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**ÇANAKKALE ONSEKİZ MART ÜNİVERSİTESİ
LİSANSÜSTÜ EĞİTİM ENSTİTÜSÜ**

İNGİLİZ DİLİ EĞİTİMİ ANA BİLİM DALI

**A SURVEY STUDY ON ENGLISH LANGUAGE INSTRUCTOR'S
PERCEPTIONS, EXPERIENCES, AND EXPECTATIONS ON
ONLINE LANGUAGE EDUCATION**

YÜKSEK LİSANS TEZİ

ZAHİDE BERFİN YILMAZ

ÇANAKKALE

NİSAN, 2022





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Çanakkale
Nisan, 2022

ETİK BEYAN

Yüksek lisans tezi olarak sunduğum “**A Survey Study On English Language Instructor’s Perceptions, Experiences, And Expectations On Online Language Education**” adlı çalışmanın, tarafımdan, bilimsel ahlak ve değerlere aykırı düşecek bir yardıma başvurmaksızın yazıldığını ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu, bunlara atıf yaparak yararlanmış olduğumu belirtir ve bunu onurumla doğrularım.

Tarih

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

Zahide Berfin YILMAZ

İMZA

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ABSTRACT

A Survey Study on English Language Instructors' Perceptions, Experiences, and Expectations On Online Language Education

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Çanakkale Onsekiz Mart University

School of Graduate Studies

Master of Arts Thesis in English Language Education

Supervisor: Prof. Dr. Aysun YAVUZ

This master's thesis investigates the perceptions, experiences, and expectations of English language instructors in the School of Foreign Languages at Çanakkale Onsekiz Mart University. The data required to address the research questions was gathered utilizing a mixed method approach. Quantitative data was obtained from questionnaires and the data was analyzed using SPSS program. The analyzes of the collected quantitative data were interpreted with the descriptive analysis method. The study's qualitative data, on the other hand, was gathered through semi-structured one-on-one interviews. The content analysis method was used to break down the qualitative data. Both the quantitative and qualitative data of the study showed that most of the instructors had positive perceptions towards online language teaching, that they enjoyed the process even if they had various difficulties, and that they believed that suggestions such as compulsory course participation would improve the process.

Key words: Expectation, Experience, Instructor, Online Education, Online EFL Teaching, Perception.

ÖZET

İngiliz Dili Okutmanlarının Online Dil Eğitimine İlişkin Algıları, Deneyimleri ve Beklentileri Üzerine Bir Anket Çalışması

Zahide Berfin YILMAZ

Çanakkale Onsekiz Mart Üniversitesi

Lisansüstü Eğitim Enstitüsü

İngiliz Dili Eğitimi Anabilim Dalı Yüksek Lisans Tezi

Danışman: Prof. Dr. Aysun YAVUZ

Bu yüksek lisans tezi, Çanakkale Onsekiz Mart Üniversitesi Yabancı Diller Yüksekokulu'ndaki İngilizce okutmanlarının; çevrimiçi dil öğretimine yönelik algılarını, deneyimlerini ve beklentilerini araştırmaktadır. Araştırma sorularını ele almak için gereken veriler karma yöntem yaklaşımı kullanılarak toplanmıştır. Nicel veriler, uyarlanan bir anket kullanılarak elde edildi ve veriler SPSS programı kullanılarak analiz edildi. Toplanan nicel verilerin analizleri betimsel analiz yöntemiyle yorumlanmıştır. Araştırmanın nitel verileri ise yarı yapılandırılmış birebir görüşmeler yoluyla toplanmıştır. Nitel verileri ayrıştırmak için içerik analizi yöntemi kullanılmıştır. Araştırmanın hem nicel hem de nitel verileri, öğretim elemanlarının çoğunun çevrimiçi dil öğretimine yönelik olumlu algılara sahip olduklarını, çeşitli zorluklar yaşasalar da süreçten keyif aldıklarını ve zorunlu ders katılımı gibi önerilerin süreci iyileştireceğine inandıklarını göstermiştir.

Anahtar Kelimeler: Beklenti, Tecrübe, Okutman, Çevrimiçi Eğitim, Çevrimiçi EFL Öğretimi, Algı

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CHAPTER 1

INTRODUCTION

1.1. Introduction

Recent transformation of languages, language environments, and language practices is undeniable. With the growth of technology, circumstances on language education have slightly changed (Cheng & Lei, 2021). According to some scholars (Larsen-Freeman, 2018; Lee, and Norris, 2017; Sert, 2021; Kukulska-Hulme, year???) transformation of language practices is one of the noticeable consequences of developing technology. With the advent of technology, the description of online language education has taken its place into the field of English Language Teaching (ELT). Online language education is the form of education during which the learning and teaching activities are delivered, administered, organized by using the internet (Shinkten, 2016). Hampel and Stickler (2005) stated that the need for new language teaching approaches emerged in the online language teaching context. Therefore; the skills and notions of language teachers on online language teaching are crucial.

As Chapelle and Hegelheimer stressed (2004) to researchers stressed in their studies that instructors need to understand the distinctions between the two procedures in order to lead the language practice process in both face-to-face and online settings. Apart from the clarification skill of instructors, the literature presents seven more required skills to be able to teach online. These skills are presented in a pyramid as follows;

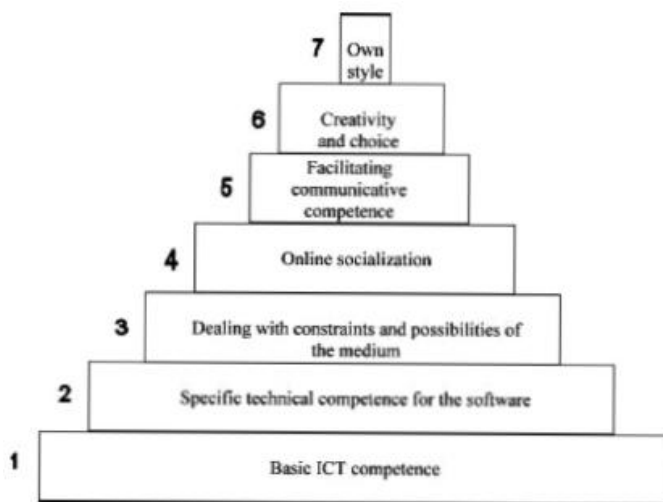


Figure 1. Skills pyramid (Hampel & Stickler. 2005, p.317)

According to Chapelle and Hegelheimer (2004) an instructor has to have enough technological competence (1). Furthermore; as they stated, an instructor is supposed to have skills to be able to use specific software applications to teach online (2). However, for an instructor who teaches online, having competence in using any software program is not enough (3). Also, a good online language practice requires knowledge to decide on the best software or platform to teach online (4). Language learning process needs interaction (5) to scaffold good communication. A quality of good interaction depends upon socialisation (Palloff & Pratt, 1999; Salmon, 2003). Socialisation should be provided by language teachers not only in-class practices but also during online language teaching process. Instructors who teach online also need competence (6) to be good facilitators of communicative competence. Hampel and Stickler (2005) believe that an effective facilitator supports good socialisation for plentiful online language practice. Chapelle and Hegelheimer (2004) emphasized the importance of language instructor creativity (7) in online teaching. According to them, the instructor's skills of deciding on right material, designing proper online activities, selection of relevant authentic material for online process, and organizing evaluation in a good way are crucial. The last but not the least, Hampel and Stickler (2004) also pointed out the skill of creating the instructors' own online teaching style.

The major goal of the author is the current thesis was to understand more about instructors' perceptions on online language education. In this context, the researcher decided to investigate into some of the technical and computer-related competencies mentioned in the preceding lines of literature, which are also required by the instructors' online language instruction.

1.2. Background of the Study

Foreign Language Learning (FLL) is a complicated and delicate process in which both language learners and teachers should be patient and meticulous. During the ongoing process of FLL practice, it is highly possible to come across a number of challenges such as learner differentiations, environmental issues, different needs of the learners, learning and teaching opportunities, and lack of sources (Hlas A, C., 2018). Therefore, foreign language teachers (FLT) have to be prepared for possible struggles to achieve the overall goal of language education.

Recently, the World has been facing one of the biggest and deadliest pandemics named CoronaVirus-19 of the near history. As a consequence of the coronavirus pandemic, almost every system of normal life including educational systems has been restricted to reduce the risk of the virus. In the global aspect, teaching and learning practices have been seriously affected. Almost all of the nationalities in the World have turned their teaching procedures into online teaching. According to the latest report that was published by UNESCO (2021), as of March 8, 26 countries including Iraq, Germany and Portequese have decided to go online for all their teaching activities. The same report states that 73 countries including Turkey, decided to teach partly online partly face to face. Most of the higher education institutions went online to inhibit the possible danger of the pandemic. Foreign Language Schools of universities were one of them.

Due to the pandemic, online activities in foreign language practice have become an urgent need among language stakeholders and FL instructors. Most of the higher language education institutions have tried to find alternative ways to maintain language learning and teaching procedures during the lockdowns (Maican & Cocorada, 2021). FL instructors and teachers at higher institutions have had to cope with numbers of challenges and reposition their language teaching activities properly to the online language teaching (Atmojo & Nugroho, 2020). At the very beginning time of the Covid-19 pandemic, online teaching and learning activities had already been among some universities mostly as ‘blended learning’ (Balula & Moreira, 2014; Schiffman & Vignare, 2007). However; the emergence of the urgent need for online language learning and teaching proved the fact that the procedure requires detailed and well-organized planning.

The literature has provided studies on implementing online higher FL education activities based on both synchronous and asynchronous (Maican & Cocorada, 2021). Studies have also focused on the benefits of online language education. According to Felix (2008) since online education provides more authentic materials, more adjustable learning environment, and more individualized learning place, learners become more eager to get involved in the process and engagement increases.

However; the challenges of online language education have also been mentioned in studies. Some scholars of the field pointed out that personal and technical problems such as limited technological knowledge of language teachers and learners, low self-efficacy for online language practice, insufficient technological sources and materials, and students’ low

active participation may hold the language learning process back (An et al., 2020; Artino, 2010; Baran, Correia, and Thompson, 2013; Hampel, 2003; Vannatta and Nancy, 2004).

1.3. Statement of The Problem

Online activity in foreign language practice is an emergence that is already known by numbers of language stakeholders and FL teachers. However, it was not widely used around the World till the recent scene that all of the countries have still been facing. It is not just the epidemic that has prompted the shift to online language instruction .

Kern (2004) claims that the adoption of foreign language learning, the context of language learning, and the means of language learning have been converted dramatically with rising globalization and improving networking technologies. The revolutionary improvements of the internet and digital world, have provided language learners huge amounts of language resources, materials, tools, and easy access to native speakers of the target language. Therefore; it is a reality that computers, technology, and the internet create an infinite learning environment that is also sustainable out of the classroom. According to Kai (2019), language teachers' role has also changed as a result of the emergence of a new teaching concept that can be called as online education.

It is a fact that quite a few spectrums of normal life from the global economy to education have been affected severely by covid-19. Social-distancing has become a must to decrease the risk of transmission of the virus especially in crowded places such as universities (Hernandez and Florez,2020). Therefore; the transition from in-class language learning to online learning has triggered compelling tests specially for language teachers and instructors (Hodges et al., 2020). Queiroz and Mustaro (2003) stated that language teachers and instructors who work online need to be conversant with the use of technology, implement online courses, have skills to organize, moderate, and design online sessions.

Slightly baffled by the consequences of the severe pandemic, language teachers and instructors have had to accept all the circumstances of online language education (Aguilera-Hermide, 2020). Thus; the outbreaking challenges, urgency, and the recognition of online language education have made it necessary for language educators to adjust the online teaching process and its brand new teaching methods. However; that emergence has brought a brand new question that has strictly to be answered. It has to be clearly known and understood what FL teachers or instructors know about teaching language online. To make the process of language teaching for both language learners and teachers, especially teacher

perception should be clear to fill the gaps. This thesis aims to answer the perceptual instructor question on online language education.

By researching their experiences, the author aimed to better understand the instructors' perspectives on online language education, to learn the situations that may arise as a problem in their processes. In order to facilitate them, offering the most appropriate solutions, and investigating their expectations for a much better process was also aimed.

1.4. Purpose of The Study

This study mainly aims to understand the English Language Instructors' perceptions, experiences, and expectations on online language education. Since, the English Language Instructors have just experienced language practice via online platforms and by using online teaching tools; their early aspects can be thought as significant to be able to support needed developments for both ongoing and overall process of teaching. Therefore; this paper aims to discuss online language education, and present what English Language Instructors of Çanakkale Onsekiz Mart University Foreign Languages School have perceived and experienced from their first online language education process.

1.5. Research Questions

The following questions are investigated to reach the aim of the study;

1. What are the perceptions, experiences, and expectations of English Language Instructors of Çanakkale Onsekiz Mart University Foreign Languages School on online education?
2. Are there any significant perceptual differences on online English Language education among English Language instructors according to the program that they teach?
3. Do foreign language instructors' demographic profile (gender, age, experience, degree of education, etc.) affect teaching a language online?
4. Does the program that they teach affect teaching a language online?
5. What are the advantages and disadvantages of online English Language education according to the English Language instructors of Çanakkale Onsekiz Mart University Foreign Languages School?

1.6. Conclusion

In this chapter the definition of online language education and the required teacher and instruction skills for online language teaching have been mentioned. After the introduction section, the background of the study has been provided to point to the main and common reason of the rise of online language teaching activities around the world, the brief explanation of the history of online language teaching activities, online language teaching in higher education, the benefits and challenges of online language teaching. The second session of this chapter presents the gap in the literature about online language teaching and the statement of the problem. The third session of this chapter provides the reason for this study. In the fourth section, the research questions are given.



CHAPTER 2

REVIEW OF LITERATURE

2.1. Introduction

This chapter of the thesis study will shed a light on general concept of online education, online English as a Foreign Language (EFL) teaching, online EFL teaching in Higher Education (HE), advantages and disadvantages of online EFL teaching, EFL instructors' perceptions on online EFL teaching, Unified Theory of Acceptance and Use of Technology (UTAUT) model and factors influencing online EFL teaching.

