eĖitime aralık vermeden devam edebildikleri iin farklılıklar olmuşt olabilir. Bylesi durumlar yaratıcı

problem çözmeyi gerektirir (Hodges vd., 2020, s.6). Ne var ki, acil uzaktan öğretime geçiş birçok sebebe bağlı olarak tüm üniversitelerde eşit ölçüde etkili değildi.

Salgının başında Türkiye'deki tüm devlet üniversitelerinin hazır bulunuşluklarını görmek için, onların internet siteleri incelenerek yapılan nicel bir içerik analizinde, yüksek öğretim kurumlarının hızlı geçişe bağlı olarak akademik personele yeterli pedagojik ve teknik destek sağlamakta zorluk çektikleri belirtilmiştir. (Keskin vd., 2022, s.493). Bu çalışmaya göre, bu dönemde karşılaşılan bir diğer problem de açık ders materyallerinin olmayışı ve bu üniversitelerin çeyreğinin, kurumlarındaki Öğrenme Yönetim Sistemi (ÖYS)'nin nasıl kullanılacağını gösteren videolar hazırlamamış olmalarıydı. Ortaya çıkan bir diğer sonuç ise bu üniversitelerin üçte ikisinden fazlasının akademik personeli için hiçbir hizmet içi eğitim ya da materyal hazırlama desteği vermemesiydi. Yapılan bu analiz gösteriyor ki bazı kurumlardaki öğretmenler bu geçiş döneminde zorluklarla karşılaşmış olabilir ve Türkiye'de tüm üniversiteler acil uzaktan öğretime sorunsuz bir şekilde geçememiş olabilir. Ancak şu da göz önünde bulundurulmalıdır ki, böylesi durumlarda asıl amaç yeniden sağlam bir eğitim ekosistemi yaratmak değil, acil ve kriz durumlarında kurması hızlı ve elde mevcut olan güvenilir öğretim ve öğretim desteklerine geçici bir ulaşım temin etmektir (Hodges vd., 2020, s.6). Bu sebeple, üniversitelerin profesyonel gelişim birimleri ile birlikte destek birimleri ve bölümlerin yönetimleri akademik personele gerekli desteği sağlama konusunda hayati bir önem taşımaktadırlar.

Bu destek sistemi konusunda Hodges vd. (2020) var olan destek modellerinin, ders tasarlama desteği, profesyonel gelişim fırsatları, içerik geliştirme, öğrenme yönetim sistemi eğitimi ve desteği, fakülte uzmanları ile birlikte çoklu ortam geliştirme konularını içerebileceğini ifade etmiştir.

Salgının başlangıcında fakülteler ve öğretmenler bazı zorluklarla karşılaşmışlardır ki bunlardan biri Dünya Sağlık Örgütü (DSÖ) Genel Direktörü'nün 11 Mart 2020'de Kovid 19'u salgın ilan ettiği (DSÖ, 2020) medya toplantısından birkaç gün sonrasında uzaktan eğitim ilan edildiği için dönemin geri kalanını hızlı bir şekilde planlamak zorunda kalmalarıdır. Salgının başındaki bir diğer sorun da, salgının ne zaman biteceği ve yüz yüze eğitimin yeniden ne zaman başlayacağıydı. Pandeminin

başında öğretmenlerin karşılaştıkları sorunlar daha çok teknoloji ile ilgiliyken, sanal ortamda ders vermeye daha çok alıştıkça problemleri de değişti. Ferri vd. (2020, s.14) yapılandırılmış ve planlanmış eğitim materyalleri (içerik, metodoloji ve ortak hedefler) sağlayarak açık ve tutarlı bir planın geliştirilmesi gerektiğini önermiştir.

Online eğitim üzerine birçok çalışma yürütülmüştür; ancak bu aşamada çevrim içi eğitim ve acil uzaktan öğretim arasındaki fark aydınlatılmalıdır. Uzaktan eğitim öğrenciler için her zaman alternatif ve esnek bir seçenek olmuşken acil uzaktan öğretim bir zorunluluktur, ki bu da farklı stratejiler kullanmak ve duruma farklı önceliklerle yaklaşmak zorunda kalmamız anlamına gelmektedir (Bozkurt vd., 2020).

