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**THE PERSPECTIVES OF SECONDARY SCHOOL EFL TEACHERS ON  
ONLINE TEACHING IN THE SHADOW OF THE COVID-19 PANDEMIC**

**THESIS BY**

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## DEDICATION

*To my Family,  
Tüba, Davud and Ahlas*

**ETHICS DECLARATION**

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Online Teaching in the Shadow of The COVID-19 Pandemic

I hereby declare that;

I prepared this master thesis in accordance with Çağ University Institute of Social Sciences Thesis Writing Directive,

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)

19/01/2023

Ömer Faruk YAŞAR

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19/01/2023

Ömer Faruk YAŞAR

**ABSTRACT****THE PERSPECTIVES OF SECONDARY SCHOOL EFL TEACHERS ON  
ONLINE TEACHING IN THE SHADOW OF THE COVID-19 PANDEMIC****Ömer Faruk YAŞAR****Master Thesis, Department of English Language Education****Supervisor: Dr. Seden TUYAN****January 2023, 105 Pages**

The COVID-19 period has undoubtedly been recorded in history as a painful process for education. Almost all the countries of the world adopted the forced lock-down as a remedy to curb the spread of the virus. Turkey was not exempt from this situation. As a result of this, during the COVID-19 pandemic period, education at all levels was given online remotely. Hodges et al. (2020) coined the term "emergency distance teaching" (ERT) to describe this unexpected new situation. ERT is viewed as a short-term solution to ensure the continuation of education rather than a comprehensive educational reform. Teachers, without a doubt, had significant responsibilities in the implementation of the distance online education mode during the COVID-19 era, and they did their best to meet these responsibilities. As a natural result of this situation, teachers gained extremely valuable knowledge and skills related to online education and had solid perspectives on the subject. In parallel, the primary goal of this research is to reveal the perspectives of EFL teachers in Turkey on online education and to benefit from these perspectives in the future development of this educational mode. A mixed-methods design was used to achieve this goal. The screening method was used for the quantitative part of the research, and a semi-structured interview method was used for the qualitative part of the research. The study included 120 EFL permanent teachers working in public and private schools in Siirt during the 2021–2022 academic year. A scale on EFL teachers' perspectives related to online teaching, originally developed by Reza Dashtestani (2014), was used to determine the perspectives of EFL teachers on online education. The questionnaire consists of 34 items in total, and was 5-point Likert scale questionnaire. The questionnaire has three sub-dimensions. These dimensions are focused on the following points, respectively: 1) The attitudes of EFL

teachers regarding the use of online education. 2) The challenges and limitations faced by EFL teachers during the online education process. 3) The perspectives of teachers about the implementation of strategies to be applied in online language teaching. The result of the research showed that EFL teachers agree that online learning is beneficial and has become an important component of today's educational system. They do, however, acknowledge that the implementation stage of online education is not without its challenges. Among these challenges are a lack of technological infrastructure, issues with internet connectivity, and students' lack of proficiency with online education applications. In order to overcome these challenges, education authorities and policymakers should work together to make the online education process healthier.

*Key words:* COVID-19 pandemic, online education, EFL teachers' perspectives, emergency remote teaching

## ÖZ

# ORTAOKULDAKİ EFL ÖĞRETMENLERİNİN COVID-19 PANDEMİSİNİN GÖLGESİNDE ÇEVİRİMİÇİ EĞİTİME İLİŞKİN PERSPEKTİFLERİ

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COVID-19 dönemi kuşkusuz eğitim adına sancılı bir süreç olarak tarihe geçti. Dünyanın neredeyse tüm ülkeleri, virüsün yayılmasını engellemek için zorunlu sokağa çıkma yasağını bir çare olarak benimsedi. Türkiye de bu durumdan muaf değildi. Bunun sonucunda COVID-19 pandemisi döneminde her seviyede eğitim uzaktan çevrimiçi olarak verildi. Hodges vd. (2020), bu beklenmedik yeni durumu tanımlamak için "acil durum uzaktan öğretimi" (ERT) terimini türetmiştir. ERT, kapsamlı bir eğitim reformundan ziyade eğitimin devamını sağlamak için kısa vadeli bir çözüm olarak görülmektedir. COVID-19 döneminde uzaktan çevrimiçi eğitimin uygulanmasında şüphesiz öğretmenlere önemli sorumluluklar düşmüştür ve bu sorumlulukları yerine getirmek için ellerinden gelenin en iyisini yapmışlardır. Bu durumun doğal bir sonucu olarak öğretmenler, çevrimiçi eğitimle ilgili son derece değerli bilgi ve beceriler kazanmış ve konuya ilişkin kayda değer bakış açılarına sahip olmuştur. Buna paralel olarak, bu araştırmanın birincil amacı, Türkiye'deki İngilizce öğretmenlerinin çevrimiçi eğitime bakış açılarını ortaya çıkarmak ve bu eğitimin gelecekteki gelişiminde bu bakış açılarından faydalanmaktır. Bu amaca ulaşmak için karma yöntem metodu kullanılmıştır. Araştırmanın nicel kısmı için tarama yöntemi, nitel kısmı için yarı yapılandırılmış görüşme tekniği kullanılmıştır. Çalışma, 2021–2022 eğitim-öğretim yılında Siirt'teki devlet okullarında ve özel okullarda görev yapan 120 kadrolu İngilizce öğretmenini içermektedir. Reza Dashtestani (2014) tarafından geliştirilen, İngilizce öğretmenlerinin çevrimiçi öğretime ilişkin bakış açılarına ilişkin bir ölçek, İngilizce öğretmenlerinin çevrimiçi eğitime bakış açılarını belirlemek için kullanıldı. Anket toplam 34 maddeden oluşmakta olup, 5'li Likert tipi bir ankettir. Anketin üç alt boyutu bulunmaktadır. Bu boyutlar sırasıyla aşağıdaki noktalara odaklanmıştır: 1) EFL



öğretmenlerinin çevrimiçi eğitim kullanımına ilişkin tutumları. 2) EFL öğretmenlerinin çevrimiçi eğitim sürecinde karşılaştıkları zorluklar ve sınırlamalar. 3) Çevrimiçi dil öğretiminde uygulanacak stratejilerin uygulanmasına ilişkin öğretmenlerin bakış açıları. Araştırmanın sonucu, İngilizce öğretmenlerinin çevrimiçi öğrenmenin yararlı olduğu ve günümüz eğitim sisteminin önemli bir bileşeni haline geldiği konusunda hemfikir olduklarını göstermiştir. Bununla birlikte, çevrimiçi eğitimin uygulama aşamasının da zorlukları olduğunu kabul etmektedirler. Bu zorluklar arasında teknolojik altyapı eksikliği, internet bağlantısı sorunları ve öğrencilerin çevrimiçi eğitim uygulamaları konusunda yetersizlikleri sayılabilir. Bu zorlukların üstesinden gelmek için eğitim yetkilileri ve politika yapıcılar, çevrimiçi eğitim sürecini daha sağlıklı hale getirmek için birlikte çalışmalıdır.

*Anahtar kelimeler:* COVID-19 salgını, çevrimiçi eğitim, EFL öğretmenlerinin bakış açısı, acil durum uzaktan öğretimi

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## ABBREVIATIONS

<b>MoNE</b>	: Ministry of National Education
<b>YOK</b>	: Council of Higher Education
<b>EFL</b>	: English as a Foreign Language
<b>WHO</b>	: World Health Organization
<b>ERT</b>	: Emergency Remote Teaching
<b>ELL</b>	: English Language Learning
<b>EL</b>	: English Language
<b>OLL</b>	: Online Language Learning
<b>MOOCs</b>	: Massive Open Online Courses
<b>TEDMEM</b>	: Turkish Education Association
<b>OI</b>	: Online Instruction
<b>YAYKUR</b>	: Common Higher Education Institution
<b>METU</b>	: Middle East Technical University
<b>EGITEK</b>	: General Directorate of Educational Technologies
<b>MBA</b>	: Master of Business Administration
<b>IT</b>	: Information Technology
<b>YEGITEK</b>	: General Directorate of Innovation and Educational Technologies
<b>EBA</b>	: Education Information Network
<b>F</b>	: Frequency
<b>M</b>	: Mean
<b>MA</b>	: Master of Art
<b>N</b>	: Sample Size
$\bar{x}$	: Arithmetic mean
<b>df</b>	: Degree of freedom
<b>SD</b>	: Standard Deviation
<b>BA</b>	: Bachelor of Arts
<b>PhD</b>	: Doctor of Philosophy
<b>P</b>	: Significant Level

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## 1. INTRODUCTION

This chapter consists of four sections. The background of the study is first presented. Then, the statement of the problem, purpose statement, research questions, significance of the study, and review of literature are presented after this section.

### **Background Information**

The COVID-19 pandemic, which started in the last month of 2019, has changed almost everything that people are used to in modern times. The world countries have had to adopt new measures to fight this new corona virus, and many countries have gone into lockdown to slow the spread of the pandemic. In fact, the preventive actions implemented to minimize the negative effects of the virus have disrupted the balance of almost every sector on a global scale (Junaidi & Hashim, 2021). Actually, to prevent the spread of the Covid-19 pandemic, the most striking precaution adopted by the countries of the world on a global scale has been to maintain the "social distance", because this virus is quickly transmitted from person to person (Weeden & Cornwell, 2020). As a result, people could no longer come together, meetings have been held remotely, and the already decreasing sociality is getting even less.

The education and training process has also been affected by the pandemic. Indeed, many aspects of teaching and learning have been considerably reshaped due to the COVID-19 pandemic (Yi & Jang, 2020). In this serious emergency situation, in the early phases of the pandemic, it was impossible for students and teachers to continue the lessons together in a real classroom environment. Lessons have no longer been held in the classroom, but on the screens of computers, tablets and even smart phones (Pustaka, 2020). Indeed, with the COVID-19 pandemic, almost all the schools around the world were closed, and as a result, the most comprehensive online education process that the world has ever witnessed has begun (UNESCO, 2020).

Like many other countries, the Republic of Turkey announced that it would suspend face-to-face training as of March 12<sup>th</sup>, 2020, because social distance had to be maintained to combat the virus. Accordingly, as of March 23, 2020, the Ministry of National Education (MoNE) announced that the courses would be held online, and the Council for Higher Education (YOK) followed this up and announced that the courses would be held remotely in the spring term. After this stage, schools remained closed for months. During the periods when the effect of the pandemic decreased, various



arrangements were made, and sometimes schools were opened again, but they were closed after a short time. For the time being, although schools are open, the virus reminded us once again that we should always be prepared for unexpected situations like pandemics and other calamities.

Although this rapid transition from face-to-face to online distance education was not a very desirable situation, it seemed that there was no other way to ensure the continuation of education. Moreover, because the pandemic hit so quickly, there wasn't enough time for teachers to get the required training and expertise in distance education (Durak & Çankaya, 2020). Understandably, this unexpected transition period, in which the education world was caught unprepared, brought with it some problems. The infrastructure problems of distance education, the fact that teachers have not been trained for such a situation before, the difficulties of working at home and the inefficiency of online education materials are some of these problems (Zhang et al., 2020).

Undoubtedly, all the lessons taught in schools were affected by this process, but one of the most affected subjects was language education. As Rido & Sari (2018) argued, interaction enhances the efficiency of the language teaching-learning process by involving teachers and students in real classroom practices. It can be argued that language instruction would undoubtedly face challenges without such interaction.

In order to overcome the negative effects of the pandemic on language teaching and to ensure the continuity of education, lessons have been conducted through online-oriented education since the inception of the pandemic. The main reason for this is that online education or e-learning presents a useful way of teaching, and learners can reach the educational tools they need from any place and at any time (Coldwell-Nelson & Craig, 2006). Moreover, thanks to online education, which enables teachers to use technical instruments like computers and the internet, instructors have been able to continue the teaching process distantly as an alternative to face-to-face education (Carliner, 2004). However, this swift transition from real classroom settings to virtual classrooms has had some effects on English Language Teaching (EFL) practices since the instructors were unfamiliar with online ELT characteristics that differ a lot from their accustomed way of teaching (Hashmi et al., 2021).

Although some of the teachers used technology on a small scale before the pandemic, for the time being almost all of the teachers are required to adjust their teaching practices to online teaching parameters (König et al., 2020). On the other

hand, the good news is that, as a direct result of the COVID-19 pandemic, most of the foreign language teachers will be able to deliver their lessons in a competent way primarily via online platforms or as blended (Sari & Wahyudin, 2019). Besides, this situation increased language teachers' ability to use technology and has given them new teaching qualifications. As a matter of fact, online education, which has been increasingly popular in recent years, has been deemed effective by numerous scholars (Hrastinski, 2008). Thanks to online education systems, teachers and students can see and communicate with each other simultaneously, and teachers can send their students' homework and give them feedback, and even take exams remotely. To sum up, instructors can do most of the things they do in the real classroom setting through online platforms.

### **Statement of the Problem**

With the first coronavirus-related death in China's Wuhan province in 2019 and the subsequent outbreak of the pandemic, almost all school levels worldwide were closed for about a year (WHO, 2020). (UNICEF, 2021). Likewise, Turkey closed all its schools on March 16, 2020, to stop the spread of the virus, and as a result, the country switched to distance education at a rate it had never experienced before. This situation, which developed extremely quickly, presented the world's millions of educators, students, and decision-makers with an unprecedented number of issues (UNESCO, 2021). Hodges et al., (2020) named this unexpected new situation "emergency distance teaching." According to him, the main goal of ERT is to provide a quick and accessible temporary support education that will keep education going in times of emergency or crisis, rather than a total education reform at all levels. All students, including English language learners (ELL), have had to take their classes online due to the rapid transition from traditional classroom settings to immediate distance learning. In fact, a lot of research on the best ways to do online education was done before the pandemic. Research studies, ideas, and models have been produced to improve the quality of online education, and evaluation standards have been proposed. Even comparable designs for online courses have been produced (Hodges et al., 2020).

These online education programs have been tested during the pandemic, but since none of these designs predicted such high-scale online education worldwide, it would be too much to say they were fully successful. The commitment, creativity, organizational skills, and laboriousness of the teachers who continue this education

have all been closely correlated with its effectiveness, particularly for online EFL education systems. As a result, EFL instructors got experience and learned a lot about the online learning environment. Therefore, their expertise, perspective, and information are crucial. Furthermore, because they have been at the core of online EFL education since the pandemic's inception, teachers' thoughts on instructing online ESL classes via online platforms during the pandemic will be desperately needed in future designs of online EFL instruction.

Although foreign language teachers seem to have overcome the problems brought by COVID-19 so far by adopting online teaching, there has not been enough research on their opinions and how they feel about this process. It is a known fact that myriads of studies, both quantitative and qualitative, have been conducted to investigate the influence of online learning (Gonzalez & Louis, 2018). However, only a few studies about online foreign language teaching have been done up to now (Atmojo & Nugroho, 2020). Actually, foreign language teachers are the ones who experience the teaching-learning process first-hand along with their students. In addition, as they are at the center of the process, they are the most important people in the transition from real classroom practice to online education practice (Bao, 2020); therefore, their opinions and contributions are very valuable in terms of understanding and developing online education systems.

The threats brought by the COVID-19 pandemic would eventually come to an end, but no one can be sure that similar threats will not occur in the future. As Hodges et al., (2020) argued, in the future, once the threats posed by COVID-19 are gone, we should not shelve ERT and go back to how we taught and learned before the virus. This would make it possible to move quickly to address any difficulties that may arise in the future related to education continuity.

### **Purpose Statement**

Due to the fact that foreign language instruction is focused on reciprocal interaction practice in a real classroom setting, it has been one of the sectors most impacted by the social distance duty brought on by the pandemic. This negative situation caught the foreign language teachers unprepared, but they tried to adapt to this new normal and continued their teaching processes online. Therefore, it is obvious that the knowledge and experience of these teachers are extremely significant in the development of distance language teaching. Taking advantage of their extensive expertise and

experience in online education during the COVID-19 period, this study intends to determine the opinions of Turkish secondary school EFL teachers on online teaching. In order to realize this aim, the research questions of our study are as follows:

1. What do EFL instructors in Turkish secondary schools think about the usage of online education?
2. Do English Teachers' attitudes towards online education differ according to:
  - Gender
  - Age
  - Education Status
  - EFL teaching time
  - Web tools and Internet usage time
  - Online EFL teaching time
3. What are the difficulties associated with implementing online education in Turkish secondary schools from the standpoint of Turkish EFL teachers?
4. What opinions do Turkish EFL instructors hold about the modes utilized to incorporate online instruction into the Turkish EL curriculum?

### **Significance of the Study**

Throughout history, foreign language education and instruction have been practiced, and it can be claimed that the knowledge and experience amassed on this subject are at their pinnacle right now. No matter how far language education has come, however, occasionally, due to unforeseen developments in the world, this education has been put to the test. The spread of COVID-19 disease had a significant impact on many aspects of social life, including schooling in general and language learning in particular. In fact, the COVID-19 pandemic may have had one of the greatest impacts on language instruction and training.

The WHO labeled the COVID-19 outbreak a global pandemic in 2020, at which point the Turkish government shut down all elementary, secondary, high schools, and colleges nationwide. All of the nation's educational institutions have shifted to emergency remote teaching (ERT) for the continuation of educational activities. Since this unanticipated circumstance completely caught English teachers off guard, this

forced transfer has undoubtedly had an impact on English instruction. The practice of online language instruction appears to continue as both a convenience and a necessity in the EFL circles. Moreover, teachers and students seem to be accustomed to studying through distance education and are convinced that it is beneficial. To improve online education systems, taking into account the feelings, ideas, and experiences of English teachers is of vital importance. Therefore, this study focuses on the viewpoints and experiences of EFL secondary school instructors in Turkey participating in online learning during the COVID-19 period. This study also aims to add to the body of knowledge already existing on online education.

Humankind, which has been able to overcome the problems it has faced throughout history by using its intelligence, has managed to overcome the problems brought by the pandemic in question so far. However, when the challenges such as wars, pandemics, and conflicts that people have faced throughout history are considered, it seems that people will continue to struggle to overcome them in the future as well.

### **Review of the Literature**

In this section, first of all, the definition of concepts such as culture and intercultural competences are given. The review of literature continues with the importance of acquiring cultural and intercultural skills in foreign language education. After that, studies conducted on this topic in Turkey will be reviewed.

