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EFL TEACHERS' SELF-REPORTED PERCEPTIONS AND PRACTICES
TOWARDS POSITIVE CLASSROOM ENVIRONMENT IN ONLINE
EDUCATION

Zafer AKCA

Supervisor- Head of Examining Committee : Prof. Dr. Şehnaz ŞAHİNKARAKAŞ
Member of Examining Committee : Dr. Deniz ELÇİN (Siirt University)
First Alternate Member of Examining Committee : Dr. Aysun YURDAIŞIK DAĞTAŞ

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APPROVAL**REPUBLIC OF TURKEY****ÇAĞ UNIVERSITY****DIRECTORSHIP OF THE INSTITUTE OF SOCIAL SCIENCES**

We **certify** that thesis under the title of “**Department Of English Language Education Efl Teachers’ Self-Reported Perceptions And Practices Towards Positive Classroom Environment In Online Education**” which was prepared by our student **Zafer AKCA** with number **20188049** is satisfactory **consensus** for the award of the degree of **Master of Arts** in the Department of **English Language Education**.

(The Original Copy Hold in the Institute Directorate is signed.)

Univ. inside -Supervisor-Head of Examining Committee: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ

(The Original Copy Hold in the Institute Directorate is signed.)

Univ. Outside - permanent member: Dr. Öğr. Üyesi Deniz ELÇİN (Siirt University)

(The Original Copy Hold in the Institute Directorate is signed.)

Univ. Inside - permanent member: Dr. Aysun YURDAIŞIK DAĞTAŞ

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DEDICATION



To My Beloved Parents, Wife and Son..

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Name – Surname: Zafer AKCA
Number: 20188049
Department : English Language Education
Program: Master Thesis (X) Ph. D. Thesis ()
Thesis Title: EFL Teachers' Self-Reported Perceptions and Practices
towards Positive Classroom Environment In Online Education

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

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

I cited all sources, to which I made reference in my thesis,

The work of art in this thesis is original,

I hereby acknowledge all possible loss of rights in case of a contrary circumstance. (in case of any circumstance contradicting with my declaration)

17/06/2021

Zafer AKCA

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Zafer AKCA

ABSTRACT**EFL TEACHERS' SELF-REPORTED PERCEPTIONS AND PRACTICES
TOWARDS POSITIVE CLASSROOM ENVIRONMENT IN ONLINE
EDUCATION****Zafer AKCA****Master Thesis, Department of English Language Education****Supervisor: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****June 2021, 80 Pages**

Creating a positive learning environment is one of the most important factors in online education. This study aims to investigate the EFL teachers' self-reported perceptions and self-reported practices of positive classroom environment in online education, correlation between the teachers' self-reported perceptions and practices of positive classroom environment, and if there are significant differences between the teachers' self-reported perceptions and practices in online education in terms of gender and years of teaching experience. The participants of the study were 94 EFL teachers, working in different schools in a town in Kahramanmaraş province. A survey based research model was adopted to collect quantitative data using convenience sampling, and a single focus group interview was administered with five volunteer teachers to collect qualitative data to support the survey findings. As the data collection tool, The Classroom Environment Questionnaire for Online Teaching was developed by the researcher, particularly based on the study by İnözü and Şahinkarakaş (2016). In addition, independent sample t-tests were applied to identify EFL teachers' perceptions and practices for the sake of a positive classroom environment in online teaching. Correlation analysis was conducted to determine whether EFL teachers' self-reported perceptions correlated with their self-reported practices of positive classroom environment. Furthermore, the independent sample t-tests was used to identify the effects of gender and class size and ANOVA was used to identify teachers' experience of teaching in relation to teachers' perceptions and practice of positive online teaching environment. T-test was also used to determine the effects of gender and student

number and ANOVA was used to find out the effects of teaching experience on the perceptions and practice of teachers in creating positive online teaching environment. Finally, one-way ANOVA test was run to observe whether there is a significant difference in teachers' perceptions in terms of these variables. The results indicate that there is a moderately positive correlation between EFL teachers' self-reported perceptions and their self-reported practices of positive classroom environment. While a statistically significant difference was recorded in terms of gender variable, no significant difference was observed in terms of the class size and teaching experience in EFL teachers perceptions of positive classroom environment.

Key words: online education, positive learning environment, EFL teachers, perceptions, practices



ÖZ**YABANCI DİL OLARAK İNGİLİZCE ÖĞRETMENLERİNİN ÇEVİRİMİÇİ EĞİTİMDE POZİTİF SINIF ORTAMI UYGULAMALARI VE BU ORTAMA DÖNÜK ALGILARI****Zafer AKCA****Yüksek Lisans Tezi, İngiliz Dili Eğitimi Ana Bilim Dalı****Tez Danışmanı: Prof. Dr. Şehnaz ŞAHİNKARAKAŞ****June 2021, 80 Sayfa**

Çevrimiçi eğitime etki eden temel faktörlerinden biri de pozitif öğrenme ortamıdır. Bu çalışmanın amacı, İngilizceyi yabancı dil olarak öğreten öğretmenlerin çevrimiçi eğitimde pozitif öğrenme ortamı yaratma konusundaki algıları ve uygulamalarını, onların algı ve uygulamaları arasındaki korelasyonu ve cinsiyet, ve mesleki deneyim gibi değişkenlerin bu algı ve uygulamalarda önemli farklılıklar yaratıp yaratmadığını incelemektir. Araştırmanın katılımcılarını Kahramanmaraş ilinin bir kasabasında değişik okullarda görev yapan 94 İngilizce öğretmeni oluşturmaktadır. Ankete dayalı bir araştırma olan bu çalışmada, nicel veriler uygun örnekleme kullanılarak elde edilmiş, araştırmaya gönüllü olarak katılan 5 İngilizce öğretmeni ile yapılan odak grup görüşmesi ile de nicel verileri destekleyecek nitel veriler elde edilmiştir. Veri toplama aracı olarak, araştırmacı tarafından özellikle İnözü ve Şahinkarakaş (2016)'ın çalışmasından yararlanılarak “Çevrimiçi Eğitim için Sınıf Ortamı Anketi” geliştirilmiştir. İngilizceyi yabancı dil olarak öğreten öğretmenlerin çevrimiçi eğitimde pozitif öğrenme ortamı yaratma konusundaki algılarını ve uygulamalarını belirlemek amacıyla t-testi uygulanmıştır. Öğretmenlerin çevrimiçi eğitimde pozitif öğrenme ortamı yaratma konusundaki algıları ve uygulamaları arasındaki ilişkiyi belirlemek amacıyla korelasyon testi uygulanmıştır. Buna ilaveten, cinsiyet ve öğrenci sayısı gibi değişkenlerin öğretmenlerin çevrimiçi eğitimde pozitif öğrenme ortamı yaratma konusuna ilişkin algıları ve uygulamaları üzerinde anlamlı bir etki yaratıp yaratmadığını belirlemek amacıyla t-test, öğretmenlerin deneyim yılları için ise ANOVA uygulanmıştır. Son olarak, öğretmenlerin algılarının bu değişkenler üzerinde önemli farklılıklar yaratıp yaratmadığını incelemek amacıyla tek-yönlü ANOVA uygulanmıştır.

Elde edilen sonuçlar, öğretmenlerin çevrimiçi ortamda pozitif öğrenme ortamı yaratma konusundaki algıları ve uygulamaları arasında orta ve pozitif bir ilişki olduğunu göstermektedir. Cinsiyet değişkeni açısından istatistiksel açıdan anlamlı bir fark olmasına karşın, öğrenci sayısı ve eğitim düzeyleri ile öğretmenlerin çevrimiçi eğitimde pozitif öğrenme ortamı yaratma konusu arasında istatistiksel olarak anlamlı farklılıklar olmadığı tespit edilmiştir.

Anahtar kelimeler: Çevrimiçi eğitime, pozitif öğrenme ortamı, İngilizce öğretmenleri, algılar, uygulamalar



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ABBREVIATIONS

EBA	: Eğitim Bilişim Ağı
EFA	: Exploratory Factor Analysis
EFL	: English as a Foreign Language
CFA	: Confirmatory Factor Analysis
MoNE	: Ministry of National Education



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1. INTRODUCTION

Introduction

This introduction chapter first presents the framework on a positive classroom learning environment. Then, the chapter discusses positive classroom learning environment in relation to online education. Following this, statement of the problem, aim of the study, research questions and significance of the study are provided.

Online education has quickly penetrated into schools in Turkey and in the world as a result of outbreak of COVID 19. As the COVID-19 pandemic has led to school closures across the world, Turkey as in many other countries, has taken precautions to overcome the disruption to education, and the decision was taken by the Ministry of Education to shift to online and distance learning, covering all school types from primary schools to universities during the Spring term of the 2019-2020 academic year. The nationwide closure of schools in response to the pandemic resulted in teachers to provide online learning experiences for students. This unexpected situation has placed a critical need for all students to have access at home to such devices as computers and the Internet connection was required to maintain online learning. In response to the sudden transition, many teachers have moved their existing course materials online, and they started to provide live or recorded versions of their classroom teaching. Teachers also used a social networking system to facilitate communication with students and their families.

As in the traditional face-to-face learning, one of the most essential factors in the process of online learning is to create a good and positive learning environment. In this respect, a digital or an online teacher has great responsibilities to improve the learning process of students. Accordingly, a digital teacher is required to provide optimal benefits and a productive learning environment instead of a frustrating and poor alternative when face-to-face learning is not feasible.

The Positive Classroom Learning Environment

The definition of learning provided by Kelly (2002) constitutes the theoretical framework of the study. Accordingly, “the classroom learning environment involves the interaction of students, teachers, and the school infrastructure that contribute to the students’ learning” (Kelly, 2002, p.12). An important dimension of school climate is

teaching and learning. Within this framework, the positive learning environment contributes to student's well-being and achievement. Hence, there is a close relationship between the learning environment and the student's success (Sithole, 2017).

A school classroom is a place where students spend a great amount of their time learning knowledge and skills necessary to gain success in society. The classroom is also a place where students develop “what they want their future to look like, as well as knowledge of the skills needed to reach that goal” (Stronge, 2002, p.12). Classroom environment determines quality of student learning, and it can make a student successful provided the conditions are favourable. Inozu and Sahinkarakas (2016) report that “creating a positive and a supportive classroom helps students with their learning process and contributes significantly to student success in the educational process (p. 79). Inozu and Sahinkarakas (2016) report that “classroom environment becomes one of the most powerful determinants influencing the extent and efficiency of student learning. Establishing learning environments where students feel psychologically, socially, and culturally secure is an important responsibility of a teacher.” (p. 79). The research conducted by Sithole (2017) has investigated the benefits of a positive learning environment in schools and it has found that a positive learning and teaching environment leads to students to be successful in the learning process.

The classroom social environment which is determined by affiliation, cohesion, mutual respect, and support from teachers and students is achieved through the relationship between and among teachers and students (Allodi, 2010). According to McFarland (2012), positive learning environment can be established “when the students feel that they are supported and valued in whatever they are doing and learning is mastered easily” (p. 137). To create a positive classroom environment that is conducive to learning and academic achievement of the students, a number of factors need to be taken into consideration.

A positive classroom climate offers students countless benefits; it helps students to speak without hesitation, and work collaboratively. The classroom environment can either enhance or hinder a student's ability to learn, make the student feel relaxed and productive as a member of the classroom learning community. Classroom atmosphere also has a function to play in the development of students' emotional feelings.

Research studies have provided supportive evidence that creating classroom where there is mutual respect makes students feel at ease in asking questions and expressing their ideas and thoughts (Stronge, 2002). Positive classroom environment helps promote, and encourage students' learning in all academic aspects. Due to all these reasons, a positive classroom environment is an indispensable tool for establishing a successful and effective component of school education. McFarland (2012) highlights that "creation of environment that provides fully support to students must be looked at, as it creates conducive climate for the students to learn to their potential" (p.11). As maintained by several researchers, building up a positive classroom climate is important in providing quality education (Desimone, 2002; Zullig et al., 2010). A positive classroom environment is absolutely needed for minimizing behavioural problems and making students feel more motivated to study (Gunbayi, 2007). It is also viewed that the classroom environment is a predictor of students' self-esteem (Fraser, 2007).

Bartelheim and Conn (2014) provide a comprehensive definition of an ideal classroom environment as:

a classroom environment that maintains such attributes as student involvement, positive relationships between students and teachers, planned activities, organized functions, varied class activities, creative thinking, and the use of new and/or varied instructional techniques (p. 1).

Several studies investigating classroom environment has found that the above-mentioned attributes have a great influence on student motivation, engagement in class activities, and contribute to academic success (Patrick, Kaplan & Ryan, 2011). Research has also shown that the classroom environment can be a predictor of students' academic achievement and school satisfaction (Evans, Harvey, Buckley, & Yan, 2009) and that a positive classroom environment will encourage students to be more excited about their school experience and their learning. Other studies have found that the classroom environment can strongly influence affective, behavioural, and cognitive learning outcomes (Fraser & Tobin, 1991). It can therefore be concluded that if teachers create a positive classroom environment, they positively motivate students' academic success (Evans et al., 2009).

Bartelheim and Conn (2014) conducted an exploratory study to investigate pre-service teachers' perceptions of an ideal classroom environment using a Classroom Environment Scale. The researchers applied the scale at three different occasions while the participants were carrying out a 16-week school experience to determine whether any change takes place in the perception of the participants. Research findings show that the participants' perceptions of an ideal or preferred classroom environment did not alter throughout the research period. In another study, Inözü and Sahinkarakas (2016) investigated the relationship between classroom environment and teacher candidates' social and psychological well-being at two universities located in the southern part of Turkey using a questionnaire which measured three variables: Participants' perceptions of positive classroom environment, their psychological and social well-being. Dimensions of psychological and social well-being models include such constructs as personal growth, positive relations with others, and social contribution, all of which have an impact on teachers' establishing a positive classroom environment. The relationships between these variables were tested and the results revealed some significant relationships between some of the dimensions, indicating that the pre-service teachers can promote positive classroom environment in some aspects, but not all.