Literatürde, salgın öncesinde çevrim içi eğitim üzerine birçok çalışma bulunmaktadır ve Kovid 19 salgını ile birlikte dünyanın farklı yerlerinde bu dönemki eğitim ile ilgili olarak çeşitli çalışmalar yürütülmesine rağmen, hala çevrim içi öğretim üzerine farklı ve dinamik bir açıdan daha fazla çalışma yapılmasına ihtiyaç vardır. Kovid 19 salgını sebebiyle çevrim içi eğitime acil geçiş ve dil öğretim görevlilerinin deneyimleri düşünüldüğünde, İngilizce öğretim görevlilerinin çevrim içi eğitimle ilgili fikirlerini keşfetmek için bir başka çalışmaya daha ihtiyaç duyulmuştur, ki bu da Türkiye'deki Yabancı Dil Olarak İngilizce bağlamında üniversite düzeyindeki çevrim içi eğitimi anlama konusunda yardımcı olabilir.

Bu çalışmanın ilk amacı öğretim, etkileşim, teknoloji ve değerlendirme yönlerinden çevrim içi öğretimin yararları, zorlukları ve öğretim görevlilerinin önerilerini araştırmaktır. İkinci amacı ise öğretim görevlilerinin çevrim içi İngilizce öğretiminde yeni uygulamalara nasıl uyum sağladıklarını ortaya çıkarmaktır. Bir diğer amaç, dil öğretim görevlilerinin kendi kurumlarında gelecekte uygulanacak olan çevrim içi İngilizce derslerine olan yaklaşımlarını ortaya çıkarmaktır. Dördüncü amaç ise, öğretim görevlilerinin salgın sırasında kurumlarındaki çevrim içi öğretim ile ilgili hizmet içi eğitim destek sistemlerini araştırmaktır. Son olarak bu çalışma, öğretim görevlilerinin çevrim içi öğretim ile ilgili önerileri ve gelecekte çevrim içi eğitimi deneyimleyebilecek olan hizmet içi ve hizmet öncesi İngilizce öğretmenlerine önerileri üzerinde odaklanmıştır.

Bu amalar gz nnde bulundurularak bu alıřma ařağıdaki arařtırma sorularına cevap bulmayı hedeflemiřtir:

1. ğretim grevlilerinin fikirlerine dayanarak, kendi kurumlarındaki evrim ii ğretimin yararları, zorlukları ve ğretim grevlilerinin nerileri
 - a. ğretim
 - b. etkileřim
 - c. teknoloji
 - d. deęerlendirme ynlerinden nelerdir?
2. ğretim grevlileri evrim ii İngilizce ğretiminde yeni uygulamalara nasıl uyum saęladı?
3. Dil ğretim grevlilerinin kendi kurumlarında gelecekte uygulanacak olan evrim ii İngilizce derslerine olan yaklařımları nelerdir?
4. ğretim grevlilerinin salgın sırasında kurumlarındaki evrim ii ğretim ile ilgili hizmet ii eęitim destek sistemleri nelerdir?
5. ğretim grevlilerinin;
 - a. kurumlarındaki evrim ii ğretim ile ilgili nerileri
 - b. gelecekte evrim ii ğretimi deneyimleyebilecek olan hizmet ii ve hizmet ncesi İngilizce ğretmenlerine nerileri nelerdir?

2. YNTEM

Bu alıřmada, İngilizce ğretmenlerinin Trkiye’deki bir devlet niversitesinin Modern Diller Blm’nde Kovid 19’a baęlı olarak uygulanan evrim ii ğretim ile ilgili deneyimlerini ortaya ıkarmak iin karma yntem arařtırma deseni uygulanmıřtır. Creswell ve Tashakkori (2007, s.4)’nin belirttięi gibi karma yntem, arařtırmacının tek bir alıřma veya arařtırma programında nitel ve nicel yaklařım veya yntemlerinin ikisini de kullanarak verileri toplayıp analiz ettięi, bulguları birleřtirdięi ve sonuca ulařtıęı alıřma řeklinde tanımlanabilir.