2.2. General Concept of Online Education

The rapid advancement in technology and computer sciences has brought a transition and alteration in the way of teaching and learning. Innovatory, excessive, and immediate transformation of educational systems with the dramatic growth in technology has delivered new concepts such as e-learning, online education, and distance education (Archer et al., 1999). Each of the aforementioned concept has their own definitions in literature. The literature provides various definitions for online education. According to Salmon G (2012) online education is a way of teaching that carries the classroom setting out of physical borders and builds a virtual learning/teaching setting by providing web-based learning/teaching tools. Another definition is expressed by Hanna D E (1998) as a type of teaching that is a post-secondary teaching emerging in a digital environment. Capone et al. (2017) defined online education as practice teaching/learning in a virtual environment. Other than that Akkucuk U and Balkaya S (2019) referred online education as the act of carrying courses to a virtual classroom environment. Broderick M (2020) defined online education as carrying out all educational processes in an online (internet-based) environment. Another study conducted by Dennis M (2021) introduces online education as a concept of teaching that is designed moderately or totally online by facilitating and providing the best conditions. Dai D, & Dirks J M stated that online education is an education utilizing and facilitating the teaching and learning practices by conducting internet and computer based activities into the process.

According to Boetcher and Conrad (2016) technology has facilitated the learning online by bringing its advances such as flexibility, ubiquity, and power. Various research studies on online education have shown that different pedagogy and exclusive set of skills

are required for online education (Moore et al., 2011; Rovai & Downey, 2010; Schrooder & Levin, 2012).

To gain a benefit from online education; teachers, educators, schools, administrations, and even learners have particular restraints. As Schroder and Levin (2012) stated, researchers and educators have to be up to cope with ordinary issues of online education such as course content design, delivery, assessment and evaluation of the performance, learner-teacher and learner-learner interaction. According to Ram and Chaudhuri (2012), the new tools of distance education have begun to replace traditional classroom language teaching. However; in the literature there are scholars of the field that criticize online education. It is believed by some scholars that online education minimizes the interaction of the students in a classroom (Daryemez, T, 2019). However, Sarre (2011) points out that the increasing use of information and communication technology (ICT) facilitates the interaction among learners through e-mails, discussion boards, video calls, quick access devices, chatting and talking on the internet.

Various research studies have shown that despite the fact that there are some examples of schools and universities that have a plan for using distance and online education during the pandemic, they are mostly not focused on a global crisis, but on small cases. Furthermore; some related studies have pointed out that it is quite possible to use virtual teaching environments if appropriate technical support is provided in case of any catastrophic situations (Basilaia, G & Kvavadze D 2020). Jandrick (2020) refers that quick fixes in various digital teaching platforms have been a must for affected countries and communities. Online education can be more innovative and engaging pedagogically than those commonly used procedures during which knowledge is delivered and assessed (Teras et al. 2020). As reported by Teras and Kartoğlu (2017), online education can be shaped by particular education-philosophical and pedagogical underpinnings. Therefore; pedagogy in online education should be seen multi-dimensional and not as one thing (Teras et al. 2020).

2.3. Online English as a Foreign Language (EFL) Teaching

Many language stakeholders and FL teachers are already aware of the growth of online activity in foreign language practice. However, it was not widely employed throughout the world until the current situation, which all countries are now dealing with.

With increased globalization and improved networking technology, the adoption of foreign language learning, the context of language learning, and the means of language

learning have all changed substantially (Kern R 2014). The internet's and digital world's revolutionary advancements have provided language learners chance to reach more language resources, materials, tools. As a result, computers, technology, and the internet have created an unlimited learning environment that is also sustainable outside of the classroom (Alberth A, 2013; Rosa J D, 2016; Shyamlee S D & Phill M, 2012; Zhang C, 2020). Language instructors' roles have also evolved as a result of the advent of a new teaching technique known as online education, according to Kai (2019).

All those aforementioned developments in technology and computer sciences followed by the increase of shifting face-to-face language teaching to online language teaching (Nartiningrum N & Nugroho A, 2020). In the context of EFL teaching, online-learning/teaching is made available to students in such a way that they can utilize it individually based on their requirements or as a complement to formal education; that is, it is used as a supplementary learning and teaching environment, which facilitates the language practice process, integrated into formal education (Tallent-Runnels et al. 2006; Gluchmanova, 2015). Online EFL teaching has been identified by several writers as an effective teaching for incorporating knowledge, curriculum, and ICTs (Abdallah M M S, 2011; Aydin S, 2013; Gunuç S, Babacan N, 2018; Liu et al., 2017; Meri Yilan S, Koruyan K, 2020; Raman K, Yamat H, 2014).

In the context of EFL teaching regarding online or virtual environments many modalities are included such as synchronous and asynchronous in literature. Nevertheless, the current thesis study focuses on synchronous online EFL teaching. Synchronous EFL teaching uses online resources such as video conferencing, audio conferencing, text-based chat systems or instant messaging systems, and text-based virtual learning environments to get learners to engage in the course at the same time (Francis, 2017; Obasa Eludire & Ajao, 2013; Oye et al., 2012).

According to Queiroz and Mustaro (2003) EFL instructors and teachers need some competences regarding the use of technology. Referring to those competences they emphasized that instructors and teachers have to be able to integrate the technology into their teaching process by being able to design, plan, moderate, assess, contextualize the EFL teaching practice accordingly.

2.4. Online EFL Teaching in Higher Education

The recent decade has witnessed a substantial expansion of online language courses, given by educational institutions or specialist platforms such as Mondly, Duolingo, Livemocha, and Rosetta Stone, in line with progress in other educational sectors (Lin, C H, Warschae M, 2015). The advantages of introducing online Foreign Language (FL) instruction in higher education apply to both distance education and face-to-face language teaching and learning that incorporates ICT-based synchronous or asynchronous activities (Azmi N, 2017). According to certain studies focusing on full-time face-to-face language teaching, the online approach makes language teaching process more flexible and individualized, based on real resources, and it may result in an increase in attendance and participation (Felix U, 2018; Gacs A, Goertler S, Spasova S, 2020).

Because of postmodern pressures such as globalization, mobility, and integration, language teaching and learning in higher education has altered in terms of aims, outcomes, techniques and methodology (Coyle et al., 2010; Mehisto et al., 2008). In addition to all of these considerations, with the development and globalization of the world, the definition of sustainability in language education has begun to take root in literature and language instruction. With the concept of sustainable learning, which has recently emerged, language learning and teaching processes can be explained as the basis of lifelong learning, which can be transferred through experience and can be continued even if the processes come to an end, and provides sustainable learning strategies in conditions where proactive learning and teaching are effective (Hays J, Reinders H, 2020). Nevertheless, according to Bascope M, Perasso P, and Reiss K (2019) with the transition to online language teaching in higher education, some of the notions that are the cornerstones of sustainable learning and teaching pedagogy have begun to lose their proactivity. When the reasons for this result were investigated by many, the common view obtained is that the requirements of sustainable education are not compatible with the online teaching conditions, which is the most immediate form of teaching in recent times (Zamora-Polo F, Sanchez-Martin J, 2019). There are many studies emphasizing that various studies are still being carried out in order to develop online language teaching techniques and to ensure sustainability in teaching (Maican M A, Cocorada E, 2021).

2.4.1. Success in online EFL teaching in the context of HE

There have been research studies on foreign language learners' online language learning skills and success in higher education.

A study investigating learners' success of online EFL teaching mostly regarding the factors affecting the process was conducted by Schrum and Hong (2001). To this end; they expressed that dimensions also affecting the success of online EFL learning were determined as access to resources, technology experience, learning preferences, study habits, goals, purposes, lifestyles, and personal attributes. According to studies, each of the aforementioned criteria contributes to favorable reflections in the online language teaching process.

According to the studies cited above, online settings give learners with a greater variety of resource alternatives, making it easier for learners and teachers to find learning materials that are appropriate for their requirements. Furthermore, the internet environment facilitates access to a variety of materials, allowing the process to move more quickly. Teachers and students were able to have more favorable attitudes regarding the online language learning process as a result of this.

The foreign language learning process, like all learning processes, is shaped by the learners' various learning preferences (Pokrivcakova, S 2019). Learners can choose from a variety of learning options based on their needs and interests thanks to online language learning platforms. This environment allows for the growth of favorable attitudes and enthusiasm toward online learning, particularly among students.

As Getie stressed (2020) the process of acquiring and mastering a foreign language, like any other process, involves both long and short-term aims. Accessing the most accurate materials in the quickest time, offering flexibility in the location and time of the process, and thus allowing learners to form their processes in line with their aims are all factors that make it simpler to achieve these goals. Because of the features outlined above, online teaching and learning processes help students and teachers attain their goals faster, confirming their attitudes and beliefs about the process.

Faux and Black-Huges (2000) conducted a study comparing traditional teaching and online teaching in HE. According to what they gained, they expressed that learners performed higher success during the traditional face-to-face teaching since they felt more comfortable in a real classroom setting and environment. Inspected reasons for this kind of result showed that students reported they need and want initial instruction feedback that takes

place in a physical classroom setting rather than virtual environment. The results of the Online Learning Environment Survey (OLES), which was developed by Fraser, Fisher, and Mc Robbie, applied by Tirinad and Pearson (2004) with Fraser's online learning environments scale showed that the problem-solving method, which is the real and preferred learning model of the learners, can be applied in online language teaching. Therefore; it was concluded by Tirinad and Pearson that the success of learners in an online language teaching/learning setting increases when the language is practiced with a problem-based learning approach.

Another study by Young (2004) investigated the teacher-based factors that affect the success of learners during an online teaching environment. To this end the researcher found that there are three different pedagogical models regarding the teachers; (1) the single-teacher model, (2) the co-teacher model; (3) the cluster-course model. However; any research studies could not be conducted to suggest the most effective working model.

In this section, the research of the factors affecting the success of online language education in higher education is included. Both student and teacher-based aspects are discussed in the literature. As a result, learning preferences, goals, needs, and learner attitudes and beliefs were listed as learner-based elements. Furthermore, a study comparing face-to-face and online education found that students feel more at ease in face-to-face contexts, which is reflected in their achievement. Another study found that using the problem-solving strategy can improve the success of online language instruction. The literature revealed three pedagogical teaching models when teacher-based elements were explored. As a result, it is believed that adapting the offered models to instructors' own processes in various educational situations will help them succeed.

2.4.2. Interaction in online EFL teaching in the context of HE

Interaction can be defined as the transformation of knowledge and information among learners related to the practiced task, course, or foreign language (Slavin R. E., 2019). The literature includes studies that emphasize the importance of interactivity in the language teaching and learning process, as in many teaching and learning processes (Ejtehadi A, Taghizadeh M, 2020; Gironzetti E et al., 2020; Wirth J et al., 2020).

According to social constructivism theories, education and teaching activities should take place in a collaborative and social environment, away from competitiveness. The importance of communication in both language learning and acquisition processes is

indisputably great (Ellis, 2003). However; some critics of online language teaching believe that interaction will decrease and the developmental process will be disrupted in online language teaching where the learners and teachers are not physically present in the classroom environment (Bullock S et al., 2019; Ferri F et al., 2020).

Moreover, according to McKenna and Bargh (2000); and Schneider (2000) this speculation may prolong the process of obtaining the desired outcome during online learning due to the isolated learning environment it brings. Although the literature contains studies by researchers that present the advantages of online language teaching, critics of online language teaching report that the virtual classroom environment is an isolated environment and therefore restricts interaction extremely (Ng C et al., 2006). Therefore, field researchers have been searching for ways to make interaction more possible in the online learning and teaching environment from past to present, and what has been reported so far is that interaction in the online learning process depends on how the teacher handles the learning process (Hewit-Taylor, 2003; Maor, 2003; Geelan et al., 2004).

It seems that there may be a shift from the teacher-based approach in traditional education to the student-based approach in the online information flow process. According to this view, the changing role of the teacher in the online language teaching process from being a facilitator of the information flow shows that the capacity of the teacher has a significant effect on ensuring interaction in the online language teaching process. However, some field studies imply that if the teacher does not directly offer the knowledge in the online procedure, the interaction would be reduced (Coman C et al., 2020; Skulmowski A, & Rey G D, 2020; Sun L, Tang Y, &Zuo W, 2020; Wei H C, & Chou C, 2020). Against this view, there are also arguments in the literature emphasizing that one of the most important factors enabling online interaction is learner participation (Ng C et al., 2006). Because the learner-based approach of the online learning process argues that each learner takes responsibility for her/his own learning process. However, whatever is known, discussions on this subject are still left open-ended by the majority (Brown & Duguid, 2000; Becker & Ravizt, 2017; Cuban, 2001; Bates, T, & Poole G, 2003). It can be understood by looking at the contradictory views in the literature that it is still unclear how sustainable and how effective the interaction between the teacher-learner and the learner-learner is in online language teaching regarding HE. With technology advancements, there has been an evident increase in the rates of online teaching and learning, particularly in the last 20 years. It should be noted, however, that online learning and teaching methods do not guarantee that learning

will occur completely (Shackelford J, Maxwell M, 2012). To maximize the success of online language learning and teaching activities, various kinds of involvement are required (Blaine A M, 2019). Many education specialists, universities, and educators, as well as education planners, have recently emphasized their growing interest in online learning (Beatty & Ulasewicz 2006; Dawley 2007; Fish & Gill , 2009). With the growth of online EFL teaching practices in HE; educators and scholars have started to investigate and develop methods or ways to increase, facilitate, and provide language interaction.

Some studies in the literature have demonstrated how to increase participation in the online language learning process. Makri A, & Vlachopoulos D (2019) conducted a study on growing and developing interaction in remote education and online learning environments, and their study provided examples to the literature. Accordingly, immediate feedback, creating social discussion settings and encouraging learners in this respect, enhancing the interaction between learners, and ensuring the coherence between the taught subject and the learner are all strategies to promote interaction, especially in distant education.