Positive Online Learning Environment

Similar to face-to-face learning, creating a positive learning environment becomes essential during the process of online learning. Hence, a digital or an online teacher assumes a great responsibility in creating a positive online learning environment. In the field of language teaching, researchers have identified the essential skills that online language teachers are required to have (Hampel & Stickler, 2009; Horn, 2020; Kirkwood, 2003).

Horn (2020) recognizes that an effective online learning involves more than just moving course materials online. It also involves changing the teaching culture by assigning new responsibilities for teachers and students, and new ways of interactions among them. In a study conducted by Hampel and Stickler (2005), the researchers highlight the necessity of interaction in online learning by stating that "online language courses, especially at lower levels, need to focus on the form of the interaction as well as the content" (p. 312).

It has been identified by Horn (2020) that an online teacher needs to set clear expectations from the students, giving specific instructions, and explaining the course objectives which are critical when the teacher is not available in the online classroom to monitor students as they are engaged with their work. In this way, students develop self-directed learning skills.

In addition, an online teacher needs to utilize multiple resources to support learning, such as micro-lectures that divides the teaching material into small sections, online videos, and readings as well as offline hands-on activities, and other similar appropriate teaching resources (Kirkwood, 2003). These resources help students with alternative learning ways and enable teachers to enrich the learning experience for students with different learning needs (Donlevy, 2003).

Another important task of an online teacher is to model and facilitate appropriate ways for the students to interact, work collaboratively and enjoy participating in activities. It is also important that students are given opportunities to discuss topics and ideas during this collaborative learning process and they are supported when needed and the teacher value different ideas and perspectives that students may have. This online exchange of knowledge helps students to become effective online communicators as well as collaborators. Coker (2018) notes that an online teacher needs to facilitate discussions and “take it outwards, to bring in a new idea, to ask a question and in some cases to share opinions” (p. 136) with the aim of sustaining a discussion.

An online teacher needs to employ effective and continuous connections with students, using multiple communication devices such as video conferencing, together with various social media tools. These connections help keep students engaged and help them maintain contact with their teachers and classmates. According to Horn (2020), the presentation of the topics in an online learning environment is also important. An online teacher is expected to provide interesting and meaningful teaching materials so that students feel enthusiastic about the subjects they are learning. In relation to this issue, the teacher needs to present the topics clearly and support the students to relate new material to what they already know, and make the lesson entertaining and fun.

Each student is unique with his/her own characteristics and learning style. It is therefore essential that an online teacher provides personalized instruction for students, flexible and alternative techniques to complete their assignments, and different

resources for students with learning differences or learning difficulties to benefit from. Through monitoring students' progress and identifying additional support when needed, teachers can guide each student towards successfully catering for their learning goals. In this respect, Adnan (2017) views an online teacher as one who cooperates with learners for supporting the process of learning, has good relations with them, and tries to understand the student's problems when they students are distanced from the teacher both in time and place. Finally, an online teacher needs to be a good assessor of student learning. The teacher needs to supply information to the student about the assessed work, giving feedback and creating opportunities through the online quizzes to evaluate students' learning (Meyer & McNeal, 2011).

As seen from the above discussion, an online teacher can create a positive culture in which students are motivated to learn and through collaborative work they can also support their classmates' learning. This type of culture is as important in a face-to-face traditional classroom as in an online learning environment; however, it inevitably necessitates continuous effort and dedication on the part of an online teacher to initiate and sustain a positive and more productive online environment.

Statement of the Problem

Although online learning may offer some obvious benefits to both teachers and students, such as flexibility of studying, many teachers may experience challenges in adjusting themselves to online teaching due to the shortage of time for preparation resulting from a sudden outbreak of the COVID-19. It may also be difficult for teachers to create a positive teaching and learning environment in online classes. Teachers may have difficulties in putting their beliefs related to creating a positive learning environment into practice in online teaching because of the fact that they may previously be unfamiliar with the requirements of online teaching. Teachers, in Turkish schools are offered to use an existing digital platform as a medium for teaching and communication with students suggested by the school directors and the Turkish Ministry of National Education. Another problem may be that unlike face-to-face teaching, in which teachers may easily put their beliefs into practice in real classrooms, teacher may experience some difficulties in creating a positive learning climate in online teaching because students are physically removed from their teachers

and classmates due to the COVID-19 school closures. All of these problems necessitate the present research to be initiated with EFL teachers.

Purpose of the Study

As maintained by Fraser (1986, p. 16), the classroom environment can be evaluated by obtaining individuals' perceptions. Little is available investigating teachers' perceptions with respect to positive classroom as it applies to online education. Hence, the study aims to contribute to the literature by investigating the EFL teachers' online teaching experiences in a province in Turkey. The research objectives of this study aim to search answers to the following research questions:

1. What are the EFL teachers' self-reported perceptions towards a positive classroom environment in online education?
2. What are the EFL teachers' self-reported practices in a positive classroom environment in online education?
3. Do the EFL teachers' self-reported perceptions towards a positive classroom environment correlate with teachers' self-reported practices in a positive classroom environment in online education?
4. Are there any significant differences between the teachers' self-reported perceptions and their self-reported practices in online education, in terms of
 - a) gender
 - b) class size
 - c) and years of teaching experience?

Significance of the Study

This study is significant for several reasons. As the online classroom occupies such an important place in the development of students, it is important to investigate the factors that have an influence on classroom environment by eliciting this issue from the teacher's perspectives. The teachers' perceptions will be determined through the first research question.

The teachers are required to take all the necessary actions to create the learning environment through their good practices to help students develop as individuals. The kind of actions taken by the teachers through their practices for creating a positive

online learning environment will be determined through the second research question in this study. If the teachers create the positive learning classrooms and eliminate any disturbing factors, then students can develop their full capacity to learn subjects.

In addition, investigating teachers' beliefs and practices are important because findings can help understand effective practices that contribute to positive online classroom environment. In the online platform the teacher's role is important in creating an active and positive learning context and providing solutions to arising problems. The study can reveal good practices as well as shortcomings in teachers' practices to establishing a positive learning environment.

Findings may provide suggestions for school teachers at all levels of education from primary to high school, in making any necessary adjustments in their practices to build a more positive online learning atmosphere to provide the students better education. Some teachers, particularly those who are new in the teaching profession may face the challenge of creating positive learning environment for students especially in large classes.

In addition, there are teacher-related factors such as teacher's psychological and social well-being that contribute to creating a conducive learning environment (Inozu & Sahinkarakas, 2016). Due to these reasons, classroom environments can affect teachers as well. It has been demonstrated by Grayson and Alvarez (2008) that negative events in the classroom or the school can lead to teacher burnout, particularly leading to emotional exhaustion (Martin, Sass, & Schmitt, 2012). Teachers' encounter of negative classroom events can have a negative effect on student learning, as well (Guin, 2004). As such, supportive and friendly classroom environments become critical for the teachers' well-being (Pickett & Fraser, 2010).

Well-being is defined as "a person's own assessment of their happiness and satisfaction with life" (Awan & Sitwat, 2014, p. 125). Definition of health provided by World Health Organization covers four components of well-being: physical, mental, social, and spiritual (WHO, 2003). Awan and Sitwat (2014) point out that in the modern world health is a continuous process of developing higher levels of wellness rather than being static or passive state of being. Due to rapidly changing school environment and technology, teachers are expected to keep up with new information and perform new teaching practices. This continual change may have an impact on teachers' well-being in the school environment.

McCallum & Price (2010) agree that enhancing teachers' feeling of well-being has the potential to contribute to teachers' productivity and higher teaching performances.

Furthermore, it is important that teachers ‘connect’ with students if they are to bring out a change in their learning, and well-being. The authors argue that the teacher retention on the job is largely dependent on having well-being strategies not only for their own benefits but also for the future of their children. Due to all these reasons, the present study has been conducted with the teachers to bring to light the factors that have an effect on teachers’ creating a classroom environment in online education.



2. METHODOLOGY

This section first presents information about the context of the study and the participants' background information. Next, detailed information is given related to the research instruments utilized to carry out the study. Finally, research procedure, data collection and data analysis are presented, respectively.

2.1. The Context and the Participants of the Study

The research context for the present study is a town situated in the south of Turkey in the province of Kahramanmaraş where there are many primary and secondary schools affiliated to the Ministry of Education. The participants of the study are EFL teachers, working in different schools in the same town. Data was collected from 94 EFL teachers using a survey questionnaire and focus group interviews.

Creswell (2014) provides a definition of sampling as “the act, process, or technique of selecting a suitable sample, or a representative part of a population for the purpose of determining parameters or characteristics of the whole population” (p.36). Convenience sampling was used for the selection of the participants to apply the questionnaire. Cohen, Manion and Morrison (2017) define convenience sampling as “opportunity sampling that involves choosing the nearest individuals to serve as respondents and continuing that process until the required sample size has been obtained or those who happen to be available and accessible at the time” (p.113-114).

Accordingly, 94 EFL teachers working in a town in the province of Kahramanmaraş served as respondents to the survey questionnaire. Convenience sampling was chosen because the researcher was an English teacher in one of the schools in the town where data collection took place; therefore he had fairly easy access to the research setting. Detailed information about the participants is given in the following table.

Table 1.*Demographic Information of the Participants in the Study*

		N	%
Gender	Male	47	50
	Female	47	50
Years of Teaching Experience	1-5 years	14	14,89
Experience	6-10 years	28	29,79
	11-15 years	29	30,85
	15+	23	24,47
Student Number in Class	1-20	26	27,66
	21-30	40	42,55
	More than 30 students	28	29,79

Table 1 demonstrates demographic information about the participants. As seen in the table, 47 (50%) of the participants are male and 47 (50%) are female teachers. Namely, the distribution of gender in the present study is fairly equal. In relation to the professional experiences of the participant teachers in the study, 14 (14.89%) of the participants have between 1-5 years of teaching experience, 28 teachers (29.79%) have between 6 to 10 years of experience, 29 participants (30.85%) show 11-15 years of experience, and finally, the number of teachers with more than 15 years of experience is found to be 23 teachers (24.47%). As for the number of the students in the classes of the participant teachers, 26 teachers (27.66%) were found to have between 1 to 20 students in their classes; there were between 21-30 students in the classes of 40 teachers (42.55%), and the number of the participant teachers who were found to have more than 30 students in their classes was found to be 28 teachers (29.79%). All participants are graduates of a Teacher Education Department in Turkey. The participants' age ranges from 23 to 45.

2.2. Research Instruments

The present study is based on a survey-based research, which is a well-established and commonly used type of research design. Surveys, as a form of research, include written questionnaires and personal interviews. Some important advantages of survey can be listed. First, they are relatively inexpensive to apply. Next, they often allow the

researcher to obtain data in a short period of time. Third, an appropriate sample from a target population can produce data that is accurate and representative (Panacek, 2007).

In this study, employing survey-based research, two research instruments have been used for collecting data; The Classroom Environment Questionnaire for Online Teaching, and focus-group interviews. In relation to the use of a questionnaire, Dörnyei (2003) states that one of the effective ways of collecting information is to ask questions. In addition, a questionnaire can be applied to a large population simultaneously, facilitating the researcher to obtain data fairly easily and in a relatively short period of time (Balnaves & Caputi, 2001; Cohen, et al., 2017). Due to such benefits, The Classroom Environment Questionnaire for Online Teaching, specifically developed to be used for the present study was the primary data collection tool.

The questionnaire (see Appendix A for The Classroom Environment Questionnaire for Online Teaching) was developed by the researcher in line with the objectives of the research questions that the research intended to address and after reviewing relevant studies. The development of the questionnaire items was particularly based on the study by İnözü and Şahinkarakaş (2016). Some adaptations were made on the items before the questionnaire took its final form.

2.2.1. The Questionnaire

The questionnaire is in three sections. The first section focuses on gathering demographic data including gender, years of teaching experience of the teachers, average student number in their classes. The second section of the questionnaire initially contained 20 statements related to the participants' views on teaching in an online environment. Since the Likert-type scale is a commonly-used tool in questionnaires (Mackey & Gass, (2005), it was decided to design the questionnaire on a Five-point Likert scale. Accordingly, the questionnaire asked the participants to indicate their degree of agreement to each of the given statements using the Five-point Likert scale in which 1 corresponded to Strongly Disagree, and 5 referred to 'Strongly Agree'.

The third part of the questionnaire aimed to find the teachers' practices in their online classroom environment. This Section, as in Section 2 of the questionnaire contains statements related to the participants' own online classroom practices. Using

the Five-point Likert scale, the participants were asked to indicate their degree of agreement to each of the given statements.

Validity and reliability are considered to be two important factors to achieve an effective research (Cohen, et al., 2017). To assess the reliability and validity of the questionnaire, we used two main factor analysis approaches: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

2.2.2. Exploratory Factor Analysis (EFA)

Before the EFA, the suitability of the data and the assumptions for factor analysis were checked. The test results revealed that the data set was suitable as KMO was above .6 (.870) and Bartlett's test was significant ($p=.001$). The correlation matrix (See Appendix B) also revealed that each item had some correlations of $r= .3$ and above.

To determine the number of the factors to extract, we accepted the components which had an eigenvalue of 1 or more and checked the Total Variance Explained Table and The Scree Plot (See Appendix C). The Total Variance Explained Table reported four factors with eigenvalues above 1 (8.60, 1.74, 1.20, and 1.02). These four factors explained a total of 63.19% of the variance. However, examination of the Scree Plot revealed that there was a clear break between the second and the third factors, which mean the first two factors would explain much more variance. For that reason, parallel analysis, which compares "the size of the eigenvalues with those obtained from a randomly generated data set of the same size" (Pallant, (2016), was applied using MonteCarlo statistical program. This analysis also confirmed two factors for the data. Thus, we ran the factor analysis again using two-factor modelling.

The rotated component matrix in this two-factor model revealed that one of the items loaded below .4 and two items loaded moderately on the two factors; therefore, we decided to take these items out and re-ran the analysis. The Total Variance Explained Table in this two-factor model explained 56.52% of the variance (See Table 2).