### **A Brief History of Online Education**

The first seeds of online education were sown with the development of the telegraph in 1861. The telegraph was the first instrument offered to the public that reveals a pattern of response (Simon, L., 2004). In fact, the development of the telephone in 1876, which came after this, was a sign of how remote communication technologies may develop in the future. For the first time in recorded history, a full sound was transmitted with the aid of a wire, perfectly reproduced at the other end and heard by an acoustician (Casson, 1910). However, it may be claimed that the introduction of e-mail in 1971 served as the primary foundation for online learning and communication. Contrary to face-to-face communication, its advantages let participants interact without being constrained by time or place, allowing senders and recipients to do so whenever and wherever is most convenient for them (Clark & Brennan, 1991). In the early years of online learning, from the middle of the 1990s to the beginning of the 2000s, the

majority of online courses were delivered conventionally. Put it another way, it required students just to read—or, more likely, print—content that had been translated into an electronic format and uploaded to a website for reading (Caplan, & Graham, 2004). But it may be argued that these online classes served as the cornerstone of modern distance learning. The quality of online education was increasing day by day thanks to each new development, and in 1992 the invention of the World Wide Web (w.w.w) paved the way for new pedagogical models.

1861	telegraph is invented	
1876	telephone is invented	
1969	ARPANET begins	
1971	e-mail is invented	
1972	computer conferencing is invented	
Mid-1970s	university courses are supplemented by e-mail and computer conferencing	
1981	first totally online course (adult education)	• The Source
1982	first online program (executive education)	• WBSI Executive Education (IEIS)
1983	networked classroom model emerges (primary and secondary education)	<ul style="list-style-type: none"> <li>• ICLN: Research Project in four countries</li> <li>• RAPPI: Canada-X-Cultural Project in 5 Countries</li> <li>• 1985: National Geographic Society Kids Network</li> <li>• 1987: AT&amp;T Learning Network</li> <li>• 1988: Writers in Electronic Residence (WIER)</li> <li>• 1989: SITP in British Columbia, Canada</li> </ul>
1984	first online undergraduate courses	• Virtual Classroom (NJIT)
1985	first online graduate courses	• Nova Southeastern University
		• Connect-Ed (New School of Social Research)
		• OISE (University of Toronto)
1985	first labor education network	• Solinet (Canadian Union of Public Employees)
1986	first knowledge building network	• CSILE (OISE)
1986	online professional development communities emerge	• OISE Ontario Educators Online Course
		• 1990 Global Lab, Lab Net And Star Schools, TERC
		• 1992 Educators Network of Ontario
1986	first online degree program	• Connect-Ed (New School of Social Research)
		• 1989 University of Phoenix Online
1989	Internet is launched	
1989	first large scale online course	• Open University (UK)
1992	World Wide Web is invented	• CERN (Switzerland)
1993	first national educational networks	• SchoolNet (Canada)
		• 1995 TL•NCE (Canada)
		• 1998 CL-Net (Europe)
1996	first large-scale online education field trials	• Virtual-U Research Project
2000		

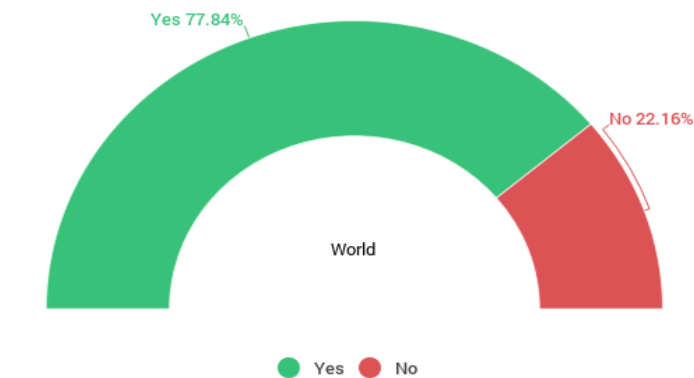
Figure 1. The processes that have served to develop online education throughout history.

Source: wikipedia.com

In addition, the Web's accessibility and capacity to convey multimedia have extended the number of disciplines that could be taught online (Harasim, L., 1996). In

comparison to earlier times, people from all backgrounds of life now have a more positive outlook on online education and most of the students met with online education at some point in their life. For example, according to the most recent Global Shapers Survey, in which 25,000 young people from around the world took part, 77.84 percent of respondents had previously completed an online course.

### Have you ever taken an online course?



Note: n=2,103

Figure 1

Figure 2. Global Shapers Survey\*

Source: Global Shapers Survey

### COVID-19 Pandemic and Its Effects on Education

The current global pandemic, coronavirus disease (COVID-19) has its origins in the People's Republic of China's Hubei Province. The virus has spread over numerous nations. The WHO Emergency Committee declared a global health emergency at the end of January 2020 as the number of COVID-19 confirmed cases has been rising across the globe. (McAleer et al., 2020). The COVID-19 pandemic turned out to be an unexpected calamity since it spread from person to person very quickly via droplets (Rudianto, B., & Hendra, Y., 2021). So, currently it is ranked among the worst tragedies to strike the contemporary era. The World Health Organization (WHO) announced on May 5th that according to a novel methodology designed to determine the actual number of fatalities caused by COVID-19, there were around 15 million fatalities globally. The WHO also claimed that this figure is 13% greater than the number of deaths anticipated over two-years under normal circumstances.

Various measures are being taken by many governments around the world to stop the spread of the COVID-19 virus. According to Tarkar (2020), most of them have implemented a nationwide lockdown to promote social alienation. The temporary closure of academic institutions due to emergencies is not uncommon, but the global scope and speed of today's COVID-19 education insecurity are sadly unprecedented (McCarthy, K., 2020). As a result, many states have mandated that schools stop offering in-person instruction to the majority of their pupils and transition, almost immediately, to online learning and virtual education (Daniel, S. J., 2020). The decision of how to continue the educational system also presented several challenges to policymakers. And they decided to continue teaching online rather than continuing face-to-face instruction, the fundamental component of traditional education (Tarkar, 2020). As a result of this change in teaching techniques, students, teachers, and parents face many problems such as being isolated from their usual social setting, missing out on the genuine classroom experience, and spending all of their time with family. (Çiçek et al., 2020). Indeed, along with making children and their families anxious, this circumstance also negatively affects children's connections with their parents, their ability to receive a regular education, and their access to child care (Daniel, S. J., 2020). All in all, the COVID-19 outbreak had a severely detrimental impact on education, and these consequences may have persisted long after the pandemic (Çiçek et al., 2020).

### **Emergency Remote Teaching (ERT) and COVID-19 Pandemic**

One of the worst catastrophes that humankind and school systems have ever experienced is the COVID-19 pandemic (Stewart, W. H., 2021). Due to school closures, the educational process was halted, and children began learning at home (Daniel, S. J., 2020). This process, referred to as the new norm across the globe, had an impact on the educational and training systems and posed numerous challenges (McCarthy, K., 2020). Academic institutions, researchers, policymakers, instructors, and students would work to fully understand the COVID-19 pandemic's effects on education in coming years (Stewart, W. H., 2021).

Early in 2020, as the COVID-19 virus began to spread worldwide, social isolation became the principal preventative precaution against catching and spreading the novel coronavirus (Junaidi & Hashim 2021). As a result, academic communities all over the world abruptly switched to emergency remote teaching (ERT) in order to maintain educational continuity (Fuchs & Karrila, 2021).



As for the continuity of language learning and teaching, the increased adoption of online education unavoidably leads students to seek out alternate online language learning environments (Plaisance, 2018). Online language learning (OLL) can refer to a number of different types of learning modifications, including web-facilitated learning, hybrid learning, blended learning, and totally virtual or online learning. Further, since it is impossible for students and teachers to come together in a face-to-face setting during the COVID-19 pandemic, online language learning in the EFL context, especially in secondary educational contexts, takes place totally online language learning (Blake, 2011).

There had never been anything like it in the history of education, and distant learning spread all over the world (Williamson et al., 2020). Therefore, the education world rightly rated ERT as the best option for minimizing the effects of the pandemic on the continuation of education (Hodges et al., 2020). The typical online course offerings, which are fully created and frequently maintained by devoted professionals, are not comparable to ERT, nevertheless (Means et al., 2014). Furthermore, ERT is naturally conducted by educators, instructors, and students who have little experience with online instruction and is only temporary as a crisis reaction (Jandric' et al., 2020). Besides, as the disease spreads, the sudden shift to ERT has exposed even wider socioeconomic gaps in educational continuity, teaching quality, and technology accessibility. Some schools and students performed coped significantly than others (Beaunoyer et al., 2020). As a consequence, there is an urgent demand for study on the effects of ERT in the worldwide academic world (Stewart, W. H., 2021).

### **Frequently Encountered ERT Issues and Challenges**

It is understandable that it is very difficult to transition from a system you have been accustomed to for many years to another. For many, losing a school and the ensuing attempts to maintain educational continuity without using traditional physical classrooms were equivalent to grieving a loss (Peters et al., 2020). The researcher himself went through the same processes and experienced the same emotions during the COVID-19 period. Therefore, it is not surprising that institutions, teachers, and students frequently experienced shock when the changeover to ERT was made (Rapanta et al., 2020). In fact, as Osman (2020) stated, the initial transitions have also been described as extreme disruptions and whiplash. In fact, institutions, teachers, students, and even families have all undergone a crash course in distance courses (Stewart, W. H., 2021).

According to Rapanta (2020) actually, in many ways, the abrupt change and the desire to maintain educational continuity intensified already-existing issues and led to the development of new ones. What is more, the majority of teachers and students lacked the necessary online learning skills. Students reportedly didn't know the prerequisites for assignments, according to Alqurshi (2020), which illustrates how some traditional course components might be lost in the transition from in-person instruction to ERT.

### **First-time Teaching and Learning Online via ERT**

The distance education system is not a very new practice. On the contrary, it is an area of activity that dates back to the end of the 1700s (Bower & Hardy, 2004). Actually, it has been conducted with a great density in our modern times. For example, a minimum of one online course is taken annually by students in the United States alone as part of their normal educational programmes (Seaman et al., 2018). Millions of students participate in MOOCs every year, and distance education institutions such as Anadolu Open Education Faculty accept millions of students every year (Moore, R. L., 2016). In addition, solid universities with a tradition of formal education offer their own distance education programs to students who want to receive distance education every year (Stewart, W., 2019). However, even while distant learning is somewhat prevalent now, it has never been used on such a large scale globally until the Covid-19 pandemic (Means et al., 2014). Additionally, there is a great deal of urgency to implement ERT in order to facilitate distance learning, with many institutions, teachers, and students seeing this type of formal distance learning for the first time (Chatziralli et al., 2020). Johnson et al. (2020) revealed that teachers do not generally favor ERT. Additionally, negative opinions of online education have been brought on by teachers' lack of technical expertise (Wilcox, B., & Vignal, M., 2020). Consequently, it can be concluded that, in addition to the stress brought on by the pandemic itself, the first ERT education and learning have been a source of additional stress (MacIntyre et al., 2020). Regardless, ERT is critical for the continuation of education in times of crisis and should be consistently emphasized and developed.

### **Psychological Wellbeing of Teachers Related to ERT**

According to experimental research conducted and observed by MacIntyre et al. (2020), some psychological problems in teachers and students have been observed during the ERT period as a result of the COVID-19 pandemic. Generally, these can be

organized into headings as follows: feelings of separation and alienation together with apprehension and afraid of the unknown (Green et al., 2020), anxiety and depression (Kapasia et al., 2020), perplexity and confusion (Bal et al., 2020), decreased motivation (Petillion & McNeil, 2020), and decrease in fun (Gillis & Krull, 2020). When MacIntyre et al., (2020) examined teachers' stress-coping strategies, they discovered that avoidance was more associated with stress than other strategies. They also cited that the planning and preparation phases of distance education courses have been shown to be a significant source of stress. Teachers and pupils were also more stressed since their life balance was disrupted by the prolonged quarantine periods and the caregiving responsibilities they had taken on during this quarantine (Sethi et al., 2020). As a result, they felt worn out and burned out (Sangster et al., 2020).

According to TEDMEM (2020), teachers need continual guidance to effectively use the many different online tools and resources available to implement ERT, because they lack experience with these platforms. They are unable to carry out effective instruction without this guide's support. Students require both academic and psycho-social help during the pandemic because their regular school routines have been disturbed, and they are understandably anxious (TEDMEM, 2020).

### **Issues and Challenges with Technology**

In today's world, technology has quickly infiltrated our lives and forced us to adapt. However, not everyone finds it easy to use and make use of technology. According to the studies carried out by Stewart, W. H., (2021), many teachers and students stated that they experience many difficulties related to technology use. In addition, in many parts of the world, limited access to the internet, weak bandwidth and internet infrastructure problems have emerged as other technological obstacles for teachers and students (Aboagye et al., 2020). Although this situation was expected, it was not foreseen that the situation would be this problematic (Gillis & Krull, 2020). Although it has been stated in some studies that a relatively "easy" transition to ERT was made in quotation marks, despite the not so important technological obstacles, in fact, this transition was not that easy (Stewart, W., 2019). The research of Jandric et al. (2020) confirmed this result. Perhaps the most obvious problem, in general, has been the acquisition of new skills required by the basic teaching and learning tasks brought by the transition from the traditional offline modality to the online modality and the necessity of giving up the usual daily routines and switching to new routines (Stewart, W., 2019).

## **Challenges Students Face During the COVID-19 Pandemic**

The pandemic-related school closures impacted the educational system as a whole and put other parts, particularly students and teachers, in the middle of some unanticipated difficulties related to education and training (Çiçek et al., 2020). Indeed, students have felt the consequences of the pandemic in all areas of their lives. In particular, the education life of the students has changed radically and they have had to adapt to this new situation (Zhong, 2020). More specifically, depending not just on their academic standing and degree of study but also on where they are in their programs, they have been forced to continue their education in a way they were not accustomed to before (Daniel, S. J., 2020). Students were caught unprepared for this new situation. The unexpected and unforeseen adjustment made them anxious and extremely shocked (Khlaif et al., 2021). It was inevitable that this would happen to students because it would take time for traditional education to smoothly shift to remote and virtual learning (Adnan & Anwar, 2020). But everything appeared to have changed overnight, and in a very short period of time, the educational environment they were used to, entirely changed. For example, students had to spend an average of 5 to 6 hours each day on the screens of their computers as well as using their phones as their primary means of obtaining and attending classes (Sundarasan et al., 2020). And this way of processing was not only tiring but also boring for students and teachers (Rahiem, 2020). What is more, due to the sudden nature of the situation, which caused the temporary closure of almost all schools, instructors and students were forced to study from home (Sakkir et al., 2021). A recent UNESCO report (2020) states that in order to combat the COVID-19 outbreak, more than 1.9 billion students—children and youth—from 190 countries were being forced to switch from in-person instruction to online learning (Khlaif et al., 2021).

One of the issues that arose as a result of students' transition to online education due to the COVID-19 measures was the loss of their social circles. Distance education programs have limited access to the social component of learning, which Vygotsky (1978) characterizes as a "socio-cognitive and interactive process" (Hassenburg, 2009). Because the social environment vanishes in online education, students are unable to use effective methods, including learning through peer education and other students' questions or interacting with other students. (Bolton & Unwin, 1996). Actually, in distance education processes, students who experience more peer education and teacher

support in traditional educational processes are partly deprived of these kinds of support (Makoe, 2012). Therefore, they may become less motivated to pursue education as a result of this situation, which makes them avoid the competitive and motivating aspects of their interactions with other distance learners (Knebel, 2001). As a result, students feel lonely and unable to obtain adequate support from instructors (Stevenson et al., 1996). Furthermore, due to the nature of online education, individual participation and individual performance of students in education processes come to the fore. For this reason, cooperative learning processes in contemporary education approaches do not occur sufficiently in distance education (Duffy et al., 2002).

Another negative aspect of compulsory online education is the inequality of opportunity in online education, as in traditional face-to-face education (Doyle, 2020). In other words, the compulsory transformation to distance education has brought education inequality and opportunity inequality among students to the forefront in many countries (Van Lancker, 2020). In other words, inequalities observed in conventional education systems become more conspicuous and visible in distance education practices (Block, 2010). Individual differences in benefiting from technological advancement are influenced by a variety of factors, particularly socioeconomic factors, and aggravate inequalities (Bolt, 2000).

The fact that students' digital literacy levels vary greatly has been another remarkable problem regarding distance education during the pandemic (Özer & Suna, 2020). Even if all students participate in a certain way in distance education, the assertion that all students will benefit equally from distance education is false (Robinson et al., 2018). Indeed, each student has a different level of digital literacy, so not all educational activities shifted to digital media can be effectively benefited (Özer & Suna, 2020). In other words, each student's ability to benefit from digital resources made available to them via an online platform will differ due to their differences in their digital literacy (Journell, 2007). Several studies have found that students with low levels of digital literacy are less likely to participate in distance education and are more likely to drop out (Huang & Russell, 2006).

### **Teaching Challenges in Online Education**

Many investigations have revealed that making the switch from face-to-face education to online learning can be challenging and involve a mindset shift (Bates, 1997). Therefore, teachers need to understand and be aware of some disappointments

(Palloff & Stockley, 2001). Teachers must learn to teach effectively without visualization methods presented with direct eye contact and move from the role of the content provider to the role of content facilitator. In addition, they should also become comfortable and proficient in using the Web as the main teacher-student link (Smith et al., 2002). However, distance learning using the Web necessitates a great deal more work, frequently involving hundreds of hours of preparation time (Smith et al., 2001). Moreover, caused by a lack of visual and face-to-face interaction with their students, many instructors have trouble engaging their students and delivering the material by using technology. As a result, they feel helpless to make changes to their lectures (Crawley, 2009). After all, technology is a concern in the architecture of online courses; thus teachers need to realize the technology utilized has the potential to cause difficulties (Fein & Logan, 2003).

Apart from the general technological challenges and problems related to online education, with the introduction of the most comprehensive distance education under ERT, teachers have to move entirely from the real classroom environment to which they are accustomed to distance education. With this transition, teachers have had to make a modality change in their assignments, activities and teaching approaches (Amin & Sundari, 2020). In addition to the challenges originating from the change in modality, there are some other challenges related to teaching on online platforms. First of all, numerous studies have shown that transforming effectively what is taught in traditional real classrooms to the online environment persists as a big challenge (Lestiyawati, 2020). Referring to teacher education, Anderson et al. (2011) stated that the fundamental issue with online teaching is that the idea of how online education should be presented in teacher education programs at colleges is actually very different from a real online classroom situation. To put it bluntly, this gap between theory and practice has long existed, but with the need for ERT during the COVID-19 pandemic period which was unlikely to be anticipated, the inadequacy of teacher preparation programs has become even more obvious (Lestiyawati, 2020).