Bu alıřma, nitel ve nicel sonuların karřılařtırılabilmesi iin ařamaların kaynařtırıldıęı (Fetters vd., 2013, s.2136) yakınsak tasarım karma yntem

araştırmasıdır. Nitel ve nicel veriler bu çalışmada paralel bir şekilde toplanmıştır. Bu iki veri şekli birbirlerinden ayrı olarak analiz edilmiş ve bu verilerin ne ölçüye kadar birbirleriyle ilgili oldukları sonucuna ulaşmak için bu veriler birleştirilmiştir. Nicel veriler Likert ölçekli anket yoluyla toplanmıştır. Demografik sorular dışında anketin nitel bölümünde otuz iki Likert ölçekli soru bulunmaktadır. Nitel bölümde toplanan veriler ortalama yargı değeri ve standart sapma içeren betimleyici istatistik yoluyla SPSS 28 kullanılarak analiz edilmiştir. Çalışmanın nitel bölümü için aynı ankette öğretim görevlilerinin görüşlerinin arkasındaki detaylı sebeplere ulaşabilmek için on açık uçlu soru kullanılmıştır. Nicel bölümde toplanan sonuçlar araştırmacının önce kodlama şeması ve sonrasında da kodları kullanarak temalar yarattığı sürekli karşılaştırma yöntemi ile analiz edilmiştir. Son aşamada da nitel ve nicel sorularla toplanan veriler durumu daha geniş bir açıdan anlayabilmek için birleştirilmiştir.

Çalışmadaki anket, 2021-2022 sonbahar döneminde Türkiye'nin başkentinde öğrenim dili İngilizce olan devlet üniversitelerinin birindeki Modern Diller Bölümü'nde araştırmaya gönüllü olarak katılan kırk yedi İngilizce öğretim görevlisinin katılımıyla yürütülmüştür. Bu çalışma için kullanılan anket, Google Forms yoluyla nitel ve nicel veri toplamak için çevrim içi yürütülmüştür. Bunun sebebi, çevrim içi veri toplamanın zaman ve maliyet açısından etkin olması, potansiyel olarak daha fazla bilgiye ulaşma anlamına gelen daha geniş popülasyona ulaşması, daha düşük ihtimalde veri kaybı olması ve veri tabanına daha kolay veri aktarabilme özelliği olmasıdır (Dal, Lefever ve Matthíasdóttir, 2006). Ayrıca, Kovid 19 salgını sırasındaki kısıtlamalar göz önünde bulundurulduğunda, çevrim içi anketin veri toplamak için en iyi seçenek olduğu düşünülmüştür.

Bu çalışmada hazır bir anket tercih edilmemiştir; çünkü araştırmanın ortamı Modern Diller Bölümü'dür ve çalışma özellikle bu bölümdeki öğretim görevlilerinin çevrim içi İngilizce öğretimi konusundaki fikirlerini ortaya çıkarmayı hedeflemektedir. Bu sebeple, anket hazırlanmadan önce hedef grup ile çevrim içi bir görüşme yapılmıştır. Denscombe (2017) hedef grup görüşmelerini katılımcıların kendi aralarında konuyu tartışmaya teşvik edildiği toplantı (s.206) olarak tanımlar. Hedef grup görüşmelerinin yararı olarak da Denscombe (2017, s.206) katılımcıların araştırmacıya mantıklarını inceleme yolu ve insanların o fikirde olmalarının altında yatan sebepleri açığa

çıkarma yolunu sağladıklarını ekler. Daha geniş yelpazede fikre ulaşmak için farklı yıllarda İngilizce öğretmenliği ve çevrim içi İngilizce öğretmenliği deneyimine sahip üç öğretim görevlisi seçilmiştir. Görüşme, salgın sebebiyle Zoom video konferansı üzerinden yürütülmüş ve bir saat sürmüştür. Görüşmenin hemen sonrasında öğretim görevlilerinden izin alınarak yapılan görüşme kaydı kopya edilmiş ve anahtar fikirler belirlenmiştir. Katılımcılara araştırma soruları sorulduğu için anketteki sorular görüşmede tartışılan fikirlerden yararlanılarak hazırlanmış ve çalışmanın araştırma sorularını kapsamıştır.

İçerik geçerliliği, ölçek maddelerinin, önerilen alanı veya anketin ölçmeyi hedeflediği kavramı temsil edip etmediği ile ilgili uzman görüşüne gönderme yapmaktadır (Rattray vd., 2007, s.238). Bu sebeple bu çalışmada, bu alanda üç uzmanın veri toplama aracı hakkında görüşleri alınmıştır. Bu çalışmadaki anket, uzmanlara anket sorularını içeren tablonun olduğu bir Word belgesi olarak elektronik posta yoluyla gönderilmiştir. Anket soruları ise uzmanlardan gelen geri bildirim çerçevesinde düzenlenmiştir.