Another research conducted by Mehall S (2020) aims at defining the advantages of student interaction and how to provide it during online language learning/teaching processes. Accordingly, the author defined purposeful interpersonal interaction and suggested that interaction can be stronger in learning environments where this interaction is provided. The researcher also defined purposeful interpersonal interaction in this setting. Three components make up purposeful interaction. These components are as follow; purposeful interpersonal instructional interaction (PIII), purposeful social interaction (PSI), and supportive interaction (SI). The literature and the aforementioned researcher states that the purposeful interpersonal interaction formed by the combination of these three elements positively affects learner outcomes.

2.5. Advantages and Disadvantages of Online EFL Teaching in the Context of HE

Cook (2007) stated that various barriers comforting traditional teaching activities can be overcome with the help of online teaching. In the literature research studies mention online education facilitates time management. For instance; there is a statement that online teaching provides flexibility in timing concept (Pernar et al., 2012). According to Arkorful and Abaidoo (2015), it is easier to achieve a huge amount of information and knowledge transformation between learner and teacher since online education facilitates quick access.

Several research studies stress the efficacy of online education in the aspect of the evaluation process of education. Online education also allows and helps learners study at their own pace (Algahtini, 2001; Amer, 2007; codone, 2001; Klein & Ware, 2003; Marc, 2002; Urdan & Wegen, 2000).

The most significant gain of online education is stated by Holmes and Gardner (2006) as learners are the center of the learning process. Although the advantages of online language education are clear, some research suggests that its positive effects might be limited by technical and personal issues, such as students' and teachers' low self-efficacy for online learning/teaching or computer use, as well as lower student engagement (Hampel R, 2003). Researchers have also mentioned difficulties with selecting appropriate activities and balancing the integration of various language skills, evaluation of the language process by applying proper testing and assessment techniques and how instructional and course materials are used online (Gacs A et al., 2020). Other research studies have found that online EFL teaching in HE is based on knowledge transmission, with language instructors attempting to emulate traditional teaching and learning more or less deliberately (Vanoostveen R et al., 2019).

2.6. Advantages of Online EFL Teaching in the Context of HE

As aforementioned, online learning is defined as the learning processes of teaching-learning activities that take place in virtual environments apart from the physical classroom environment, with the teacher-learner interaction. Smith (2000) claimed that online education is a type of teaching-learning that can remove some of the constraints often encountered in face-to-face education. Furthermore, there are studies in the literature that suggest that information learned through online instruction is more recalled and can be transferred in a shorter amount of time (Kukulka-Hulme A, and Shield L, 2008). Lee (2002) emphasizes another benefit of online language teaching: learners' communication skills improve as a result of online meetings that promote learners' engagement in the online process. Furthermore, two studies conducted by Warschauer (1999), and Yang and Chen (2007) show that, when compared to face-to-face education, the online language teaching approach helps learners to achieve more productive results in terms of speaking skills since it gives learners with more equitable opportunities and ample time. Language learners can rapidly gain language skills such as reading, writing, listening, and speaking in online language learning environments, according to Shuchi and Islam (2016). Al-Menei (2008)

found that in the computer-assisted learning process, Saudi students' writing skills improved quickly. He viewed this as learners being able to develop their writing skills on their own and study independently, owing to the many helpful support programs provided by virtual environments. Aside from these benefits, one of the advantages of online language education is that it speeds up the process by using the most appropriate tool for the learners' learning patterns, thanks to the numerous learning tools available. Furthermore, many online language education studies note that online environments provide many opportunities for learners to develop their speaking abilities, as well as the ability to learn the most exact pronunciation of the language (Debski & Gruba, 1999; Yang & Chen, 2007; Al-Qahtani, 2016; Al-Hassan & Shukri, 2017). A study conducted by Frrah M, and Al-Bakry G H (2020) investigated the advantages, challenges, and solutions of online EFL learning and teaching in Palestinian University. The results of their study represent that learners become researchers as a result of online learning models, which boost students' self-confidence and develop their digital abilities while providing them with a useful language learning experience. Alsied and Pathan conducted a study (2013) on the use of technology in EFL classrooms. To this end; they reported that Learners in EFL classes have access to a wide range of learning tools and application possibilities, as well as the ability to control the process in a more realistic and knowledgeable manner, thanks to the use of technology. This situation was also summarized by Szendeffy (2008, P.04) as follows; thanks to the use of technology in EFL classrooms and the various learning tools it offers, online language teaching has also helped the teacher to support the process more easily by reducing the burden of the teacher in terms of target language awareness. Another advantage of the online language learning environment is that students can accomplish their learning activities whenever and wherever they wish (Xia et al., 2013). Learners can develop their language abilities in a variety of asynchronous and synchronous contexts with the help of online language teaching (Fageeh & Mekheimer, 2013). Furthermore, several research studies (Lin, 2015; Payne, 2020; Wang et al., 2019; Warschauer et al., 1996) argue that online learning can boost language learners' motivation and attitudes toward language.

While the literature does not yet include a large range of studies on online language teaching, it does include more studies on computer and technology use in foreign language education, as well as internet-based learning and teaching. The advantages of online language instruction have been explored in this thesis, and one of the pros cited in the literature is the flexibility of time and place, which is most stressed by the participants.

2.7. Disadvantageous Part/s of Online EFL Teaching

Many researchers have recently become interested in the use of the internet and technology in foreign language instruction (Al-Asmari, 2005; Baniabdelrahman, 2013; Bordbar, 2010; Chen, 2012; Coniam & Wong, 2004; Dashtestani, 2012, 2013; Eastment, 1999; Elmabruk, 2008; Güttler, 2011; Khany & Ghoreyshi, 2013; Kim, 2008; Sharadgah, 2013; Shin & Son, 2007; Soleimani et al., 2012; Verdugo & Belmonte, 2007; Wu et al., 2011, to name but a few). Although online learning facilitates and accelerates students' learning processes, the literature identifies a number of challenges that learners face during this process as disadvantages of online foreign language learning (Nguyen, H U N, & Duong, L N T, 2021). After the rapid transition to online education as a result of the covid 19 pandemic, studies on online language instruction have become widely popular all around the world. One of the disadvantages of online education, according to Do's research in Vietnam (2018), is that the online learning process results in restricted learning since teachers and students struggle to use technology and e-learning in the online language teaching process. Another disadvantage of online language teaching is the loss of learner-to-learner and learner-to-teacher interaction in the classroom. Learners in the online language learning environment, according to Armstrong (2013), cannot see the positive reflections of face-to-face interaction as they can in the classroom. Broderick (2019), reported that more than half of the learners were able to benefit from the advantages of online learning as a result of a survey conducted at Santa Clara University; however, McWilliams (2019), found that the rate of disinterested students in online learning activities was quite high in another study. Insufficient computer and internet usage skills and knowledge, according to Zouneck and Sudicky (2013), is the source of the most challenges in the online learning process, and that incomplete computer and internet usage knowledge would lead to disadvantages in the online process. Mohammed Nasser Hassan Ja'ashan completed a study titled "The Challenges and Prospects of Using E-learning Among EFL Students in Bisha University" in March 2020. In order to investigate the advantages and disadvantages of online learning more fully, the researcher of the aforementioned study investigated the analyses with questionnaires prepared by the researcher, spanning three different categories, not only from the learners but also from the teaching staff. The participants reported that the disadvantages of online language teaching and learning were mostly as a result of academic, administrative, and technical concerns, according to the researcher's findings. The findings of a study conducted by Sai, Lin, and Belaja (2013) into the drawbacks of distance language education revealed that learners and

teachers in the foreign language learning process both expressed concern about the absence of interaction between learners.

In summary, studies in the literature on online language instruction have stressed the drawbacks due to a lack of interaction and technology competence.

2.8. Perceptions of EFL Instructors on Online EFL Teaching

Despite the fact that online language education is not a new concept, most studies on teacher perception in the literature have concentrated on hybrid or distant language teaching rather than fully online language teaching. In order to decrease the risks of epidemic, all teaching actions were shifted from face to face to online. As a result, both teachers and students have had difficulty adapting to the online education process, which was not mandatory prior to the outbreak but became mandatory after the pandemic.

Studies in the literature have attempted to analyze instructors' perceptions in order to determine alternatives to these challenges. However, as previously stated by the current thesis researcher, perception studies on hybrid education, technology, computer and internet-based teaching, and distance teaching make up the majority of the literature. Universities and other educational institutions are increasingly paying much attention to the growing popularity of online instruction (Beatty and Ulasewicz, 2006; Li and Akins, 2005). In the previous years, Meyen et al. (2002) did a survey research study that indicated that massive online pedagogical practices would expand. The results of the following studies (Johnston et al., 2005; Palloff and Pratt, 2013) show that online language teaching techniques, particularly among foreign language teachers, will become more widespread as a result of the contribution they make to interaction. As a result, the first reflected result of teacher perception studies in the literature can be regarded to be on the beneficial contributions of online foreign language instruction to interaction.

According to Abhinandan (2018), Without sufficient planning, many schools and educational institutions began offering online education. As a result, in the early stages of online language instruction, the challenges that the process brought were experienced rather than the benefits. Referring to the study of Murday et al. (2008) on online education and training, according to teachers, online language education provides shorter, easier and cheaper access to information compared to face-to-face education, because online language teaching offers learners more learning opportunities. Many studies on the attitudes and thoughts of teachers and learners regarding online learning are also available in the literature.

Although students have extremely positive and moderate attitudes toward online classrooms, other classroom participants, such as teachers, have varied perspectives on the matter. Inside Higher Education Jaschik, Lederman and Gallup conducted a survey of over 2,100 teachers who have been in both private and public universities for 2-4 years to examine their perceptions, attitudes, and beliefs about online language instruction (Jaschik S et al., 2014). According to the findings, approximately 70% of the participants had favorable perceptions toward online foreign language instruction. Participants said that online language teaching activities aided their professional growth, that they enjoyed the teaching process, that they were able to incorporate their previous teaching experiences into the online setting, and that the learners were more motivated to engage.

On the other hand, several academics indicated higher negative attitudes toward online language instruction. Participants stated that the online language teaching process assessment is not appropriate for the purposes. Moreover, technical issues that digital devices may cause at any time can disrupt the process, and last but not the least; online teaching processes create a learning environment in which learning objectives are appropriate just for course teaching rather than individual interaction and development.

2.9. Conclusion

This chapter of the thesis study focused on general concept of online EFL education, online English as a Foreign Language (EFL) teaching, online EFL teaching in Higher Education (HE), advantages and disadvantages of online EFL teaching, EFL instructors' perceptions on online EFL teaching, and factors influencing online EFL teaching.

CHAPTER 3

METHODOLOGY

3.1. Introduction

This study, which was carried out with the mixed method, is a case study that investigated the perceptions, experiences and expectations of foreign language instructors, who teach at Çanakkale Onsekiz Mart University School of Foreign Languages, on online language teaching. The study also aimed to inspect if there are any statistically significant perceptual differences among English Language instructors according to the program that they teach.

To this end the research questions are as follows;

1: What are the perceptions, experiences, and expectations of English Language Instructors of Çanakkale Onsekiz Mart University Foreign Languages School on online education?

2: Are there any significant perceptual differences on online English Language Education among English language instructors according to the program that they teach?

3: Do foreign language instructors' demographic profile (age, gender, experience, degree of education, etc.) affect teaching a language online?

4: Does the program that they teach affect teaching a language online?

5: What are the advantages and disadvantages of online English language education according to the English language instructors of Çanakkale Onsekiz Mart University Foreign Languages School?

3.2. Research Design

In this study mixed method research design was used. Any research method that incorporates both qualitative and quantitative data in some way is referred to as mixed methods. Along with quantitative and qualitative research methodologies, mixed methods research is being described as a research practice and regarded as the third major research methodology (Mukherjee A & Kamarulzaman N H, 2016).

The aim of mixed methods study is to refer to the perceptions, experiences, and expectations of English Language Instructors on online language education. This study was maintained within the scope of convergent design in which qualitative and quantitative data is collected concurrently, however; analyzed separately. Each form of data is collected and analyzed

individually, with findings integrated during the interpretation step to provide for robust conclusions backed up by numerous data sources (Kimmons R, 2002). The major benefit of convergent, also known as triangulated-parallel, mixed method is complementarity, which enables the researcher to get a more comprehensive grasp of the study problem and/or to clarify a specific research finding.

In this survey study, the quantitative data was collected from an adopted survey. It was thought to be safer to improve an online survey and share the survey items with the participants via online platforms. Since surveys are effective for gathering opinions, feelings, and perspectives about the specific issue, quantitative part of this research was studied by analyzing the surveys (Muijs, 2004, p, 45). Quantitative data of the study tried to analyze how online language teaching is affected by learner differences. The quantitative data was applied to the instructors who have taught to different learner groups, and different language subjects areas of English Language (main course, language skills, and presentation skills in English language.) Therefore; it was provided to recognize the effects of various dynamics of language learning and teaching on ongoing and overall processes.

The goal of qualitative research is to learn, through narrative reporting, what a specific group of people is doing on a certain topic in their daily life (Guba, E. G., and; Lincoln, Y. S. (2005). According to one definition of qualitative research, it is an activity that places the researcher in the world in relation to the subject she is seeking to understand (Creswell, J. W., & Poth, C. N. (2016). This has also been interpreted as an attempt to understand what qualitative researchers bring to the table by looking at the phenomena they study in research settings (Denzin and Lincoln, 2011, p. 3). Aside from these definitions, qualitative research can also be defined as a sort of research that focuses on people's behavior and experiences (Namey E, Mitchell M, 2014). Aside from these definitions, qualitative research can also be defined as a sort of research that focuses on people's behavior and experiences. Observations, individual and group interviews, participant diaries, photography, and videography are some of the data gathering tools used in qualitative research. Individual interviews with seven volunteer participants using the online meeting platform zoom were used to collect data for the current study. According to Gruber, M et. al.(2014), interviews, which are a commonly used data collection approach in qualitative research, enable the researcher to obtain detailed information on the participant both during and after the study process.