The lack of institutional expectations for online distance education courses, according to Anderson et al. (2011), is another issue. They added that these include the expectations established for instructors, students, virtual classrooms and staff, and if there is not a clear set of rules and expectations established by the authorities, it is impossible to evaluate the effectiveness of online courses. Additionally, Anderson et al.

(2011) indicated that student feedback did not always help teachers modify their instruction the way it would in a face-to-face classroom setting.

### **The Importance of EFL Teachers in Online Education**

For a long time, we have witnessed that some educational tools in the digital context are included in the education process thanks to the dizzying development of technology (Taghizadeh & Yourdshahi, 2019). Seeing students using tablets in class or doing research on the internet to do homework is no longer something we are unfamiliar with (Bjørngen et al., 2021). Although online education tools and applications have been widely used and popular recently, there is still no satisfactory research on how to make the best use of distance education (Toppin & Toppin, 2015). Therefore, at least for now, it can be said that the success of online education depends on the quality of the teachers who are in charge of the teaching process; in other words, the teacher's ability to plan the lesson, its application and evaluation play an important role in the success of distance education (Rozitis, 2017).

With the broad introduction of digitalization into our lives in recent years, the leading responsibility of teachers has also changed accordingly. In other words, teachers have become digital in a sense (Shah, 2014). Much research has been done on adopting digital tools and techniques in a face-to-face education environment and almost all research have shown that teachers play a key role at this point. For example, Tey et al. (2017)'s research on the primary school level in Singapore revealed that the success of digital applications adapted to face-to-face education largely depends on how successful teachers are in this regard. In other words, it can be said that if the teachers are successful, so are the applications of online education processes. In another example, Bond (2020) observed that the videos made by teachers and the use of blended digital technologies had a positive effect on the success of the students. However, Bond (2020) stated that more research should be done on teachers' perceptions.

Synchronized online teaching imposes extra burdens on teachers. Instructors should demonstrate effective communication on the screen and use digital equipment efficiently in the lesson (Rehn et al., 2018). In this way, teachers can immediately answer students' questions, communicate with their students at the same time, and make their students feel supported. In short, they can do almost everything they do in a real

classroom environment in a digital classroom environment (González-Lloret, 2020). Although the COVID-19 pandemic has had devastating effects, directly or indirectly, on all people around the world, it has provided incredible opportunities for the implementation and development of online education. Emergency Remote Teaching (ERT), which originated from the need for social distance resulting in total closure, required teachers to continue their education by using their imaginations outside the real classrooms (Bozhurt & Sharma, 2020). This naturally necessitated teachers to improve themselves in the field of online education in the face of the pandemic. In many countries, due to the impact of the COVID-19 pandemic, teachers in compulsory digital classrooms, from time to time, have had to abandon traditional education materials but have started to use more innovative multisensory materials instead. It has been observed that these materials have positively affected the development of language skills, increased students' motivation and made learning more interesting (Çelik-Kormaz & Karatepe, 2018; 2021). However, this sudden change has brought with it some significant difficulties for both language learners and teachers (Nenakhova, 2021). Undoubtedly, the difficulties related to the pandemic have been a source of great stress for teachers and have caused them to develop negative attitudes towards online education.

According to a study conducted by Dashtestani (2014) in Iran, although EFL teachers' perspectives on online education are generally positive, these teachers think that blended education is better. With regard to the same study, teachers also stated that they were faced with problems such as lack of sufficient online resources, negative attitudes of students towards online education, and insufficient knowledge in terms of online instruction (OI). In addition, these teachers, who are the subject of the research, underlined that OI would be much more important in the future and added that it is of vital importance for the authorities to raise awareness of the development of OI in order to catch up with the era. Considering that Dashtestani's study was conducted in 2014, it can be said that these teachers were quite right.

As we mentioned earlier, teachers' experiences, perspectives and beliefs are vital to the development and implementation of online education, since it must be admitted that in the contexts where English is taught, EFL teachers are both a source of information and a facilitator who manages the process (Civelek et al., 2021). Recent studies on OI have begun to draw attention to EFL teachers' views, experiences, and challenges following the COVID-19 outbreak. For example, according to the research conducted



by Housseine & Rabha (2020) in Morocco, most of the teachers have positive opinions about OI, but they still stated that they have insufficient knowledge about OI together with technical problems, managerial problems, indifference and insufficient participation of students. As we understood from the results of this study, it can be concluded that there is still a long way to reach the optimum level of delivering OI. Another study by Khatoony & Nezhadmehr (2020) was applied to EFL teachers in Iran. The focus of the study was on the efficiency of online education and the difficulties experienced by these teachers while applying online education. According to their study, teachers generally have positive opinions about the use of technology, but there are still some difficulties that teachers face, such as a shortage of suitable materials, a lack of motivation of students, and the institutions they work for not giving them enough support.

It is known that a few studies have been conducted on teachers' views on online education (Osika et al., 2009), but these studies were conducted with EFL teachers who did not have enough knowledge about online education. Therefore, in this new normal process created by the COVID-19 pandemic, studies on EFL teachers' views, feelings and beliefs about online education are scarce (Nugroho & Mutiaraningrum, 2020). Especially following the COVID-19 pandemic, the importance of online education from home has increased in the last few years, so researchers have had to intensify their research in order to learn the views, feelings and experiences of teachers who, in a way, maintain OI (Civelek et al., 2021). However, as far as known by the researcher, few kinds of research on this subject have been carried out in Turkey, especially in the context of secondary schools' EFL teachers' perspectives on online teaching.

### **Distant and Online Education in Turkey**

The first attempts toward distant learning in Turkey were made in 1927. Particularly the physical shortcomings of educational institutions allowed for the growth of distance learning. The primary issues with education in Turkey were considered at a meeting that was presided over by the minister of national education on June 2, 1927. The group looked at the educational systems of industrialized nations, and it was decided that teaching using letters would be the best way to address Turkey's educational issues (Arar, 1999). Although this situation may seem primitive, it is important in terms of reflecting Turkey's perspective on distance education. The Ministry of National Education and private institutions boosted their investment rates and promoted

vocational training and distant learning in foreign languages as the 1950s came into being. The Banking and Commercial Law Research Institute, a part of the Faculty of Law at Ankara University, thus began offering courses online (Papi & Büyükaslan, 2007). Moreover, attempts were made to teach a variety of technical subjects by letter in collaboration with the Ministry of National Education and the Undersecretariat of Vocational and Technical Education. As a result, a Letter Teaching Center was established under the Statistics Publication Directorate. This facility broadened the reach of remote learning in Turkey and offered students a serious education. The Trial Higher Teacher School, Open Education Faculty, Open Education High School, Open Primary Education, and Broadcasting Higher Education Institution (YAYKUR) were all established as a result of the Letter Teaching Center's success (Arar, 1999). Due to the growth of radio and television, the Letter Education Center's name was changed to the Radio and Television Education Center in 1968. In 1982, with the emergence of new educational technologies, the Radio and Television Education Center evolved as an Information Center and continued to serve students (Papi & Büyükaslan, 2007). The 1980s were the turning points for distance education in Turkey. Since this period, with the renewal of the technological infrastructure, it has reached a level that can meet the education needs of the people. The distance education model in higher education first started in Eskişehir Anadolu University Open Education Faculty (Bozkurt, 2017). Anadolu University Open Education Faculty began officially serving with the Economics and Business Administration Programs in 1982. Anadolu University Open Education Faculty, which provides education throughout Turkey, also offered diploma opportunities to Turkish citizens residing in the Turkish Republic of Northern Cyprus and Western Europe (Çukadar and Çelik, 2003). Approximately 200 thousand instructors were offered the chance to earn an associate degree and an undergraduate degree in a span of 11 years between 1982 and 1993 as a result of the significant demand for open education at that time. The 1990s saw the rise of the internet and web technology, which allowed for the development of much more extensive distant education applications. The Informatics Institute was formed within the body of Middle East Technical University (METU) in order to begin distance education studies over the internet in Turkey. Its goal was for students to develop themselves in the field of informatics and to achieve certificates and degrees (Aslantaş, 2014). Additionally, some academic staff from different Turkish universities had access to these programs. Although some of the METU programs' activities were conducted face-to-face with the

lecturers, the program as a whole utilized the distant education method (Çukadar ve Çelik, 2003: 33). This program was one of the first examples of the blended education model in Turkey.

The Informatics Center, which emerged in the 1980s, was renamed the Ministry of National Education General Directorate of Educational Technologies (EGITEK), and the educated population grew rapidly. As a result, approximately 3 thousand people in Turkey received diplomas during the 1998-99 academic year. Seven years later, the figure had risen to 146 thousand. As a result, distance education has become the most fundamental building block of Turkey, and literacy rates have soared (Papi & Büyükaslan, 2007). In addition, Open Education High School was established in the 1992-1993 academic year, and students were officially granted the right to study in high school. Web-based distance education programs were also implemented at Istanbul Bilgi University and an Internet-based MBA (master's) program was developed (Çukadar & Çelik, 2003). Sakarya University, on the other hand, began emphasizing web-based learning in 1997, and the administration chose to move to Internet Assisted Education for the 2000–2001 academic year.

### **Fatih Project**

Parallel to information technologies becoming an important tool in the education process in developing global economies, efforts in our country to transform into an information society have increased since the early 2000s. In this context, the 'FATİH Project,' also known as the Movement to Increase Opportunities and Improve Technology in Education, aimed to effectively incorporate Information Technology (IT) into the learning and teaching processes in all primary and secondary schools (Gül, K., 2013).

According to the Ministry of National Education, IT tools would be provided in classrooms until the end of 2013, in accordance with the objectives contained in documents such as the Information Society Strategy, Development Plans, and MEB Strategic Plan 2010-2014, produced within the scope of e-Transformation Turkey and defining the actions in the process of Turkey becoming an information society. The goal of IT-assisted instruction was met with success.

The following goals are intended to be accomplished with respect to the MoNE's mandate in order for society to transition into an information society, according to the Information Society Strategy paper. The following are these demands:

- Creation of suitable structures and e-content for people to develop themselves through e-learning and a lifetime learning approach
- Enabling students who complete secondary education to be proficient in using information and communication technology
- By providing the right use of the Internet, making one in three persons benefit from e-learning services
- Enabling everyone to access and utilize information and communication technology
- One of every two people being an internet user
- Making the Internet a secure space for all societal groups

(Strategy for the Information Society, 2006–2010).

The development of the curriculum supported by information and communication technologies, as well as the completion of the infrastructure for information and communication technology in the institutions where formal and non-formal education is provided, are all included in the project's scope. Students would also receive training on how to use these technologies in these settings. This initiative is regarded as the most significant educational investment in the Republic's history since it aimed to improve educational quality while reducing the disparities in access and use of information and communication technology among diverse social groups of the population.

It was intended to supply tablet computers to every teacher and student as part of the FATIH Project's goal to equip 570,000 classrooms across all levels of education with LCD Panel Interactive Boards, internet network infrastructure, and tablet computers. In-service training for teachers was intended to ensure that the IT equipment in the classrooms was used effectively. It was also intended to develop instructional e-content by adapting educational programs for IT-supported teaching.

### **Project Components**

FATIH Project consists of five main components. These components are as follows:

- Hardware and Software Infrastructure Component
- Provision and Management of E-Content
- Effective Use of IT in Curriculum
- In-Service Training for Teachers for Using IT in Classes

- Ensuring Conscious, Secure, Manageable and Measurable IT and Internet Usage  
The data in this section was obtained from the FATİH Project's official website at [www.fatihprojesi.meb.gov.tr](http://www.fatihprojesi.meb.gov.tr).

### **Component of Provision and Management of e-content (Electronic Content)**

This component (Provision and Management of e-content) was intended to provide electronic content that was appropriate for curricula and to be used as an auxiliary course material in the lessons. These e-contents would be made up of learning objects supported by multimedia elements like audio, video, animation, presentations, photos and pictures, and interactive e-books. It was stated that teachers and students could easily access these e-contents in web-based environments, both online and offline. With this component, students would have access to computers, internet, etc. It was aimed to develop new approaches in teaching systems and to present the opportunities of the e-learning system to students so that they could closely follow the developments in technological tools and use these tools for learning purposes. It was intended that making educational materials available online and utilizing them effectively would increase student engagement, make it easier for them to acquire information and study, and advance the cause of educational equality.

By employing information technology tools in the education-teaching process, YEGİTEK developed a social education platform known as the Education Informatics Network (EBA). EBA was created to offer instructors and students trustworthy, grade-appropriate electronic content. The purpose of this platform, which was developed with the foresight to use technology as a tool rather than an end, was to present a variety of rich e-contents, to promote information culture and ensure its use in education, to exchange information with the social network structure, and to restructure the information as it is being learned. Additionally, one of the goals of EBA was to contribute to the lessons with a large and expanding archive through a service that accepts students with various learning preferences (verbal, visual, numerical, social, individual, auditory learning). EBA offers a search engine, a school dictionary, an e-course, an e-book, TV and radio, course support materials, an e-curriculum, research and development, and question and answer pages. The information contained herein was obtained from (<http://www.eba.gov.tr>).

Years prior to the COVID-19 pandemic's onset, the Fatih Project presented an opportunity for the design, implementation, and adoption of the EBA. Therefore, it can be said that the Fatih Project and EBA may also have contributed to teachers' and students' inclination toward technology during the pandemic.

## 2. METHODOLOGY

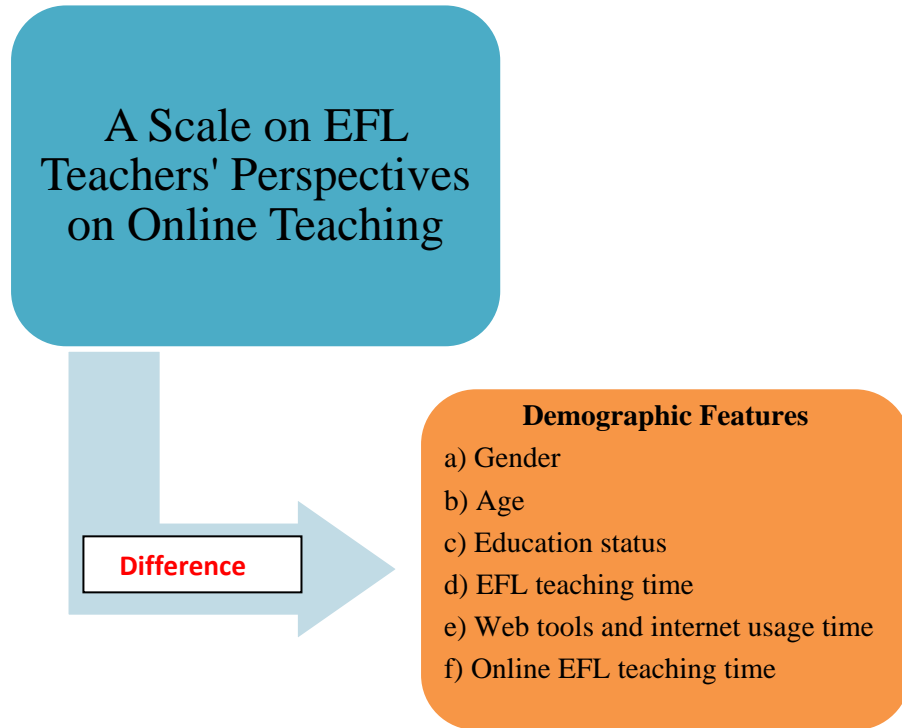
The methodological details of the study are presented in this chapter. The research design for the study is described first. The information about the participants is presented and the instruments used to acquire the data are then clarified. Finally, details on the data analysis are provided.

### 2.1. Research Design

This study aims to uncover secondary school EFL teachers' perceptions of online EFL instruction in Siirt City under the cloud of the COVID-19 pandemic. To achieve this goal, a mixed-methods design has been used. Numerous academics have acknowledged the value of mixed-method research because it allows for a thorough comprehension of the problems that have been discovered, the validation of quantitative findings, and the presentation of diverse viewpoints (Cresswell & Clark, 2017). What's more, a mixed-methods methodological triangulation design has been employed in order to compensate for the weaknesses of one research methodology with another research methodology. Another rationale for taking this technique is to provide more specific facts by supplementing the research findings and interpretations in a more solid way. Furthermore, as stated by Best & Kahn (2005) using methodological triangulation is an effective way to get valid and comprehensive data. In short, the qualitative data has been acquired through in-depth interviews, while the quantitative data has been gained through the use of a questionnaire. Then, the findings from both research approaches have been examined and contrasted to obtain rich and validated results.

The quantitative part of the research was carried out with the screening method. This method is one of the quantitative research techniques and is expressed as "research on larger samples compared to other studies, in which the views of the participants about a subject or event or their interests, skills, abilities, attitudes, etc. are determined" (Karasar, 2018). The perspectives of EFL teachers on online education were the dependent variable in this study; *Gender, Age, Education Status, English Teaching Time, Web Tools and Internet Usage time, and Online English Teaching Time* were evaluated as independent variables. As for, the qualitative part of the research, five interview questions were asked to the participants in accordance with the research

questions and they were asked to write their opinions on the subject. In Figure 2, the editing and design of the research are shown schematically.



*Figure 3.* The Editing and Design of the Research

## 2.2. Participants and Settings

The universe of the study is 147 permanent English teachers working in secondary schools in the city center of Siirt City. Sampling from the universe is a random sampling method. The entire universe was included in the study, but after removing the incorrect, incompletely filled and non-returning scales, 120 scales that were filled in appropriately and completely were included in the analysis. This method was preferred because it is the sampling type in which all subsets in the universe are represented (Balçı, 2013). Since it is thought that it is difficult to reach the entire universe due to reasons such as time, energy and cost, the research was carried out on the sample selected from the universe. Consequently, the sample of the study was determined as 120 EFL instructors employed in public and private schools in Siirt in the 2021-2022 academic year.

Percentage and frequency information regarding the distribution of personal variables (gender, age, education level, EFL teaching time, Web tools and internet usage time and online EFL teaching time) of the teachers participating in the research are given in Table 1.

Table 1.