Table 2.*Total Variance Explained*

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
	1	7.94	46.72	46.72	7.94	46.72	46.72	5.31	31.22
2	1.67	9.81	56.53	1.67	9.81	56.53	4.30	25.31	56.53
3	1.05	6.19	62.71						
4	.96	5.64	68.35						
5	.85	5.00	73.35						
6	.71	4.18	77.53						
7	.67	3.95	81.48						
8	.49	2.87	84.35						
9	.46	2.71	87.06						
10	.41	2.40	89.46						
11	.39	2.30	91.76						
12	.33	1.93	93.69						
13	.29	1.68	95.37						
14	.24	1.38	96.75						
15	.22	1.27	98.01						
16	.19	1.13	99.14						
17	.15	.86	100.00						

Table 3 presents the items that loaded on the two factors. Accordingly, the 11 items that loaded on the first factor was labelled as Teacher Support and the other 6 items on the second factor was labelled as Student Engagement.

Table 3.*Rotated Component Matrix*

	Component	
	1	2
Item 10	.82	
Item 19	.80	
Item 14	.69	
Item 13	.69	
Item 11	.65	
Item 5	.65	
Item 9	.62	
Item 1	.60	
Item 2	.58	
Item 15	.56	
Item 20	.55	
Item 7		.81
Item 4		.78
Item 6		.75
Item 3		.74
Item 12		.69
Item 8		.65

Extraction Method: Principal Component Analysis.

Rotation Method: Varimax with Kaiser Normalization.

a. Rotation converged in 3 iterations.

2.2.3. Confirmatory Factor Analysis

The validity of the two-factor, 17-item questionnaire was checked using CFA, using AMOS software program. The analysis revealed that the fit values were not within the acceptable limits; therefore, a number of modifications suggested by the program were made as follows: One item from each factor was removed from the model, leaving 15 items in the questionnaire in total. Several errors, specifically in the first factor, had to be correlated. (See Figure 1). As a result of these modifications, the fit values of the model were within good limits: $\chi^2=82.76$; $p= 1.42$; RMSEA= .06; CFI= .96; GFI= .90; TLI= .94.

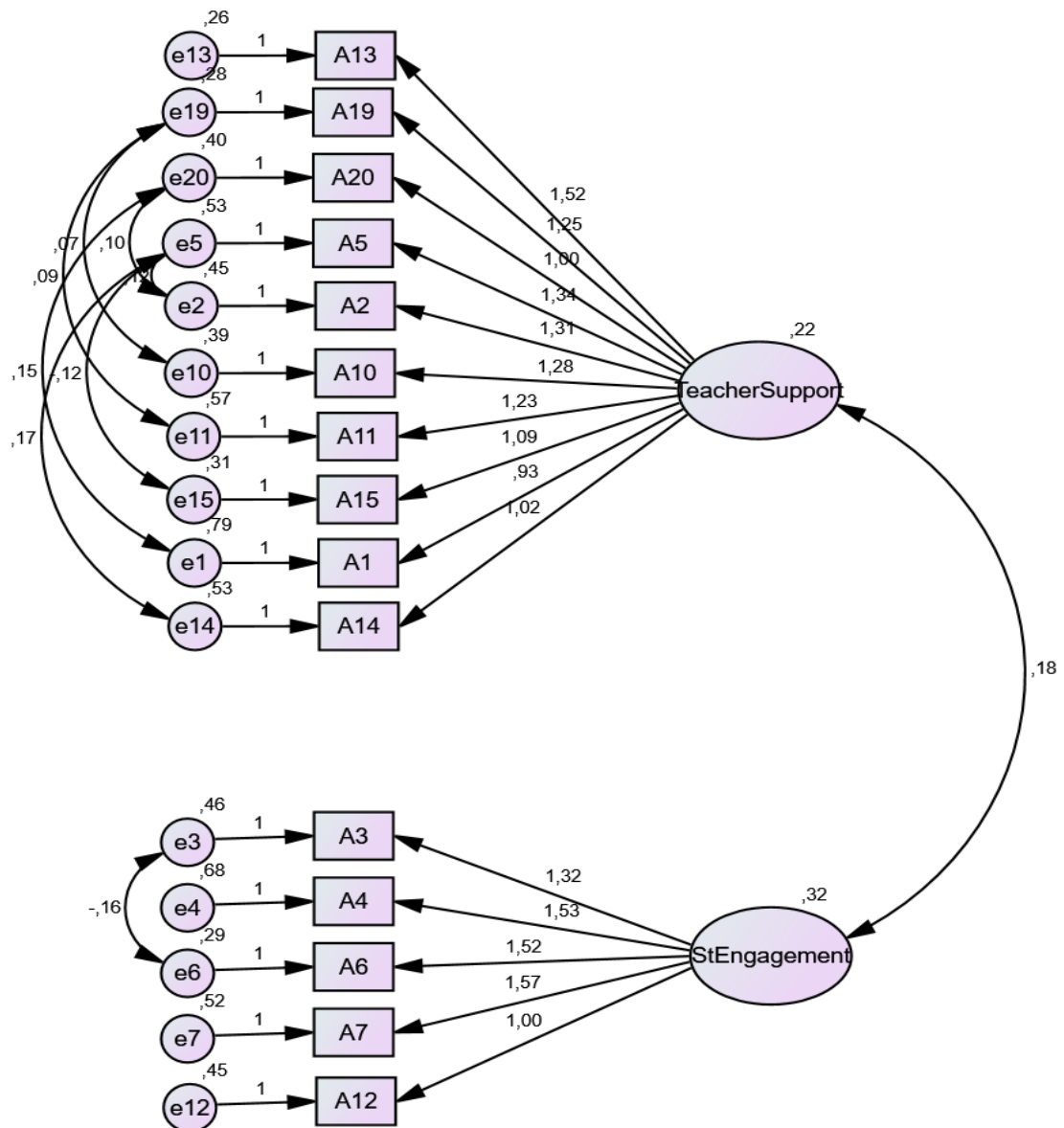


Figure 1. Confirmatory Factor Analysis of the Questionnaire

2.2.4. Focus Group Interviews

In addition to the use of a questionnaire, a single focus group interview was held with a sample of volunteer teachers to complement quantitative data from the questionnaire with qualitative data. The interview is considered to be an effective data collection tool used for collecting participants' opinions, beliefs and attitudes (Creswell, 2014; Mackey, & Gass, 2005). A focus group interview was preferred to be used because it was found to be a more economical way of gathering qualitative data from the responses of a small group of participants. It is also noted that "in focus group interview within-group interaction can produce high-quality data as it creates

synergistic environment that results in deep and insightful discussion” (Dörnyei, 2007, p.144).

The interview questions were prepared as open-ended questions to allow the interviewer to become flexible and make any necessary adjustments during the interviews. A total of 10 interview questions were designed as open-ended questions to enable interviewees to express their opinions and practices freely. The interview questions 1 and 2 which aimed to elicit some background information about the participants and whether they experience any difficulties in creating positive learning environment in online classes were general questions and were intended to serve as a warm-up to the interview. The remaining interview questions were designed based on survey findings. In other words, the items with the highest and the lowest values from the teacher support and the student engagement subscales of the survey results were used as interview questions in order to obtain more in depth qualitative data to complement quantitative data from the survey (See Chapter 3 for details).

The items from the teacher support (subscale) include: What the students are taught match the course objectives; much of what student learns is meaningful; teacher makes lesson entertaining and fun. The items from the student engagement subscale are: Students are enthusiastic about the subjects, teaching materials are interesting and much of what student learns is meaningful.

The interview questions were prepared in English. Four experienced English teachers were consulted to express their opinion about the wording of the interview questions to ensure clarity and intelligibility. They were then translated into Turkish and the Turkish version was used during the interviews (See Appendix D for the English version of the interview protocol).

2.3. Data Collection Procedure

To investigate the correlation between teachers’ perceptions and practices in relation to creating a positive classroom environment, the Classroom Environment Questionnaire for Online Teaching was applied to EFL teachers in the research context, a town in Kahramanmaraş province, by the researcher. The participant teachers were 94 EFL teachers in this province. Prior to administering the questionnaire and the interviews, the researcher ensured the required ethical procedures. First, the researcher was granted a written ethical approval from Çağ University, then the Kahramanmaraş

Governorship (Appendix E). In addition, all participant teachers were informed about the objectives of the study, and they were requested to sign a consent form (see Appendix F). In this way, the participants expressed their agreement and willingness to contribute to the study. The researcher tried to ensure that the participants have completed each of the 15 items on the questionnaire. Due to Covid 19, the questionnaire was applied online.

Berg and Lune (2012) suggest that interviews be conducted in the interview's own language to avoid potential misunderstandings between the interviewer and the respondent. In the present study the focus group interview was conducted in Turkish to enable the participants to express their opinions in a more relaxed and comfortable atmosphere using zoom. The whole focus group interview lasted approximately two hours, and it was recorded using Zoom's recording facility. The recording of the interviews were then transcribed into the text form, they were then translated into English to proceed with data analysis.

2.4. Data Analysis

Data analysis was carried out in several stages. To address the first and the second research questions, descriptive statistics and independent sample t-tests were applied using SPSS 21.0 version for statistical analysis. The aim of using the descriptive statistics is to enable the researcher to identify EFL teachers' views towards creating positive classroom Environment for online teaching, which was the aim of the first research question, and their perception of practice in creating positive classroom environment for online teaching, as intended to be addressed by the second research question. In this way, answers were sought to the first and the second research questions. In addition, correlation analysis was conducted to seek answer for the third research question to find whether EFL teachers' self-reported perceptions towards a positive classroom environment correlate with their self-reported practices. In addition, the application of the independent sample t-tests helped the researcher to identify the effects of variables including gender, number of students and ANOVA for teachers' experience of teaching in relation to teachers' perceptions and practice of positive online teaching environment. One-way ANOVA test was run to understand whether there is a significant difference in teachers' perceptions in terms of the aforementioned variables.

Interviews were transcribed and participants' responses to interview questions were recorded. The interview transcripts were first read thoroughly, and the method described above was applied to analysing the qualitative data from the interviews. To analyse the qualitative data, the participants' response to each interview question was read repeatedly a number of times by the researcher in order to obtain a general understanding of the information. The researcher then identified codes corresponding to each question from the interview transcript (Sandelowski, 2000). To ensure trustworthiness of the qualitative data, the researcher reviewed the whole interview data after two weeks had passed from the initial analysis. The coding were checked again and finalized. After completing the analysis of the qualitative data obtained from the survey and interviews, they were interpreted, and the results are reported in Chapter 3. The interview data offered complementary data source to the survey data (Marshall, & Rossman, 2011). In order to keep anonymity of the participants, each participant was given a different code such as P1 (Participant 1), 'P2 (Participant 2), and so on.

3. FINDINGS

This chapter presents the main findings obtained from the Teachers' perceptions of creating a Positive Environment in Online Education Questionnaire and focus group interviews. Firstly, findings from the questionnaire are presented. Next, findings from the focus group interviews held with the five EFL teachers are given. In order to address the research questions, a survey based research is adopted which required a quantitative approach and qualitative data from the focus group interview have been used to support and complement the survey findings. The interview questions were prepared in accordance with the findings from the survey items which had the highest and the lowest values. In this section, the findings obtained for each of the four research questions are presented respectively.

EFL Teachers' Self-Reported Perceptions towards a Positive Classroom Environment in Online Education

As mentioned in Chapter 2, descriptive statistics was employed to determine the teachers' self-reported perceptions towards a positive classroom environment in online education. The findings are displayed in Table 4.

Table 4.

Teachers' Self-Reported Perceptions towards a Positive Classroom Environment in Online Education

Items	N	Min.	Max.	x	S.D
20. The teacher makes the lesson entertaining and fun	93	1	5	4.55	.79
19. The teacher tries to understand the student's problems	93	1	5	4.47	.80
14. The teacher presents the topics clearly and meaningfully	93	1	5	4.47	.88
2. Students are supported when needed	94	1	5	4.45	.91
13. The teacher values students' ideas and perspectives	93	1	5	4.42	.88
10. The teacher informs the student about the assessed work	93	1	5	4.41	.88
15. The teacher enables the student to make link between new material to what s/he already knows	93	2	5	4.38	.77
5. The teacher patiently explains subjects to students	93	1	5	4.29	.98
11. The feedback clarifies things students do not fully comprehend	93	1	5	4.15	.96
12. Much of what student learns is meaningful	93	1	5	4.08	.89
3. Teaching materials are interesting	94	1	5	4.02	1.02
6. Students enjoy participating in activities	94	1	5	3.95	1.02
1. What the students are taught match the course objectives	94	1	5	3.93	1.00
7. Students feel comfortable when working with others	94	1	5	3.86	1.15
4. Students are enthusiastic about the subjects	94	1	5	3.68	1.20

Table 4 shows the descriptive statistics of teachers' self-reported perceptions of the items in descending order. The teachers' reports showed that in online education, Item 20 (The teacher makes the lesson entertaining and fun) takes place at the top with a mean value of 4.55, Item 19 (The teacher tries to understand the student's problems) and Item 14 (The teacher presents the topics clearly and meaningfully) follow with a mean value of 4.47. On the other hand, Item 7 (Students feel comfortable when working with others) takes its place at the bottom with a mean value of $\bar{x}=3.86$ along with Item 4 (Students are enthusiastic about the subjects) with a mean value of $\bar{x}=3.68$. Overall, in order to create a positive classroom environment in online settings, the participants mostly believe that the lessons should be entertaining and fun. Following this, they usually perceive that teachers should understand student problems and present the topics clearly and meaningfully while teaching online. However, compared to these perceptions, teachers find it less important for a positive classroom environment in online education to help students feel comfortable in group works or to increase student enthusiasms about the subject matter.

The interview findings support the findings from the survey. The teachers interviewed agreed that online lessons are generally dull and that creating a positive learning environment in online education is difficult compared to face to face teaching. These difficulties were related to two main factors: the students' not turning on cameras and microphones, and the students' grade/level. Relatedly, one participant (P2) mentioned "*when students do not turn on their cameras I do not know who I am talking to and what students are doing*". Another participant expressed the difficulty in the following interview excerpt:

In actual fact, I have great difficulty in creating a positive learning environment in online education. For one thing, it is hard to get the student to turn on his/her camera. The student does not want to turn on his camera. I see in front of me black triangles writing only student names. Most students have their microphones closed. There is no reply when you ask a question. What can you do? (P3).