One of the most essential tools in social studies is content analysis. Content analysis is an approach for analyzing the informative contents of textual material that follow a set of rules (Mayring, 2000). Schreier (2012) defines content analysis as a qualitative methodology for evaluating and interpreting data that are available. As a research method, content analysis is a systematic and objective way of describing and characterizing occurrences (Downe-Wamboldt, 1992; Schreier, 2012). Qualitative Content Analysis approaches have become a basic text analysis procedure in the social science (Mayring, P, 2015).

The qualitative data collection part of the present study was provided by the content analysis method. The reason and purpose of this is that the data collected and transcribed in written form is a phenomenon obtained within the framework of a certain subject.

Explanatory notions and theories aiming at describing phenomena are developed and tested through research methods, which might be called as a methodical and rigorous process. Quantitative research, according to Cohen (1980), is social research which involves empirical methodologies and empirical statements. Furthermore, quantitative research was defined as a sort of research that aims to explain phenomena by gathering numerical data and analyzing it using mathematically based methodologies (Creswell, 1999 pp.455-472). As a result, because quantitative research is primarily concerned with gathering numerical data in order to explain a phenomenon, certain questions may appear to be well suited to being answered using quantitative approaches. The author of the present thesis study followed survey research to collect data and descriptive analysis to analyze the obtained data for her study.

A survey is a method of collecting data from entities in order to create quantitative descriptors for the characteristics of a group of people (Groves R M et al., 2011). In this study, the quantitative analyzes of the questions that were aimed to be answered by going through the research topic were made with the survey research method. The reason why the quantitative analyzes of the study were carried out with the survey method was the motivation to see how the variables that the research questions aimed to answer produce results according to the existing situation.

The data collected by the survey method were analysed and interpreted throughout the descriptive analysis. When findings focus on detecting undocumented occurrences, identifying hidden patterns in huge datasets, or diagnosing real-world problems that necessitate policy or intervention, descriptive analysis can stand alone as research (Loeb S, et al., 2017). If the researcher's purpose is to explain population patterns, develop new

measurements of important phenomena, or simply describe methods for identifying causal impact, descriptive analysis is an important research tool (Pubs, E D, and Bairu, G, 2009). The ability of the description to enlighten the field is critical for the researcher to make phenomena that can contain enormous study clusters, such as education, which might become more understandable through descriptive explanation (Loeb, S et al., 2017).

It is frequently need to be clarified causal relations in order to better understand what works, especially in education. Since descriptive explanations can aid in showing the causality and/or causality of the relationship between the researched group and the circumstances, the current study's researcher used descriptive analysis in the analytic process to make the quantitative data she acquired more understandable.

3.3. Participants

The participants of the study consisted of 26 English Language Instructors who work at Çanakkale Onsekiz Mart University. All of the 26 participants were involved in the questionnaire. The semi-structured interview was applied to seven of the participants who volunteered to participate in the study. All ethical issues, all permissions were taken into account (See Appendix C). The demographic features of the participants are represented below;

Table 1.
Demographic features of the participants of interviews

	Age	Gender	Degree of Education	Year of Experienece	Teaching Program
Instructor 1	31-40	Female	MA	11-15	GEPP
Instructor 2	31-40	Female	PhD	11-17	GEPP
Instructor3	41-51	Female	MA	11-15	GEPP
Instructor4	31-40	Female	MA	5-10	ELL/ELTPP
Instructor5	41-51	Male	BA	10-15	EPP
Instructor6	41-51	Male	MA	10-15	GEPP
Instructor7	31-40	Female	MA	10-15	GEPP

GEPP: General English Preparatory Program

ELL: English Language and Literature Preparatory Programm

ELTPP: English Language Teaching Preparatory Program

EPP: Elective Preparatory Program

To the study, seven EFL instructors participated. Four female, three male participants from different teaching programs of the same schools answered the interview questions. From the participants; one of them has BA, five of them have MA, and one of them has PhD degree. The ages of the participants were mostly between 31-40. Besides; the teaching experiences of the participants range from five to 17.

Table 2.
Demographic profiles of the participants

Features(n=26)	n	%
Gender		
Male	9	34.6
Female	17	65.4
Age		
24-30	11	42.3
31-40	9	34.6
41-51	6	23.1
Education Degree		
Bachelor's Degree	14	53.8
Master's Degree	9	34.6
PhD and Professional Development (JD,MD)	3	11.5
Qualification		
CELTA	2	7.7
ICELT	0	0.0
DELTA	0	0.0
OTHER	14	53.8
NONE	10	38.5

4.2. Analysis of Demographic Information of the Participants

The distribution of the data regarding the demographic features of the participants is given in table 2.

Table 3.

Distribution of the data regarding the demographic features of the participants

Features (n=26)	n	%
Gender		
Male	9	34.6
Female	17	65.4
Age		
24-30	11	42.3
31-40	9	34.6
41-50	6	23.1
Education Degree		
Bachelor's Degree	14	53.8
Master's Degree	9	34.6
PhD and Professional Development	3	11.5
Qualification		
CELTA	2	7.7
ICELT	0	0.0
DELTA	0	0.0
OTHER	14	53.8
This is the contuniation of table 3		
NONE	10	38.5
How long have you been teaching English?		
1-5	11	42.3
5-10	3	11.5
10-15	4	15.4
Over 15 years	8	30.8
Teaching		
General English Preparatory Program	18	69.2
ELL/ELT English Preparatory Program	8	30.8
Elective English Preparatory Program	0	0.0
Have you ever used any online teaching tool with your students during the face-to-face education process		
Yes	23	88.5
No	3	11.5
TOTAL	26	100
Features (n=26)	n	%

3.4. Instrumentation

The research design of the study was planned as a mixed method. Since the author needs to gain different and multiple perspectives of the central research intention, both qualitative and quantitative data instruments were practiced during the process.

The questionnaire utilized in the study was derived from three other questionnaires used in postgraduate research conducted concurrently with the current thesis study, and the items of the final version of the questionnaire were submitted to a reliability test.

The quantitative data was collected through an online survey on Google Forms consisting seven sections and 52 items. These sections are demographic information, instructors' perceptions on online language teaching, attitude toward online teaching, performance expectancy, behavioral intention toward online teaching, impact of online education to teaching a language, and possible problems of online language teaching. The first section of the questionnaire was designed by the researcher to gain information about the participants. The remaining questionnaire items are adopted, adapted, and re-worded from various research studies (Emre, 2019; Balcı, 2017; Mahmut et. al.2019; Yüce, 2019) related to the emerging study's research area. The items of the questionnaire are on a five Likert scale ranging from *Strongly Disagree (1)*, *Disagree (2)*, *Neutral (3)*, *Agree (4)*, and *Strongly Agree (5)*.

In the second section of the survey (instructors' perceptions on online language teaching) researcher tried to get an overall information about participants' general perceptions on online language teaching. The third section (attitude toward online teaching) aims to investigate the instructors' personal opinions about teaching language online. The fourth section (performance expectancy) of the survey tried to notice the language instructors' performance expectations and experiences about teaching online. The fifth section of the survey (behavioral intention toward online teaching) tried to understand the language instructors' self-expectations for their future online teaching experiences. The sixth section (Impact of online education to teaching a language) provided an understanding for instructors' opinions about the contributions of online teaching for the language learning process. The last section (Possible problems of online language teaching) helped the author recognize what makes language learning and teaching difficult on an online process from instructors' perspectives.

The demographic profiles of the instructors are among the items in the initial section of the questionnaire. The purpose of this research, as stated in the first section, is to see if demographic features have an impact on instructor perceptions, experiences, and expectations.

The researcher's main motivation in this study is to learn more about the instructor's perceptions on online language instruction. As a result, the items in the second part of the current questionnaire were used to explore the general perspectives of foreign language instructors on online language instruction.

The third section of the questionnaire was designed to elicit the opinions, attitudes, and objectives of foreign language instructors about the online language teaching process. The purpose of the researcher's investigation into the attitudes of foreign language instructors was to back up the extensive examinations she conducted into their expectations and experiences.

The current questionnaire's fourth section, which also conducts research on participants' experience and expectations in online language education, includes questions designed to assess performance expectations and experience in order to obtain detailed data in this context.

The goal of the next part of questionnaire is to look into the instructors' profession expectations based on their present experience in online language instruction.

The sixth part of the questionnaire is aimed at getting the opinions of the instructors about the reflections of online education on the language teaching process. The aim of this research was to try to understand the reflections of the instructors' perceptions of online language teaching in the general context, on the language teaching processes.

The reason for the problem analysis in the last part of the questionnaire was to understand the problems faced by the instructors based on their experiences and to understand how the instructors deal with these problems based on their perceptions.

The qualitative data of the study was gained via interview. Semi structured interviews including prompt questions were prepared for the study. The interviews were applied to randomly selected groups of EL instructors from different departments of the Foreign Languages School. The interview included 8 questions reflecting the research questions of the study. First 3 questions investigate overall perceptions of EL instructors' on language teaching and online language teaching. The following 5 questions try to understand the online language teaching experience, attitude toward teaching online, and expectations of

the EL instructors. Also, the instructors were asked to explain the differences between face-to-face EFL teaching and online EFL teaching if there are any.

3.5. Piloting the Questionnaire

In the research study procedure, pilot study is one of the most significant stages of the research (Hassa et al., 2006). The pilot study of this research paper measured the reliability and validity of the quantitative data instrument. It is assumed by Lewis et al. (1995) and Boudreau et al. (2001) that content validity helps researchers ensure the items of the survey are relevant to construct the overall domain.

The other aspect of piloting the questionnaire is to determine the reliability of the questionnaire. In order to measure the reliability of the items, Statistical Package of the Social Sciences (SPSS v.25.0) was used.

Reliability analysis is practiced in order to determine whether or not the statements of the scale are consistent among themselves and to test whether or not all of the statements measure the same subject (Ural & Kılıç, 2006: 286). To ensure the reliability of the tests and results measurements are supposed to be reliable. In this context, the reliability of the scale was tested by Cronbach's Alpha. In the reliability analysis if Cronbach's Alpha (α) coefficient value, which is ranging from 0 to 1, is between 0.00-0.40 the scale is not reliable; if it is between 0.40-0.60, the scale is slightly reliable; if it is between 0.60-0.80 the scale is reliable; and if it is between 0.80-1.00 the scale is considered to be highly reliable (Tavşancıl, 2005: 19).

According to the findings of Cronbach's Alpha test the scale is determined as highly reliable with the results of the Cronbach's Alpha value of perceptions of instructors on online EFL teaching (0.948); Cronbach Alpha value of attitude toward using online teaching (0,932); Cronbach's Alpha value of performance expectancy questions (0.835); Cronbach's Alpha value of behavioral intention to use online teaching (0.975); Cronbach's Alpha value of impact of online education on teaching (0.951); Cronbach's Alpha value of possible problems of online language teaching -language areas- (0.818); language teaching skills (0.928). Tavşancıl, E (2005).

Table 4.

Table of item reliability analysis

	Cronbach's Alpha	Item Number
Instructors Perceptions on Online Language Teaching	0,948	24
Attitude Toward Using Online Teaching	0,932	5
Performance Expectancy Questions	0,835	3
Behavioral Intention to Use Online Teaching	0,975	3
Impact of Online Education on Teaching	0,951	6
Possible Problems of Online Language Teaching-language areas	0,818	3
Language Teaching Skills	0,928	8

3.6. Piloting the Interview

Even though reliability is generally thought of as a significant concept only for quantitative research studies, the idea is often used for all kinds of studies (Golafshani, N, 2003). According to Eisner (1991), it is easier to understand a situation or a concept which might be confusing thanks to a good qualitative research study. Therefore according to Patton (1990) reliability and validity are the concepts that a researcher should consider while designing a qualitative instrument, analyzing the data, and judging the facts gathered throughout qualitative data for a better understanding. In order to triangulate the findings of interviews, the researcher of the study consulted her thesis advisor on the questions to give the last shape of the questions.

3.7. Data Collection Procedure

Planning the procedure of data collection is significant for good research (Igwenagu C, 2016). According to Kerlinger (1973), it includes the detailed investigation steps of what researchers did from writing the research questions to data analysis. All ethical issues and permissions were taken from the institution, participants, and researchers that the questionnaire of the current study has been developed from.

Quantitative data was shared with the participants on the digital survey platform "Google Forms". The questionnaire was available on the platform approximately for four weeks. Since the study has been planned as in the scope of convergent design, the author of the research also collected the qualitative data during this four-week-process. The qualitative data collection process was planned for four weeks. After completing the, gaining the utmost permissions, and arranging the most appropriate meeting time for the participants, the

researcher started applying the interview to the participants. The participants were questioned in English during the interview and questionnaire. In order not to risk both the researcher and participant' health, the meetings will be done online. The researcher planned to accomplish the meeting on a digital meeting platform which is known as "Zoom".

3.8 .Data Analysis

For this mixed method research study, both quantitative and qualitative analysis were practiced. The quantitative data was analyzed by using the Statistical Package for Social Sciences (SPSS, v.25.0) software program. The demographic features of the participants were presented with descriptive statistics. Owing to the emerging participation profile, ordinal scales were analyzed for the procedure of the study as well.

It was in the realm of possibility to apply non-parametric analysis to the ordinal data set of the study because of the group size. Also, group comparisons were held for the quantitative analysis part of the study.

Because it is an underlying assumption of many statistical processes, the significance of normal distribution cannot be overstated. When the normality assumption is undermined, conclusions and interpretations of the results may become unreliable or invalid. As a result, it's critical to double-check this assumption before proceeding with any statistical techniques (Razali, N M, & Wah, Y B, 2011).

The shapiro-Wilk test was applied to determine whether the present thesis has a normal distribution. The reason why Shapiro-Wilk was implemented is that it was conducted with less than 30 participants. More specifically, data is non-parametric.