*The Demographic Characteristics of the Participants*

<b>Demographic Variables</b>		<b>Frequency</b>	<b>Percentage</b>
<b>Gender</b>	Female	72	60,0
	Male	48	40,0
<b>Age</b>	20-35 years	50	41,7
	35+ years	70	58,3
<b>Education Status</b>	Bachelor's Degree	88	73,3
	Master's Degree +	32	26,7
<b>EFL Teaching Time</b>	3-5 years	36	30,0
	6-10 years	43	35,8
	10+ years	41	34,2
<b>Web tools and Internet Usage Time</b>	3-5 years	32	26,7
	6-10 years	52	43,3
	10+ years	36	30,0
<b>Online EFL Teaching Time</b>	3-5 years	92	76,7
	5+ years	28	23,3
<b>Total</b>		<b>120</b>	<b>100</b>

When the independent variables are analyzed in Table 2, it is seen that 60% (72 people) of the English teachers participating in the research are women and 40% (48 people) are men. It was found that 41.7% (50 people) of the teachers were 20-35 years old, 58.3% were 35 years old and over. It is seen that 73.3% (88 people) of the participants have a Bachelor's Degree and 26.7% have a Master's Degree +. 30% (36



people) of English teachers teach 3-5 years, 35.8% (43 people) 5-10 years and 34.2% (41 people) teach EFL for 10 years or more. 26.7% (32 people) of the participants use multimedia and web tools for 3-5 years, 43.3% (52 people) for 5-10 years and 30% (36 people) for 10 years or more. Finally, 76.7% (92 people) of teachers have been teaching EFL on online platforms for 3-5 years and 23.3% (28 people) for 5 years or more.

### **2.3. Instrumentation**

With this research, it is aimed to explore the experiences and perspectives of EFL teachers working in secondary schools in Siirt City regarding online EFL education, which has intensified with the COVID-19 outbreak. The researcher collected data from English teachers working in Siirt City during the 2021-2022 academic year after obtaining the necessary legal authorizations. Data collection and related tools are at the center of each research (Gadella Kamstra, 2020). Hence, in order to ensure the reliability of the study, it is crucial to use the appropriate data collection tools. To achieve this, firstly a partly adapted Likert scale questionnaire (see Appendix C) designed by Reza Dashtestani (2014) was sent to the participants to answer through *Google Forms*. Simple short sentences and uncomplicated English were used to write the questionnaire. To make it easier for participants to follow the text, each question is numbered sequentially.

The purpose of Dashtestani's work was to learn more about how Iranian EFL teachers felt about the use of online EFL instruction. During the construction and development of the questionnaire, previous research, theories and findings were used in the context of online EFL education (Bijeikienė et al., 2011).

***Demographic Information Form:*** In order to collect data with personal variables, there are a total of 6 questions in each personal variable form created by the researcher and categorized as *Gender, Age, Education Status, EFL Teaching Time, Web tools and Internet Usage Time and Online EFL Teaching Time* (see Appendix C) .

### 2.3.1 A Scale on EFL Teachers' Perspectives on Online Teaching

With the second form, a scale on EFL teachers' perspectives related to online teaching originally developed by Reza Dashtestani (2014) (see Appendix C) was used to determine the opinions of EFL teachers on online education. As stated before, the scale used to collect data related to this study was minimally modified from the original scale used by Reza Deshtani in 2014.

The questionnaire consists of 34 items in total. There are four factors in the first part of the questionnaire, three factors in the second part, and two factors in the last part. In the course of implementing the scale, first of all, the participants were asked to reply to the demographic items from which we could obtain information about them. In the first part, the attitudes of EFL teachers regarding the use of online education were asked. The items in the second part of the questionnaire were designed to find out the challenges and limitations faced by EFL teachers during the online education process. In the third and last part of the questionnaire, the items were asked to reveal the perspectives of teachers about the implementation of strategies to be applied in online language teaching.

**Changes to the original version of the questionnaire: Section 1. Teachers' attitudes towards online instruction.** The expression *"Updated materials can be used in online EFL courses"*, which is the first item of this section in the original version, was changed to *"The online education materials provided by the Ministry of National Education are up-to-date and suitable for use."* The reason for this is that the online EFL materials applied in Turkey are provided by the Ministry of National Education. The expression *"Learners can communicate internationally in online EFL courses"* in this section, which is also the 6th item of the questionnaire, has been reconsidered as *"Learners can communicate competently during online courses"* because online EFL courses applied in secondary education institutions in Turkey do not include international communication. The 9th item of the questionnaire was rearranged from *"Multimedia can be used in online EFL courses"* to *"Multimedia and Web tools can be used in online EFL courses"*. The 12th item of the survey, *"Online EFL courses will promote students' and teachers' computer competence,"* has been revised and updated as *"Online EFL courses will promote students' and teachers' digital competence"*.

As understood from the minor changes that have been made, it was aimed to adapt the survey questions to the present day. For the final version, the researcher asked an English native speaker to proofread the updated version (see Appendix 3).

This scale is a 5-point Likert-type scale. Each question is scored between 1 and 5. The scale consists of 3 sub-dimensions and 34 items. The distribution of the scale by item-based sub-dimensions is presented in the table below.

Table 2.

*A Scale on ESL Teachers' Perspectives on Online Teaching Scale Sub-Dimensions*

<b>Sub-dimensions</b>	<b>Item Numbers</b>
Teachers' attitudes towards online instruction	1-2-3-4-5-6-7-8-9-10-11-12-13-14-15-16-17-18
Obstacles to the implementation of online instruction	19-20-21-22-23-24-25-26-27-28-29
Strategies to include online instruction	30-31-32-33-34

#### **2.4. Data Analysis**

The data collected within the scope of the research were analyzed using the statistical package program because to save time and effort statistical data is used to describe and interpret the findings (Daniel et al., 2016). Frequency (f) and percentage (%) distributions of the demographic information (gender, age, education status, EFL teaching time, Web tools and internet usage time and Online EFL teaching time) of the EFL teachers participating in the study were calculated. In addition, after the arithmetic mean ( $\bar{x}$ ) and standard deviation (sd) values of each item and its dimensions in the scales were calculated, a description of the relevant items and dimensions of the scales was made.

The independent group t-test technique was used to determine if the total scores obtained from the sub-dimensions of the scale and the total scores obtained from the scales of the teachers constituting the sample group differed significantly in terms of gender, age, education status and online EFL teaching time variables. Furthermore, in order to determine if the total scores obtained from the sub-dimensions of the scale and the total scores obtained from the scales of the teachers constituting the sample group

differ significantly in terms of EFL teaching time and Web tools and internet usage time variables, according to the group averages, ANOVA technique was used. If there was a significant difference between the groups as a result of one-way ANOVA, the Tukey test was used to determine which group caused the difference.

In the analysis of the research data, first of all, skewness - kurtosis analyzes and normality values were examined to see whether the groups were normally distributed. In Table 3, normality values were determined by the skewness - kurtosis analysis of the scale.

Table 3.

*Findings of the Skewness-Kurtosis Analysis of the Scale*

<b>English Teachers</b>					
<b>Sub dimensions</b>	<b>n</b>	<b>(Skewness)</b>		<b>(Kurtosis)</b>	
Teachers' attitudes towards online instruction	12 0	,285	,221	-,396	,438
Obstacles to the implementation of online instruction	12 0	-,317	,221	-,146	,438
Strategies to include online instruction	12 0	-,538	,221	3,173	,438
<b>Total</b>	<b>12 0</b>	1,530	,221	3,883	,438

The normality distribution of the data obtained from the total and sub-dimensions of the scale applied to teachers were examined with skewness- kurtosis statistics. As a result of the analysis, it is seen that the skewness- kurtosis statistics values of the data obtained from the total and sub-dimension of the scale are close to the +3/-3 range and are normally distributed. Tabachnick & Fidell (2013) stated that the skewness and kurtosis values in the range of -3 / +3 showed a normal distribution of the data. As a result, it shows that the skewness and kurtosis values in the total and sub-dimensions of the scale are normally distributed, and parametric tests can be applied.

## **2.5. Reliability**

As for the reliability of the study, the alpha coefficient was calculated for each item. According to Cortina, J. M. (1993), if the internal consistency coefficient of the scale is more than .70, this will show that the scale is a reliable scale. Gravetter & Wallnau (1996) claim that when the items are not scored correct versus wrong, calculating the reliability of the questionnaire items using the coefficient is acceptable. In this study, the Cronbach alpha internal consistency coefficient of the *A Scale on ESL Teachers' Perspectives on Online Teaching* was recalculated for the total scale and was found to be .803, which means that the scale has high reliability. Moreover, according to the calculations of Cronbach's Alpha coefficients, the results for the sub dimensions of the scale were also highly reliable ( $\alpha=0.87, 0.92, 0.9$ , successively).

### **2.5.1. Semi-structured Interview**

To further explore and compare the survey's findings, a semi-structured interview with EFL teachers who had previously taken the scale was conducted on a volunteer basis. Following the questionnaire, ten of the participants were politely asked to participate in a semi-structured interview via a consent form. Five open-ended questions comprise the interview. They who taught in secondary schools and had at least one semester of experience instructing online participated in the interview. In general, the participants were invited to discuss their thoughts and experiences with regard to online EFL instruction. Due to some scheduling conflicts, the interviews were conducted online via Zoom and over email correspondence. In order not to miss any point during the translation of the answers given by the participants, the interviews were conducted in English. For the content validity of the interview questions, the researcher applied the recommendations of two English faculty members. The interview questions Dashtestani, R. (2014) utilized for his own research served as an inspiration for us as we were creating our own. The questions were modified slightly and rebuilt in accordance with the research questions of our study.

### 3. FINDINGS

The next section provides quantitative data results from the scale along with item and sub-dimensions descriptive statistics. Additionally, tables are used to present the results of the variables. As for the qualitative data, themes developed in accordance with the codes that emerged from the interview responses are used to portray the data from the semi-structured interview. Additionally, it was stated which participant submitted an opinion on which codes.

#### 3.1. Quantitative Data Analysis Results

The findings of the research and related comments are presented in the following way in accordance with the order in which the sub-dimensions are given.

Table 4.

*Descriptive Statistics of Items in the Scale*

Items	N	$\bar{x}$	SD	Level
1. The online education materials provided by the Ministry of National Education are up-to-date and suitable for use	120	3,16	1,08	Middle
2. Students will be more autonomous in online EFL courses	120	3,30	1,00	Middle
3. Online EFL courses enhance students' motivation	120	2,83	1,12	Middle
4. Online EFL courses are time-efficient	120	3,96	0,91	High
5. Authentic materials are used in online EFL courses	120	3,39	0,96	Middle
6. Learners can communicate competently during online courses	120	2,97	1,12	Middle
7. Online EFL courses are based on learner-centred approaches to teaching	120	3,14	1,10	Middle
8. Online EFL courses are easily accessible to students	120	3,51	1,12	High
9. Multimedia and web tools can be used in online EFL courses	120	4,20	0,56	High
10. Various types of materials can be used in online EFL courses	120	4,06	0,73	High
11. Online EFL courses are cost-effective	120	3,96	0,84	High
12. Online EFL courses will promote students' and teachers' digital competence	120	4,22	0,68	Very High
13. Online EFL courses are in line with experiential approaches to learning	120	3,53	0,84	High
14. Online EFL courses provide equal opportunities for learners to learn English	120	2,83	1,24	Middle
15. Online EFL courses promote collaboration among students	120	2,78	1,12	Middle

16. Expansive feedback can be provided for students in online EFL courses	120	3,20	1,12	Middle
17. Online EFL courses are easy to be implemented	120	3,60	0,94	High
18. Online EFL courses are more interactive than traditional courses	120	2,78	1,27	Middle
19. There is a lack of online facilities in EFL courses	120	3,57	0,97	High
20. Students lack the necessary Internet-based skills to participate in online ELT courses	120	3,68	0,91	High
21. There are cultural resistances to the implementation of online EFL teaching	120	3,05	1,08	Middle
22. There is a lack of interaction in online EFL courses	120	3,74	0,92	High
23. Students do not have positive attitudes towards online EFL courses	120	3,30	1,00	Middle
24. Online EFL courses are just appropriate for autonomous students	120	3,43	1,00	High
25. There is not much teacher supervision over students in online EFL courses	120	3,44	1,01	High
26. Online EFL courses are not responsive to students' needs	120	3,10	1,06	Middle
27. Online EFL teaching is costly to be implemented in TEFL contexts	120	2,77	0,99	Middle
28. Online EFL courses place a lot of demands on EFL teachers	120	3,47	1,05	High
29. Online EFL courses are not motivating for students	120	3,31	1,14	Middle
30. Computer-based and online facilities should be improved in EFL courses	120	4,18	0,69	High
31. Students and teachers should receive training on online computer literacy skills	120	4,13	0,70	High
32. Online EFL courses should be combined with face-to-face EFL courses	120	4,16	0,66	High
33. EFL teachers should receive training on online EFL teaching methodologies and principles	120	4,18	0,67	High
34. Online EFL courses should replace traditional EFL courses	120	2,27	1,28	Low
<b>Total</b>	<b>120</b>	<b>3,44</b>	<b>0,35</b>	<b>High</b>

According to the analysis of the results from Table 4, which presents the descriptive statistics of the scale used in the study, it was determined that the teachers have a high level of positive attitudes towards Online Teaching ( $\bar{x} = 3,44$ ).

Among the answers given to the scale, the first three items with the highest mean are presented respectively; *Online EFL courses will increase the digital competence of students and teachers.* ( $\bar{x}=4.22$ ; *I strongly agree*), *Multimedia and web tools can be used in online English courses* ( $\bar{x}=4.20$ ; *I agree*), *Computer-based and online facilities should be developed in EFL courses.* ( $\bar{x}=4.18$ ; *I agree*) and *English teachers should be trained in online English teaching methods and principles.* ( $\bar{x}=4.18$ ; *I agree*).

The first three items with the lowest average are presented respectively; *Online EFL courses should replace traditional EFL courses.* ( $\bar{x}= 2.27$ ; *Disagree*), *Online EFL teaching is costly to be implemented in TEFL contexts.* ( $\bar{x}= 2.77$ ; *Disagree*) and *Online EFL courses are more interactive than traditional courses* ( $\bar{x}= 2.78$ ; *Disagree*).

Table 5 contains descriptive statistics on teachers' perceptions of comparing the sub-dimensions of the scale.

Table 5.

*Descriptive statistics on teachers' perceptions of comparing the sub-dimensions of the scale*

<b>Sub-dimensions</b>	<b>N</b>	<b><math>\bar{x}</math></b>	<b>SD</b>	<b>Level</b>
Teachers' attitudes towards online instruction	120	3,41	0,64	High
Obstacles to the implementation of online instruction	120	3,35	0,65	Middle
Strategies to include online instruction	120	3,79	0,47	High
<b>Total</b>	120	3,44	0,36	High

As seen in Table 7, teachers' perceptions of the total dimension of the scale ( $\bar{x}=3,44$ ) were found to be high in *Teachers' attitudes towards online instruction* ( $\bar{x}=3,41$ ) and in *Strategies to include online instruction* ( $\bar{x}=3.79$ ) sub-dimensions and in the sub-dimension *Obstacles to the implementation of online instruction* ( $\bar{x}=3.35$ ) was found to be at a moderate level. In other words, the ranking of teachers' perception levels regarding the scale from the highest to the lowest is as follows: *Strategies to include online teaching, Teachers' attitudes towards online teaching, and Obstacles to the implementation of online teaching.*



### 3.2. Findings Concerning the Comparison of Teachers' Perceptions According to Personal Variables

In this part of the study, findings regarding demographic variables related to *gender*, *age*, *education level*, *EFL teaching time*, *multimedia and web tools using time*, and *online EFL teaching time* are presented.

#### 3.2.1. Gender

Table 6 presents the study's findings regarding the comparison of the participants' responses of the survey based on the gender variable.

Table 6.

*Descriptive Statistics and t-Test Results of Participants by Gender Variable*

Sub-dimensions	Gender	N	$\bar{x}$	SD	df	t	p
Teachers' attitudes towards online instruction	Female(1)	72	3,48	0.66	118	1.507	.134
	Male(2)	48	3,30	0.60			
Obstacles to the implementation of online instruction	Female(1)	72	3,30	0.70	118	-.988	.325
	Male(2)	48	3,42	0.59			
Strategies to include online instruction	Female(1)	72	3,83	0.42	118	1.139	.257
	Male(2)	48	3,73	0.54			
<b>Total</b>	Female(1)	72	3,47	0.38	118	1.060	.291
	Male(2)	48	3,40	0.33			

As seen in Table 6, the value of the gender variable in the sum of the scale is ( $t(118)= 1.060$ ;  $p > 0.05$ ), in *Teachers' attitudes towards online instruction* sub-dimension is [ $t(118)= 1.507$ ;  $p > 0.05$ ], in *Obstacles to the implementation of online instruction* sub-dimension is [ $t(118)= -.988$ ;  $p > 0.05$ ] and in *Strategies to include online instruction* sub-dimension is [ $t(118)= 1.139$ ;  $p > 0.05$ ]. Therefore, it can be said that the gender variable does not differ in its sub-dimensions.

### 3.2.2. Age

The findings regarding the comparison of the scale responses of the participants according to the age variable in the study are presented in Table 7.

Table 7.

*Descriptive Statistics and t-Test Results on Teachers' Perceptions of the Scale by Age Variable*

<b>Sub-dimensions</b>	<b>Age</b>	<b>N</b>	$\bar{x}$	<b>SD</b>	<b>df</b>	<b>t</b>	<b>p</b>
Teachers' attitudes towards online instruction	25-35 (1)	50	3,35	.68	118	-	.390
	35 + (2)	70	3,45	.61		.862	
Obstacles to the implementation of online instruction	25-35 (1)	50	3,40	.63	118	.731	.466
	35 + (2)	70	3,31	.67			
Strategies to include online instruction	25-35 (1)	50	3,79	.51	118	.137	.891
	35 + (2)	70	3,78	.45			
<b>Total</b>	25-35 (1)	50	3,43	.37	<b>118</b>	-	<b>.720</b>
	35 + (2)	70	3,46	.35		<b>.359</b>	

As seen in Table 7, the value of the age variable in the sum of the scale is  $(t(118) = -.359; p > 0.05)$ , in *Teachers' attitudes towards online instruction* sub-dimension is  $[t(118) = -.862; p > 0.05]$ , in *Obstacles to the implementation of online instruction* sub-dimension is  $[t(118) = .731; p > 0.05]$  and in *Strategies to include online instruction* sub-dimension is  $[t(118) = .137; p > 0.05]$  Therefore, it can be said that the age variable does not differ in its sub-dimensions.

### 3.2.3. Education Status

The findings regarding the comparison of the scale responses of the participants according to the variable of *Educational Status* in the study are presented in Table 8.