Çalışmanın pilot edilmesi konusunda Malmqvist vd. (2019, s.2) pilot çalışmanın, güvenilirlik ve işe yararlılığı garanti etmenin bir yolu olarak, çalışmanın ön gerekliliği olarak düşünüldüğünü belirtmişlerdir. Bu sebeple, bu çalışma, araştırmanın etkililiğini artırmak için çalışmanın yürütüldüğü bölümde çalışan beş İngilizce öğretim görevlisi tarafından pilot edilmiştir. Anket sorularının olduğu bir tablo katılımcılara elektronik posta yoluyla gönderilmiştir. Kendilerinden anketteki soruları cevaplamalarının yanı sıra soruların açık ve uygun olup olmadıkları konusunda da görüş bildirmeleri istenmiştir. Katılımcıların içerik, gereklilik, sayı, açıklık ve dilbilgisi açısından doğrulukları konusunda verdikleri detaylı geri bildirim sayesinde anket düzenlenmiş ve çalışmanın danışmanının onayı alındıktan sonra bölümdeki İngilizce öğretim görevlilerine gönderilmek üzere son haline getirilmiştir. Anket hazırlandıktan sonra, üniversitenin İnsan Araştırmaları Etik Kurulu'ndan çalışmanın Modern Diller Bölümü'nde yürütülmesi için izin alınmış, bölüm başkanı çalışmanın içeriği ve amacı konusunda bilgilendirilerek kendisinden onay alınmış ve çevrim içi anket bağlantısı bölümün elektronik posta adresine yollanmıştır.

3. BULGULAR

Çalışmanın amacı, Kovid 19 salgınına bağlı olarak yürütülen çevrim içi öğretim ile ilgili İngilizce öğretim görevlilerinin Türkiye'deki bir devlet üniversitesindeki deneyimlerini ve önerilerini nitel ve nicel verilerle ortaya çıkarmaktır.

Bu yakınsak tasarım karma yöntem çalışmasında birinci araştırma sorusu için nicel veriler betimleyici istatistikler yoluyla SPSS 28 kullanılarak, nitel veriler ise sürekli karşılaştırma analiz yöntemi ile incelenmiştir. Katılımcılar çevrim içi eğitimin kelime, okuma, dinleme, konuşma ve yazma öğretiminde etkili olduğuna katılmışlardır. Aynı zamanda, bölümlerindeki İngilizce ders içeriğinin çevrim içi eğitim için uygun olduğuna inanmaktadırlar. Ancak, öğretim görevlilerinin çevrim içi eğitimin etkileşim konusunda bazı zorlukları olduğuna inandıkları gözlemlenmiştir. Öğrencilerin ders sırasında kameralarını kapatmalarının etkileşimi zayıflattığını ve bunun da hem öğrencilerin hem de öğretmenlerin motivasyonunu düşürdüğünü ifade etmişlerdir. Ayrıca, sanal sınıfların gerçek sınıf atmosferi gibi olmadığına, ki bunun da olumsuz bir durum olduğuna inanmaktadırlar. Teknoloji ile ilgili olarak öğretim görevlileri, çevrim içi eğitimi hem etkili hem de zorlayıcı bulmuşlardır. Kampüste düzgün bir şekilde çalışan teknik aletleri olan sınıflar bulmak zorunda olmadıklarından çevrim içi eğitimi faydalı bulmuşlardır. Dahası, çevrim içi araçları etkili ve öğrenciler için motive edici bulmuşlardır. Ne var ki, hem öğretmenler hem öğrenciler ders sırasında teknik sorunlar yaşayabildikleri ve öğrencilerin çalışır durumda aletleri olmayabildiği için çevrim içi eğitimi bir zorluk olarak görmektedirler. Değerlendirme konusunda ise öğretim görevlileri uzun saatler boyunca bilgisayarda geri bildirim vermenin yorucu olduğuna inanmaktadırlar ve de kopya çekme konusunda endişelenmektedirler. Sınav kağıdının öğrencinin kendisine ait olup olmadığından emin olamadıklarını ifade etmişlerdir. Katılımcılar bir öneri olarak Güvenli Sınav Sunucusu kullanılabileceğini ya da sınavların yüz yüze yapılabileceğini önermişlerdir.