Table 5

Table of normality tests

	Kolmogorov-Smirnov ^a		Sig.	Shapiro-Wilk
	Statist	df		Statist
Instructors Perceptions on Online Language Teaching mean	,153	26	,120	,942
Attitude Toward Using Online Teaching mean	,169	26	,055	,934
Performance Expectancy Questions mean	,154	26	,114	,921
Behavioral Intention to Use Online Teaching mean	,180	26	,030	,891
Impact of Online Education on Teaching	,117	26	,200	,970
Possible Problems of Online Language Teaching-language areas mean	,137	26	,200	,923
Language teaching skills mean	,111	26	,200	,960

In order to analyze the data obtained for the current thesis study, SPSS (Statistical Package for Social Sciences), Windows version 25.0 was used. During the evaluation process of the data, descriptive statistical methods (number, percentage, mean, standard deviation) were practiced. To compare quantitative data Mann Whitney U test which is used to make comparison between two groups was used, and Kruskal Wallis H test which is used to make comparison among more than two groups was applied to quantitative data of the current study. The relations between sub-dimensions were examined by Spearman correlation analysis.

To the study 26 English language instructors participated. In order to collect quantitative data to answer aforementioned research questions, online survey prepared and shared on Google documents. Except for the demographic information items of the study that were prepared by the researcher, all items were adopted from Emre S (2019), Balcı E (2017), Mahdum et al. (2019), and Yüce E (2019). The quantitative instrument of the study consisted of eight dimensions; instructors perceptions on online language teaching, attitude toward using online teaching, performance expectancy questions, behavioral intention to use online teaching, impact of online education on teaching, possible problems on online language teaching which had two sub dimensions as language areas and language teaching skills. To obtain qualitative data semi-structured interview that has eight basic questions were

applied to volunteer seven participants teaching English language at Çanakkale Onsekiz Mart University School of Foreign Languages.

Since the nature of qualitative research often involves the general ideas, concepts, and themes as tools, many are simple nominal-level variables. For this study, the qualitative data collected from the focus group interviews, the measurement was done by analyzing the organized data into categories based on themes, concepts or features. The qualitative data was gathered by recording of the interviews under the permission of the selected participants. After that, the audio recordings were transcribed. The categorization, coding, and themes were studied to get in depth understanding of the central research era.

To hold the qualitative data analysis process; two major steps were followed; thematic analysis, generations of themes or variables.

Step 1: Thematic analysis.

To find, define, and emphasize the underlying concepts in a data; utilizing thematic analysis techniques facilitates grouping different information together and relating the key elements to one another (Rubin & Rubin, 1995, p. 229). In thematic analysis process of the study coding progress was applied in three levels. In the first level of the process, the researcher read and re-read the transcribed data to figure out the basic ideas for in-depth inspection of the research questions. After that the researcher placed the information that was gained from the data into small groups and organized them, and preliminary codes were assigned to the information that gained during the interviews. In the second level of coding process, in order to identify the patterns, basic ideas were compared and the same themes were grouped together. To reach in-depth understanding labels were assigned to each themes. In the third and the last level of the coding process, the researcher converted the themes gained in the second level of coding into higher theoretical constructs.

Step 2: Generation of themes.

In this step of the qualitative data analysis process, the researcher provided further organization of the results gained from step 1 and referred to them as themes. Throughout the final integrity checks, the researcher assigned the categories to the final labels.

3.9. Conclusion

This chapter included the information of research method, research setting, participants of the research, instrumentation, method of data collection, method of data analysis, and piloting the instruments of the thesis study. The next chapter will present the findings of the stu



CHAPTER 4

FINDINGS

4.1. Introduction

This study investigates perceptions, expectations, and experiences of English Language Instructors' about online language teaching. This study also examined whether or not there are statistically perceptual differences among English language instructors of Çanakkale Onsekiz Mart University according to the program that they teach and according to their demographic features. (gender, age, experience, degree of education, etc.). To this end; the following research questions were tried to be answered;

- 1.** What are the perceptions, experiences, and expectations of English Language Instructors of Çanakkale Onsekiz Mart University Foreign Languages School on online education?
- 2.** Are there any significant perceptual differences on online English Language education among English Language instructors according to the program that they teach?
- 3.** Do foreign language instructors' demographic profiles (age, gender, experience, degree of education, etc. affect teaching a language online?
- 4.** Does the program that they teach affect teaching a language online?
- 5.** What are the advantages and disadvantages of online English Language education according to the English Language instructors of Çanakkale Onsekiz Mart University Foreign Languages School ?

4.2. Major results of the Study

4.2.1. Descriptive statistics of the study.

Table 6.

Descriptive statistics table

	<i>n</i>	<i>Min</i>	<i>Max.</i>	<i>M.</i>	<i>SD</i>
Instructors Perceptions on Online Language Teaching	26	1.46	4.29	3.11	0.73
Attitude Toward Using Online Teaching.	26	1.00	5.00	3.56	1.04
Performance Expectancy Questions	26	1,00	5.00	3.69	1.05
Behavioral Intention to Use Online Teaching	26	1.00	5.00	3.51	1.35
Impact of Online Education on Teaching	26	1.00	5.00	3.04	1.11
Possible Problems of Online Language Teaching- <i>language areas</i>	26	1.00	5.00	2.36	1.03
Language Teaching Skills	26	1.00	5.00	2.66	1.02

Table 6 represents the descriptive statistics of the research scales. According to the table the mean value of ‘‘Instructors’ perceptions on online language teaching is 3.11 ± 0.73 ; the mean value of ‘‘Attitude toward using online teaching is 3.56 ± 1.04 ; the mean value of ‘‘Performance expectancy questions is 3.69 ± 1.05 ; the mean value of ‘‘Behavioral intention to use online teaching is 3.51 ± 1.35 ; the mean value of ‘‘Impact of online education to teaching is $3.04\pm 1,1$; the mean values of ‘‘Possible problems of online language teaching’’ which has two sub-categories as language areas and language skills are 2.36 ± 1.03 and $2.66\pm 1,02$.

The following tables indicate the relationship between the demographic features of the foreign language instructors who took part in the study and their overall perception, experience, and expectations about online language teaching.

Table 7.

Gender and variable comparison table

	Gender	Gender and Variable Comparison			
		Mn ± SD	Med	Test Statistics	<i>p</i>
Instructors' perceptions on online language teaching	Male	3.15±0.72	3.29	-0.405 ^U	0.686
	Female	3.09±0.75	3.20		
Attitude toward using online teaching	Male	3.48±1.01	3.60	-0.541 ^U	0.607
	Female	3.60±1.08	3.80		
Performance expectancy questions	Male	3.44±1.16	3.66	-0.897 ^U	0.370
	Female	3.82±0.98	4.00		
Behavioral intention to use online teaching	Male	3.18±1.17	3.33	-1.197 ^U	0.231
	Female	3.68±1.43	4.00		
Impact of online education on teaching	Male	2.94±0.79	3.00	-0.297 ^U	0.766
	Female	3.09±1.25	3.00		
Possible problems of online language teaching-language areas	Male	2.81±1.10	2.66	-1.531 ^U	0.126
	Female	2.11±0.93	2.33		
Language teaching skills	Male	2.95±0.91	2.75	-0.649 ^U	0.517
	Female	2.50±1.06	2.81		

U: Mann-Whitney U test, * $p < 0.05$

It has been determined that there is no statistically significant difference between the gender of the individuals participating in the research and the perceptions of the instructor in online language teaching, attitude towards using online teaching, performance expectation problems, behavioral intention to use online teaching, the effect of online education on teaching and potential problems of online language teaching. ($p > 0.05$)

Table 8.

Table of age and items comparison

	Age	Age and Items Comparison			
		M ± SD	Med	Test Statistics	p value
Instructors' perceptions on online language teaching	24-30	2.91±0.89	3.20	1.678 ^K	0.432
	31-40	3.12±0.63	3.20		
	41-51	3.47±0.43	3.35		
Attitude toward using online teaching	24-30	3.34±1.29	3.20	0.521 ^K	0.771
	31-40	3.57±0.93	3.80		
	41-51	3.93±0.62	3.70		
Performance expectancy questions	24-30	3.48±1.32	4.00	0.104 ^K	0.949
	31-40	3.77±0.88	4.00		
	41-51	3.94±0.71	3.66		
Behavioral intention to use online teaching	24-30	3.18±1.75	4.00	0.373 ^K	0.830
	31-40	3.81±0.94	4.00		
	41-51	3.66±1.03	3.66		
Impact of online education on teaching	24-30	2.65±1.28	2.66	3.167 ^K	0.205
	31-40	3.18±0.98	3.33		
	41-51	3.55±0.77	3.41		
Possible problems of online language teaching- language areas	24-30	2.36±1.19	2.33	0.217 ^K	0.897
	31-40	2.33±0.94	2.33		
	41-51	2.38±1.02	2.66		
Language teaching skills	24-30	3.12±1.07	3.12	4.417 ^K	0.110
	31-40	2.26±0.84	2.25		
	41-51	2.41±0.94	2.50		

K: Kruskal -Wallis test, *p<0.05

It has been determined that there is no statistically significant difference between the age of the individuals participating in the research and the perceptions of the instructor in online language teaching, the attitude towards using online teaching, the performance expectation problems, the behavioral intention to use online teaching, the effect of online education on teaching and the potential problems of online language teaching. (p>0.05).

Table 9.

Table of teaching experience and items comparison

	Teaching Experience	Teaching experience and Items comparison			
		M ± SD	Med	Test Statistics	p value
Instructors Perceptions on Online Language Teaching	1-5	2.91±0.89	3.20	1.096 ^K	0.578
	5-15	3.17±0.63	3.20		
	Over 15	3.33±0,54	3.35		
Attitude Toward Using Online Teaching.	1-5	3,34±1,29	3,20	0.305 ^K	0.859
	5-15	3.74±0.73	3.80		
	Over 15	3,70±0,93	3,70		
Performance Expectancy Questions	1-5	3.48±1.32	4.00	0.135 ^K	0.935
	5-15	3.71±0.98	4.00		
	Over 15	3.95±0.62	3.66		
Behavioral Intention to Use Online Teaching	1-5	3.18±1.75	4.00	0.334 ^K	0.846
	5-15	3.76±0.91	4.00		
	Over 15	3.75±1.03	3.66		
Impact of Online Education on Teaching	1-5	2.65±1.8	2.66	2.962 ^K	0.227
	5-15	3.23±0.73	3.43		
	Over 15	3.41±1.06	3.41		
Possible Problems of Online Language Teaching – Language areas	1-5	2.36±1.19	2.33	0.091 ^K	0.955
	5-15	2.47±0.92	2.33		
	Over 15	2.25±1.01	2.66		
Language teaching skills	1-5	3.12±1.07	3.12	4.231 ^K	0.121
	5-15	2.37±0.79	2.25		
	Over 15	2.28±0.95	2.50		

K: Kruskal -Wallis test, *p<0.05

It has been determined that there is no statistically significant difference between the duration of teaching English and the perceptions of the instructor in online language teaching, the attitude towards using online teaching, the performance expectation problems, the behavioral intention to use online teaching, the effect of online education on teaching and the potential problems of online language teaching. has been done. (p>0.05)

Table 10.

Table of proficiency level and items comparison

	Teaching Proficiency level	Teaching Proficiency Level and Items Comparison			
		M ± SD	med	Test Statistics	p value
Instructors' Perceptions on Online Language Teaching	General English	3.31±0.69	3.45	-2.418 ^U	0.016*
	Preparatory Program				
	ELL/ELT English	2.66±0.65	2.95		
Attitude Toward Using Online Teaching.	Preparatory program				
	General English	3.76±0.81	3.80	-1.032 ^U	0.302
	Preparatory Program				
Performance Expectancy Questions	ELL/ELT English	3.10±1.37	3.30		
	Preparatory program				
	General English	3.81±1.01	4.00	-0.896 ^U	0.370
Behavioral Intention to Use Online Teaching	Preparatory Program				
	ELL/ELT English	3.41±1.15	3.66		
	Preparatory program				
Impact of Online Education on Teaching	General English	3.70±1.35	4.16	-1.234 ^U	0.217
	Preparatory Program				
	ELL/ELT English	3.08±1.31	3.00		
Behavioral Intention to Use Online Teaching	Preparatory program				
	General English	3.37±1.09	3.50	-2.563 ^U	0.010*
	Preparatory Program				
Impact of Online Education on Teaching	ELL/ELT English	2.31±0.77	2.50		
	Preparatory program				
	General English	2.03±0.81	2.16	-2,508 ^U	0,012*
Impact of Online Education on Teaching	Preparatory Program				
	ELL/ELT English	3.08±1.15	3.00		
	Preparatory program				
Impact of Online Education on Teaching	General English	2.40±0.97	2.43	-1.867 ^U	0.062
	Preparatory Program				
	ELL/ELT English	3.23±0.92	3.06		
	Preparatory program				

U: Wann-Whitney U test, *p<0.05

It has been determined that there is no statistically significant difference between the scales of attitudes towards teaching and using online teaching, performance expectation problems, behavioral intention to use online teaching, and language teaching skills of the individuals participating in the research. (p>0.05). However, it has been determined that there is a statistically significant difference between the perceptions of teaching (0.016), the instructor in online language teaching (write here the p value), the effect of online education

on teaching (write here the p value), the language domains scales (write here the p value), and one of the possible problems of online language teaching (write here the p value), ($p < 0.05$). Individuals who teach at the ELL/ELT English Preparatory Program have lower perceptions of instructors in online language teaching and the effect of online education on teaching scales compared to those who teach at the General English Preparatory Program. On the other hand, it has been determined that the scale of language fields, one of the possible problems of online language teaching, is higher.

4.2.2. Qualitative findings and results of the study.

In order to understand general perceptions, experiences, and expectations of English language instructors' on online language education; semi-structured including 8 basic questions, an interview was prepared. In the study, 7 volunteer English language instructors participated. Quantitative data collection process of the study took approximately three weeks. All the meetings in regards to interviews were held in online meeting platforms which are called "Zoom Meetings". During the interviews, all of the meetings were recorded by the researchers under the permissions of the interviewees.