Table 8.

*Descriptive Statistics and t-Test Results on Teachers' Perceptions of the Scale by Educational Status Variable*

Sub-dimensions	Education	N	$\bar{x}$	ND	df	t	p
Teachers' attitudes towards online instruction	Bachelor's	88	3,36	.64	118	-1.509	.134
	Degree (1)	32	3,56	.63			
	Master's Degree (2)						
Obstacles to the implementation of online instruction	Bachelor's	88	3,41	.65	118	1.621	.108
	Degree (1)	32	3,19	.64			
	Master's Degree (2)						
Strategies to include online instruction	Bachelor's	88	3,77	.47	118	-.558	.578
	Degree (1)	32	3,83	.47			
	Master's Degree (2)						
<b>Total</b>	Bachelor's	<b>88</b>	<b>3,43</b>	<b>.38</b>	<b>118</b>	<b>-.580</b>	<b>.563</b>
	Degree (1)	<b>32</b>	<b>3,48</b>	<b>.30</b>			
	Master's						
	Degree (2)						

As seen in Table 8, the value of *Education Status* variable in the sum of the scale is (t(118)= -.580; p> 0.05), in *Teachers' Attitudes Towards Online Instruction* sub-dimension is [t(118)= -1.509; p> 0.05], in *Obstacles to The Implementation of Online Instruction* sub-dimension is [t(118)= 1.621; p> 0.05] and in *Strategies to Include Online Instruction* sub-dimension is [t(118)= -.558; p> 0.05] Therefore, it can be said that the *Education Status* variable does not differ in its sub-dimensions.

### 3.2.4. EFL Teaching Time

The findings of the analysis of variance (ANOVA) test, which was conducted to determine if there is a difference regarding the comparison of the scale responses of the participants according to the variable of *EFL Teaching Time*, are presented in Table 9.

Table 9.

*One-Way Analysis of Variance (ANOVA) Test Results on Teachers' Perceptions of the Scale by the EFL Teaching Time Variable*

Sub dimensions	EFL Teaching Time	N	$\bar{x}$	SD	Source of Variance	Sum of Squares	df	Mean of squares	F	p
Teachers' attitudes towards online instruction	3-5 years (1)	36	3,29	0.61	Between groups	.759	2	.380	.916	.403
	6-10 years (2)	43	3,48	0.70						
	10 + years (3)	41	3,44	0.62	Within groups	48.509	117	.415		
	Total	120	3,41	0.64	Total	49.268	119			
Obstacles to the implementation of online instruction	3-5 years (1)	36	3,47	0.53	Between groups	.958	2	.479	.059	.330
	6-10 years (2)	43	3,35	0.71						
	10 + years (3)	41	3,25	0.69	Within groups	50.077	117	.428		
	Total	120	3,35	0,65	Total	51.036	119			
Strategies to include online instruction	3-5 years (1)	36	3,78	0.54	Between groups	.027	2	.013	.059	.942
	6-10 years (2)	43	3,80	0.48						
	10 + years (3)	41	3,77	0.41	Within groups	26.466	117	.226		
	Total	120	3,79	0.47	Total	26.493	119			
<b>Total</b>	3-5 years (1)	36	3,42	0.34	Between groups	.101	2	.051	.388	.679
	6-10 years (2)	43	3,49	0.41						
	10 + years (3)	41	3,43	0.32	Within groups	15.234	117	.130		
	Total	120	3,45	0.36	Total	15.335	119			

As seen in Table 9, the value of the *EFL Teaching Time* variable in the sum of the scale is [F(2-117)=.388; p>0.05], in *Teachers' Attitudes towards Online Instruction* sub-dimension is [F(2-117)=.916; p>0.05], in *Obstacles to The Implementation of Online Instruction* sub-dimension is [F(2-117)=.059; p>0.05] and in *Strategies to Include Online Instruction* sub-dimension is [F(2-117)=.059; p>0.05]. Therefore, it can be said that the *EFL Teaching Time* variable does not in its sub-dimensions.

### 3.2.5. Web Tools and Internet Usage Time

The findings of the analysis of variance (ANOVA) test, which was conducted to determine if there is a significant difference regarding the comparison of the scale responses of the participants according to the variable of *Web Tools and Internet Usage Time*, are presented in Table 10.

Table 10.

*One-Way Analysis of Variance (ANOVA) Test Results on Teachers' Perceptions of the Scale by the Web tools and internet usage time variable*

Sub-dimensions	Using Multimedia	N	$\bar{x}$	SD	Source of Variance	Sum of Squares	df	Mean of squares	F	p
Teachers' attitudes towards online instruction	3-5 years (1)	32	3,32	0.55	Between groups	.412	2	.206	.493	.612
	6-10 years (2)	52	3,43	0.60	Within groups	48.856	117	.418		
	10 + years (3)	36	3,47	0.78	Within groups					
	Total	120	3,41	0.64	Total	49.268	119			
Obstacles to the implementation of online instruction	3-5 years (1)	32	3,52	0.51	Between groups	1.627	2	.813	1.926	.150
	6-10 years (2)	52	3,23	0.67	Within groups	49.409	117	.422		
	10 + years (3)	36	3,37	0.73	Within groups					
	Total	120	3,35	0,65	Total	51.036	119			
Strategies to include online instruction	3-5 years (1)	32	3,76	0.41	Between groups	.042	2	.021	.092	.912
	6-10 years (2)	52	3,78	0.41	Within groups	26.451	117	.226		
	10 + years (3)	36	3,81	0.60	Within groups					
	Total	120	3,79	0.47	Total	26.493	119			
Total	3-5 years (1)	32	3,45	0.39	Between groups	.103	2	.051	.395	.675
	6-10 years (2)	52	3,42	0.29	Within groups	15.232	117	.130		
	10 + years (3)	36	3,49	0.43	Within groups					
	Total	120	3,45	0.36	Total	15.335	119			

As in Table 10, the value of *Web Tools and Internet Usage Time* variable in the sum of the scale is [F(2-117)=.395; p>0.05], in *Teachers' Attitudes towards Online Instruction* sub-dimension is [F(2-117)=.493; p>0.05], in *Obstacles to The Implementation of Online Instruction* sub-dimension is [F(2-117)=1.926; p>0.05] and in *Strategies to Include Online Teaching* sub-dimension is [F(2-117)=.092; p>0.05]. Therefore, it can be said that *Web Tools and Internet Usage time variable* does not differ in its sub-dimensions.

### 3.2.6. Online EFL teaching time

The findings regarding the comparison of the scale responses of the participants according to the *Online EFL Teaching Time* variable in the study are presented in Table 11.

Table 11.

*Descriptive Statistics and t-Test Results on Teachers' Perceptions of the Scale by Online EFL Teaching Time Variable*

Sub-dimensions	Online EFL Teaching Time						
	Time	n	$\bar{x}$	sd	df	t	p
Teachers' attitudes towards online instruction	3-5 years (1)	92	3,33	.62	118	-	<b>.012**</b>
	5+ years (2)	28	3,67	.65			
Obstacles to the implementation of online instruction	3-5 years (1)	92	3,46	.57	36.843	3.050	<b>.004**</b>
	5+ years (2)	28	2,29	.76			
Strategies to include online instruction	3-5 years (1)	92	3,76	.49	118	-.648	.518
	5+ years (2)	28	3,83	.39			
<b>Total</b>	3-5 years (1)	92	3,43	.34	<b>118</b>	<b>-.495</b>	<b>.621</b>
	5+ years (2)	28	3,47	.39			

As seen in Table 11, the value of the *Teaching EFL on Online* variable in the sum of the scale is (t(118)= -.495; p> 0.05) and in the *Strategies to Include Online Instruction* sub-dimension is [t(118)= -.648; p> 0.05]. Therefore, it can be said that, no significant difference was found in the sub-dimensions of these variables. Based on participants' responses, the value of the *Teachers' Attitudes towards Online Teaching* sub-dimension is [t(118)= -2,550; p< 0.05] and the value of the *Obstacles to The Implementation of*

*Online Teaching* sub-dimension is  $[t(118)= 36.843; p < 0.05]$ . So, it can be said that these values show a significant difference according to the *Online EFL Teaching Time* variable. It is seen that this differentiation is in favor of the participants who have been teaching for 5 or more years in the *Teachers' Attitudes towards Online Instruction* sub-dimension, and similarly in favor of the teachers who have been teaching 3-5 in *Obstacles to the Implementation of Online Instruction* sub-dimension.

### **3.3. Qualitative Data Analysis Results**

The data collected through analysis of the semi-structured interview with five open-ended questions and 10 participants is presented in the following section to enrich our understanding related to the research questions.

After completing the scale, the participants who took the survey were kindly asked if they would want to take part in the semi-structured interview. Voluntary participation in the study was the only requirement. An informed consent form with all the essential study information was delivered to the participants. The participants were cautioned to answer the interview questions with great care and were reminded that the research was part of a master's thesis.

In order to construct codes and create categories for later analysis, the participant data was carefully examined. Following the development of a general picture from the responses, newly emerging codes were also examined and separated into the following five themes. Table 12 presents the codes produced for each theme.

Table 12.

*Findings Related to Qualitative Data*

<b>Themes</b>	<b>Codes</b>	<b>Participants</b>
Potential Benefits of Online EFL	Time Saving	T1-T2-T7-T9
	Reaching Out to Large Audiences	T1-T5-T8-T3-T7-T9
	Opportunity for a Rich Presentation	T1-T3-T4-T5-T6-T8-T10
	Flexible Working Environment	T2-T3-T4-T6-T-T9-T10
	Relative Easy Classroom Management	T2-T4-T8
Barriers to Online EFL in Turkey	Inadequate Technological Infrastructure	T1-T2-T3-T4-T5-T6-T10
	Inadequate Technology Education	T2-T3-T5-T8-T9
	Insufficient Motivation	T1-T3-T10
Suggestions for Improving Online EFL	Enrichment of Content	T1-T2-T4-T5
	Teacher-Centered Instruction	T2-T7-T10
	Providing Active Participation	T3-T4-T5-T7-T9
	Opportunity to Students	
	Planned Distance Education	T1-T5-T6
Teachers' Preferences for EFL Teaching Modes	In-Service Training	T4-T6-T8
	Online Education	T1-T4-T5
	Hybrid Education	T2-T3-T6-T10
Self-Assessing Requirements for Teaching EFL Online	Face to Face Education	T7-T8-T9
	Adequate	T1-T4-T5-T10
	Not Adequate	T3-T7-T9
	Can Be Improved	T2-T6-T8

**Results on Potential Benefits of Online EFL**

This theme is important in terms of revealing the opinions of the participants about the contribution of the online system to the education process. Participants generally commented positively on the potential benefits of online education, but mostly they declared *the Opportunity for a Rich Presentation* and *Flexible Working Environment* as



the most potential benefits of online education. The expression of T3 that best allows us to come to this conclusion is as follows:

*"I think the first benefit that comes to mind is flexibility. Without physical boundaries, language learning can be much more accessible and flexible for students and teachers alike. In addition, teachers can easily design, develop and distribute learning materials on a large scale with digital tools"*

In relation to other potential advantages of online education T1 quite precisely said, *"In my opinion, the potential benefit of online EFL teaching is that it saves time,"* and T5 emphasized *Reaching Out to Large Audiences and Time Saving*, saying, *"We can reach many students from different cities or countries."*

### **Results on Barriers to Online EFL in Turkey**

The participants expressed the obstacles and difficulties of online education in this theme. When the statements of the participants about the barriers related to online education are compared with the potential benefits, we can see that the disadvantages are at least less in terms of coding. Nonetheless, this does not imply that obstacles to online education are not significant. Accordingly, the participants considered the most important obstacles to Online EFL in Turkey as *Inadequate Technological Infrastructure* and *Inadequate Technology Education*. Related to these barriers T2 by emphasizing the insufficient infrastructure of technology and the need for technology education said:

*"I think internet accessibility seems to be the most important limitation of teaching online EFL lessons in Turkey. As a teacher in a secondary school in Turkey, I am of the opinion that many students do not have a single device that has access to the Internet at home. Moreover, students and teachers are simply not qualified for teaching EFL via online. In order to use technology effectively, both students and teachers should be trained",*

Similarly, T5 expressed his opinion on this issue and mentioned the lack of technological infrastructure in Turkey and the difficulties in accessing technology. He also stated that teachers and students should be educated about online education and technology.

*“Actually, the main problem is that our students may experience some difficulties in accessing the internet due to the sudden forced transition from face-to-face education to online learning. In addition, some students and teachers are insufficient in using technology. They don't know how to use it even if they have internet connection. We encountered occasional internet outages or microphone issues. Because of these technical problems, training becomes more difficult”.*

### **Results on Suggestions for Improving Online EFL**

The expressions that stood out for the theme Suggestions for Improving Online EFL were related to *Enrichment of Content*. For example, T4 said:

*“I think lessons can be made more communication-oriented thanks to online education. Online forums can be used where students can share their ideas and improve their writing skills. An unlimited number of listening and reading texts on the Internet can be instantly used as original materials. Time and opportunities can be created for students to express themselves freely without interference from others”.*

The T2 by emphasizing the enrichment of educational content as well as teacher-focused education also said:

*“I believe online EFL teaching should be mostly teacher-centered. I mean, students should put all their focus on the teacher. Visuals, games, small discussions, and pre-recorded videos can also be used for online EFL teaching.”.*

### **Results on Teachers' Preferences for EFL Teaching Modes**

When the EFL teaching mode preferences of the teachers were examined, it was striking that there were different preferences. While T2, T3, T6 and T10 thought that it would be more beneficial to teach EFL within a hybrid system, T1, T4 and T5 stated that online education would provide more benefits. T7, T8 and T9, on the other hand, stated that EFL teaching would be more effective face-to-face.

T7, who thought that the face-to-face mode of education is more beneficial than online education, was quite clear in his claim. He stated that Turkey is not fully ready for online education yet, and expressed this thesis as follows:

*Not every student has the same opportunities in Turkey, besides there is not enough material and infrastructure, therefore I am of the opinion that face-to-face education method would be more beneficial.*

On the other hand T4 was in favour of online mode of education. He asserted that we are in digital age and we should adapt to new developments in technology. He continued to support his argument by saying that:

*It is necessary to keep up with the developing technology and to develop teaching methods in this direction and to turn this into an advantage by integrated education into online facilities.*

However, on the other hand, T6 claimed that one mode of education is not superior or weaker than the other, and claimed that it is better to use the beneficial aspects of both modes. He expressed his thought by saying ... *and student success would be better by blending both modes of education.*

### **Results on Self-Assessing Requirements for Teaching EFL Online**

Last but not least, when asked if they believed they have the required skills for teaching English as a foreign language online, the participants gave the following answers: T1, T4, T5, and T10 thought they were qualified for teaching online; T2, T6, and T8 stated they could adapt to this teaching mode with its improvable aspects; and T3, T7, and T8 said they didn't think their online teaching skills were sufficient.

T5 stated that the importance of online education was once again understood, especially with the full closure caused by the COVID-19 pandemic, and stated that teachers had to improve themselves in delivering online education. T5 said the following in this regard:

*Every teacher should update themselves according to the needs of the time, and now that online EFL teaching is necessity brought by time and they improved their skills accordingly.*

T2, T6 and T8, on the other hand, stated that they have many skills, but they have aspects to be developed for better online teaching.

Finally, T3 by admitting he is not ready for this kind of teaching method yet said:

*“To be honest, I don't think I have the skills and intuition to give an online EFL course. I still find it difficult to focus my students' attention on the lesson, and I don't know if I can find quick and effective solutions to such problems. However, if I am given a reasonable time to prepare for the lessons, then it may not be too daunting to offer an online course.”*

## **4. DISCUSSION AND CONCLUSION**

### **Introduction**

This section discusses the findings that were discovered based on the study's research questions. The discussion's breadth is broken down into two main sections. Discussion of the findings from the quantitative data is in the first section, while discussion of the findings from the qualitative data appears in the second. The available literature is cited throughout the discussion of the results. The findings from the quantitative data, which included some participants' demographic information, are discussed in relation to the research questions, while the discussion of the qualitative data, which focused on the themes identified from the interviews, provided a deeper understanding of participants' attitudes and experiences with online instruction. Additionally, this section offers a summary of the results and viewpoints in relation to the research questions, a discussion of the study's limitations, as well as suggestions and implications for further research.

### **Discussion of the Quantitative Data Results**

This section contrasts quantitative data from 120 EFL teachers who participated in the scale with studies from the body of existing literature. With reference to theories and research that have been presented in the literature, the data gathered in regard to the demographic characteristics of the participants are discussed.

#### **4.1. Discussion on Descriptive Statistics in the Scale**

The descriptive statistics for the scale are presented in Table 5 as a whole, and analysis of the data showed that teachers appear to have a high level of favorable views about online instruction despite some challenges in delivering the lessons. Considering that participant English teachers used online education intensively during the COVID-19 pandemic and conducted the lessons through some online education platforms, this may not come as a surprise. The results of this investigation in this direction are supported by earlier studies. For example, Li & Irby (2008) claim that, from the viewpoints of numerous teachers, online instruction has persisted as a strong and effective method of teaching and learning. Moreover, the findings of numerous studies on teachers' opinions on online instruction in educational settings are consistent with

instructors' positive opinions regarding the use of online instruction (Dashtestani, 2014). However, not all the researches are fully in line with the study's findings. Aydin & Erol (2021) found in their research that the majority of Turkish language instructors described the effectiveness of online learning as moderate, good, or not bad. So, it can be said that the results of past studies on instructors' attitudes toward online learning generally show that these attitudes are not poor; rather, they are at least average or above average. The technical opportunities, e-materials, and degree of assistance available to teachers in their institutions may be some of the causes of this discrepancy.

#### **4.2. Discussion of Findings of RQ 1: What do EFL instructors in Turkish secondary schools think about the usage of online education?**

In the first section of the questionnaire, the participants were questioned about their opinions of online EFL education in order to get their thoughts related to the first research question. Three different sub-dimensions make up this questionnaire's initial section. The first sub dimension of this section, *teachers' attitudes regarding online EFL instruction*, appears to be quite favorable. The majority of the language instructors who took part in this study had favorable attitudes toward teaching English as a foreign language online. The following could be some of the reasons why participants have favorable opinions of online EFL instruction:

- online education is time-efficient
- equal chances for students to learn English are provided by online EFL courses
- students can easily access online education courses
- multimedia and web tools can be used in online courses
- online education costs are low
- online education courses are easier to implement
- online education courses are more interactive than traditional courses

Previous research findings support the findings of this study. As an illustration, Huang, et al., (2020) found that e-learning makes it simpler for individuals to get education, encourages flexibility so that students may work around time and space constraints, and presents new opportunities for the teaching process to be centered on the needs and capabilities of the students, stressing various learning methods.