Agreeing with P2 and P3, another teacher (P4), accepting such difficulties noted that "*unless you see the students' mimics and gestures and to touch the student and look at him/her are very important*". The same participant continued stating that "*we cannot provide these completely so it is becoming a bit difficult*".

The next factor was related to students' grade. The teachers found it particularly difficult to get the students who are in the last year of secondary education motivated and open them for communication because such students were preoccupied with the exam even in the face to face lesson. As one participant stated (T2) "*I have difficulty in motivating the student. There are serious differences in students' level*". However, as described in the pursuing sections, the teacher expressed different ways of boosting students' motivation. .To sum up, interview findings supported findings from the survey. The participants mostly believed that the lessons should be entertaining and fun teachers should understand student difficulties and present the content meaningfully in teaching online.

Teacher Support and Student Engagement Dimensions

The factor analysis of The Classroom Environment Questionnaire for Online Teaching helped us identify two dimensions: Teacher Support and Student Engagement. The Teacher Support dimension comprised 11 items while Student Engagement dimension consisted of 6 items. The following section presents the descriptive statistics related to the two dimensions of the scale.

Table 5.

Descriptive Statistics of Total Mean Scores of Subscales in Teacher's Perceptions

Sub-Scale	N	Min.	Max.	\bar{x}	Std. Deviation
Teacher Support	94	1.22	5.00	4.32	.67
Student Engagement	94	1.40	5.00	3.91	.85

The descriptive statistics regarding the dimensions of the scale are displayed in Table 5. The dimension of the "teacher support" owns a mean value of $\bar{x}=4.32$ while the dimension of "student engagement" owns a mean value of $\bar{x}= 3.91$. It can be interpreted that teacher support is observed more frequently than student engagement during online education. Namely, teachers appear to be more dominant through their supportive attitude while teaching online compared to the level of student engagement. In the focus group interviews, teachers agreed that "*It is a must for a teacher to create a positive and entertaining learning environment in order not to lose the student*", adding that it is the role of the teacher to do so. One participant (P1) stressed that "*the teacher*

needs to make preparations to make online lesson useful, “it is the teacher who can allocate 20 minutes or so for preparing the lesson”.

The Teachers’ Perceptions - Teacher Support Sub-scale of the survey was another important part of the questionnaire. The following section present findings from this sub-scale in the survey questionnaire.

Teachers’ Perceptions - Teacher Support Sub-scale

Table 6 displays the descriptive statistics of teachers’ self-reported perceptions regarding the items of teacher support dimension in descending order.

Table 6.

The Descriptive Statistics of Teachers’ Self-Reported Perceptions Regarding the Items of Teacher Support Dimension

	N	Min	Max	\bar{x}	SD
20. The teacher makes the lesson entertaining and fun	93	1	5	4.55	.79
19. The teacher tries to understand the student’s problems	93	1	5	4.47	.80
14. The teacher presents the topics clearly and meaningfully	93	1	5	4.47	.88
2. Students are supported when needed	94	1	5	4.45	.91
13. The teacher values students’ ideas and perspectives	93	1	5	4.42	.88
10. The teacher informs the student about the assessed work	93	1	5	4.41	.88
15. The teacher enables the student to make link between new material to what s/he already knows	93	2	5	4.38	.77
5. The teacher patiently explains subjects to students	93	1	5	4.29	.98
11. The feedback clarifies things students do not fully comprehend	93	1	5	4.15	.96
1. What the students are taught match the course objectives	94	1	5	3.93	1.00

In the dimension of teacher support, Item 20 (The teacher makes the lesson entertaining and fun) takes place at the top with a mean value of $\bar{x}=4.55$, Item 19 (The teacher tries to understand the student’s problems) and Item 14 (The teacher presents

the topics clearly and meaningfully) follow with a mean value of $\bar{x}=4.47$. On the other hand, Item 11 (The feedback clarifies things students do not fully comprehend) takes its place at the bottom with a mean value of $\bar{x}=4.15$ along with Item 1 (What the students are taught match the course objectives) with a mean value of $\bar{x}=3.93$. On the whole, it is clear that the greater importance is attached to such sub-components of teacher support as making the lesson entertaining and fun, understanding student problems, and presenting the topics clearly and meaningfully. However, the clarification of the things students do not fully comprehend via feedback and the match between the course and the objectives are detected as the least crucial subcomponents perceived by the participants. Yet, it should be kept in mind that all these identified perceptions have received similar scores. That is to say, the differences between the mean scores can be regarded as subtle differences.

Teachers' Perceptions - Students Engagement Sub-scale

The descriptive statistics of the student engagement dimension of the scales is presented in Table 7. The student engagement dimension comprises five items.

Table 7.

The Descriptive Statistics of The Student Engagement Dimension

	N	Min	Max	\bar{x}	SD
12. Much of what student learns is meaningful	93	1	5	4.08	.89
3. Teaching materials are interesting	94	1	5	4.02	1.02
6. Students enjoy participating in activities	94	1	5	3.95	1.02
7. Students feel comfortable when working with others	94	1	5	3.86	1.15
4. Students are enthusiastic about the subjects	94	1	5	3.68	1.20

In the dimension of student engagement, Item 12 (Much of what student learns is meaningful) takes place at the top with a mean value of $\bar{x}=4.08$. Item 3 (Teaching materials are interesting) following with a mean value of $\bar{x}=4.02$. On the other hand, Item 7 (Students feel comfortable when working with others) takes its place at the bottom with a mean value of $\bar{x}=3.86$ along with Item 4 (Students are enthusiastic about the subjects) with a mean value of $\bar{x}=3.68$. Similar to the interpretations of teacher support above, all these identified perceptions toward student engagement have received similar scores; each of which indicating only minor differences between the

level of importance attached by the participants. Specifically for ensuring student engagement in online education, most of the participants believe that student learning should be meaningful and teaching materials should be interesting. To a lesser extent, the participants perceive that students should feel comfortable in group works and be encouraged to be enthusiastic about the subjects in order for the online classroom environment be more positive.

As seen in Table 7, Item 12 “Much of what student learns is meaningful” had the highest value $\bar{x}=4.08$. In the focus group interview, when the participants were asked their opinions about this issue, teachers unanimously agreed that much of what students learn depends entirely on classroom dynamics. P1 confirmed that this finding from the survey was absolutely true adding that whatever a teacher teaches depends largely on how much the student has received. He illustrated this with the following example:

“You start teaching comparatives and say I should teach superlatives also. It may work in some classes but it may not work in others. It all depends on how much the students can uptake. You cannot teach the same material in 7A and 7B due to serious proficiency level differences amongst the students which might result from socio economic differences and parental care.” (P1)

P2 expressed her agreement stating that *“because every class has its own dynamics it changes from class to class even within the same grade or level. Some classes may sometimes lag behind the programme while other classes can be ahead of the curriculum.”* A similar opinion was expressed by P3 who was working in a private school and was using Cambridge curriculum. He stated that *“In some classes you are ahead of the curriculum; in others you cannot teach what is in the curriculum so you get behind. It is hard to achieve that balance”*

P4 stated that *“This is a common problem we experience. We teach different classes we behave in accordance with the classroom atmosphere”*. P5 also agreed that each classroom is unique with its own dynamics and atmosphere. Accordingly, she gave the following example: *“We have classes consisting of mischievous students and slow-learning students. In such cases your planned objectives may not entirely be put into practice.”*

As seen in Table 7, the Item ‘Students are enthusiastic about the subjects’ had the lowest value $x=3.68$ in the Students Engagement Sub-scale of the survey. When the teachers’ opinions were asked about this particular item, teachers agreed that it was quite difficult for the students to be highly enthusiastic in online education and that classroom dynamics has such a big function that students being enthusiastic may differ from class to class and may even change even from student to student. One teacher (P4) mentioned the time of the lesson as a determining factor stating the following:

“I mean our students attend sleepy rather than enthusiastic especially depending on the time of the lessons. You know our classes used to start early and most of them wouldn’t show up before we switched to face to face education. Even if they attended, they would be sleepy. Honestly, I think that the enthusiasm of the students is closely related with the time of the lesson, too. For example, in the evening lessons which correspond with dinner time, the students are hungry; in the lessons early in the morning, they are sleepy. Their level of motivation changes depending on the time when we have the lessons” (T4).

In agreement with this, P1 illustrated with the extract below:

They are not really enthusiastic, especially when you have a morning class like we did at 8.30, you come across with a yawning orchestra. And you know it is contagious. Also, you always hear students eating. They have no other choice. They have to eat something early in the morning. I don’t think that the books are engaging enough for students. For example, if you are covering the “Party” unit in a village school, think about it. How many parties do those students see in their lives? We teach extreme sports and Halloween to the eight graders. They cannot understand the concept. It should be more closely related to real life. I cannot see much enthusiasm or interest.

Another participant (P2) agreed that children do not come enthusiastic but she added that teachers make the participants enthusiastic with different activities and a lot of effort. P3 stated the following:

“In online teaching, students are not enthusiastic; they rather feel like “What are we doing here?” We first spend a lot of time trying to make them interested. Then, we go on with the ones who actually become interested as much as we can. They never come to online lessons enthusiastically.”

Finally, P5 expressed her agreement as follows: *“Yes, there isn’t much enthusiasm in online lessons. I don’t really feel it much. I have two students trying their best under any circumstances. They never lose their motivation. We have understood very well that even the smallest things in the classroom environment like seeing the whiteboard or sitting on the desks were huge reasons for motivation.”* She added that students do not want schools to be closed. They always ask if we are going to switch back to online learning. In online learning they get totally distracted and distant. In her opinion, the more concrete something is for the students, the more enthusiastic they are.

EFL Teachers’ Self-Reported Practices in a Positive Classroom Environment in Online Education

The aim of the third research question was to explore The EFL teachers’ self-reported practices towards a positive classroom environment in online education. The findings of this question are displayed in Table 8.

Table 8.

The EFL Teachers' Self-Reported Practices in a Positive Classroom Environment in Online Education

	N	Min	Max	x	SD
5 I explain the subjects to students patiently	93	1	5	4.57	.74
2 I support students when they need	93	1	5	4.57	.77
19 I try to understand the student's problems	93	1	5	4.56	.70
13 I value students' ideas and perspectives	93	1	5	4.56	.71
11. I give feedback to clarify things students do not fully comprehend	92	1	5	4.49	.75
14 I present the topics clearly and meaningfully	93	1	5	4.48	.82
10 I inform the students about the assessment work	93	1	5	4.47	.76
20 I make the lesson entertaining and fun for the students	93	1	5	4.46	.79
15 I help students to make link between new material to what s/he already knows	93	1	5	4.45	.72
7 I help my students feel comfortable when working with others in my lesson	93	1	5	4.32	.86
4 I select subjects that can make my students feel enthusiastic	93	2	5	4.31	.75
6 I use enjoying activities in my lesson	93	1	5	4.30	.84
12 Much of what I teach is meaningful	93	2	5	4.30	.83
3 I use teaching materials that are interesting	93	1	5	4.29	.88
1 What I teach matches the course objectives	93	1	5	4.27	.84

Table 8 displays the descriptive statistics of teachers' self-reported practices of the items in descending order. The teachers' reports showed that in online education, Item 5 (I explain the subjects to students patiently) takes place at the top with a mean value of $x=4.57$ along with Item 2 (I support students when they need) with a mean value of $x=4.57$. Moreover, Item 19 (I try to understand the student's problems) and Item 13 (I value students' ideas and perspectives) own a mean value of $x=4.56$. On the other hand, Item 3 (I use teaching materials that are interesting) takes its place at the bottom with a

mean value of $x=4.29$ along with Item 1 (What I teach matches the course objectives) with a mean value of $x=4.27$. Those findings suggest that the participants believed, to a great extent, that they were patient in explaining the subjects to students, were supportive when students need, and were sensitive to student problems. Besides, it is evident that the least frequent self-reported online teaching practices were found to be related to the use of interesting materials; and the match between the objectives and their practices. Apart from those, the other teaching practices were reported to be employed by the participants to a considerably high degree in online contexts.

Interview findings are in line with the results from the survey. Teachers agreed that online education requires teachers to be patient. As P5 mentioned *“I am generally patient. Sometimes there are difficult students to handle. It changes according to the dynamic of the school and the classrooms”*. In addition, teachers mentioned that they try to support students as much as needed and give feedback on their activities. P2 noted that thanks to technology, he improved himself a lot. That teacher stated that with google classrooms, it was easier to give feedback.

As seen in Table 8, Item 20 in the survey, “The teacher makes the lesson entertaining and fun” has a mean value of $x=4.46$. In order to explore the participants’ views about this item in greater depth, in the focus group interview, the participants were asked how they make their online teaching entertaining and fun. The interview findings supported the findings from the survey. Although teachers agreed that it is much easier to make the lesson entertaining and fun in face to face education, they pointed out that they try to create a positive environment by applying various techniques and strategies. These techniques included exploring the potential of the internet, introducing humour/fun into the lesson, practicing some kinaesthetic activities, and integrating music into online classes. Each of these techniques that the participants mentioned can be grouped under four categories explained in detail below:

Exploring the Potential of the Internet

Some participants mentioned that the Internet offers endless opportunities and useful educational websites with varied and interesting materials that one can use for creating a positive online educational environment. To illustrate, P1 expressed his opinion as “The Internet is like an ocean and there is nothing you cannot find. You do not need to design anything special such as a worksheet.” He underlined the role of the teacher saying that “it is true that the teacher could make the lesson entertaining but compared

to face to face this is certainly more challenging”. P2 expressed her agreement that it is the teacher who makes the lesson entertaining. He emphasized that “You have to, because in 5 mini seconds a child can click on Pubg and enter into the game while watching you or watch YouTube. In other words, he can be engaged with something else”.