Findings of thematic analysis.

In this process 7 major themes were identified. Each of the themes was divided into several categories. To this end, the themes and categories were presented as follows;

Description of online language education. The comments made for this theme refer to English language instructors' own descriptions based on their perceptions, expectations, and experiences on online language education. This theme was divided into 5 categories;

- a) need of right circumstances
- b) new trend of education
- c) flexible education
- d) inequalities of opportunities
- e) integration of Internet Technology (IT) and Computer Technology (CT)

The most advantageous part/s of online EFL education. These comments of the theme explain what the most advantageous part/s of online EFL education from the views of participants. This theme was divided into 2 categories;

- a) flexibility
- b) wider sources of material

The most disadvantageous part/s of online EFL education. These comments of the theme indicate the most disadvantageous part/s of online EFL education according to online EFL teaching experiences of the participants. This theme included 4 categories;

- a) no proper eye contact while teaching
- b) lack of reliability in assessment
- c) inequality of internet and technological tool access
- d) unexpected connection problems

Challenges of online EFL teaching. These comments of the theme indicate the challenges that participants of the study faced during their online EFL teaching process. This theme divided into 3 categories;

- a) lack of computer/technology competence
- b) limited student-instructor interaction
- c) lack of student participation

Solutions for challenges of online EFL teaching. The comments made for this theme point EFL instructors' solutions to deal with the possible challenges of online EFL teaching. This theme was divided into 2 categories;

- a) asking friends, google search, and watching related videos
- b) online meeting arrangements

Differences between online EFL teaching and face to face EFL teaching. These comments of the theme define the differences between online EFL teaching and face to face EFL teaching based on English language instructors' perceptions and experiences. This theme was divided into 2 categories;

- a) language assessment
- b) lesson planning

Suggestions. The comments given by the participants for this theme refer to the further suggestions for online EFL teaching. This theme was divided into 3 categories;

- a) obligatory lesson participation of the students
- b) more learning material and tool support
- c) development of more reliable language testing and assessment

Table 11.

Table of thematic analysis

Description of online language education	The most advantageous part/s of online EFL teaching	The most disadvantageous part/s of online EFL education	Challenges	Solutions for online EFL teaching challenges	Differences between online and face-to-face EFL teaching	Suggestions
Need of right circumstances	Flexibility Wider sources of material	No proper eye contact while teaching Lack of reliability in assessment	Lack of computer/technology competence Lack of student-instructor interaction Lack of student participation	Asking friends, google search, and watching related videos Online meeting arrangements	EFL teaching and face-to-face EFL teaching Language assessment Lesson planning	Obligatory lesson participation More learning material and tool support Development of reliable language testing and assessment system
Flexible education		Inequality of internet and technological tool access				
Inequalities of education		Unexpected connection problems				
Integration of IT and Ct into language education						

Description of online language teaching, the advantages and disadvantages of online language teaching, the solutions that instructors develop in the face of challenges, and the difference between face-to-face language teaching and online language teaching are the themes that emerged from the qualitative analyses.

The challenges that the instructors studied mostly provided information about the instructors' online language teaching experiences.

Instructor suggestions for the progressive online language instruction process also provide insight into the instructors' expectations both during and after the process.

4.2.3. Results of thematic analysis.

In this part of the study, results of thematic analysis are explained by quoting some of the comments of the participants to support the categories gained as a result of the initial coding step of the process. To this end, all the categories are presented.

Description of online language education.

Category 1: need of right circumstances. Two of the instructors who participated to the interviews pointed out that online language education is a type of education that occurs when the right circumstances are provided.

Actually in the right conditions I believe it might be quite the same as face to face education. But the right circumstances are quite important. Because students should join online classes in order to achieve our goals throughout the education process. Therefore I believe that we can teach EFL under the right circumstances online.(P1)

The other instructor participated in the study also emphasized the importance of right circumstances for practicing online EFL teaching;

“Online language education is the type of education in which learning can take place in the most practical way when the right circumstances are provided.”(P3)

According to the comments of the participants it was understood that to be able to even define the online EFL teaching’s itself, the right teaching and learning circumstances are needed.

Category 2: New trend of education. When it was asked from participants to describe the concept of online EFL teaching based on their own experiences to understand their general perception about one of the key elements of the study, the researcher gained various definitions. One of the other common definitions for the concept of online EFL teaching was expressed as “new trend of education.” According to the instructors, online EFL teaching is quite a new concept of teaching and online EFL practice is thought to be the near future’s method of teaching.

To me, teaching not only a language but an overall concept of education is about to gain a new definition which is all shaped by the coming of online education. It was a sudden action to make education sustainable during the very beginning of the pandemic; however, now it is a new trend of education. Because; teachers, learners, authorities, the world somehow has got used to it. Therefore; I personally believe that online education or online EFL education is a new trend. (P 1)

One of the other participant of the study emphasized that online EFL teaching is not only a new trend of education but it is a an early beginning of a new era in education;

“Based on my experience, I can say that it is also the beginning of a new global era” (P 2)

Category 3: Flexible education. Not only the participants, but the literature of the field point out the flexibility as one of the key concepts of online education, teaching and learning. According to one of the participants of the study, online EFL teaching can be defined as flexible education and teaching;

“As far as I experienced, online education is the education that enables learning/teaching to happen at any time and in anywhere.” (P 1)

Category 4: Inequalities in education. Only one of the participants of the study defined online education as a *“concrete reflection of inequalities of education”*. When the participant was asked about the reason why she thinks like this, the participant pointed out an overall inequality of opportunities that each individual has.

Category 5: Integration of IT and CT into language education. One of the participants of the study emphasized the integration of technology into language teaching process. According to her online EFL education is the practice of integrating IT nad CT Technologies into language EFL teaching process;

“Online language education is the language practice process in which the language development is provided by the integration of IT and CT.” (P. 3)

The most advantageous part/s of online EFL teaching.

Category 1: Flexibility. Flexibility is a term that has been mentioned mostly in the context of “blended” learning. However, with the need to urgently remove to online education, flexibility has taken its place in the literature regarding online teaching and education. One of the participants of the study indicated that online EFL teaching is a practice that can happen at any time and in anywhere. According to the Participant not only for language stakeholders but for the teachers as well flexibility is one of the most significant facilitators of language practice process. Therefore the participant emphasized the flexibility of online EFL teaching as one of the most advantageous part of the language practice progress.

“As far as I experienced, online education is the education that enables learning/teaching to happen at any time and in anywhere.” (P. 3)

One of the other participants also pointed out that flexibility is one of the most advantageous part of online EFL teaching, since it enables time saving and makes it easier for learners and students to manage the time in a plentiful way.

“In my opinion, the biggest advantage of online language education is that it can be accessed from anywhere at any time, and therefore, it enables us to use time much more efficiently.” (P. 2)

“The most advantageous part of EFL online language education is accessibility as students can access online foreign language courses at any time and place.” (P. 3)

Flexibility was mentioned also by one of the other participants of the study. However; she indicated that flexibility can be seen as an advantage when the right circumstances and equal opportunities are provided to everyone by expressing her ideas as follows;

Probably students may be able to join classes or teachers also may be able to join classes anywhere as long as they have a computer and internet connection. But of course this is not possible for all teachers or students. So we should also keep this in mind. If we have a technological device, then we can use many online applications, we can use the tools, we can play games, we can make students watch videos or listen to recordings. Flexibility of online education provides a wide variety of occupations (P. 1)

Category 2: Wider sources of lesson material. The second question of the interview inspected the most advantageous part or parts of online EFL teaching. Similar answers from the participants were obtained. Therefore; some common points were caught during the analysis process. One of them is about how easy it is to reach wider sources of various kinds of language learning and teaching materials during online EFL practice. Two of the participants pointed out that according to their experiences during their language practice process, it had always been easier to find variables, useful, and various learning and teaching tools and materials.

“...online education you as teachers can provide more materials I mean through the tools that help teachers a lot.” (P. 5)

“...the wide resource network it offers provides convenience to both teachers and students. Thanks to interactive applications and worksheets, especially teachers got rid of the work of copying and distributing papers.” (P. 6)

The most disadvantageous part/s of online EFL teaching.

Category 1: Lack of reliability in assessment. During the interviews, participants were asked about the potential disadvantageous part or parts of online EFL teaching. Researcher found out that participants had focused on lack of reliability in assessment. According to the participants, the language assessment part of the process was one of the hardest parts of the online EFL teaching process. When they were asked the reasons for lack of reliability in language assessment, they emphasized various reasons. Cheating, for instance, was indicated as an occasional factor of unreliability of language assessment. *“The most disadvantageous part of EFL online language education is prevention of cheating during online assessments as it is very doubtful who did the online exam.”* (P. 4) Besides unreliability of language assessment, an unfair grading as a consequence of unavoidable cheating among language learners was also underlined by one of the participants as follows;

“The most disadvantageous part of online education is I think that you cannot assess the students as clearly and fairly as you assess in face to face class. I mean the possibility of cheating during the exams is so high that you always feel doubtful about the grades of the learners. You never make sure who really gets the grade that reflects the level of her/his own. However; there is almost nothing to change this reality.” (P. 3)

Category 2: Inequality in internet and technological tool Access. In this chapter, one of the participants emphasized the inequality in access to internet, computer Technologies, and technological tools is the biggest disadvantageous of online education even in general concept.

I think the biggest disadvantage is the inequality of opportunity. Every student may not be able to have an internet connection and a necessary computer anytime, anywhere. However, problems related to internet connection make the process difficult not only for students but also for teachers. (P. 7)

Challenges of online EFL teaching.

Category 1: Lack of IT and CT competence. The researcher of the study sought for the challenges that EFL instructors face during the online EFL teaching process. The researcher received three common challenges from the participants. According to the interviews, instructors had difficulty engaging the learners in class. Namely; they pointed out that most of the learners did not participate in the lessons. When participants were asked for any solutions to make learners participate

in the lesson, they all reported that they could not force them join since the participation was not obligatory for learners. Therefore, they felt free not to join just to attend online assignments and examinations.

“The biggest challenge has happened as a result of the lack of computer/technology competence.”

(P.7)

EFL instructors also reported that one of the most challenging conditions during online EFL teaching was their lack of IT and CT competence. They indicated that remoting teaching from face to face to online teaching practice was all of a sudden. Therefore; language instructors had to be capable of integrating computer technologies into their classroom, managing digital learning and teaching tools, and dealing with each potential challenge as rapidly as possible. The results of the interview deduced that instructors who suffered from insufficient IT and CT competence watched various educational videos, asked their colleagues for support, made deep google searches on the internet to become more competent about teaching EFL in an online environment. One of them reported her proses as follows;

I ask my friends about them, I did some google research in order to improve myself, and I watch many videos about online education, how to motivate students, how to make the lessons more enjoyable, and make more students participate. Actually the internet helped me; technology helped me to overcome my technological issues. (P. 5)

“I have done some google search. I have watched videos and I have asked around to solve the problem.” (P. 6)

...the biggest challenge I faced was my insufficient knowledge of computer and internet technologies at the beginning of the process. At the very beginning of the process, I had big problems with Microsoft teams. As of the installation process on my computer. Then I did a lot of research to overcome this challenge. I watched videos. I got support from my colleagues.(P. 7)

Category 2: Lack of student/instructor interaction. One of the participants of the study reported the most challenging fact about the ongoing and overall process of online EFL teaching as lack of in-class interaction. According to her, providing interactivity among learners and between learners/instructors was one of the hardest situations to handle during language practice. She pointed out that it was hardly possible even to give any feedback that a learner needs to get. Therefore; she arranged online office hours to provide at least learner/instructor interaction.

“One of the challenges I experienced during this process was the limited online student feedback. I arranged “office hour” every week for more efficient feedback.” (P. 1)

Category 3: Lack of students’ participation. Learner participation was mentioned as one of the crucial key concepts of the online EFL teaching process many times by the participants of the study. According to the participants; wherever the language learning and teaching process takes place, it is a process that needs interaction. They also reported that interaction is provided with sufficient learner participation. However, according to the experiences of the participants, one of the most challenging situations in this process was the lack of student participation.

The biggest challenge I faced in this process was definitely student engagement. The required attendance to my class was almost non-existent throughout the entire process. This situation caused my whole process to be negatively affected. For a teacher, time management, material management is very much related to classroom participation. You plan an activity and very little participation develops than necessary. Your planning goes to waste. (P. 2)

Differences between face-to-face and online EFL teaching.

Here in this session results of the participants’ answers that were given based on their perceptions but mostly on their experiences for the question seeking what the differences are between face-to-face and online EFL teaching were presented. During the analysis, the researcher determined that the participants emphasized two common points in this theme; (1) language assessment, and (2) lesson planning.

Category 1: Language assessment. Participants emphasized that the language assessment process is the biggest difference between face-to-face language teaching and online EFL teaching. When the participants were asked to exemplify the differences they observed, the participants stated that the online language development assessment process was not a fair and transparent process at all.

Assessment was much more stable, easy and reliable in the face-to-face training process that we are used to. However, in the online language education process, the reliability of the evaluation of the students has unfortunately dropped a lot. Because you have to evaluate the assignments you send to students from afar, without being able to intervene completely. However, you have no idea how and how that student did that homework. Unfortunately, what you can do in the online language education process is very limited. (P. 4)

In my opinion, the biggest difference between face-to-face language education and online language education was assessment. During the online language training, we had to make an assessment that we were not accustomed to. The assessment process, which I believed to have progressed much more slowly before, started to progress much more practically and quickly with online language education. However, the problem is that there has not been a fair assessment process as in face-to-face education. (P. 5)

The Participant was asked the reason why she has become concerned about the instructors. She stated that the main reason for the lack of a fair assessment process was that instructors did not know in which environment students performed the exams or assignments.