Moreover, in another study conducted by Habbeci, et al., (2020) distance learning was well-regarded by teachers. According to their study the significance of maintaining education, especially during the COVID-19 period, was stressed by teachers as they emphasized the benefits of the distance learning. In addition, clearly they emphasized several benefits, such as the fact that remote education is planned and structured and guarantees equality of opportunity. What's more, Li, et al., (2014) determined in their study that online education is an important mode of education in terms of providing equality of opportunity. However, in their study Lau et al., (2020) stated that the successful implementation of online education can be implemented provided that the infrastructure and hardware needs are met. It can be said that the results of the research conducted by Lau et al. (2020) are especially valid in underdeveloped and low socioeconomic regions. However, in the context of Turkey, almost all schools have an internet connection thanks to the Fatih Project, and rich e-content is provided through EBA. As a result of this, the thesis that distance education cannot be applied at the desired level in less developed regions in terms of socioeconomics may not be said to be valid in Turkey.

According to the findings of the research, the participants found the materials used in online education quite sufficient. The reason for this may be the very rich e-content offered by EBA at the service of teachers and students, together with the course materials provided by the Ministry of National Education. However, previous studies in the literature showed the opposite result and concluded that online education materials are not sufficient and the quality of these materials should be increased urgently (Habbeci et al., 2020). According to another result of our research, the participants showed a very positive attitude towards the usability of various materials in online education, as well as multimedia and web tools. The fact that we are in the digital age and access to the Internet is quite easy may have an impact on achieving this result. The availability of interactive whiteboards with internet connections in almost all schools affiliated with the National Education through the Fatih Project since 2013 may have made EFL teachers familiar with the use of various materials together with multimedia tools. In this context, Sumarraie et al. (2017) stated that educational materials play a very important role in ensuring the continuity of online education and that it is almost impossible to implement this type of education without quality educational tools. Similarly, Seaman (2009) stated that unqualified educational materials would lead to a negative perspective on online education. Because participant

teachers generally have positive attitudes toward online education, it is possible to conclude that the educational materials used are to some extent of high quality and meet the needs. Still, in relation to the development of online educational material, pre-service teachers can be given lessons on this subject during their education. Furthermore, in-service training can be provided to teachers who work in schools but lack the necessary skills to create online materials.

Online EFL instruction was highly rated as being time-effective by the study's participants. Teachers who use online education programs do not need to prepare in advance, which would require them to arrive at the school where they work on time, and transportation time is also not required. These reasons may explain why the participants find online education to be time-efficient. At this point, previous research supports the researcher's results. According to Fidelgo et al. (2020), online education provides an advantage in terms of time management. Likewise, in the study conducted, the participants showed a moderately positive attitude that online education is more advantageous than face-to-face education in terms of cost. The fact that most online materials are free, the content provided by the Ministry of National Education without charged, and the reduction in paper and photocopy costs may be some of the reasons for this attitude. Indeed, the traditional education paradigm is typically significantly more expensive to implement than the online education model (OECD, 2020). At least in online education, transportation expenses that would normally be incurred when traveling to school are recovered.

The participants in the study typically displayed a favorable attitude toward online education with regard to the study's first research question. Although there are undoubtedly some challenges in putting online education into practice, it can be argued that teachers generally recognize its benefits, particularly during the COVID-19 pandemic, when online education was used in place of conventional face-to-face instruction. The fact that online education has been used in Turkey for many years, the growth of knowledge and experience related to this educational model, the increasing use of technology, and its user-friendliness could be some of the primary reasons why the participants displayed this positive attitude.



#### **4.3. Discussion of Findings of RQ 2: Do English Teachers' attitudes towards online education differ according to:**

- **Gender**
- **Age**
- **Education Status**
- **EFL teaching time**
- **Web tools and Internet usage time**
- **Online EFL teaching time**

**Gender:** It was determined that the gender factor, one of the dependent variables of the study, did not make a difference in the attitudes of the participants towards online education. It can be said that the main reason for this is that we live in a digital age and therefore factors such as knowledge, research, self-efficacy, self-discipline and motivation are at the forefront rather than gender differences among the needs of the age. In fact, in the 21<sup>st</sup> century education, it is intended to develop a new workforce that is imaginative, inquisitive, self-directed, able to learn new things lifelong, and who can find and implement new ideas, according to Khan (2016, p. 74). Therefore, it may not come as a surprise that the gender variable had no impact on the participating instructors' attitudes toward online education given that they are also individuals who grew up with the 21<sup>st</sup> century notion of education.

**Age:** According to the descriptive statistics made in our study, it was seen that the age variable did not make any significant difference in the sub-dimensions of the scale. Some previous studies support this result. For example, Karbeyaz & Kurt (2020) found a similar result in their research. According to their study, the age variable does not make any difference in the attitudes of teachers towards the Education Information Network (EBA) which is related to delivering online education in Turkey. The following explanations for the emergence of this conclusion could be proposed. First, rather than imposing an upper age limit, it was decided that the EFL teachers taking part in the study had to have taught at least half a semester through online education. Second, informatics and technology courses are typically required of prospective teachers in Turkey's education faculties. Additionally, pre-service teachers are known to take various courses through online learning platforms while they are attending

university. Taking into account all of these factors, it can be said that developing a mindset toward online education does not require a lot of time.

**Education Status:** When the findings of the study were examined in terms of education status, it was determined that this variable did not cause a significant difference in the sub-dimensions of the scale. This result was supported by Yorgancı, (2019). He found that in terms of the educational status variable, there was no evidence of a significant difference between teacher attitudes towards online education. However, Kalemkuş (2016) determined that the educational status of teachers caused a significant difference in their thoughts and attitudes towards EBA. According to Kalemkuş (2016), the attitudes of postgraduate and doctorate teachers towards online education were quite different from those of teachers at other educational levels. The reason for this significant difference may be due to the knowledge acquisition habits of postgraduate and PhD-graduate teachers and their academic studies.

**EFL Teaching Time:** In the study, it was examined whether the length of service of EFL teachers creates a significant difference in their attitudes towards online education, and as a result, it was determined that the EFL teaching time variable did not have a significant effect on teacher attitudes. In other words, when teachers' online education attitude scores are compared in terms of teachers' years of service, they are similar. Therefore, it may be inferred that teachers' duration of service does not significantly affect their online education attitude scores. Supporting the results of our study, Ceylan (2019) found that teacher service years do not cause a significant difference in the attitudes of teachers towards online education. However, it has been found in other research that the length of a teacher's employment duration significantly affects how a teacher feels about online education (Güngör, 2020). It was discovered that teachers with more years of experience have relatively negative attitudes towards online education. This outcome may be explained by the fact that teachers' resistance to technology grows as they get older.

**Web Tools and Internet Usage Time:** As a result of the descriptive statistics of the study, it was found that the Web Tools and Internet Usage Time variable did not have a significant role in the attitudes of the participant teachers towards online EFL education. We came across some statements that support the result that we found in

some previous studies. For example, according to Sánchez et al., (2012), teachers have a very positive attitude towards the internet and web applications, regardless of the duration of use. However, their research found that the use of the internet and web applications by teachers is quite limited. However, when we consider this result in the Turkish context, we may be able to reach the opposite conclusion. When we consider the importance placed on the use of the internet in online education by the Ministry of National Education through the Fatih Project and EBA, particularly during the COVID-19 pandemic era, it may be concluded that the internet and web applications have been used relatively frequently in Turkey.

**Online EFL Teaching Time:** When the descriptive analysis results of the study were examined, it was determined that the Online EFL Teaching Time variable made no significant difference in the attitudes of the participants toward online education in the overall scale or in the *Strategies to Include Online Teaching* sub-dimension. However, it was discovered that the Online EFL Teaching Time variable caused a significant difference in the attitudes of the participants towards online education in the remaining sub-dimensions, which are *Teachers' Attitudes toward Online Teaching* and *Obstacles to The Implementation of Online Teaching*. In the *Attitudes towards Online Teaching* sub-dimension, it can be seen that this differentiation is in favor of teachers who have been teaching for five years or more, and similarly in the *Obstacles to the Implementation of Online Teaching* sub-dimension, it is in favor of teachers who have been teaching for three to five years.

The fact that the participants employed all of the online education strategies in their classes and benefitted from them may be the reason why the Online EFL Teaching Time variable does not significantly differ in the *Strategies to Include Online Instruction* sub-dimension of the scale. In his study on EFL teachers' attitudes toward online learning strategies in Saudi Arabia, Abduh (2021) found that teachers' attitudes toward online learning strategies were generally relatively positive, which could be considered a research finding that supports our result.

As for the *Teachers' Attitudes toward the Online Teaching* sub-dimension, it was found that participants with five or more years of experience have more positive attitudes towards online education than the participants with less experience in online EFL teaching time. The conclusion that these teachers have more positive attitudes toward online education than those with less EFL teaching experience can be drawn

from the fact that the participants with more online EFL teaching experience applied the knowledge, skills, and problem-solving they acquired to online education applications. However, according to the study conducted by Guillén-Gámez & Mayorga-Fernández (2020), less experienced teachers have a more positive attitude toward online education. Contrasting results in both studies can be explained by the fact that the participants in both studies may have different education and training backgrounds and the items of the two different questionnaires measuring work experience were constructed differently.

According to the descriptive statistics results of the study, it was observed that the Online EFL Teaching Time variable caused a significant difference in the participants' attitudes towards online education in the Obstacles to the Implementation of Online Instruction sub-dimension. It was seen that this differentiation was in favor of the participants with three or five years of teaching experience in the Obstacles to The Implementation of Online Instruction sub-dimension. In other words, the attitudes of the participants with less professional working time towards the Obstacles to the Implementation of Online Instruction sub-dimension showed a more negative attitude than those with five or more professional working years of experience. Participants who have worked in the profession for a longer amount of time have more expertise with online education, which may be the cause of this difference. The more experienced participants may have solved issues with online education they had previously encountered, or their confidence may have grown as a result of their online education experience. Studies both supporting and contradicting the research's findings may be found in the literature. The attitudes of teachers toward distance learning were examined in the study by Kurnaz & Dorukök (2020), and it was found that there was no statistically significant correlation between the attitudes of teachers and their professional experiences working online. However, it was found in the study done by Uşun (2020) that there is a significant difference between the experience of online education and the opinions of teachers on online instruction. The reason for this difference encountered in the literature can be explained by the unique characteristics of both groups. Participants with less online education experience may have made more efforts to close these gaps; on the other hand, participants with more online education experience may have found practical solutions to the problems they encountered with their knowledge and experience. In fact, the online education experience may not have a significant impact, given that all teachers were doing their best to meet their online

education needs during the COVID-19 pandemic. Regardless of their online education experience, all teachers had to meet the demands of the COVID-19 pandemic and may have been able to develop themselves in some way to teach online.

#### **4.4. Discussion of Findings of RQ 3: What are the difficulties associated with implementing online education in Turkish secondary schools from the standpoint of Turkish EFL teachers?**

The purpose of this research question was to identify the challenges Turkish EFL English teachers encounter when teaching online. When the quantitative research results of the study were reviewed, although the overall attitudes of the participants towards online education were favorable, they indicated some of the challenges they faced with online education. In the literature it is possible to encounter some studies with findings related to the obstacles that teachers face while delivering online education. Actually, many shortcomings in the usage of distance learning have been brought up by teachers (Balaman & Tiryaki, 2021). In fact, while the participants' attitudes about one of the scale's sub-dimensions—Obstacles to the adoption of Online Instruction—were at the middle level, their attitudes regarding some of the questionnaire's items were quite high. For instance, the majority of participants were of the opinion that there is a lack of online facilities in EFL courses. Nearly half of the teachers felt that the infrastructure regarding online education was insufficient, and some teachers said that their students were unable to access distance learning owing to a lack of facilities, according to the findings of the Demir & Kale (2020) study. Similar findings were reached in the study of Bakioğlu & Çevik (2020), which found that students experienced challenges with communication, access to the course, and internet connection. Although our country took the necessary precautions quickly and managed online education relatively successfully during the COVID-19 pandemic era, it can be argued that the lack of partial infrastructure facilities contributed to the inequality of opportunity between teachers and students. In order to manage online education in a healthy way, it should be seen as a necessity to eliminate infrastructure problems and minimize the problem of accessing online education by teachers and students.

Another obstacle the participants indicated about online education was that students do not have the necessary internet-based skills to participate in online ELT courses. It may be argued that having at least basic internet capabilities is one of the most crucial prerequisites in online learning for students. It is impossible to expect students who

lack the necessary internet literacy and computer abilities to gain the desired benefits from online learning. It is a must that authorities and educational planners take the viewpoints of teachers seriously related to the lack of basic competencies of the students if they wish to reach an ideal online education. Internet literacy lessons could be given to students who need them. Moreover, teachers who teach online can provide their students with feedback during the lesson to improve their internet skills. The usefulness of this method has been stated in previous studies. According to Yao et al., (2020), feedback boosts students' engagement and motivation in online classrooms. Because of this, it is reasonable to assume that students who get feedback from their teachers regarding their internet literacy may enhance their internet based skills, leading to an improvement in their performance.

According to the results of this research, the participants showed lack of interaction as one of the obstacles to implementing online education. Considering that learning a foreign language targets mutual communication skills, the lack of interaction could be a serious obstacle to getting the desired efficiency from online education. In an online learning environment compared to a traditional classroom setting, it could be more challenging to offer mutual communication at the desired level. Even though online education bridges a significant gap by allowing for the continuation of education, particularly in times of crisis, it can be challenging to establish healthy interactions between students and teachers due to the inability to make eye contact and the unnatural way that people communicate in front of screens. The research findings are supported by some earlier studies in the literature. Kaya & Önder (2002) stated that it is more challenging to maintain high levels of social interaction when learning online as opposed to face to face instruction. In addition, in their study, Arora & Srinivasan (2020) found that low attendance and a lack of communication are to blame for the lack of interaction in online education. Just following a course book in line with the curriculum and teaching the lesson with a teacher-centered approach could add to the problem of lack of interaction in online education.

Another obstacle perceived by the participants towards online education is that the courses of online education put too much burden on teachers. The total closure mandated by the COVID-19 pandemic has made online education necessary, and teachers had to quit their usual habits of teaching and make into the online teaching, which inevitably required adapting to a whole new educational environment. Teachers had to stay in constant communication with their students and parents through

applications such as Whatsapp, telegram and beep. According to Dilekçi and Limon (2022), there is a high level of communication and information flow among stakeholders. It can be interpreted that this situation naturally imposed a new burden on teachers.

Another demanding aspect of online education for participants is the time they spend preparing for the online course. Kurnaz et al., (2020) reported in their study that more than half of the teachers had to make serious preparations for the online courses they conducted during the COVID-19 period, and they spent a significant amount of time to deliver their lessons. Teaching via distance online education was a new challenge for many teachers, especially at the start of the COVID-19 period, and thus lesson preparation took relatively too much time. But it is still necessary to train teachers to prepare distance education activities to overcome this issue. Institutions, according to Barış & Çankaya (2016), should take responsibility for preparing teachers for online education courses and taking the necessary steps to ensure their readiness.

Teachers may also be negatively affected by the problems stemming from their students. For example, students who have problems connecting to online education may have problems in being motivated to the lesson (Karatepe et al., 2020). Naturally, the insufficient motivation of the students during the lesson can be reflected on the teachers as well. What is more, in the context of Turkey, the fact that students were not required to attend classes may have resulted in lower than desired participation in classes, which may have been another factor affecting teacher motivation negatively. In addition, teachers themselves may experience connection problems, and this may disrupt the flow of the course on the one hand and lead to a decrease in the time allocated to the course on the other hand. Related to this, a previous study revealed that at least half of the teachers had connection problems (Kurnaz et al., 2020). It can be commented that connection problems experienced while performing online lessons add a burden to teachers. Another outcome that resulted from all of these is the failure to fully achieve the objective of equality of opportunity, which is one of the five fundamental principles of the Fatih project.

#### **4.5. Discussion of Findings of RQ 4: What opinions do Turkish EFL instructors hold about the modes of teaching utilized to incorporate online instruction into the Turkish EFL curriculum?**

The fourth research question in the study seeks to understand how teachers feel about the use of online teaching strategies in Turkey. Although participants' attitudes toward online learning are generally very positive, when the attitudes of participants toward online learning methodologies were examined, participants said that the current methodologies needed to be improved. According to the researcher, it is important to take into account teachers' suggestions and opinions because they are the ones who implement online education. In other words, it can be said that EFL teachers play a crucial role in the development of the online education process because they serve as both a source of information and a facilitator who manages the process (Civelek et al., 2021). Firstly, according to the descriptive statistics results of the study, almost all of the participants were of the opinion that computer-based and online facilities should be improved in EFL courses. These negative attitudes of teachers towards online education may not go unnoticed, because, for both students and teachers, the absence of online facilities would be a debilitating factor (Dashtestani, 2014). In fact, to encourage teachers and students to use online instruction, it is, therefore, important to increase both the quality and availability of online facilities (Ghafari & Molaei 2011). Therefore, it is urgent to address the online facility deficiencies that prevent the successful implementation of online education. In this regard, the researcher holds the belief that, educational authorities bear a major responsibility for eliminating the lack of online opportunities.

The need for continuing education from home, which surfaced with the full closure due to the COVID-19 pandemic, brought about the ERT application. According to Hodges et al. (2020), the primary goal of ERT is temporary education support, which is used to guarantee the continuation of education in emergency situations. Naturally, this situation required both teachers and students to quickly acclimate to online learning. However, some teachers and students lacked the necessary online computer literacy skills due to the urgency of the ERT implementation. According to the findings of our study, participants felt that teachers and students should receive training in computer literacy skills in order to be able to adapt to online education. This finding is consistent with those of numerous earlier studies that have been published in the literature. For example, according to Civelek et al., (2021), in order to implement online education



more successfully, EFL teachers in his study strongly support its inclusion in teacher training programs. Likewise, According to Kurnaz & Dorukök's research (2020), it is evident that in-service training and digital competence trainings are necessary for teachers to prepare for distance education-related activities in public schools. Also, they added that in-service training for teachers on subjects like web 2.0 tools, preparing online education activities, and student-teacher relationships in distance education would improve their competence and raise the quality of distance education. Furthermore, with the help of this training, some problems with online education may be resolved, and teachers and students may find it easier to adjust to distance learning (Habbeci et al., 2020).