One participant (P2) working in a private secondary school mentioned that “*My google screen is full of links to different websites. If I were to do reading, writing, or speaking in my lessons, I open a website according to the topic of the lesson.*” He reported that he follows the Ministry of National Education (MoNE) curriculum but uses different textbooks to make the lesson more entertaining. “I try not to use the MoNE’s book as much as possible. What I do is that I follow the MoNE’s curriculum and try to use activities from different websites and different English textbooks”. He added that working in a private school; he had an advantage in using a Cambridge English textbook which includes everything from listening, reading to writing. The same participant mentioned that he has a Sunshine book room, which he considered to be a great advantage. He added that “*If you can enrich your lesson by using a variety of materials from different educational websites such as the British Council, ESL LAB, and students generally like it and Turkish students of English generally have a positive attitude towards learning English.*” (P2)

Another participant (P5) added that recently she found some stories from the British Council website containing visuals and videos which she considered to have golden value to be used as listening materials. She mentioned that students like watching aural-oral materials. Another potential of using the online platform was to create interactive activities. One participant (P3) who was working in a private school was found to be using some features in Zoom’s professional mod, which he reported to be very advantageous in creating a positive environment. For example, using Zoom’s breakout room facility, he reported that “*you can group children into breakout rooms when you want to do a speaking activity you can divide them into groups you can give a topic and have them discuss a topic*”. (P3)

Another participant (P3) found it useful to use games that children like. “*So I have them watch Amongus in my lessons*”. He mentioned that he chooses the popular games for children by following “*the Twitch streams preferred by those students whose English is very good to help him identify the kind of games that attract their attention.* This attracts their attention a lot. He continued stating that he has children of at the

same age with his students. He identifies what games his son plays and then he plays the same game in his lesson to make the lesson entertaining. Another participant (P5) reported that she uses different videos with visuals and different activities from the BC website, as she stated: *“There is a section ‘guess what’ where there is a small part of an object which students see on a magnified form and you ask the students to guess that object for example similar activities to draw students attention to the lesson and entertain them”*, and accepted that such activities work. She sometimes downloads comedy videos or YouTube videos related to English and sometimes videos about youth related to their age when they are exhausted particularly after four consecutive English lesson and they watch them altogether.

Introducing Humour/fun

Two participants used ‘teasing technique’, by which one of the teachers (P2) meant throwing a joke into the lesson to activate the lesson. One of the participants stated the following: *“What I generally do to make online lessons active is by bringing up something irrelevant in order to make the students active and get them entertained. My aim is to get them to speak not necessarily in English”*. She agreed that this is done in Turkish intentionally *“because when it is done in English there is no participation at all in the lesson”*. Another participant (P4), similarly, stated: *“I personally get every student to turn on their cameras”*. The same teacher stated that she makes jokes with children one to one as much as she observes them from the screen. A similar technique was used by P5 who stated that she also made jokes with the students, as she mentioned *“teasing is a technique I mostly use. When you tell them something one to one and when you discover something about their characters and when you make this clear this makes them feel happy”* (P5).

Integrating Music

Two teachers (P4 and P5) were found to be using music in their lessons in order to boost the students’ motivation. One of the participants (P4), teaching in the preparatory-year students, which required intensive English teaching, mentioned that the students take five hours and some days four consecutive lessons from the same English teacher; as a result, they get bored as they do similar activities using the same book. Her technique to create positive classroom environment was first asking students to turn on their cameras. To motivate the students P4 stated that before turning on EBA

she prefers opening music, especially with an upbeat music. She tells the students “are we here to sit down?” to accompany her to get them laugh altogether”. She admitted that using music as a warm up activity helps her to have a good and motivating start to the lesson, and makes her feel good, as well. Similarly, P5 stated that “to catch the students’ attention I sometimes use songs and if there is a song related to a current issue, asking students “what do you think today? What happened today? Do you believe in it?”

Practicing Kinesthetic Activities

The interview results revealed that one teacher (P5) was using activities that required the students to do some actions in order to activate students and help them to participate in the lesson. The teacher believed that giving commands that required the students to do some actions such as “find the red object in your house and bring it”, “bring me a glass”, “find the red object and bring it, find the blue object, find something soft in your house ...” helped him to catch student’s attention at that very moment and enabled the teacher to do the lesson for 30-35 minutes or so. The teacher also accepted that when the students are asked to stand up and do some action-related activities that ask them to run around the house in search of an object, they are better adapted to the lesson.

The descriptive statistics regarding the dimensions of the scale are displayed in Table 9. The dimension of the “teacher support” owns a mean value of $x=4.48$) while the dimension of “student engagement” owns a mean value of $x=4.30$). As understood, in their teaching practices, the participants find themselves as successfully providing both teacher support and student engagement in online education.

Table 9 displays the descriptive statistics of sub-dimensions of the scale.

Table 9.

Descriptive Statistics of Total Mean Scores of Subscales in Teacher’s Practices

	N	Min	Max	\bar{x}	SD
Teacher support	93	1.00	5.00	4.48	.57
Student engagement	93	1.40	5.00	4.30	.66

Teachers' Practices - Teacher Support Sub-scale

Table 10.

Descriptive Statistics of Practices- Teacher Support

	N	Min	Max	\bar{x}	SD
5 I explain the subjects to students patiently	93	1	5	4.57	.74
2 I support students when they need	93	1	5	4.57	.77
19 I try to understand the student's problems	93	1	5	4.56	.70
13 I value students' ideas and perspectives	93	1	5	4.56	.71
11. I give feedback to clarify things students do not fully comprehend	92	1	5	4.49	.75
14 I present the topics clearly and meaningfully	93	1	5	4.48	.82
10 I inform the students about the assessment work	93	1	5	4.47	.76
20 I make the lesson entertaining and fun for the students	93	1	5	4.46	.79
15 I help students to make link between new material to what s/he already knows	93	1	5	4.45	.72
1 What I teach matches the course objectives	93	1	5	4.27	.84

The teachers' reports showed that in online education, Item 5 (I explain the subjects to students patiently) takes place at the top with a mean value of $\bar{x}=4.57$ along with the Item 2 (I support students when they need) with a mean value of $\bar{x}=4.57$. Moreover, Item 19 (I try to understand the student's problems) and Item 13 (I value students' ideas and perspectives) own a mean value of $\bar{x}=4.56$. On the other hand, Item 15 (I help students to make link between new material to what s/he already knows) takes its place at the bottom with a mean value of $\bar{x}=4.45$ along with Item 1 (What I teach matches the course objectives) with a mean value of $\bar{x}=4.27$. That is, concerning teacher support in online education, the participants patiently explain the subjects to students, support students when they need, try to understand the student's problems, and value students' ideas and perspectives. In comparison to these, the participants claim, to a lesser extent, that they help students to make link between new material and previous knowledge; and ensure harmony between what they teach and the course objectives. Overall, it is obvious that the participants report that they have already made attempts to achieve teacher support as a way for establishing a positive online learning environment.

As seen from the survey findings, "What I teach matches the course objectives" has the lowest mean value of $\bar{x}=4.27$. To explore the participants' opinion about this issue

further, in the interview they were asked whether the teaching content and whether they have the same experience and that to what extent the objectives of the lesson are in line with the teaching content. The teachers expressed common opinion about this particular issue. They all agreed that in theory there should be a match between the objectives of the lesson and course materials. They added that in some classes it works; but in others it may not due to a number of factors such as student variables.

Teachers' Practices - Students Engagement Sub-scale

Student engagement sub-scale in the teachers' practices component of the survey findings is illustrated in Table 11, below:

Table 11.

Descriptive Statistics of Practices- Students Engagement

	N	Min	Max	\bar{x}	SD
U7 I help my students feel comfortable when working with others in my lesson	93	1	5	4.32	.86
U4 I select subjects that can make my students feel enthusiastic	93	2	5	4.31	.75
U6 I use enjoying activities in my lesson	93	1	5	4.30	.84
U12 Much of what I teach is meaningful	93	2	5	4.30	.83
U3 I use teaching materials that are interesting	93	1	5	4.29	.88

In the dimension of student engagement, Item 7 (I help my students feel comfortable when working with others in my lesson) takes place at the top with a mean value of $\bar{x}=4.32$, Item 4 (I select subjects that can make my students feel enthusiastic) follows with a mean value of $\bar{x}=4.31$. On the other hand, Item 12 (Much of what I teach is meaningful) takes its place at the bottom with a mean value of $\bar{x}=4.30$ along with Item 3 (I use teaching materials that are interesting) with a mean value $\bar{x}=4.29$. To promote student engagement in online teaching environments, the great majority of the participants report that they help students feel comfortable in group works and select subjects which can increase student enthusiasm. Moreover, the least frequently reported teaching practices are associated with teaching meaningful content and the use of interesting teaching materials. In sum, the mean scores of all the items in this dimension imply that the participants believe that they often employ the related teaching practices.

In this sub-scale of the questionnaire, the Item 12 Much of what I teach is meaningful with a low mean value $x=4.30$), followed by Item 3 $x=4.29$. The focus group interview question asked the participants' opinions whether they believe that what is taught to the students is meaningful, and if their own teaching materials are interesting for the students, in order to elicit the participants' opinions about this issue. The teachers agreed that MoNE's supply of teaching materials was not that helpful in this respect as illustrated below:

P1 complained about the course books supplied by the Ministry of Education, stating that *"If you limit yourself with the supplies of the Ministry of Education, it is definitely meaningless. This is for certain! They are neither interesting nor fun. They are the same meaningless, droning publications every year"* (P1). He added the following:

"We are lucky that the parents got used to the system and they do not pose any problems when we say that they need to buy extra books. However, regular books are supplied by the government so it was forbidden to integrate any private resources for a while. Then, it was a disaster! We were always dealing with printing and copying. Also, as all teachers know, even if we bring the best material, the black and white photocopied version does not have the expected impact".

He resembled the books from the MoNE to the newspapers, and stated that kids do not want to read newspapers and their format looks just like newspapers. They are not fun at all! They are also not in line with the objectives. He gave an example:" If these students cannot give any other answer than "Fine thanks and you?" when they are asked "How are you?" this shows that these books are useless (P1).

Similarly, P3 agreed that MoNE English books were not that effective. *"Unfortunately, the books from the ministry of education are so bad. I have never seen a good one. I have never seen an engaging book of the ministry of education. If we talk about the grade that we currently teach, the preparatory year in high school, the book that we chose and asked students to buy is so useful and engaging"*. The same participant continues stating that students do not get bored, and found its smart board application useful and helpful during online education.

Another participant (P5) stated that the word meaningful is kind of relative. He thought that the books of the ministry of education are especially designed in order not

to attract students' attention. He elaborated on the connotation of "meaningful." He agreed that *"What we teach is not limited with "am/is/are". We teach grammar simultaneously with culture. We need interesting materials to do that. For instance; in order to teach "raining cats and dogs" we need to talk about geography, too. Why do they so many expressions related to rain? It is because they live in a rainy climate. When we teach this with well-selected videos and good planning, I think we can attract their attention"*. He also touched upon the need for "visually appealing materials", adding that *"English books need to be visually appealing at first so that they can attract students' attention into the content"*.

Another teacher (P2) expressed her agreement with other participants as he mentioned *"I totally agree with the points that my friends made. All of us have been experiencing the same problems for years. If you stay dependent on the materials of the ministry of education, neither can you enjoy teaching nor can your students learn anything. Of course I am trying to use meaningful materials. It is also related to the student or parent group that we are working with. The material that we currently use is engaging as another colleague of mine has already mentioned. There are videos related to the culture and occupations. Other than that we also find some videos etc. and integrate them in our lessons"*. The same participant added that she uses games, demonstrations and YouTube videos to make the lesson content meaningful for the students. *"If I have made a good preparation yes because I use game-based teaching. I also use demonstrations in my lessons a lot. While doing this I use expressions that the students can use in real life from the YouTube Real English. Not only my students but also I get entertained. I believe that I do my job well and enjoy doing it"* (T2).

Correlation between the EFL teachers' self-reported perceptions towards a positive classroom environment with their self-reported practices and sub-scales

Table 12.

Correlations between the EFL Teachers' Perceptions with Practices and Sub-scales

	Teachers' Practices			Teacher Support			Students		
	Total			(Practices)			Engagement		
	N	r	p	N	r	p	N	r	p
Teachers' Perceptions Total	92	0,61	0.00**	92	0,92	0.00**	92	0,83	0.00**
Teacher Support (Perception)	92	0,63	0.00**	92	0,66	0.00**	92	0,49	0.00**
Students Engagement (Perception)	92	0,44	0.00**	92	0,47	0.00**	92	0,33	0.00**

** $p < .01$

One of the objectives of the present study was to investigate whether there is a positive correlation between the variables of total self-reported perception of teachers and total self-reported practices of teachers. As seen in Table 12, as a result of conducting a correlation test, it has been found that there is a moderately positive correlation between these two variables ($r=.61$, $p < 0.01$). This shows that the perceptions of the participants towards the positive classroom environment in online education correspond to their reported teaching practices to a moderate degree. It can be concluded that what they believe in theory and what they claim to do in practice match well. This may also mean that the participants' beliefs/perceptions are also reflected on their reported teaching practices.

On the other hand, while there is a moderately positive correlation between perceptions and practices of Teacher Support sub-scales with a value of 0.66, the correlation of perceptions and practices in Students Engagement sub-scales is positive and weak with a value of 0.33. The correlation between perceptions of Teacher Support sub-scale and practices of Students Engagement sub-scale is positive and weak with a value of 0.49.

Teachers' self-reported perceptions and their self-reported practices in online education, in terms of gender, number of students and years of teaching experience

The final research question intended to investigate the differences between teachers' self-reported perceptions and their self-reported practices in online education, in terms of various variables including gender, number of students and years of teaching experience. In the section below, quantitative findings from the survey for each of the research questions are presented.

Evaluation of the scale-scores according to gender

Table 13.

Independent Samples T-Test Results Based on the Gender Variable

Gender		N	Mean	SD	t	p(Sig.)
Total Perception	Male	47	4.06	.70	-1.99	0.03*
	Female	47	4.32	.57	-1.99	
Teacher Support	Male	47	4,21	.75	-1.48	0.03*
	Female	47	4,42	.57	-1.48	
Student Engagement	Male	47	3.71	.92	-2.31	0.01*
	Female	47	4.11	.73	-2.31	

In Table 13, it is displayed that the scores significantly differ from each other regarding the overall perception of teachers based on gender variable ($p < .05$). Furthermore, in the sub dimensions of the scale, there is a significant difference in the dimension of teacher support along with the dimension of student engagement ($p < .05$). Namely, female participants believe more strongly that teacher support and student engagement is important for effective online education in comparison to the male participants.