İkinci araştırma sorusu için nitel ve nicel veriler karşılaştırıldığında cevapların birbiriyle paralel olduğu gözlemlenmiştir. Öğretim görevlilerinin yeni uygulamalara uyumu konusunda nicel bölümdeki cevaplara bakıldığında, öğretmenlerin çevrim içi

eğitimde yeni öğretim becerileri ve yöntemleri edindiklerine katılmış oldukları görülmektedir. Buna paralel olarak nitel bölümde ise çevrim içi İngilizce öğretiminde yeni uygulamalara uyum sağlamak için çevrim içi araçlar, videolar ve internet kaynakları kullandıklarını belirtmişlerdir. Anketin her iki bölümünde de öğretim görevlileri, bölüm yönetiminden yardım aldıklarını ve yine bölüm yönetimince hazırlanan materyallerden faydalandıklarını belirtmişlerdir. Ayrıca, çalışma arkadaşlarının ve atölye çalışmalarının çevrim içi eğitime geçişte kendilerine yardımcı olduğuna işaret etmişler ve bu dönemde sorunlarını deneme yanılma yoluyla da çözdüklerinden bahsetmişlerdir.

Üçüncü araştırma sorusunun nicel bölümünde kırk yedi öğretim görevlisinden otuz karma, onu tüm derslerinde yüz yüze, yedisi de tamamen çevrim içi eğitimle devam etmeyi tercih etmişlerdir. Bu araştırma sorusunun nitel bölümü için ise bu tercihlerinin sebebi sorulmuştur. Hem nitel hem de nicel bölüm cevapları karşılaştırıldığında, nitel bölümdeki tercih sayısı ile nicel bölümdeki kodların tekrar sayısının eşit olduğu görülmüştür. Karma eğitimi tercih eden otuz öğretim görevlisinin ortak sebebi ders içeriği olmuştur. Öğretim görevlileri, bölümlerindeki İngilizce ders içeriğinin asenkron dersler için uygun olduğuna inanmaktadırlar. Karma eğitimi seçmelerinin bir başka nedeni ise teknolojidir. Katılımcılar, çevrim içi eğitim sırasında yeni beceriler edindiklerini ve gelecekte asenkron derslerde H5P videoları ile devam etmek istediklerini belirtmişlerdir. Öğretim görevlileri tarafından bahsedilen bir diğer konu da kopya çekme meselesidir. İngilizce ders içeriğinin asenkron dersler için uygun olduğunu düşünseler de, kopya çekmeyi engellemek için sınavların yüz yüze yapılması gerektiğine inanmaktadırlar. Karma eğitimin zaman kazandırıcı ve sağlık açısından güvenli olması onun tercih edilmesinin diğer sebepleri olmuştur. Yüz yüze eğitimi tercih eden on öğretim görevlisi ise bazı çevrim içi kaynakların derslerinde kullanılabilir olmasına rağmen, çevrim içi eğitimin ana eğitim şekli olmaması gerektiğini, çevrim içi eğitimde öğretmen ve öğrencilerin motivasyonunun düştüğünü ve gerçek sınıf atmosferini özlediklerini belirtmişlerdir. Tamamen çevrim içi eğitimi tercih eden yedi öğretim görevlisinin bunu tercih etme sebebi ise çevrim içi eğitimin etkililiği, salgına bağlı sağlık konusu ve de çevrim içi derslerde öğrenci katılımının artması olarak ifade etmişlerdir.

Dördüncü araştırma sorusunun nicel bölümündeki öğretim görevlilerinin bölümlerindeki hizmet içi eğitimlerden faydalanıp faydalanmadıkları sorusunun ortalamasına bakıldığında 3.32 olduğu, bölüm yönetimi tarafından hazırlanan “Nasıl yapılır” videolarından faydalanıp faydalanmadıkları sorusunun ortalamasına bakıldığında ise 3.54 olduğu görülmektedir. Bu sonuçlara bakıldığında öğretim görevlilerinin hizmet içi eğitimleri etkili buldukları gözlemlenmiştir.

Beşinci araştırma sorusunun birinci alt sorusunda öğretim görevlilerine daha fazla ve daha az hangi eğitimleri almak istedikleri sorulmuştur. Kırk yedi öğretim görevlisinden on yedisi, aldıkları eğitimi etkili ve yeterli bulduklarını, on dokuzu teknoloji, ders içeriği, Öğrenim Yönetim Sistemi, uzman görüşü ve gözlem konularında daha fazla eğitim almak istediklerini, üçü ise İngilizce öğretmenin temel prensipleri, çevrim içi araçlar ve okuma yazma ödevleri konularında daha fazla eğitim almak istemediklerini belirtmişlerdir.