The study's participants had very positive attitudes toward online learning and were clearly aware of its significance, but they also believed that online EFL programs couldn't replace conventional face-to-face EFL programs. In other words, they explicitly stated that online courses cannot be a substitute for those offered in a traditional classroom setting. In addition, the findings of the Civelek et al., (2021) study also support what we found in our research. According to their study results, EFL teachers are absolutely opposed to replacing face-to-face instruction with online learning. Instead, the consensus among the participants was that face-to-face and online EFL courses should be blended. Given that both delivery modes of education have benefits of their own, the participants' positive attitudes toward combining online and face-to-face instruction can be seen as quite reasonable. Previous studies on this subject in the literature support this result. Dashtestani (2014), in his study, found that the majority of teachers believe that online and face-to-face teaching approaches should be combined. The Turkish educational system should take the beliefs of teachers into consideration and work to put the necessary adjustments into place in order to improve the efficacy of online instruction and teachers' motivation, wellbeing, and satisfaction.

### **Discussion of the Qualitative Data Results**

In this section, studies from the body of prior literature are compared to qualitative data gathered from 10 EFL teachers who participated in the study's semi-structured interview. Most of the participants had a highly positive attitude towards the benefits of online education. They particularly emphasized that, in comparison to the face-to-face mode of instruction, online education offers richer presentation opportunities and a more flexible lecture process. This finding also matches the quantitative findings of the

study. Moreover, the research conducted by Şahin & Dönmez (2022) supports researcher's finding. From their study, they concluded that the most important advantage of online education, according to teachers, is the flexibility that online education provides in terms of time and space. Given that online education can be done using devices such as laptops, mobile phones, and tablets and can be done anywhere and at any time, the participants' perspectives on the flexibility of online education can be considered meaningful.

The participants identified inadequate technological infrastructure and inadequate technology education as the two most significant barriers to online EFL courses in Turkey. They stated that Turkey's technological infrastructure is insufficient to implement online education effectively, and that students and teachers should receive online education training. A study conducted by Aytaç (2021) found that some teachers and students lacked the necessary skills and motivation to use distance education technologies. In addition, he added that some teachers were unsure about which methods, tools and resources are appropriate when applying online education. He concluded his comment by indicating that students should also receive some training in online education. For all students to have equal access to educational opportunities in online education, the issue of inadequate technological infrastructure should be dealt with by the authorities immediately. To accomplish this, it is necessary to develop the infrastructure created as part of the Fatih Project and to fix any shortcomings. Additionally, as a provider of online educational resources, EBA should be examined for flaws and, if necessary, fixed. On the other hand, universities and MoNe should support teachers who require training in online teaching delivery. Likewise, it is important to identify students who are struggling with their online education and to offer the necessary technical assistance.

When asked about the recommendations of participants regarding online education, the majority of the participants stated that online education should provide participants with more opportunities to express themselves. In other words, the participants stated that online training courses should be more communication-oriented. In their investigation, (Civelek et al., 2021) also came to a similar conclusion. Additionally, the lack of interaction was one of the drawbacks of online education, according to the Sepulveda-Escobar & Morrison (2020) study. However, the findings of other studies suggested that when learning took place online, there was more interaction between students and teachers. For instance, according to Khatoony & Nezhadmehr (2020), one

of the major advantages of online learning is the rise in teacher-student engagement. The reason for the different results could be partly attributed to the asynchronous and synchronous execution of the online education application. There was little interaction between teachers and students throughout the pandemic because asynchronous online education was delivered through videos, e-resources, and visuals on the EBA platform in Turkey and through broadcasts on EBA TV. Synchronous online education, on the other hand, was carried out using web services like Zoom, Google Classroom, and Skype. Of course, there can be interaction in synchronous online education, but the quantity and quality of this interaction depend on the course being applied and the teacher's online education capabilities. Expert training could be offered to teachers and students in order to lengthen and improve interaction in online learning.

Although their responses were not grouped into one particular method, when participants were asked about their preferences for EFL teaching modes, the proportion of those who favoured blended education was higher. The quantitative findings confirmed the qualitative findings that were previously mentioned. Furthermore, the majority of teachers favoured the blended education model over the fully online education model, according to previous studies that were reviewed. In their study Civelek et al., (2021) found that although teachers' attitudes toward online education were quite favourable, they preferred blended mode of education to fully online learning. In his research, Dashtestani (2014) came to a similar conclusion. It is obvious that each type of education has advantages of its own, whether it is face-to-face or online. It is apparent that both face-to-face and online educations have benefits of their own. It's possible that the participants' preference for the blended education model stems from their desire to take advantage of both models' benefits.

When questioned about their level of competency in online learning, the majority of the participants said they thought they were adequate, while a few said that while they thought they were adequate, there were still some areas that needed improvement. However, there were a few participants who don't think they were good enough. Factors like the participants' prior experiences with online education, whether they had previously received any training related to online education, and whether they had a positive attitude toward online education may have been effective in explaining why the participants' self-assessments regarding their competency in online education varied. In addition, what exactly the participants understood about online education proficiency may have caused the results to be so different. More specifically, many

details such as whether preparing original online education material is a requirement for an online education qualification or whether only the content offered by EBA is sufficient to implement online education may have been effective in determining teachers' own competencies. Previous studies in the literature are more consistent in their results. They stated that teachers generally do not believe they are qualified enough to deliver online education. In his study, Dashtestani (2014) found that the majority of EFL teachers did not believe they were capable of implementing online EFL courses. Moreover, he concluded that most EFL teachers appeared to be deprived of the methodological knowledge and internet-based skills necessary to teach English online. Similarly Hassan & Hussain (2020) stated that EFL teachers found it difficult to use online learning tools successfully and that they felt their preparation of lesson plans was insufficient. Additionally, they came to the conclusion that most teachers needed training due to their lack of computer and online tools expertise. Assuming that online education has made its way into educational practices, it is vital to offer training to teachers who feel unqualified to execute online education programs. Teachers who do not believe they are competent enough may not be anticipated to be helpful to their students because they will not be highly motivated.

#### **4.6. Pedagogical Implications of the Study**

There are several pedagogical implications of this study. To begin, EFL teachers agree that online learning is beneficial and has become an important component of today's educational system. They do, however, acknowledge that the implementation stage of online education is not without its challenges. Among these challenges are a lack of technological infrastructure, issues with internet connectivity, and students' lack of proficiency with online education applications. In order to overcome these challenges, education authorities and policymakers should work together to make the online education process healthier.

Some EFL teachers believe they are unqualified to run online education. This feeling of inadequacy may cause teachers to be demotivated and could reduce the quality of the online courses. In order to overcome this problem, teachers could be given in-service training on online education. It may be healthier for those who will provide in-service training to be academicians who are experts in their fields.

Although online education is accepted and adopted by EFL teachers as educationally beneficial, they think that the blended education model is more beneficial. As of now,

the COVID-19 pandemic seems to have lost its negative effects, so it may be possible to evaluate the knowledge, skills, and benefits arising from compulsory online education during the pandemic and combine them with the face-to-face education model to create a new and efficient blended education model. In order to achieve this, universities can organize workshops with the relevant units of the Ministry of National Education. Then, the new blended education model that was prepared can be tested in pilot applications in schools. As a result, it is possible to maximize the benefits of both online and face-to-face education at the same time.

#### **4.7. Conclusion**

The aim of this study was to determine the attitudes of secondary school EFL teachers in Siirt province regarding online education, which has reached a much wider range of use with the COVID-19 pandemic. It was determined that the participants had a highly positive attitude towards online education. The findings of the study show similarities with previous studies in the literature. Considering that the participants use online education intensively during the COVID-19 period and conduct their classes with this education model, this positive attitude can be considered normal. The flexibility of online education in terms of time and space, in addition to rich presentation opportunities could be the features that participants find useful about online education. According to the participants, thanks to online education, time was saved, and training costs were reduced. In addition, some teachers think that online education is effective in eliminating the inequality of opportunity among students. The participants found the materials used in online education to be quite sufficient, but in other studies, it was determined that the materials in online education were not sufficient. When the resources offered by the online content provider EBA are evaluated, it can be concluded that the online education materials are at a sufficient level. The fact that online education has been used in Turkey for many years, the use of technology, the increase in knowledge on this subject, as well as the ease of use, could be cited as reasons for participants' positive attitudes toward online education.

Although the participants expressed positive opinions about online education, they also stated that there were some problems with this model. In several studies on online education in the literature, some obstacles to the implementation of online education are mentioned. Most of the participants cited a lack of facilities as one of the barriers to the implementation of online EFL training. A few of the participants stated that some of

their students could not attend the classes due to the lack of technological infrastructure and the lack of an internet connection. According to the participants, another obstacle to the implementation of online education is that students do not have sufficient internet skills. Similar results were obtained in other studies. It is important for students participating in online education to have internet usage skills, at least at a basic level; otherwise, they might not benefit from distance education. Another barrier to the implementation of online education to study participants is the lack of interaction during online courses. According to the participants, the lack of interaction has a negative impact on both students and teachers' motivation during the lesson. This finding is supported by other studies in the literature. Another reason why online education may not be carried out in a healthy manner is that it increases the burden on the teacher. Preparing for online training, according to the participants, takes up too much of their time. Furthermore, the participants believe that some students lack sufficient knowledge and skills for online education. Students who lack adequate knowledge and skills in online education exhaust teachers more, and the situation leads to a lack of motivation both for students and teachers.

Participants were clearly aware of the importance of online learning and had a positive attitude towards online courses, but still asserted that online EFL courses should not replace traditional face-to-face EFL courses. The participants also agreed that face-to-face and online EFL courses should be combined. In other words, they opted for a blended mode of instruction.

#### **4.8. Limitations and Suggestions for the Further Studies**

Our study was meticulously carried out, and both quantitative and qualitative data were attempted to be obtained in order to reach healthier results. In accordance with the purpose of our study, 120 EFL secondary school teachers living in Siirt's city center were identified, and an attitude scale was administered to them regarding their attitudes toward online education. Moreover, a semi-structured interview was conducted with 10 participants who participated in the survey. However, there are still some limitations to our study. The first of these limitations is related to our study's universe and sample. Because the researcher lives in Siirt, he had to limit his population and sample to this province. If similar studies are conducted in the future with a larger population and sample size, more valid results can be obtained.

Another limitation of our study was that it only took the opinions of EFL teachers working in secondary schools. It may be possible to obtain more inclusive results if future researches refer to the opinions of primary school, high school and even university teachers. Another limitation is that the perspectives of students and parents were not taken into account. Given that education stakeholders include students, parents, and teachers, it may be deemed important to include their perspectives in future studies.

Regarding recommendations, first and foremost, teachers and students who do not consider themselves competent in online education should receive supportive education. This training's content should be related to internet skills in general, and specifically to online education. Furthermore, teachers who use online education should receive material support, and teachers who require material development training should receive it. Furthermore, it is critical for teachers who continue their teaching online to maintain contact with one another. As a result, they can share their knowledge and experiences gained during the online education process with one another and thus improve themselves. School administrators should also try to provide the necessary infrastructure opportunities at this point.

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## APPENDICES

## APPENDIX A. Çağ University, Ethics Committee Permission Form and Approval Form

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	Ömer Faruk Yaşar
ÖĞRENCİ NO	2020008019
TEL. NO.	
E - MAİL ADRESLERİ	
ANA BİLİM DALI	İngiliz Dili Eğitimi
HANGİ AŞAMADA OLDUĞU (DERS / TEZ)	Tez
İSTEKDE BULUNDUĞU DÖNEME AİT DÖNEMLIK KAYDININ YAPILIP-YAPILMADIĞI	2020 / 2021- BAHAR DÖNEMİ KAYDINI YENİLEDİM.
ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ BİLGİLER	
TEZİN KONUSU	Türkiye'deki İlköğretim İngilizce Öğretmenlerinin Covid-19 Pandemisi Gölgesinde Çevrimiçi Öğretime İlişkin Deneyimleri ve Perspektifleri.
TEZİN AMACI	Bu çalışma, COVID-19 salgınının etkisiyle hızlanan İngilizce online eğitim ile ilgili Türkiye bağlamında ilk öğretim aşamasında görev yapan İngilizce öğretmenlerinin bu eğitime bakış açılarını ve tecrübelerini belirlemeye odaklanmıştır. Bu çalışmanın amacı, ortaya çıkacak dataların süregelen online İngilizce eğitiminin geliştirilmesine katkı sağlama çalışmasıdır.
TEZİN TÜRKÇE ÖZETİ	Bu çalışma, Covid-19 salgınıyla birlikte İngilizce eğitim alanında kendisini daha güçlü bir şekilde hissettiren online eğitime odaklanmıştır. Bu çalışmayla birlikte, online platformlar üzerinden İngilizce ders vermiş ilk öğretim İngilizce öğretmenlerinin bakış açılarının ve tecrübelerinin ortaya çıkarılması hedeflenmektedir. Buna uygun olarak, çalışmanın nicel bölümünde, Siirt ilinde Milli Eğitim bünyesinde ilk öğretim aşamasında görev yapan 120 İngilizce öğretmeninden konuyla alakalı bir anket doldurmaları istenecektir. Çıkan sonuçlar SPSS programı yardımıyla rakamlara dönüştürülecek ve tablolarda gösterilecektir. Ayrıca, çalışmanın nitel bölümünde ise 10 İngilizce öğretmeni ile birlikte görüşme tekniği uygulanacak ve daha zengin bir veri elde edilmeye çalışılacaktır. Elde edilecek sonuçların, online eğitimin geliştirilmesi konusunda bir fikir vereceği düşünülmektedir.
ARAŞTIRMA YAPILACAK OLAN SEKTÖRLER/ KURUMLARIN ADLARI	Siirt ilindeki Milli Eğitim Bakanlığı'na bağlı ilk öğretim okulları.
İZİN ALINACAK OLAN KURUMA AİT BİLGİLER (KURUMUN ADI- ŞUBESİ/ MÜDÜRLÜĞÜ - İLİ - İLÇESİ)	Siirt İl Milli Eğitim Müdürlüğü
YAPILMAK İSTENEN ÇALIŞMANIN İZİN ALINMAK İSTENEN KURUMUN HANGİ İLÇELERİNE/ HANGİ KURUMUNA/ HANGİ BÖLÜMÜNDE/ HANGİ ALANINA/ HANGİ KONULARDA/ HANGİ GRUBA/ KİMLERE/ NE UYGULANACAĞI GİBİ AYRINTILI BİLGİLER	Söz konusu çalışma, Siirt ili ve ilçelerinde bulunan, ilk öğretim okullarında daha önce online platformlar üzerinden ders anlatmış İngilizce öğretmenleri ile yürütülmek istenmektedir. Veri, anket formları ve mülakatlar yoluyla toplanacaktır.
UYGULANACAK OLAN ÇALIŞMAYA AİT ANKETLERİN/ ÖLÇEKLERİN BAŞLIKLARI/ HANGİ ANKETLERİN - ÖLÇEKLERİN UYGULANACAĞI	Bu çalışmada, nicel veri toplama aracı olarak bir adet beşli Likert ölçek kullanılacaktır. Bu ölçekte katılımcılar tamamen katılıyorum, kısmen katılıyorum, ne katılıyorum ne de katılmıyorum, kısmen katılmıyorum, tamamen katılmıyorum şeklinde düzenlenen seçeneklerden birine karar vereceklerdir. Bu çalışmada kullanılacak anket daha önce kullanılmış bir ankettir. Söz konusu olan anket 2014 yılında, halen Tahran Üniversitesi, Yabancı Diller ve Edebiyatları Bölümü'nde görev yapan Dr. Öğr. Üyesi Reza Dashtestani tarafından hazırlanıp uygulanmıştır. Anket soruları dört bölümden oluşmaktadır ve toplamda 41 sorudan oluşmaktadır. İlk bölümde katılımcılara ait demografik bilgiler sorulmaktadır. İkinci bölümde ise katılımcıların online eğitime dönük olan tutumları sorulmaktadır. Üçüncü bölümde, katılımcılara online eğitimi uygularken karşılaştıkları problemlere yönelik sorular sorulacaktır. Son yani dördüncü bölümde ise online eğitim esnasında katılımcıların kullandıkları stratejiler ile ilgili sorular sorulacaktır. Bu çalışmada nitel veri toplama aracı olarak yarı yapılandırılmış görüşme tekniği kullanılacaktır. Mülakat şeklinde yarı yapılandırılmış görüşmede, araştırmacı tarafından hazırlanmış, katılımcıların İngilizce online eğitim hakkında nasıl düşündükleri ve yaşadıkları tecrübeler hakkında nitel veri toplamaya yönelik beş adet soru sorulacaktır.