Because we do not know under what conditions students do their exams, assignments and tasks. We do not know who brings their own work and who receives support. There is no one who shows the way other than the homework we have in scoring. For example, a student who has attended the course very little may get a score much higher than expected in the applied exam.(P. 6)

Category 2: Lesson planning. The research also aimed to determine the perceptions of foreign language instructors about the differences between face-to-face language teaching and online language teaching. It was stated by the participants that the lesson planning process was different in the two types of language practice. According to the participants, the main reason why the lesson planning process in face-to-face foreign language teaching is different from the online language teaching lesson planning process is that they have to plan for environments and situations that they are not used to before.

Coming to the Planning part, face-to-face training is a bit more predictable. Since it is a teaching and learning method that you are quite used to, you can stay a little more stable in the planning phase. However, I think online language education is not a very predictable process due to time and unexpected connection problems. (P. 1)

Expectations and suggestions of EFL instructors.

This session of the study presents the expectations and suggestions of English language instructors regarding the online language teaching process. The results of the analysis showed that the participants presented 3 common suggestions and expectations. These are; making course attendance compulsory, more material and digital

learning/teaching tool support for schools and instructors, and development in testing and assessment process.

Category 1: Compulsory lesson attendance. The participants stated that the most challenging factor for them during the online language teaching process was the lack of sufficient student participation in the lesson. The participants, emphasizing they could not solve this problem by their own means, underlined that attendance to the course should be made compulsory.

One of the participants claimed that there is a relationship between lesson participation and the reliability of the assessment results; she stated that if participation in the course becomes compulsory, the assessment results will be more reliable and accurate;

“...be to make attendance compulsory. Because if participation is ensured, I think the evaluation results will become a little clearer.” (P. 1)

“I am in favor of making class participation compulsory.” (P. 7)

Another participant stated that as a result of compulsory attendance to the course, online EFL learning process will take place in a much more interactive way;

The suggestions I can give about this process are as follows; Participation should be obligatory. Because language education is a process that needs to be interactive, and when there is no participation, there is no environment where theoretical knowledge can be transferred into practice. (P. 3)

Category 2: More material and learning tool support. Another expectation from the participants was to receive a little more support from their schools or authorities regarding course materials and learning tools.

“EFL online education practices can be improved with more appropriate materials/tools and software for online teaching.” (P. 4)

Category 3: Development in testing and assessment process. The participants mentioned that another concept making online EFL teaching process challenging for them was testing and assessment. Therefore; they stated that one of their biggest expectations regarding the online EFL teaching practice is to carry out studies that will make the testing and assessment process more efficient, easier, and fairer.

“Another suggestion is that fairer ways of measurement and evaluation should be sought.” (P. 3)

4.3. Conclusion

In this chapter of the study findings and results of the analysis were presented. This study, in which the data were obtained through mixed methods, aimed to understand general perceptions, experiences, and expectations of English language instructors' teaching at Çanakkale Onsekiz Mart University School of Foreign Languages about the online EFL teaching process. This study was based on three main research questions; (1) "What are the perceptions, experiences, and expectations of English Language Instructors of Çanakkale Onsekiz Mart University Foreign Languages School on online education? (2) What are the advantages and disadvantages of online English Language education according to the English Language instructors of Çanakkale Onsekiz Mart University Foreign Languages School? (3) Are there any significant perceptual differences in online English Language education among English Language instructors according to the program that they teach?"

CHAPTER 5

DISCUSSIONS

5.1. Introduction

In this chapter, overview of the study, discussion of the major findings regarding the perceptions, experiences, and expectations of 24 EFL instructors on online EFL teaching, implications, limitations of the study, and suggestions for further research studies are mentioned.

5.2. Overview of the Study

In this study it was aimed to investigate the perceptions, experiences, and expectations of 26 EFL instructors who teach English at Çanakkale Onsekiz Mart University, School of Foreign Languages, on online EFL teaching. In this regard the following research questions were examined. The results of the study touch upon the general perceptions, experiences, and expectations of EFL instructors on online EFL teaching.

1. What are the perceptions, experiences, and expectations of English Language Instructors of Çanakkale Onsekiz Mart University Foreign Languages School on online education?
2. Are there any significant perceptual differences on online English Language education among English Language instructors according to the program that they teach?
3. Do foreign language instructors' demographic profiles (age, gender, experience, degree of education, etc.) affect teaching a language online?
4. Does the program that thy teach affect teaching a language online?
5. What are the advantages and disadvantages of online English Language education according to the English Language instructors of Çanakkale Onsekiz Mart University Foreign Languages School?

5.3. Discussion of the Major Findings

According to the overall results of descriptive statistics and thematic analysis of the obtained data some assumptions can be made regarding the EFL instructors' perceptions, experiences, and expectations on online EFL teaching. Considering the conducted studies similar to the current study in terms of research era; some relationships regarding the similarities, and differences between the findings of present study and other studies can be mentioned.

5.3.1. Instructors' perceptions on online EFL teaching.

According to the descriptive statistics and thematic analysis of the study; EFL instructors have a positive perception of online EFL teaching with a mean score of 3.11. Considering the results of a study conducted by Sharad N.K and Al-Bakri S.A. (2021), EFL instructors highly perceive online EFL teaching with a mean score of 3.66. Another research study (Kulal A. and Nayak A., 2020) also indicates that teaching EFL online is a way of teaching that is highly and positively perceived by EFL instructors in higher education. Therefore; it can be indicated that the results of the present study align with some similar studies conducted with similar groups of participants in terms of instructor perceptions on online EFL teaching.

Studies addressing similar points with the current study were examined. Considering the results of the similar other research studies it can be indicated that specifically EFL instructors have positive perceptions on teaching EFL online and use of technology during the overall language practice. Besides the research studies regarding the perceptual positivity of EFL instructors on online EFL teaching and technology integration into EFL practice; there are research studies revealing instructors' negative perceptions on online EFL teaching during ongoing and overall EFL practice Li, 2007; Van Praag and Sanchez, 201; Yang and Huang, 2008). The extant literature does not only provide positive and negative perceptions of instructors on the use of technology in EFL practice. It is also mentioned among research studies that some instructors have reported their balanced and critical viewpoint regarding both the negativity and positivity of technology into the EFL teaching process (Allam & Elyas, 2016; Liu & Chao, 2018).

The results of thematic analysis also touch upon how instructors describe online EFL teaching. Apart from descriptive statistics of the results, EFL instructors made their own descriptions about online EFL teaching. According to the perceptions of EFL instructors; teaching EFL online is a flexible education that can be succeeded only if the right teaching and learning environment is provided. In the literature, there are not many research studies that provide how EFL instructors describe the online EFL teaching. However; Cote and Allahar (2011), emphasized the flexibility of online teaching. According to them; even though online EFL teaching is not a new trend of education, it gained its current importance as a consequence of the fact that it enables both teachers and learners to practice EFL at anytime and anywhere.

Considering the lack of research studies regarding EFL instructors' perceptions on online EFL teaching; similar research eras such as EFL instructors' practices on integrating technology use and implementing online platforms into teaching process were also taken into consideration while discussing literature and present thesis study. Therefore; perceptions of EFL instructors around the world on technology as an umbrella term were examined. As a consequence, similar perceptual aspects of EFL instructors on online EFL teaching and the use of technology were revealed.

In the literature, it has been determined that perceptions of EFL instructors on use of technology and online teaching platforms directly affects their in-class performance (Ding et al., 2019; Türel and Johnson, 2012; Van Praag & Sanchez, 2015).

In order to get in-depth understanding about EFL instructors' perceptions, experiences, and expectations on online EFL teaching, their attitudes towards online teaching were also examined. The results of the current thesis study showed that EFL instructors have positive attitudes with the mean score of 3.56 toward teaching EFL online. In addition to the results of the interviews of the current thesis study, the literature of the field also supports positive attitudes of EFL instructors towards online EFL teaching. Various studies suggest that the positive attitudes of EFL instructors toward the use of technology in the EFL teaching environment revealed deceive results on teaching EFL online (Aydın, 2013; Canals & Al-Rawashed, 2019; Huang et al., 2019; Morgana & Shrestha, 2018; Chen et al., 2018; Kuru Gönen, 2019). Despite the majority of positive attitudes towards integration of technology into EFL teaching environments and carrying language practice beyond the borders of the classroom atmosphere throughout online EFL teaching, in the literature it is undeniable to notice negative sentiments as a consequence of various results. As Bueno Alastuey (2011) and Comas Quinn (2011), various technical issues encountered in online language teaching procedures have an impact on language learners' and teachers' belief and motivation. Besides, the emergences of some privacy concerns are emphasized by Kozan (2016). According to the results of the gained data from the interviews of the current thesis study, some of the participants also reported negative attitudes towards the online EFL teaching based on their own experiences. One of the common points linking the current study to literature is the transformation of the classroom dynamics in terms of classroom hierarchy. Van Praag and Sanchez (2015) indicated that integration of technology and teaching EFL in an online environment dramatically changed the existing hierarchy of

the learning environment as a result of various reasons such as device accessibility of the learners.

5.3.2. Performance expectancy and behavioral intention to use online teaching.

One of the dominating research eras of the current study that aimed to examine perceptions, experiences, and expectations of EFL instructors on online EFL teaching, was to figure out performance expectancy and behavioral intention to use online teaching based on EFL instructors' online teaching experiences.

The results of the qualitative data analysis indicated that there are various factors affecting the EFL instructors' performance expectancy about the process of online EFL teaching. The literature provides studies supporting the results of the interviews held for the current thesis paper. According to Gitau (2016), Sangeeta and Tandon (2020), Pynoo et al. (2011) and Teo et al. (2019) general perceptions of teachers on the use, usefulness, and online teaching are the domination factors affecting the performance expectancy of EFL teachers in higher education.

Quantitative and qualitative data analyses of the current study were held to inspect the behavioral intention of EFL instructors to teach EFL online. Quantitative and qualitative results presented that EFL instructors are intended to teach EFL in an online environment. Similar results were also reported in the literature about the behavioral intentions of language teachers and instructors to use online teaching, integrating technology and computers into their teaching environment, and using online and digital teaching tools during their language practices. Ting and Aziz (2021) reported that EFL instructors and teachers have high behavioral intention to teach efl online as a consequence of factors such as high online teaching and technology use perception affecting their behavioral intention. They also implied that the factors in terms of knowledge of online teaching and skill and supported need of physical resources to teach EFL online influence the teachers' and instructors' behavioral intention to use online teaching. However it was not possible enough to reach more studies on performance expectancy and behavioral intention of EFL instructors to teach EFL online. Therefore; the researcher of the current thesis study could not mention and discuss the related subheading of the study.

5.3.3. Possible problems of online language teaching.

Current study aimed to explore and examine the possible problems of online language teaching based on the experiences of EFL instructors teaching at School of Foreign Languages. Results of the quantitative and qualitative analysis showed that possible problems of online language teaching has to be mentioned as an umbrella term which includes subheadings such as challenges and disadvantages part/s of online EFL teaching. Quantitative data obtained under the subtitles of ‘‘possible problems occurring in *language areas* and *language teaching skills*’’. According to the quantitative data results; it has been determined that possible problems occurring related to language skills is higher (2.66) than the problems occurring in language areas (2.36).

According to the findings, the instructors' biggest challenges in the online language education process were in teaching language skills. Although the instructors acknowledged challenges in language areas, it was claimed that the majority of the issues in the process were related to language skills.

The researcher of the current thesis study obtained the qualitative data by applying interviews with the EFL instructors of Çanakkale Onsekiz Mart University, School of Foreign Languages in order to get in-depth information from the instructors based on their own teaching efl online experiences. To this end; researcher categorized the problems of teaching EFL online as follows;

5.3.4. Challenges of teaching EFL online.

Online language teaching has not been a new phenomenon. Especially with the significant growth in computer sciences and technology, it has gained its popularity around the world of education. However; the recent and urgent momentum of remoting teaching from beyond the borders of the physical classroom environment to virtual teaching environment has brought some challenges for teachers and learners. Participants of the current study determined 3 common challenges of teaching online; (1) lack of computer/technology competence, (2) lack of student/instructor interaction, (3) lack of student participation.

The researcher of the current thesis study reviewed the literature to provide arguments reflecting the common and different challenges of teaching EFL online reported by EFL instructors around the world. The literature suggests various studies mentioning the similar challenges to the results obtained and reported in the current thesis study. According

to the literature; the utmost challenges of teaching online have been expressed by instructors as lack of internet connectivity. By contrast to the literature, participants of the current study have not mentioned insufficient internet connectivity as a challenge. The studies in the literature argue that poor internet connection inhibited EFL practice for not only efl instructors but the higher education learners as well (Alzahrani, Althaqafi, 2020; Liang, 2021; Nartiningrum & Nugroho, 2021; Sabiri K. A., 2020; Rahim & Chandran, 2021; Sahoo S., 2020). To deal with the struggle occurring as a result of low internet connectivity, efl instructors reported that they come up with their own various solutions.

Previously it had been mentioned that the participants of the current master thesis study expressed lack of IT and CT competence as one of the most challenging factors affecting their teaching EFL online procedure and reducing their motivation at the very beginning of remoting teaching practice from face to face to online. Reviewed literature provides studies supporting the fact that lack of IT and CT competence of EFL instructors negatively affect the process of their efl teaching. One of the studies by Putri (2021) exploring the EFL teachers' teaching online challenges indicates that instructors need professional development on the use and integration of IT and CT into their teaching process. Other than that in their study Nugroho, Ilmiani, and Rekha (2021) report an overlapping point. According to teachers participating their study expressed the need of professional development training regarding IC and CT competence and wider knowledge of technology use within an online classroom. Furthermore; a study conducted by Choi and Chung (2021) determined findings that argue insufficient IT and CT competence as one of the utmost reported challenges by EFL university teachers.