Analysing the scale scores according to the number of students in the class

In order to understand whether there is a significant difference in teachers' perceptions in terms of the variable of class size, one way ANOVA test was run. Table 14 shows the test results based on the total perception of the teachers along with the sub-scale results.

Table 14.*The ANOVA Test Results of the Teachers' Self-Perceptions Based on Class Sizes*

	Class size	N	Mean	SD	p(Sig.)
Total Perception	1-20	26	4.32	.39	.14
	21-30	40	4.22	.68	
	More than 30 students	28	4.04	.79	
Teacher Support	1-20	26	4.39	.47	.27
	21-30	40	4.37	.67	
	More than 30 students	28	4.18	.82	
Student engagement	1-20	26	4.09	.68	.13
	21-30	40	3.94	.90	
	More than 30 students	28	3.71	.90	

Table 14 displays the values of the One-Way ANOVA test results of the teachers' self-reported perceptions based on class sizes. It was found out that there is no significant difference in teachers' perceptions in terms of the class sizes. Furthermore, another ANOVA test was run in order to learn whether there is a significant difference in teachers' perceptions in terms of the variable of experience of the learners. Table 15 shows the ANOVA test results based on the variable of experience of the teachers.

Table 15.*The ANOVA Test Results of the Teachers' Self-Perceptions Based on Experience*

	Experience	N	Mean	SD	p(Sig.)
Total Perception	1-5 years	14	4,30	,44	.17
	6-10 years	28	4,30	,60	
	11-15 years	29	4,13	,53	
	15+	23	4,08	,91	
Teacher Support	1-5 years	14	4,33	,54	.16
	6-10 years	28	4,41	,60	
	11-15 years	29	4,31	,51	
	15+	23	4,208	,96	
Student engagement	1-5 years	14	4,16	,72	.81
	6-10 years	28	4,06	,85	
	11-15 years	29	3,75	,82	
	15+	23	3,79	,94	

Table 15 displays the values of the ANOVA test results of the teachers' self-reported perceptions based on the experience of the teachers. It was found out that there is no significant difference in teachers' perceptions in terms of the experience of teachers. This finding suggest that teachers participating to the study display common experiences in terms of teacher support and student engagement dimensions of items in the survey.

Conclusion

The main objective of this chapter was to present the findings from the Teachers' Perceptions of Creating a Positive Environment in Online Education Questionnaire and focus group interviews. In order to address the research questions, the qualitative data obtained from the focus group interviews were used to complement the quantitative findings from the survey. The next chapter presents discussion and conclusion parts of the thesis.

4. DISCUSSION AND CONCLUSION

To create a positive learning environment is one of the most essential factors in online education just as it is on face to face education. This chapter presents conclusion and a discussion of the main findings obtained from the Teachers' Perceptions of Creating a Positive Environment in Online Education Questionnaire and focus group interviews, in relation to research questions. Furthermore, suggestions for implications are presented, and the chapter concludes with recommendations for further research.

In the present study, a survey-based research was adopted which enabled the researcher to collect quantitative data, and a single focus group interview was held with five volunteers for eliciting participants' opinions, beliefs and attitudes towards creating a positive learning environment in online education, and to obtain qualitative data to support the survey findings. The survey questionnaire (see Appendix A for The Classroom Environment Questionnaire for Online Teaching) was developed by the researcher in accordance with the research objectives following a review of the literature. The researcher benefitted particularly from the study by İnözü and Şahinkarakaş (2016) in the development of the questionnaire items. Two main factor analysis approaches were used for the reliability and validity of the questionnaire: Exploratory Factor Analysis (EFA) and Confirmatory Factor Analysis (CFA).

As stated in Chapter 3, the findings from the survey items with the highest and the lowest values from the teacher support and the student engagement subscales of the survey findings were taken into consideration in preparing the interview questions. The 10 interview questions were prepared as open-ended questions to enable the participant teachers to express their opinions and practices in online education. The interview questions, initially prepared in English, were examined by four experienced English teachers for clarity and intelligibility of the questions. They were translated into Turkish and during the interviews the Turkish version was used. Data were collected from 94 EFL teachers, working in different schools in the same town in Kahramanmaraş province by the researcher. A survey questionnaire and focus group interviews were used for data collection. Convenience sampling was used which involves selecting a suitable sample, or a representative individuals for determining parameters of the whole population (Creswell, 2014) in the implementation of the questionnaire.

EFL Teachers' Self-Reported Perceptions towards a Positive Classroom Environment

In this study the first research question investigated the EFL teachers' self-reported perceptions towards a positive classroom environment. Descriptive statistics and independent sample t-tests were applied using SPSS Software Program for statistical analysis to enable the researcher to identify the teachers' views towards creating positive classroom environment for online teaching.

Considering the results of analyses, the participants seem to perceive that their online teaching is fun ($x=4.55$), the teacher tries to understand the students' problems, and the teacher presents the topics clearly and meaningfully ($x=4.47$) in online delivery of the lesson. In the interviews, the participants think that it may be difficult to have enjoyable lessons including giving clear instructions in online settings because of some problems stemming from the students' behaviours or the nature of online education requiring the effective use of students' microphones or cameras. It appears that the participants attach importance to students' way of appropriate use of such devices during online teaching so that the online lesson could be more entertaining. These findings in terms of teacher practices are also empirically supported by Horn (2020) who identifies that an online teacher needs to set clear expectations from the students, and give specific instructions. In this way, students can adapt themselves to the subject matter and what they are supposed to do.

With regard to teacher's perceptions of teacher support and student engagement subscales of the survey, it was observed that the dimension of the "teacher support" has a higher value ($x=4.31$) compared to student engagement ($x=3.91$). This finding may suggest that teachers appear to adopt a more supportive attitude compared to the level of student engagement during online education. This finding is confirmed by focus group interviews in which participants agree that it is a must for a teacher to create a positive and entertaining learning environment to keep the student engaged, adding that it is the responsibility of the teacher to do so. In the dimension of teacher support, it was found that teachers attach greater importance to making the lesson entertaining and fun, understanding student problems, and presenting the topics clearly and meaningfully. This finding is confirmed by McFarland (2012) who claims that creating a fully supportive environment to students must be given priority so that the students can expand their potential. In addition, Adnan (2017) views an online teacher as one who provides a supportive learning environment for students such as having good

relations with them, and trying to understand the students' problems. On the other hand, two of the items in the questionnaire, teacher clarification of what the students do not fully comprehend through providing feedback ($x=4.15$) and what is taught in online classes matches with the course objectives ($x=3.93$) are perceived to have the lowest mean value by the participants.

The focus group interviews provided supportive evidence as the participants reported that they try to create a positive environment by applying various techniques and strategies. These techniques include exploring the potential of the internet, introducing humour/fun into the lesson, practicing some kinaesthetic activities, and integrating music into online classes. The findings echo the proposal offered by Horn (2020) who recognizes that an effective online learning requires more than just moving course materials online. It also requires changing the teaching culture by assigning new responsibilities for teachers and students, and new ways of interactions among them.

In relation to Students Engagement dimension of the survey, most participants seemed to attach greater importance to 'much of what a student learns is meaningful' ($x=4.08$), and 'teaching materials are interesting' ($x=4.02$), and less importance to some items such as 'students should feel comfortable in group works' ($x=3.86$) and 'students are enthusiastic about the subjects' ($x=3.68$) during online classroom environment. In the focus group interviews, teachers further commented on these issues reporting that much of what they can teach is related to classroom dynamics. Similarly, in relation to student enthusiasm, teachers thought that it is difficult for the students to be highly enthusiastic in online education and that classroom dynamics has a big function in students being enthusiastic. Despite such variation, the questionnaire and interview results seem to show that student engagement is effectively supported by the teachers in online lessons to keep students engaged and motivated.

Both the questionnaire and the interview results show that the participants perceive themselves as patient, supportive and encouraging in online lessons by providing efficient feedback. Similarly, Meyer & McNeal (2011) state that teachers need to supply information to the student about the assessed work, give feedback and create in online education to evaluate students' learning. While providing online feedback, the participants in the present study seem to be aware of the distinct dynamics of every single classroom. That is to say, they seem to be aware that being patient or supportive differ from class to class as well as the individual student characteristics. In a similar vein, Adnan (2017) views an online teacher as the one who cooperates with students for

supporting the process of learning, has good relations with them, and showing an understanding to the student's difficulties when the students are distanced from the teacher both in time and place.

EFL Teachers' Self-Reported Practices towards a Positive Classroom Environment in Online Education

With regard to EFL teachers' self-reported practices towards a positive classroom environment in online education, the aim of the second research question, teachers' most frequent self-reported online teaching practices were recorded as being patient in explaining the subjects to students ($x=4.57$) and supportive when students need it, as well as their sensitivity to student problems ($x=4.57$). Similarly, teachers, in the interviews reported that they try to be patient, and that they support students as much as possible and give feedback on their activities. On the other hand, the least frequently self-reported online teaching practices were found to be related to using interesting materials ($x=4.29$), and the match between what they teach and the objectives ($x=4.56$).

For teacher support, based on the interview results, teachers perceive themselves as effective by providing them to be more supportive online lessons; and the interviews demonstrate that they apply some certain strategies especially for making the online lesson fun, such as taking the advantage of fun resources in the Internet, using humour, integrating physical activities or music into their online lessons. In the related literature, Kirkwood (2003) suggests that an online teacher should be able to use multiple resources; one of which is the hands-on activities, as also found in the present study. In a related study conducted by Hampel and Stickler (2005), the researchers highlight the necessity of interaction in online learning by stating that "online language courses, especially at lower levels, need to focus on the form of the interaction as well as the content" (p. 312).

Related to teachers' practices on the Students Engagement sub-scale of the survey, to increase student engagement in online teaching environments, the great majority of the participants report that they help students feel comfortable in group works ($x=4.32$) and select subjects which can increase student enthusiasm ($x=4.31$). However, teaching meaningful content ($x=4.30$) and the use of interesting teaching materials ($x=4.29$) are identified as the least frequently reported teaching practices by the participants. Related to the use of teaching materials, the focus group interview findings revealed that they

provide some additional materials games, YouTube videos in order to make the lesson content meaningful for the students.

The participants are found to pay special attention to meaningful learning opportunities and making use of interesting materials for their students. However, they believe that every class is unique and dynamics are diverse; for this reason, it is difficult to increase student enthusiasm utilizing the same techniques. As the participants also claim, this is mainly due to the distractions and interruptions emerging from the environment where they attend the online lessons. In relation to this, Inozu and Sahinkarakas (2016) point out that creating a positive and a supportive classroom helps students with their learning process and contributes significantly to student success in the educational process.

Correlation between the EFL Teachers' Self-Reported Perceptions towards a Positive Classroom Environment with their Self-Reported Practices in Online Education

With regard to whether there is a positive correlation between the variables of total self-reported perceptions of teachers and total self-reported practices of teachers, the third research question of the study, the correlation test result indicated a moderately positive correlation between these two variables ($r=.618$, $p < 0.01$). This finding seems to suggest that there exists a moderate degree of correspondence between the perceptions of the participants toward the positive classroom environment in online education and their reported teaching practices. Namely, teachers' beliefs about creating positive online environment seem to match with their self-reported online practices reasonably well.

On the whole, the participants perceive their practices as being effective in terms of providing support and choosing enthusiastic tasks for their students; however, they are not happy with the content they teach. In relation to this, they believe that the resources provided by the MoNE do not always have the potential to create meaningful learning opportunities in online lessons. Yet, an online teacher is expected to provide interesting and meaningful teaching materials so that students feel enthusiastic about the subjects they are learning (Horn, 2020). Even so, their self-reported perceptions and practices can be asserted to match moderately. Namely, the consistency between what they believe and what they do in online teachings is found out to be at a moderate degree. The classroom social environment which is determined by affiliation, cohesion, mutual

respect, and support from teachers and students is achieved through the relationship between and among teachers and students (Allodi, 2010). According to McFarland (2012), positive learning environment can be established “when the students feel that they are supported and valued in whatever they are doing and learning is mastered easily” (p. 137).

Differences between the Teachers’ Self-Reported Perceptions and their Self-Reported Practices in Online Education in terms of different Variables

In relation to discussing the findings for the final research question which aimed to investigate the differences between teachers’ self-reported perceptions and their self-reported practices in online education, in terms of gender, class size and their years of teaching experiences, the overall perception of teachers based on gender variable ($p < .05$) shows significant difference. The application of the independent sample t-tests helped the researcher to identify the effects of variables including gender, class size and teachers’ experience of teaching in relation to teachers’ perceptions and practice of positive online teaching environment. One-way ANOVA test was run to understand whether there is a significant difference in teachers’ perceptions in terms of other aforementioned variables. Examining the variables such as gender, class size and the year of experience, it is evident that the females more strongly believe that they can create a positive learning environment in online settings in terms of both teacher support and student engagement, compared to the males. Yet, the class size and the year of experience do not appear to create significant differences for a positive learning environment in online education. This finding may suggest that participating teachers in the present study exhibit commonalities in their experiences in relation to teacher support and student engagement dimensions of items in the survey.

Pedagogical Implications of the Study

As in the traditional face-to-face learning, one of the most essential factors in the process of online learning is to create a good and positive learning environment. In this respect, a digital or an online teacher has great responsibilities for providing a productive learning environment for students. In light of the findings from the present research, a number of pedagogical implications can be offered for teachers and teacher educators in order to enhance the quality of online teaching and learning.

EFL teachers may explore the potential of the Internet and choose varied and interesting materials to supplement the textbooks. Teachers can exploit endless opportunities offered by the Internet and useful educational websites such as the British Council, ESL LAB, with varied and interesting online materials including videos, digital stories and games, for creating a positive online educational environment and making the lesson entertaining and engaging for the students.

Teachers can introduce “fun elements” by raising a joke or humour to capture students’ attention and to avoid students getting bored at different stages in the lesson such as at the beginning of the lesson, in the middle or at the end. Teachers can throw a joke into the lesson to activate the lesson and to make the students active and keep them entertained.

In addition, teachers can use music to boost the students’ motivation. Using music as a warm up activity can help the teacher have a good and motivating start to the lesson, making the teacher and the students feel good. Similarly, songs can be used to catch the students’ attention in online classes.