Beşinci araştırma sorusunun ikinci alt sorusunda ise öğretim görevlilerine hizmet içi ve gelecekte çevrim içi öğretimi yaşayabilecek olan hizmet öncesi öğretmenlere önerileri sorulmuştur. Öğretmenliğe yeni başlayanlara zorluklarla karşılaştıklarında tereddüt etmeden daha deneyimli öğretmenlerden ve yönetimden yardım istemeleri önerilmiştir. Ayrıca, teknolojiyi anlamaya çalışmaları ve yeni teknikler öğrenip onları derslerinden önce uygulamaya çalışmaları tavsiye edilmiştir. İşe yeni başlayan öğretmenlere yapılan bir diğer öneri ise sadece derslerine odaklanmaktansa öğrencileri ile yakın ilişki kurmaları olmuştur. Aynı zamanda öğrencilerinin neden bu dersi aldıklarını açıklamalarını önermişlerdir, ki bunun da öğrenciler için dersi daha anlamlı kılacağı ve buna bağlı olarak da motivasyonlarını artıracığı belirtilmiştir. Bir başka öneri ise rahat olmaları ve öğretmenlik yolculuğundan keyif almaları olmuştur. Bir de genel olarak öğretmenlik konusunda yeni şeyler öğrenmenin etkili bir yolu olduğu için diğer çalışma arkadaşlarının derslerini gözlemlemeleri tavsiye edilmiştir. Çevrim içi eğitimin farklı yönleri üzerine bölüm yönetimi tarafından hazırlanan videoları izlemenin de yararlı olabileceği belirtilmiştir. Son olarak da, sadece çevrim içi konusunda değil öğretmenliğin genelinde, profesyonel gelişimlerine önem vermeleri tavsiye edilmiştir. Öğretim görevlileri, hizmet öncesi İngiliz dili eğitim programlarının, öğretmen adaylarını

çevrim içi eğitime nasıl daha iyi hazırlayacakları konusuyla ilgili olarak, çevrim içi eğitim konusunun müfredatta önemli bir rol oynadığına inanmaktadırlar. İngiliz dili öğretmen eğitim programlarında yüz yüze ve çevrim içi eğitimin farklılıklarının ve de nasıl çevrim içi öğretim yapılacağı ve materyal hazırlanacağına gösterilmesi gerektiği belirtilmiştir. Dahası, eğitimlerinin bir kısmının çevrim içi gerçekleştirilmesi ve öğretmenlerin eğitimcileri tarafından izlenecekleri çevrim içi dersler vermelerinin beklenmesi önerilmiştir. Ders içerikleri ile ilgili olarak verilen bir diğer öneri ise ders müfredatını ve materyalleri yeni durumlara öğretmenlerin nasıl uyarlayabileceklerinin gösterilmesi olmuştur. Buna bağlı olarak, öğretmenlere gerçek hayatta karşılaşılabilecekleri durum ve problemler sunulmalı ve bu durumlarda nasıl pratik çözümler bulabilecekleri öğretilmelidir. Katılımcılar teknoloji ile ilgili olarak da önerilerde bulunmuşlardır. Öğretmenlere, bilgi ve iletişim teknolojileri becerilerini geliştirme şansı verilmesi önerilmiştir. Ayrıca, çevrim içi araç ve uygulamaları nasıl kullanacaklarını içeren dersleri dinlemeleri yerine çevrim içi öğretim yaparak deneyimlemeleri tavsiye edilmiştir. Çevrim içi derslerde karşılaşılabilecekleri teknolojik sorunlarla nasıl baş edeceklerini gösteren teknik programların dahil edilmesini de önermişlerdir. Öğretmenlerin, deneyimlerini ve araçların yarar ve zorluklarını birbirleriyle paylaşabilecekleri ortamların yaratılmasının gerekliliğinden de bahsedilmiştir.