<p>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR) – (DEVAMI SONRAKİ SAYFADA)</p>	<p><b>1) Anket:</b> Bu çalışmada uygulayacağımız anket iki sayfadan oluşmaktadır. Anketimizin adı: İngilizce Öğretmenlerinin Çevrimiçi Öğretime İlişkin Deneyimleri ve Perspektifleri. Söz konusu anket 2014 yılında İran'daki İngilizce öğretmenlerinin online eğitim uygulamalarına yönelik tutumlarını ölçmek üzere Dr. Öğr. Üyesi Reza Dashtestani tarafından hazırlanıp uygulanmıştır. Anket üzerinde önemli sayılmayacak kelime değişiklikleri dışında her hangi bir değişiklik yapılmamıştır. Anketin ilk bölümünde katılımcıların demografik özelliklerini saptamaya yönelik sorular sorulmuştur. Diğer üç bölümdeki sorular aşağıdaki gibidir.</p> <p><b>Bölüm 2. Öğretmenlerin çevrimiçi öğretime yönelik tutumları</b></p> <p>7. Milli Eğitim Bakanlığı tarafından sağlanan çevrimiçi eğitim materyalleri güncel ve çevrimiçi kullanıma uygundur.</p> <p>8. Öğrenciler çevrimiçi İngilizce derslerinde daha otonom olacak.</p> <p>9. Çevrimiçi İngilizce dersleri öğrencilerin motivasyonunu artırır.</p> <p>10. Çevrimiçi İngilizce dersleri zaman açısından verimlidir.</p> <p>11. Çevrimiçi İngilizce derslerinde orijinal materyaller kullanılıyor.</p> <p>12. Öğrenciler İngilizce derslerinde etkili bir şekilde iletişim kurabilir.</p> <p>13. Çevrimiçi İngilizce dersleri, öğretime yönelik öğrenci merkezli yaklaşımlara dayanmaktadır.</p> <p>14. Öğrenciler, çevrimiçi İngilizce derslerine kolayca erişebilir.</p> <p>15. Multimedya ve web araçları İngilizce derslerde kullanılabilir.</p> <p>16. Çevrimiçi İngilizce derslerde çeşitli materyaller kullanılabilir.</p> <p>17. Çevrimiçi İngilizce dersleri uygun maliyetlidir.</p> <p>18. Çevrimiçi İngilizce dersleri, öğrencilerin ve öğretmenlerin dijital yetkinliğini artırır.</p> <p>19. Çevrimiçi İngilizce dersleri, öğrenmeye yönelik deneysel yaklaşımlarla uyumludur.</p> <p>20. Çevrimiçi İngilizce dersleri, öğrencilere İngilizce öğrenmek için eşit fırsatlar sunar.</p> <p>21. Çevrimiçi İngilizce dersleri öğrenciler arasında işbirliğini teşvik eder.</p> <p>22. Çevrimiçi İngilizce derslerinde öğrenciler için kapsamlı geri bildirim sağlanabilir.</p> <p>23. Çevrimiçi İngilizce derslerinin uygulanması kolaydır.</p> <p>24. Çevrimiçi İngilizce dersleri geleneksel kurslardan daha etkilidir.</p>
<p>EKLER (ANKETLER, ÖLÇEKLER, FORMLAR, .... V.B. GİBİ EVRAKLARIN İSİMLERİYLE BİRLİKTE KAÇ ADET/SAYFA OLDUKLARINA AIT BİLGİLER İLE AYRINTILI YAZILACAKTIR)</p>	<p><b>Bölüm 3. Çevrimiçi öğretimin uygulanmasının önündeki engeller</b></p> <p>25. İngilizce derslerinde çevrimiçi uygulama noktasında eksiklik vardır.</p> <p>26. Öğrenciler, çevrimiçi İngilizce derslerine kabılmak için gerekli İnternet becerilerden yoksundur.</p> <p>27. Çevrimiçi İngilizce öğretiminin uygulanmasına karşı kültürel dirençler vardır.</p> <p>28. Çevrimiçi İngilizce derslerinde etkileşim eksikliği vardır.</p> <p>29. Öğrencilerin çevrimiçi İngilizce derslerine karşı olumlu tutumları yoktur</p> <p>30. Çevrimiçi İngilizce dersleri sadece otonom öğrenciler için uygundur.</p> <p>31. Çevrimiçi İngilizce derslerinde öğrenciler üzerinde çok fazla öğretmen denetimi yoktur.</p> <p>32. Çevrimiçi İngilizce dersleri öğrencilerin ihtiyaçlarına cevap vermiyor.</p> <p>33. Çevrimiçi İngilizce öğretimi maliyetlidir.</p> <p>34. Çevrimiçi İngilizce dersleri, öğretmenlerden çok fazla yormaktadır.</p> <p>35. Çevrimiçi İngilizce dersleri öğrenciler için motive edici değildir.</p> <p><b>Bölüm 4. Çevrimiçi öğretim stratejileri</b></p> <p>37. İngilizce derslerinde bilgisayar tabanlı ve çevrimiçi olanaklar geliştirilmelidir.</p> <p>38. Öğrenciler ve öğretmenler çevrimiçi bilgisayar okuryazarlığı becerileri konusunda eğitim almalıdır.</p> <p>39. Çevrimiçi İngilizce dersleri yüz yüze İngilizce dersleriyle birleştirilmelidir</p> <p>40. İngilizce öğretmenleri, çevrimiçi İngilizce öğretim metodolojileri ve ilkeleri konusunda eğitim almalıdır.</p> <p>41. Çevrimiçi İngilizce derslerinde geleneksel İngilizce derslerinin yerini almalıdır.</p> <p>Görüşme: Mülakat sorularını hazırlarken Reza Dashtestani'nin (2014) kendi araştırmasında kullandığı mülakat sorularından ilham alınmıştır. Sorularda küçük değişiklikler uygulanmış ve çalışmamızın araştırma sorularına göre yeniden yapılandırılmıştır. Mülakat soruları aşağıdaki gibidir.</p> <p>1. Çevrimiçi İngilizce öğretiminin potansiyel faydalarından bazıları nelerdir?</p> <p>2. Türkiye'deki ilk öğretim okullarında çevrimiçi İngilizce derslerini uygulamanın kısıtlanmaları nelerdir?</p> <p>3. İlköğretimde çevrimiçi İngilizce öğretimi açısından çevrimiçi eğitimi daha faydalı hale getirmek için hangi yöntemler kullanılmalıdır?</p> <p>4. İlköğretim okullarındaki öğrencilerin çevrimiçi İngilizce öğretiminden veya harmanlanmış İngilizce öğretiminden daha fazla yararlanacağına inanıyor musunuz? Neden?</p> <p>5) Çevrimiçi bir İngilizce kursu vermek için gerekli niteliklere sahip olduğunuza inanıyor musunuz? Size bunu düşündüren nelerdir?</p>
<p>ÖĞRENCİNİN ADI - SOYADI: Ömer Faruk YAŞAR</p>	<p>ÖĞRENCİNİN İMZASI: ..... Enstitü müdürlüğünde evrak aslı ıslak imzalıdır. TARİH: ..... / ..... / 20....</p>

TEZ/ ARAŞTIRMA/ANKET/ÇALIŞMA TALEBİ İLE İLGİLİ DEĞERLENDİRME SONUCU						
1. Seçilen konu Bilim ve İş Dünyasına katkı sağlayabilecektir.						
2. Anılan konu		English Language Education ..... faaliyet alanı içerisine girmektedir.				
1.TEZ DANIŞMANININ ONAYI	2.TEZ DANIŞMANININ ONAYI (VARSA)	ANA BİLİM DALI BAŞKANININ ONAYI		SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRÜNÜN ONAYI		
Adı - Soyadı: <b>Seden TUJYAN</b> Unvanı: <b>Dr. Öğr. Üyesi</b>	Adı - Soyadı: ..... Unvanı: .....	Adı - Soyadı: <b>Şehnaz Şahinkarakaş</b> Unvanı: <b>Prof. Dr.</b>		Adı - Soyadı: <b>Murat KOÇ</b> Unvanı: <b>Prof. Dr.</b>		
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	İmzası: ..... ..... / .... / 20....	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.		Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.		
ETİK KURULU ASIL ÜYELERİNE AİT BİLGİLER						
Adı - Soyadı: <b>Şehnaz ŞAHINKARAKAŞ</b>	Adı - Soyadı: <b>Yücel ERTEKİN</b>	Adı - Soyadı: <b>Deniz Aynur GÜLER</b>	Adı - Soyadı: <b>Mustafa BAŞARAN</b>	Adı - Soyadı: <b>Mustafa Tevfik ODMAN</b>	Adı - Soyadı: <b>Hüseyin Mahir FİSUNOĞLU</b>	Adı - Soyadı: <b>Jülide İNÖZÜ</b>
Unvanı : Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı: Prof. Dr.	Unvanı : Prof. Dr.	Unvanı : Prof. Dr.
Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğü evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.	Enstitü müdürlüğünde evrak aslı ıslak imzalıdır.
Etik Kurulu Jüri Başkanı - Asıl Üye	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi	Etik Kurulu Jüri Asıl Üyesi
OY BİRLİĞİ İLE	<input checked="" type="radio"/>	Çalışma yapılacak olan tez için uygulayacak olduğu Anketleri/Formları/Ölçekleri Cağ Üniversitesi Etik Kurulu Asıl Jüri Üyelerince İncelenmiş olup, 19/01/2023 / 16/02/2023 .... tarihleri arasında uygulanmak üzere gerekli iznin verilmesi tarafımızca uygundur.				
OY ÇOKLUĞU İLE	<input type="radio"/>					
AÇIKLAMA: BU FORM ÖĞRENCİLER TARAFINDAN HAZIRLANDIKTAN SONRA ENSTİTÜ MÜDÜRLÜĞÜ SEKRETERLİĞİNE ONAYLAR ALINMAK ÜZERE TESLİM EDİLECEKTİR. AYRICA FORMDAKİ YAZI ON İKİ PUNTO OLACAK ŞEKİLDE YAZILACAKTIR.						



## APPENDIX B. Consent Form

### CONSENT FORM

Dear Participant,

This research is carried out by Ömer Faruk Yaşar, a graduate student at Çağ University, Institute of Social Sciences, Department of English Language and Education. This research focuses on investigating the perspectives of secondary school EFL teachers in Turkey on online teaching. Participation in the study is on a voluntary basis. The information obtained from the research will be kept strictly confidential and evaluated only by the researcher. The data obtained will be used only for scientific purposes. Your name will not be disclosed and you will be given a pseudonym.

A semi-structured interview will also be conducted by the researcher, and the interview will be audio-recorded with your permission. Thanks in advance for your participation.

I confirm that I have been informed about the essence of the research and have the opportunity to ask questions about it. I voluntarily agree to participate in this study. I am aware that I have the right to withdraw at any time without explanation. I consent to the use of the information I provide for scientific purposes.

For more information about the study, please contact me by e-mail:

Participant's Name

Date

Signature

...../...../.....

## APPENDIX C. A Scale on EFL Teachers' Perspectives Related to Online Teaching

Table 1. The Experiences and Perspectives of Secondary School ESL Teachers in Turkey on Online Teaching in the Shadow of Covid-19 Pandemic.						
Item No	Section 1. Participants' demographic information					
1	Gender					
2	Average age					
3	Average years of teaching EFL					
4	Average years of using computers					
5	Average years of using the Internet					
6	University degrees					
Statements may be adopted with minor adaptation in wordings if necessary		Opinion				
	Section 2. Teachers' attitudes towards online instruction	(1)Strongly agree	(2)Agree	(3)Undecided	(4)Disagree	(5)Strongly Disagree
7	The online education materials provided by the Ministry of National Education are up-to-date and suitable for use					
8	Students will be more autonomous in online EFL courses					
9	Online EFL courses enhance students' motivation					
10	Online EFL courses are time-efficient					
11	Authentic materials are used in online EFL courses					
12	Learners can communicate competently during online courses					
13	Online EFL courses are based on learner-centred approaches to teaching					
14	Online EFL courses are easily accessible to students					
15	Multimedia and web tools can be used in online EFL courses					
16	Various types of materials can be used in online EFL courses					
17	Online EFL courses are cost-effective					
18	Online EFL courses will promote students' and teachers' digital competence					
19	Online EFL courses are in line with experiential approaches to learning					
20	Online EFL courses provide equal opportunities for learners to learn English					
21	Online EFL courses promote collaboration among students					

22	Expansive feedback can be provided for students in online EFL courses					
23	Online EFL courses are easy to be implemented					
24	Online EFL courses are more interactive than traditional courses					
	<b>Section 3. Obstacles to the implementation of online instruction</b>	<b>(1)Strongly agree</b>	<b>(2)Agree</b>	<b>(3)Undecided</b>	<b>(4) Disagree</b>	<b>(5)Strongly Disagree</b>
25	There is a lack of online facilities in EFL courses					
26	Students lack the necessary Internet-based skills to participate in online ELT courses					
27	There are cultural resistances to the implementation of online EFL teaching					
28	There is a lack of interaction in online EFL courses					
29	Students do not have positive attitudes towards online EFL courses					
30	Online EFL courses are just appropriate for autonomous students					
31	There is not much teacher supervision over students in online EFL courses					
32	Online EFL courses are not responsive to students' needs					
33	Online EFL teaching is costly to be implemented in TEFL contexts					
34	Online EFL courses place a lot of demands on EFL teachers					
35	Online EFL courses are not motivating for students					
	<b>Section 4. Strategies to include online instruction</b>	<b>(1)Strongly agree</b>	<b>(2)Agree</b>	<b>(3)Undecided</b>	<b>(4) Disagree</b>	<b>(5)Strongly Disagree</b>
37	Computer-based and online facilities should be improved in EFL courses					
38	Students and teachers should receive training on online computer literacy skills					
39	Online EFL courses should be combined with face-to-face EFL courses					
40	EFL teachers should receive training on online EFL teaching methodologies and principles					
41	Online EFL courses should replace traditional EFL courses					

## APPENDIX D. Interview Questions

### Interview Questions

- (1) What are some of the potential benefits of online EFL teaching?
- (2) What are the constraints to delivering online EFL classes in Turkey's secondary schools?
- (3) What methods should be used to make online education more beneficial in terms of online EFL teaching in secondary school?
- (4) Do you believe that Turkish EFL secondary school students would benefit more from online EFL teaching or blended EFL teaching? Why?
- (5) Do you believe you possess the essential qualifications to instruct an online EFL course? What makes you think that?

**APPENDIX E. Çağ University Institute of Social Sciences' Ethical Permission Letter**



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

Sayı : E-23867972-050.01.04-2200002214  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurulu Kararı Alınması Hk.

22.03.2022

REKTÖRLÜK MAKAMINA

**İlgi:** 09.03.2021 tarih ve E-81570533-050.01.01-2100001828 sayılı Bilimsel Araştırma ve Yayın Etiği Kurulu konulu yazınız.  
İlgi tarihli yazınız kapsamında Üniversitemiz Sosyal Bilimler Enstitüsü bünyesindeki Lisansüstü Programlarda halen tez aşamasında kayıtlı olan **Ömer Faruk Yaşar** isimli öğrencimize ait tez evraklarının "Üniversitemiz Bilimsel Araştırma ve Yayın Etiği Kurulu Onayları" alınmak üzere Ek'te sunulmuş olduğunu arz ederim.

Doç. Dr. Murat KOÇ  
Sosyal Bilimler Enstitüsü Müdürü

Ek : 1 Adet öğrenciye ait tez evrakı listesi.

**APPENDIX F. Çağ University Thesis Survey Permission Letter**

T.C.  
ÇAĞ ÜNİVERSİTESİ  
Rektörlük

Sayı : E-81570533-044-2200002332  
Konu : Bilimsel Araştırma ve Yayın Etiği  
Kurul İzni Hk.

25.03.2022

**SOSYAL BİLİMLER ENSTİTÜSÜ MÜDÜRLÜĞÜNE**

İlgi : a) 22.03.2022 tarih ve E-23867972- 050.01.04-2200002217 sayılı yazınız.  
b) 22.03.2022 tarih ve E-23867972- 050.01.04-2200002214 sayılı yazınız.

İlgi yazılarda söz konusu edilen Ömer Faruk Yaşar ve Hanife Bahçe isimli öğrencilerimizin tez evrakları Bilimsel Araştırma ve Yayın Etiği Kurulunda incelenerek uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Prof. Dr. Ünal AY  
Rektör

APPENDIX G. Çağ University Institute of Social Sciences' Questionnaire  
Permission Letter



T.C.  
ÇAĞ ÜNİVERSİTESİ  
Sosyal Bilimler Enstitüsü

ACELE

Sayı : E-23867972-044-2200002556  
Konu : Ömer Faruk Yaşar'ın Tez Anket  
İzni Hk.

05.04.2022

DAĞITIM YERLERİNE

İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı **Ömer Faruk Yaşar** isimli öğrencimizin, "**Türkiye'deki İlköğretim İngilizce Öğretmenlerinin Covid-19 Pandemisi Gölgesinde Çevrimiçi Öğretme İlişkin Deneyimleri ve Perspektifleri**" konulu tez çalışması Üniversitemiz öğretim üyelerinden **Dr. Öğr. Üyesi Seden Tuyan**'ın tez danışmanlığında halen yürütülmektedir. Adı geçen öğrenci tez çalışmasında **Müdürlüğünüze bağlı İl ve İlçelerde bulunan İlköğretim Okullarında daha önce online platformlar üzerinden ders anlatmış İngilizce Öğretmenlerini** kapsamak üzere kopyası Ek'lerde sunulan anket uygulamasını yapmayı planlamaktadır. Üniversitemiz Etik Kurulunda yer alan üyelerin onayları alınmış olup, gerekli iznin verilmesini bilgilerinize sunarım.

Prof. Dr. Ünal AY  
Rektör

Ek :

- 1 - 7 sayfa tez etik ve tez anket izin istek formu.
- 2 - 24 sayfa Tez Öneri Formu.
- 3 - 1 sayfa Taahhütname.
- 4 - 1 sayfa onam formu.
- 5 - 1 sayfa katılım kabul formu.
- 6 - 2 sayfa MEB ön başvuru öğrenci imzalı formu.
- 7 - 1 sayfa tez etik izin istek yazısı.
- 8 - 1 sayfa tez etik izin yazısı.

Dağıtım:

Gereği:  
Siirt İl Milli Eğitim Müdürlüğüne

Bilgi:  
Siirt Valiliğine

## APPENDIX H. Official Permission from Provincial Directorate of National Education in Siirt



T.C.  
SİİRT VALİLİĞİ  
İl Millî Eğitim Müdürlüğü

Sayı : E-32790399-355.01-47590977  
Konu : Ömer Faruk YAŞAR' ın Anket  
İzni Hk.

11.04.2022

### VALİLİK MAKAMINA

İlgi : Mersin İli Çağ Üniversitesi Sosyal Bilimler Enstitüsünün 05.04.2022 tarihli ve 2200002556 sayılı yazıları.

Çağ Üniversitesi Sosyal Bilimler Enstitüsü' nün İngiliz Dili Eğitimi Tezli Yüksek Lisans Programında kayıtlı Ömer Faruk YAŞAR' ın "**Türkiye' deki İlköğretim İngilizce Öğretmenlerinin COVID-19 Pandemisi Gölgesinde Çevrimiçi Öğretimi İlişkin Deneyimleri ve Perspektifleri**" konulu tez/ anket çalışmasını Çağ üniversitesinin öğretim üyelerinden Dr. Öğr. Üyesi Seden TUYAN' nın tez danışmanlığında ilimiz ve ilçelere bağlı İlkokul, ortaokul ve liselerde görev yapan online platformlar üzerinden ders anlatmış İngilizce öğretmenlerine uygulanması için; okul müdürlüklerince yapılacak bir program kapsamında ve eğitim öğretimi aksatmayacak şekilde öğrenci Ömer Faruk YAŞAR' ın tez/ anket çalışmasının uygulanması müdürlüğümüzce uygun görülmektedir.

Makamlarınızca da uygun görülmesi halinde olurlarınıza arz ederim.

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