Teachers can benefit from various kinesthetic activities, which involve asking students to do some actions in order to activate students and help them to participate in the lesson. As found in the present study, the online teacher can give commands that require students to perform some actions such as “stand up”, “sit down”, “find something and bring it.....”. Such commands would facilitate the students’ adaptation to the online lesson, and help the teacher to direct the student’s attention to the content of the lesson.

In addition, teacher educators can give prospective teachers specific guidance as to how to create positive learning environment in online lessons. Future teachers need to be instructed about the affordances offered by online education as well as the resulting challenges illustrated with real life examples from online teachers’ practices and their experiences. Future teachers need to be familiarized with and feel confident about the use of various pedagogical tools to make online teaching effective and fruitful.

Online teachers may use online platforms to create interactive and entertaining learning environment for students. The interaction of students and teachers contributes greatly to students learning (Kelly, 2002), particularly to those students with low level of language proficiency (Hampel & Stickler, 2005). To illustrate, teachers can benefit from google classroom facilities to help students interact and communicate with each other, as practices by some teachers in the present study. Likewise, breakout room

facility of different online platforms can be utilized to conduct various speaking activities in groups of students.

Limitations and Suggestions for Further Research

This study was limited with the sample being selected only from a town in one province. Further studies can include a larger sample of teachers from different provinces in Turkey so as to increase the generalizability of the results obtained from the present study. Furthermore, an additional data collection tool such as observation could be used in order to obtain an introspective perspective towards the subject. This study mainly focused on investigating EFL teachers' perceptions and practices in relation to creating a positive classroom environment from various aspects in a town in Kahramanmaraş province in Turkey. Yet, data provided in-depth and rich source of information in relation to the topic of investigation from various perspectives using a survey and a focus group interview. All in all, it is hoped this research will contribute to a clearer understanding of ways of creating a positive learning environment within the framework of online education.

With the emergence of nationwide and global online teaching, studies related to creating a positive environment remains an under-researched area. It is possible to suggest a wide range of research topics related to online teaching, as recommended below:

In the present study, a questionnaire and a focus group interview are utilized as main data collection tools. Hence, online observations in EFL classes could be conducted to have an opportunity to see the actual use of EFL teachers' online teaching practices in order to have more comprehensive picture of their teaching from many aspects. In addition, longitudinal studies may be carried out to observe the impact of using different teaching materials and online tools on creating positive learning environment.

Exploring only teachers' perspectives may be insufficient to be fully informed about the process of online teaching and learning. Therefore, future research could focus on understanding students' perspectives also in order to find out possible match between the perspectives of both stakeholders with a view to having more comprehensive information about positive online learning in foreign language classes. Having students' views about online education can make language educators, curriculum designers understand specific problems encountered by the students. Accordingly, online educational materials can be prepared in accordance with learners' needs and interests.

Further research can also focus on student engagement in online contexts. The present research findings have demonstrated that there should be a balance between teacher support and student engagement. Consequently, future research can investigate ways of increasing student engagement in online classes to enable teachers to create a positive online classroom environment. Teachers can stay in touch with parents and get help from them. By this way, problems stemming from technical issues and not opening cameras and microphones can be figured out.

Finally, further research can be conducted related to teacher-related factors including teacher's psychological and social well-being, and teacher burnout that contribute to creating a positive learning environment. As noted by Guin (2004), negative classroom events can have a negative influence on student learning. Teachers can have more chances to focus on and enhance student engagement if they are not concerned with any other variables in the online teaching environment. If this is the case, teachers' feeling of well-being can be promoted and this has the potential to contribute to teachers' productivity and higher teaching performances (McCallum & Price, 2010) through various teacher professional development programs. Hence, online teachers can be provided psychological support to enhance their well-being based on research findings.

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LIST OF APPENDICES

Appendix A: Approval from the Members of the Ethics Committee

T.C	
ÇAĞ ÜNİVERSİTESİ	
SOSYAL BİLİMLER ENSTİTÜSÜ	
TEZ / ARAŞTIRMA / ANKET / ÇALIŞMA İZİNİ / ETİK KURULU İZİNİ TALEP FORMU VE ONAY TUTANAK FORMU	
ÖĞRENCİ BİLGİLERİ	
T.C. NOSU	
ADI VE SOYADI	Zafer AKÇA
ÖĞRENCİ NO	20188049
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Öğretimi Tezli Yüksek Lisans
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	TEZ
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLİK KAYDININ YAPILIP-YAPILMADIĞI	2020 / BAHAR DÖNEMİ KAYDINI YENİLEDİM
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	EFL TEACHERS' SELF-REPORTED PERCEPTIONS and PRACTICES towards POSITIVE CLASSROOM ENVIRONMENT at a PRIVATE SECONDARY SCHOOL
TEZİN AMACI	The aim of the thesis is to investigate teachers self-reported perceptions and practices towards positive classroom environment and then to make a contribution to the EFL field with the data collected
TEZİN TÜRKÇE ÖZETİ	İngilizceyi yabancı dil olarak öğreten öğretmenlerin olumlu sınıf atmosferi konusundaki kendi öz algılamaları ve bu yöndeki kendi sınıf uygulamalarının araştırılması konulu tezimde öncelikle olumlu sınıf atmosferinin ne olduğunu, çeşitli boyutlarını araştırıp yazacağım. Bu konuda uzman görüşlerini araştırıp tezimde alıntılara yer vereceğim.Olumlu sınıf atmosferi oluşturmanın önemini ve ayrıca nasıl olumlu sınıf atmosferi oluşturulabilir araştırıp tezime yazacağım. Olumlu sınıf atmosferi ve oluşturma yolları hakkında çok çeşitli çalışmalar var ama öğretmenlerin bu konu üzerine algıları ve uygulamaları konusu üzerine araştırmalar gerçekten sınırlı. Tezimde nicel özellikli verilerimi toplamak için katılımcılara anket uygulayacağım. Toplanan bilgi ile varılan sonucun Türkiyede İngilizce öğretmenliği alanına büyük katkı sağlayacağına inanıyorum.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Eğitim Öğretim sektörü/ Özel Beyza Koleji Ortaokulu

İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI-ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	<p>Özel Beyza Koleji Ortaokulu Boğaziçi ve Bahçelievler Kampüsü Kahramanmaraş-Onikişubat</p>
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	<p>Kahramanmaraş Onikişubat Özel Beyza Koleji Ortaokulu Boğaziçi ve Bahçelievler şubelerinde görev yapan İngilizce öğretmenlerine olumlu sınıf atmosferi konusunda kendi öz algıları ve bu yöndeki sınıf içi uygulamaları konusunda nicel bir anket uygulamak istiyorum.</p>
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇELERİN UYGULANACAĞI	<p>The Classroom Environment Questionnaire(sınıf ortamı anketi)- Ölçek: Likert 5 scale</p>
EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AİT BİLGİLER İLE AYRINTILI YAZILACAKTIR)	<p>1- The Classroom Environment Questionnaire (Sınıf Ortamı Anketi) 4 Sayfa Likert 5 dereceli Ölçeği.</p>

ÖĞRENCİNİN ADI - SOYADI: Zafer AKCA		ÖĞRENCİNİN İMZASI: Enstitü Müdürlüğünde evrak aslı imzalıdır TARİH: 05/ 05/ 2020		
TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU				
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.				
2. Anılan konu Yabancıdil olarak İngilizcenin öğretimi faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI	A.B.D. BAŞKANININ ONAYI	
Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	Adı - Soyadı:	Adı - Soyadı: Murat KOÇ	Adı - Soyadı: Şehnaz ŞAHİNKARAKAŞ	
Unvanı : Prof. Dr.	Unvanı:	Unvanı:Doç. Dr.	Unvanı: Prof. Dr.	
İmzası : Evrak onayı e-posta ile alınmıştır	İmzası:	İmzası: Evrak onayı e-posta ile alınmıştır	İmzası: Evrak onayı e-posta ile alınmıştır	
/ / 20	/ / 20	/ / 20	/ / 20	
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER				
Adı - Soyadı: Mustafa BAŞARAN	Adı - Soyadı: Yücel ERTEKİN (Y)	Adı - Soyadı: Deniz Aynur GÜLER	Adı - Soyadı: Ali Engin OBA	Adı - Soyadı: Mustafa Tevfik ODMAN
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.
İmzası : Evrak onayı e-posta ile alınmıştır	Dr.Öğr.Üyesi Şenol KANDEMİR İmzası :	İmzası : Evrak onayı e-posta ile alınmıştır	İmzası :	İmzası :
/ / 20	/ / 20	/ / 20	/ / 20	/ / 20
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Çağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 05/ 05/ 2020 - 09 / 12/ 2020 tarihleri arasında uygulanmak üzere gerekli iznin verilmesi taraflarımızca uygundur.		
OY ÇOKLUĞU İLE	<input checked="" type="radio"/>			
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRÜNE ONAYLATILARAK ENSTİTÜ SEKRETERLİĞİNE TESLİM EDİLECEKTİR. AYRICA YAZININ PUNTOSU İSE 12 (ON İKİ) PUNTO OLACAK ŞEKİLDE YAZILARAK ÇIKTI ALINACAKTIR.				

Appendix B: The Classroom Environment Questionnaire for Online Teaching

Dear Colleague,

I am carrying out a Master's research in Çağ University. For my thesis, I am conducting a survey to find out perceptions of teachers about positive classroom climate, and teachers' practices to create positive climates in their classes. The questionnaire includes three sections. I can assure you that your answers will be used only for my research and they will never be disclosed for any other reason. Please indicate your answer to each item in the questionnaire as sincerely as possible.

Thank you for your assistance.

Zafer AKCA

SECTION I - Your Background Information

Gender: Male _____ Female _____

Years of Teaching Experience

1-5 years _____ 6-10 years _____ 11-15 years _____
16-20 years _____ 21-25 years _____ Over 26 years _____

Average student number in your classes

1) 1- 10 students 2) 11-20 students 3) 21- 30 4) More than 30 students

Please write the University you graduated from:

Have you received any in-service training in your teaching profession?

If so, please explain what kind?

SECTION 2- Your Views on Learning Environment

This section contains statements related to creating a positive classroom environment. Please use the questionnaire scale to indicate your degree of agreement to each statement.

Strongly	Slightly	Neutral	Slightly	Strongly
Disagree	Disagree		Agree	Agree
(1)	(2)	(3)	(4)	(5)

<i>In a positive learning environment....</i>					
1. What the students are taught match the course objectives					
2. Students are supported when needed					
3. Teaching materials are interesting.					
4. Students are enthusiastic about the subjects					
5. The teacher patiently explains subjects to students					
6. Students enjoy participating in activities					
7. Students feel comfortable when working with others					
8. Teacher gives opportunities for students to discuss topics and ideas					
9. Teachers obtains feedback from the student to improve their teaching					
10. The teacher informs the student about the assessed work					
11. The feedback clarifies things students do not fully comprehend					
12. Much of what student learns is meaningful					
13.The teacher values students' ideas and perspectives					
14.The teacher presents the topics clearly and meaningfully					
15.The teacher enables the student to make link between new material to what s/he already knows					
16.The teacher changes the classroom layout when needed					
17. The classroom looks pleasant with posters					
18.The teacher has good relations with the students					
19.The teacher tries to understand the student's problems					
20. The teacher makes the lesson entertaining and fun					

SECTION 3- Your Practices in your Classroom Environment

This section contains statements related to your own classroom practices. Please use the questionnaire scale to indicate your degree of agreement to each statement.

Strongly Disagree (1) **Slightly Disagree (2)** **Neutral (3)** **Slightly Agree (4)** **Strongly Agree (5)**

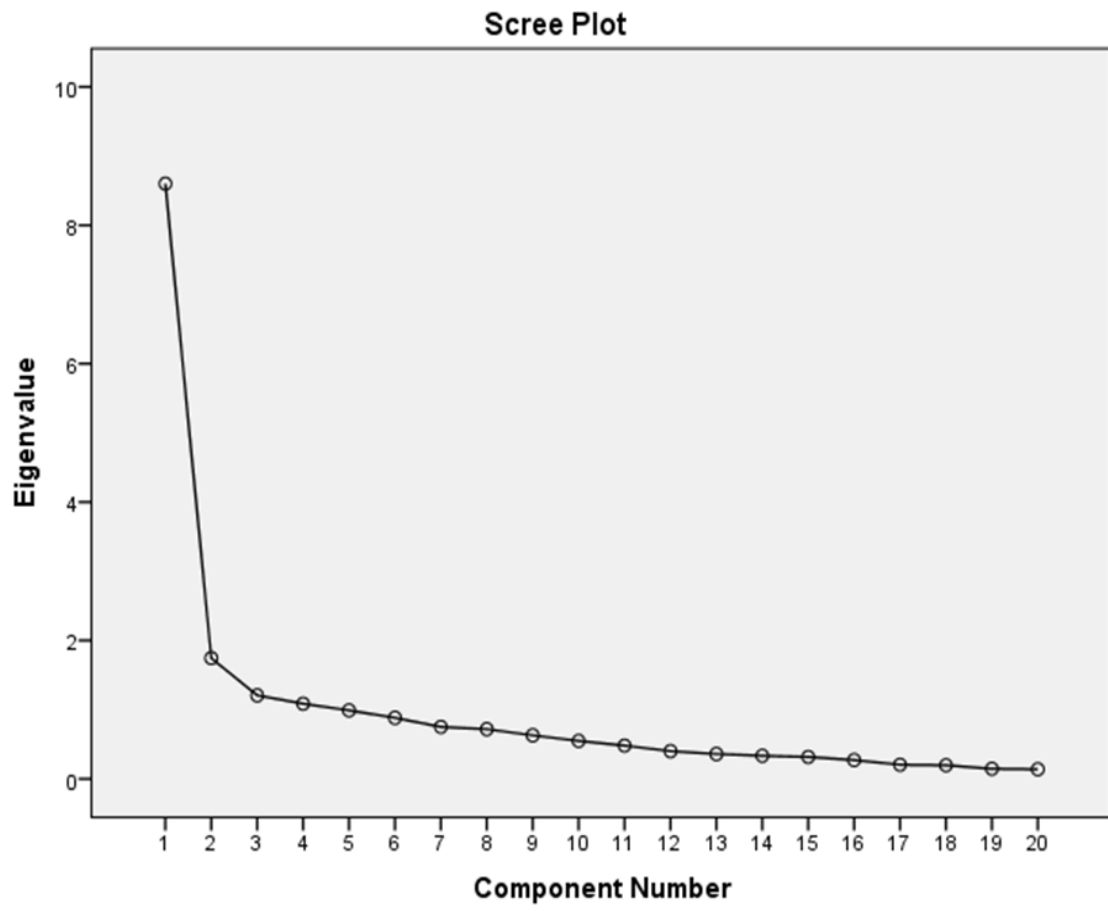
<i>To create a positive learning environment in my English lessons, I...</i>					
1. What I teach matches the course objectives					
2. I support students when they need					
3. I use teaching materials that are interesting.					
4. My students feel enthusiastic about the subjects					
5. I explain the subjects to students patiently					
6. Students in my lesson enjoy participating in activities					
7. Students feel comfortable when working with others in my lesson					
8. I give opportunities for students to discuss topics and ideas with their class mates					
9. I obtain feedback from the student to improve my teaching					
10. I inform the students about the assessment work					
11. I give feedback to clarify things students do not fully comprehend					
12. Much of what I teach is meaningful					
13. I value students' ideas and perspectives					
14. I present the topics clearly and meaningfully					
15. I help students to make link between new material to what s/he already knows					
16. I change the classroom layout when needed					
17. My classroom looks pleasant with posters and visuals					
18. I try to establish good relations with my students					
19. I try to understand the student's problems					
20. I make the lesson entertaining and fun for the students					