4. TARTIŞMA VE SONUÇ

Nitel ve nicel veri analizine bağlı olarak etkileşim, teknoloji ve değerlendirme açısından bazı olumsuz tarafları olsa da, öğretim görevlilerinin çevrim içi eğitimi destekleyici buldukları sonucuna varılabilir. Ayrıca, öğretim görevlilerinin bu dönemde yeni beceriler edindikleri ve yeni araçlar keşfettikleri, avantajlarından faydalandıkları, zorluklarının üstesinden nasıl geleceklerini öğrendikleri ve geleceğin çevrim içi eğitim olacağına inandıkları için gelecekteki uygulama olarak karma eğitimi tercih ettiklerini ve İngiliz dili öğretmen eğitim programlarının müfredatına teknolojinin dahil edilmesini önerdikleri ortaya çıkmıştır.

Öğretim görevlilerinin görüşleri dahilinde bazı çıkarımlar yapılabilir. Bu çalışmadan, İngilizce öğretim görevlileri için bunun, tüm yarar ve zorlukları ile birlikte çevrim içi dil öğretiminde bir aydınlanma dönemi olduğu söylenebilir. Öğretim görevlileri,

dünyanın gittiği yön bu olduğu için eğitimde çevrim içi unsurun gerekliliğine inanmaktadırlar. Eğitimde çevrim içinin uygulanması konusunda şimdilik bazı eksiklikler olsa da, öğretmenlerin ifadeleri, onların çevrim içi eğitimden faydalandıklarını gösteriyor. Bu sebeple, öğretim görevlileri, profesyonel gelişimlerini planlarken, buna çevrim içi eğitim üzerine yapılan seminer ve atölye çalışmalarını da dahil etmeyi düşünmelidirler. Çevrim içi araçları faydalı buldukları için bu araçları daha iyi tanıyabilecekleri atölye çalışmalarına katılabilirler. H5P videolarının zamandan tasarruf ettirdiğini belirttikleri için kendi kurumlarında yönetim tarafından hazırlanmıyorsa, onları nasıl hazırlayacaklarını videolar izleyerek ya da teknik destek ekibinden yardım alarak öğrenebilirler. Öğrenme Yönetim Sistemi'ni düzenli ve pratik buldukları için onun kullanımı hakkında detaylı bilgiye ulaşabilirler. Öğretim görevlileri tarafından bahsedilen teknik zorluklar konusunda ise, teknoloji konusunda daha fazla şey öğrenebilir ve teknik problemleri nasıl çözebileceklerini internette uzmanların hazırladığı videoları izleyerek, atölye çalışmalarına katılarak ya da iş arkadaşlarıyla paylaşarak öğrenebilirler. Derslerinde etkileşimi artırmak için öğrencilerden kameralarını açmalarını isteyebilir, çevrim içi grup çalışma odalarını kullanabilir ya da daha fazla iletişim odaklı materyaller kullanabilirler. Kopya çekmeyi önlemek için sınavları yüz yüze yapabilirler.

Bu çalışmada öğretim görevlileri, çevrim içi eğitime geçiş sürecinde yönetimin desteğinden, yönetim tarafından hazırlanan çevrim içi araçların, platformların ve de Öğrenme Yönetim Sistemi'nin nasıl kullanılacağını anlatan videolardan, düzenlenen eğitim ve atölye çalışmalarından ve yine yönetim tarafından hazırlanan H5P videolarının zaman ve enerji kazandırma özelliğinden faydalandıklarını belirtmişlerdir. Bu sebeple, bölüm yöneticileri çevrim içi eğitim ile ilgili olarak öğretim görevlilerine çeşitli eğitimler sağlayabilirler. Ancak şu da göz önünde bulundurulmalıdır ki, bu destek sistemleri, salgının ortaya çıkışı ile birlikte yürütülmüştür ve öğretmenler de bu sürede çevrim içi eğitim ile ilgili olarak pek çok şey öğrenmiş olabilirler. Bu sebeple, dönem başında öğretmenlerin hangi konuda kendilerini geliştirmeye ihtiyaç duyduklarını öğrenmek için ihtiyaç analizi yapılabilir ve bir oryantasyon programı düzenlenebilir. Bu çalışmada öğretim görevlileri, yönetimdeki kişilerin bilgili ve pratik oluşlarının, yeni sisteme alışmaları ve karşılaştıkları sorunların üstesinden gelme konusunda kendilerine yardımcı olduğunu

belirttikleri için yöneticiler ileride yaşanabilecek olan yeni sistemlerde öğretim görevlilerine yardımcı olabilmek adına profesyonel gelişimlerine önem verebilirler.

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