Appendix C: The Total Variance Explained Table

Total Variance Explained Table

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings			Rotation Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.602	43.010	43.010	8.602	43.010	43.010	4.174	20.871	20.871
2	1.744	8.720	51.730	1.744	8.720	51.730	4.054	20.268	41.139
3	1.207	6.035	57.765	1.207	6.035	57.765	3.168	15.840	56.978
4	1.086	5.428	63.193	1.086	5.428	63.193	1.243	6.214	63.193
5	.989	4.945	68.138						
6	.881	4.407	72.545						
7	.751	3.755	76.300						
8	.718	3.588	79.888						
9	.629	3.145	83.033						
10	.548	2.742	85.774						
11	.481	2.405	88.180						
12	.399	1.997	90.176						
13	.358	1.792	91.968						
14	.334	1.671	93.639						
15	.316	1.581	95.220						
16	.272	1.358	96.578						
17	.204	1.022	97.600						
18	.196	.978	98.578						
19	.146	.730	99.308						
20	.138	.692	100.000						

Extraction Method: Principal Component Analysis.

Appendix D: The Scree Plot

Appendix E: The Interview Protocol

1. Please give me some information about your background:
 - how long you have been teaching English
 - what grades have you taught so far?
 - have you received any professional training on teaching online?
2. Do you experience any difficulties in creating positive learning environment in your online classes? Please explain.
3. How do you think a teacher creates positive learning environment in online education?
4. How do you create a positive learning environment in your online lessons?
5. What is your opinion about the teacher making the lesson entertaining and fun in online education
6. What is your opinion about the survey item “what the students are taught match the course objectives
7. Could you please explain your opinion about “Much of what student learns is meaningful?
8. Could you please explain your opinion about “Teaching materials are interesting”.
9. Are students enthusiastic about the subjects in your online lessons?
10. Are there any other issues you would like to talk about creating positive environment in online teaching?

Appendix F: Official Permission from Çağ University



T.C.
ÇAĞ ÜNİVERSİTESİ
Sosyal Bilimler Enstitüsü

Sayı : 23867972-000-E.2000001096
Konu : Zafer AKCA'nın Tez Anket İzni
Hakkında

21.05.2020

KAHRAMANMARAŞ ONİKİŞUBAT KAYMAKAMLIĞINA

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programı öğrencisi olan (20188049 numaralı) **Zafer AKCA**, “**EFL Teachers’ Self-Reported Perceptions and Practices Towards Positive Classroom Environment at a Private Secondary School**” konulu tez çalışmasını Üniversitemiz Fen-Edebiyat Fakültesi öğretim üyesi olan **Prof. Dr. Şehnaz ŞAHINKARAKAŞ** danışmanlığında yürütmektedir. Adı geçen öğrencinin tez çalışması kapsamında **Kahramanmaraş İli Onikişubat İlçe Milli Eğitim Müdürlüğüne bağlı Özel Beyza Koleji Ortaokulunun Boğaziçi ve Bahçelievler Kampüsünde halen görev yapmakta olan öğretmenlerini kapsamak üzere** kopyası Ek’lerde sunulan bir anket uygulaması yapmayı planlamaktadır. Tez çalışması kapsamında yukarıda belirtilen anketin uygulayabilmesi için gerekli iznin verilmesini arz ederim.

Prof. Dr. Ünal AY
Rektör

Ek : 3 sayfa tez etik kurul izin formu, 4 sayfa anketler, 5 sayfa etik kurul izin onay yazılan.

E-Posta: uyunkol@cag.edu.tr



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

Doğrulama adresi: <https://abs.cag.edu.tr/BelgeDogrulama> · Doğrulama kodu: **5E8252E**

**Appendix G: Ethical approval from Kahramanmaraş Governorship Provincial
Directorate of National Education**



T.C.
KAHRAMANMARAŞ VALİLİĞİ
İl Millî Eğitim Müdürlüğü

Sayı : 35776031-605.99-E.10295238
Konu : Araştırma Talebi (Zafer AKÇA)

07.08.2020

MERSİN ÇAĞ ÜNİVERSİTESİ REKTÖRLÜĞÜNE
(Sosyal Bilimler Enstitüsü Müdürlüğü)

İlgi : a) 13/07/2020 tarihli dilekçeniz.
b) Millî Eğitim Bakanlığının 21/07/2020 tarihli ve 81576613-10.06.02-E.1563890 (2020/2) sayılı Genelgesi.

İlgi (a) dilekçe ile başvuru Mersin Çağ Üniversitesi İngiliz Dili Eğitimi yüksek lisans öğrencisi Zafer AKÇA'nın yürüttüğü "**İngilizce Öğretmenlerinin Olumlu Sınıf Atmosferine Yönelik Algıları ve Sınıf İçi Uygulamaları**" adlı çalışmanın İlimiz Onikişubat ilçesindeki ortaokullarımızda görev yapan öğretmenlere uygulanabilmesine yönelik izin talebi Müdürlüğümüzce incelenmiştir.

Denetimi ilçe millî eğitim müdürlükleri ve okul/kurum idaresinde olmak üzere, gönüllülük esasına göre; onaylı bir örneği Bakanlığımızda muhafaza edilen ve uygulama sırasında da mühürlü ve imzalı örnekten elektronik ortama aktarılmış veri toplama aracının ilgi (b) Genelge doğrultusunda 2020-2021 Eğitim Öğretim döneminde okulların açılması halinde eğitim öğretim aksatılmadan, pandemi kurallarına uygun olarak veya online olarak uygulanmasına izin verilmiştir. Söz konusu veri toplama aracının Bakanlığımız Veri Toplama Modülü üzerinden yayınlanması Müdürlüğümüz görev ve sorumluluğu dahilinde değildir.

Gereğini bilgilerinize arz ederim.

Ahmet AKKÜNCÜ
İl Millî Eğitim Müdürü V.

KAHRAMANMARAŞ İL MİLLİ EĞİTİM MÜDÜRLÜĞÜ
ARASTIRMA İZİN BAŞVURU FORMU

Araştırma Sahibinin;	
Adı ve Soyadı	Zafer Akca
İletişim Adresi (izin belgesinin gönderileceği adres)	Mersin Çağ Üniversitesi
Telefon Numarası	İp:
e-Posta Adresi	
Bağlı Bulunduğu Kurum / Üniversite	Mersin Çağ Üniversitesi
Araştırma Yapılacak İlçeler	Onikişubat
Araştırma Yapılacak Eğitim Kademesi	A <input type="checkbox"/> il <input type="checkbox"/> il <input checked="" type="checkbox"/> il <input type="checkbox"/> il
Çalışma Grubu	Öğretmenler <input checked="" type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> Öğrenciler <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
Araştırmanın Konusu	İngilizce öğretmenlerinin olumlu sınıf atması için yönelik algıları ve sınıf içi uygulamaları
Araştırmanın Süresi	
Çalışmanın Türü	Bireysel <input type="checkbox"/> Üniversite Onaylı <input checked="" type="checkbox"/>
Üniversite / Kurum Onayı	<input checked="" type="checkbox"/> VAR <input type="checkbox"/> YOK
Çalışma Türü	Ara <input type="checkbox"/> <input type="checkbox"/> Tez <input checked="" type="checkbox"/>
Veri Toplama Araçları	Anket (uzaktan - Çevrim içi)
Etik Kurulu Raporu	<input checked="" type="checkbox"/> VAR <input type="checkbox"/> YOK

Yukarıda verilen bilgiler doğrultusunda, yapmayı planladığım araştırmayla ilgili olarak gerekli izin işlemlerinin yapılması hususunda;

Gereğini bilgilerinize arz ederim.

Not: Anketimi internetten online uygulayacağım.

13.07/2020

İmza :

Adı Soyadı : Zafer Akca

EKLER:

- 1- Veri Toplama Aracı (...adet)
 - 2- Üniversite / Kurum / Danışman Onayı (...adet)
 - 3- Etik Kurulu Raporu
- (NOT: Bireysel çalışmada 2 ve 3 numaralı eklerin getirilmesi gerekmektedir.)

MİLLÎ EĞİTİM BAKANLIĞINA BAĞLI OKUL VE KURUMLARDA
GERÇEKLEŞTİRİLECEK ARAŞTIRMA UYGULAMALARINA İLİŞKİN

ARAŞTIRMA İZİNİ BAŞVURU TAAHHÜTNAMESİ

1. Araştırmam boyunca anayasa/kanon ve yönetmeliklere uygun davranacağımı,
2. Araştırmayı yürüteceğim okulun/kurumun kurallarına uyacağımı,
3. Araştırmam boyunca hiç kimseyi araştırmama/çalışmama katılmaya zorlamayacağımı,
4. Araştırmayı/çalışmayı bana tahsis edilen mekân/sınıf ve zamanda gerçekleştireceğimi,
5. Araştırmanın olası fiziksel/ruhsal zararları konusunda katılımcıları bilgilendireceğimi,
6. Araştırmam/ çalışmam sırasında topladığım kişisel bilgileri koruyacağımı,
7. Araştırmam/çalışmam için gerektiği kadar veri toplayacağımı,
8. Araştırma/çalışma sırasında öğrencilerin derslerinde/çalışmalarında herhangi bir kayıplarının olmayacağını,
9. Araştırmam/çalışmam sırasında herhangi bir ticari faaliyette bulunmayacağımı, katılımcıları herhangi bir ürün/escer/tedaviye yönlendirmeyeceğimi,
10. Araştırma izin evraklarını okul yönetimine teslim edeceğimi,
11. Araştırma/çalışma sırasında izni olan evrakları kullanacağımı,
12. Tıbbi araştırmalarda araştırma/çalışmanın uygulama sırasında etik kurallara uyacağımı,
13. Araştırma/çalışma sırasında topladığım ses ve görüntü kayıtlarını güvenilir ortamlarda saklayacağımı ve araştırma/çalışma sonrasında imha edeceğimi,
14. Genelge hükümlerine aykırı davranmam ve herhangi bir yanlış ifade, beyan ve maddi gerçeği gizleme gibi durumlarda adli ve idari işlemlerin yürütülmesini kabul edeceğimi,
15. İzin alınmış araştırmalarda/projelerde insanlarla ilgili yapılacak anket, görüşme, gözlem, alan araştırması, uygulama ve incelemelerde sağlık, güvenlik, insan hakları, mevcut mevzuat hükümleri, hukukun genel ilkelerini ihlal etmeyeceğimi ve etik ilkelere uyacağımı,
16. Araştırma ile ilgili sonuç raporlarını çalışmanın bitiş tarihinden itibaren 30 gün içinde izin aldığım birime ulaştıracacağımı,

Kabul ettiğimi beyan ederim.

Araştırmanın Adı : EFL Teachers' Self Reported Perceptions
and Practicas towards Positive Classroom
Araştırmacı : Environment
Tez için

Tarih

13.01.2020

İmza

İsim - Soyisim

Akca Zafer

Appendix H: Consent form

**ÇAĞ UNIVERSITY INSTITUTE OF SOCIAL SCIENCES
DEPARTMENT OF ENGLISH LANGUAGE EDUCATION**

Thesis Title: EFL TEACHERS' SELF-REPORTED PERCEPTIONS AND PRACTICES
TOWARDS POSITIVE CLASSROOM ENVIRONMENT IN ONLINE EDUCATION

Responsible Researcher: Zafer Akca

Name of the Participant:

Introduction

Thank you for your interest in participating in this research project. The following will provide you with further information about the research, so that you can decide if you would like to take part in this research.

Please take the time to read this information carefully. You may ask questions about anything you don't understand or want to know more about.

Your participation is voluntary. If you don't wish to take part, you don't have to. If you begin participating, you can also stop at any time.

1. I consent to participate in this project, the details of which have been explained to me, and I have been provided with a written plain language statement to keep.
2. I understand that the purpose of this research is to investigate EFL teacher self reported perceptions and practices towards positive classroom environment in online education
3. I understand that my participation in this project is for research purposes only.
4. I acknowledge that the possible effects of participating in this research project have been explained to my satisfaction.
5. In this project I will be required to answer all or some of the questions in the interview.
6. I understand that my interviews may be audio and/or video-taped
7. I understand that my participation is voluntary and that I am free to withdraw from this project anytime without explanation or prejudice and to withdraw any unprocessed data that I have provided.
8. I have been informed that the confidentiality of the information I provide will be safeguarded subject to any legal requirements; my data will be password protected and accessible only by the named researchers.
9. I understand that after I sign and return this consent form, it will be retained by the researcher.

Participant's Signature: _____ Date: _____