The current exploratory case thesis study, which aims to inspect the general perceptions of EFL instructors on online language teaching, revealed that according to the efl instructors one of the other common challenges is lack of interaction during online EFL teaching. In accordance with Juwah's (2006) claim on interaction between teachers and learners, the process of linking the traditional knowledge to gained knowledge is facilitated significantly by interaction. The results of similar studies in literature reflect the lack of interaction as a challenge of teaching efl online. According to Choi and Chung (2021) at the very beginning of the urgent remoting process from face to face to online teaching triggered most of the language instructors and students to interact within each other. Another claim from Ko and Rossen (2017) suggest that there is very little interaction during teaching between instructors and students because of the superficiality of online teaching. According

to them, providing an interactive environment while teaching online is inhibited by the superficial nature of online education.

Last but not the least; the participants of the current thesis study also reported the lack of student engagement as one of the utmost challenges of teaching EFL online. Based upon the comments of the instructors participating in the current thesis study, it can be concluded that creating an interactive and sustainable learning environment is hindered and negatively affected by the lack of learner participation. The literature presents overlapping snapshots on similar matters. The results of a study by Yunus et al. (2019) argue that the lack of learners' engagement and participation in online learning creates a challenging teaching process since it causes language teaching/learning contents, materials, and activities to become more and more meaningless. The qualitative results of the current study and aforementioned overlapping results regarding the low participation and engagement as a challenge emphasize that less learner motivation and not compulsory class attendance are the main reasons for lack of participation. Arguably; low participation is triggered as a consequence of instructors' following a unique type of teaching approach (Gillette- Swan, 2017).

The author of the current study also tried to investigate how EFL instructors deal with all those challenges. During the interviews; the participants noticed that in order to handle their own lack of IT and CT competence they asked help from each other, they did deep google search, and they watched instructive videos. Three groups of instructors participated in the current study as follows; (1) instructors of General English Preparatory Program (GEPP), (2) instructors of ELT-ELL Preparatory Program, and (3) instructors of Elective English Preparatory Program (EEPP). Those three groups of instructors reported various suggestions to handle lack of IC and CT competence. According to the results of the current thesis study it was assumed that instructors regarding the GEPP school of the institution communicate with each other more frequently than the instructors working in other units in order to solve the aforementioned problem. Because, during the interviews when asked how they dealt with challenges, approximately all GEPP instructors indicated they held group discussions with fellow instructors in their units using online platforms. It has been understood from the detailed interviews that the reason for this situation is that smaller units can come together more frequently and be more effective in solving problems together. The literature was reviewed in a detailed way to find arguments to compare the

current findings. However; it could not be found any similar or different points regarding the aforementioned findings.

5.3.5. The most advantageous parts of online EFL teaching.

The author of the current study tried to find out the most advantageous parts of online EFL teaching from the perspectives of efl instructors. According to the results of the qualitative data analysis; the most advantageous parts of online efl teaching have been reported as flexibility and wide sources of learning/teaching material. The literature presents various studies highlighting the advantageous parts of online teaching (Tseng et al., 2019; Mei et al., 2018; Wong, 2016; Sangeeta & Tandon, 2020; Huang, Teo, & Zhou, 2017; Teo et al., 2019; Prasojo et al., 2020). Yew and Tan (2020) identified the most advantageous part of teaching EFL online and use of technology while practicing EFL as its accessibility and various learning/teaching resources which overlap the results of current master thesis study. Earlier in the literature the advantages of online learning in terms of flexibility was aforementioned by Panourgia (2002). The literature also touches upon the benefits of online EFL teaching from the aspect of virtual classroom settings. Some studies (Kobzar & Kuriata, 2015; Arbaugh, 200) also indicate the flexibility and accessibility of teaching online in a virtual classroom setting as one of the biggest advantageous parts of online EFL teaching. In conclusion, the literature provides overlapping indications in terms of the most advantageous parts of teaching efl online.

5.3.6. The most disadvantageous parts of online EFL teaching.

Although the great and rapid development of technology makes our lives easier, the existence of disadvantages that technology brings with it has become an indisputable fact. When the general results of the field studies are examined, although the disadvantages brought by the concept of online language education differ according to the environment, age groups and opportunities, the literature offers very similar disadvantages. According to the current thesis study results and results of several studies regarding the concepts of teaching EFL, online teaching, and teaching EFL online represent that the most disadvantageous part of teaching EFL online is lack of reliability in assessment. Assessment is one of the most significant pieces of the teaching and learning process since it provides teachers to see the understanding of learners' on the content and curriculum of the teaching progress and make decisions about the further periods of teaching (Abduh M Y M, 2021).

However, with the sudden break of COVID-19 and an urgent remote from face-to-face teaching to online teaching, it has become an issue for almost all teachers to assess and evaluate the learners' development of learning process. The literature and current master thesis study highlight that reliability and a fair assessment and evaluation environment have become almost impossible during online EFL teaching (Korkmaz G and Toraman Ç, 2020; Farrah M, and al-Bakry, G H, 2020; Hidri S,2020; Gacks A, Goertler S, & Spasova S, 2020; Ilahi M, Cheniti, and Braham, 2013). One of the participants of the thesis study also pointed to the unstoppable cheating problem during language assessment. Several studies (Harmon & Lambrinos, 2008; King, Guyette, and Piotrowski, 2009; Watsons & Sottile, 2010; Yilmaz, 2017) touch upon the same point. According to those studies among language teachers and instructors it is the hardest to inhibit cheating because of the quite different nature of assessing online from assessing with traditional paper and pen examination methods. One of the other participants also reported that language assessment and evaluation processes in the online environment are very insufficient to see the real level of the learners, and it is very difficult to get to know the students' development and proficiency during online teaching. A research study was conducted by Al-Nuaim (2012, p. 214) to inspect whether there are any differences between face-to-face assessment and online assessment results of the same group of learners on the same topic taught by the same instructor. According to the astudy results no differences were determined. However; she reported that it is hard to define the identities of each learner. She expressed the reason as "The low integrity of examination and homework results submitted by students who are assessed from a distance, as no proof of their identity or whether they actually did their work themselves exists." (Al-Nuaim, p. 214).

5.3.7. Inequalities of internet and technological tool Access.

Although online language education activities have actually existed since the end of the 20th century, the rapid transition towards online language education as a result of Covid-19 outbreak has brought some disadvantages with it. It was already mentioned by the researcher of the current thesis that the most mentioned advantage of online language education in the literature is that it can be performed anytime, anywhere. However; the results of the interviews, the experiences gained, and many studies provided by the literature show that inequality of opportunity is a serious disadvantage that can eliminate the advantages of online education. The inequality of opportunity mentioned here is the situation where a group, mostly students, cannot access the internet or technological course material or

learning tool such as laptop, personal computer, tablet, smartphone etc. due to insufficient opportunities they have. The literature contains studies stating that the reasons for these differences are economic conditions, socio-cultural differences and geographical conditions. (Samad A, Khan A K, & Khan I, 2021; Poedjiastutie, D, Mayaputri, V, and Arifani, Y, 2021; Colpitts B D, Smith M D, & McCurrach D P, 2020). The participants of the current thesis study also reported that this situation emerged mainly due to economic, socio-cultural and geographical differences, like the results given in the literature. A study conducted by Devkota (2021) highlights the case of online higher education in Nepal. According to the results of the study, learners from remote areas who also face low socio-cultural and economic standards create a serious concern in Nepal's education system. Recent studies regarding the digital divide triggering inequality in terms of online teaching highlight the problem from a global perspective. Therefore; it can be seen that the argued section of the current thesis study overlaps with a global issue. Studies around the world show that digital divide, which is a new concept existing with the urgent remote from face to face education to online education era, is arguably the most serious disadvantage of online education that learners face throughout the process (Jandric' et al., 2020; Kapasia et al., 2020; la Velle et al., 2020; Motala & Menon, 2020).

Last but not least; the inequalities have arguably been creating rough circumstances in education, especially in the context of online education. Nevertheless, teachers and instructors have reported that it is the hardest to be aware of the problems resulting from those inequalities. Unfortunately; they also have reported that they have almost nothing to solve or at least reduce all these aforementioned struggles.

5.3.8. Differences between online and face to face EFL teaching.

Although they meet under the concepts of teaching and education, it is accepted that there are some points that separate online education and face-to-face education processes from each other. In this part of the study, in the light of the analysis results obtained by the researcher, the difference between the language assessment and evaluation process and the lesson planning process will be emphasized. The results of the analysis showed that especially the language assessment process and the lesson planning process are the most obvious concepts that separate online language education and face-to-face language education.

It is a fact that language assessment is a very important concept in order to increase the motivation of the learners in the following processes, to see the deficiencies, to consolidate and develop the process, and to make the right decisions about the process and apply them. Under the light of this vital reality, several academic considerations regarding language assessment have occurred (Brunfaut & Harding, 2018; Hildén & Fröjdendahl, 2018; Kremmel, et al., 2018; Kremmel & Harding, 2019). The importance of language assessment (summative and formative) has been emphasized with its key role in influencing the learners' own learning experiences by researchers (Rust, O'Donovan, & Price, 2005, p. 231). In the concept of online efl teaching, where many existing teaching methods have to be changed, the language assessment process has also brought new techniques. According to the results of the current master thesis study participants reported that they decided to give weekly and from day to day daily assignments on various online learning platforms such as google classroom or edd puzzle to be able to follow learners' language development in a more detailed way. Furthermore; participants expressed that they started the process of e-portfolio development of learners. E-portfolio procedure is defined as the collection of all online peer assignments of learners reflecting their ongoing and overall developments. Several research studies spanning the globe provide overlapping language assessment methods as aforementioned. Abduh M (2021) reported in a study that EFL instructors and teachers apply e-portfolios to support learners' creativity, self-awareness, and critical thinking during the ongoing online EFL teaching.

The participants of the current study also stated that the way they apply diagnostic tests to assess the existing proficiency of the learners has been carried out in the classroom but brought into the virtual classroom by online quizzes. That is the only difference regarding ongoing assessment techniques expressed by instructors. The literature does not provide many similar studies on online language assessment. Thus; the author could not report more arguments about it to discuss.

5.3.9. Lesson planning.

While collecting the data of the study, one of the common responses of the participants about the online and face-to-face language teaching differences was the lesson planning process. According to the participants, the main reason why the lesson planning stages are different in face-to-face and online efl teaching is the efforts of language instructors to manage the process in an environment and situation that they have never encountered before. In other

words, since the participants believed that the traditional lesson planning processes would not overlap with the online language teaching process, they went out of the planning they made in the traditional method by searching for new ones in the lesson planning concept. When the participants were asked to talk about the innovations they were pursuing, they noted that they made more changes in their semester lesson planning. They reported that they planned online language teaching by revising the topics in their own course or textbook. According to the participant responses, by re-planning the process with plenty of video and visually supported materials from the internet, and by integrating their own teaching and learning materials into the process they have changed the way they plan their lessons. Another difference reported by the participants of the study is different durations of lessons of face-to-face and online efl teaching. According to the participants while planning an ongoing lesson they had to keep the session of a single lesson shorter than 40 minutes. However; the literature does not provide many research studies related to online lesson planning. There are a few studies expressing the experiences of language instructors about planning a lesson for online efl procedure. Results of some studies have in common (Zauniddin et al.,2019; Huang et al., 2020; Gacs, Goertler, & Spasova, 2020).According to them, language instructors in higher education altered mostly the activities while planning a lesson. They have created or developed more activities that are suitable for online or virtual learning environments. Since the nature of language teaching requires interaction, studies indicate that language instructors and teachers mostly focused on planning more interactive lessons for both ongoing and overall language practice (Mumford & Dikilitaş, 2020; Sert O, 2019).

5.3.10. Relation between demographic profiles of EFL instructors and perceptions, experiences, and expectations on online EFL teaching.

In this mixed method case study, the researcher tried to investigate whether there are any significant relationships between demographic profiles (age, year of experience, graduation degree etc.) of EFL instructors between their general perceptions, experiences, and expectations on teaching EFL online. The results of the study have shown that demographic profiles of the instructors actually do not affect their general perceptions, experiences, and expectations on teaching EFL online. Knowing the fact that carrying the traditional face-to-face language teaching to a virtual environment is a sudden and brand new era regarding the globe, it was not surprising for the author of the current thesis study

not to see any impacts of various demographic profiles of instructors on their perceptions, experiences, and expectations of teaching EFL online.

The concept of perception is stated by Bruna and Pavani (2015) as an initial step to the whole process that helps us to accommodate our actions to develop and complete the overall process. Here in our case the perceptions of EFL instructors can be defined as the built assumption after a certain experience. Perception is shaped by experiences, (Salminen et al., 2020). There can be plenty of factors affecting the opinion concluded at the end of the process of experiencing (Borg S, 2011; Levin T, Wadmany R, 2008; Fenstermacher G D, 1978). In this case study; perceptual effect of the gender, age, degree of education, and year of experience differences of EFL instructors were examined. Preliminary quantitative results show that there are no significant differences between the perceptions, experiences, and expectations of EFL instructors on online EFL teaching and their demographic profiles (gender, age, degree of education, year of experience). In order to reach an in depth understanding of the preliminary results, qualitative data of the study was analyzed by thematic analysis. The gained categories regarding the answers of the participants show that gender of the participants does not have any effect on their perceptions, experiences, and expectation on online EFL teaching. Several studies were reviewed to gain arguments to support the major results of the study. However; it could not be found any overlapping studies providing the similar results. Although not many studies providing the similar results were conducted, a study from Turkey exploring the relation of gender of language instructors and their Computer Assisted Language Learning (CALL) perceptions provide conspicuous results that are opposed to the current thesis study results. According to the results of the study conducted by Özer D and Türker F (2020), male language instructors have higher perceptions and more positive attitudes towards CALL and its integration into language processes. They also reported that instructors and language learners get more motivated in the language practice process by the use of CALL. Other than that previously Mollaei (2013) conducted a study investigating higher education EFL teachers' perceptions on using technology in their classroom setting. She tried to understand the perceptions of the participants according to their genders. Nevertheless, she could not define any significant gender differences regarding the attitudes and perceptions. In earlier studies, however, (Sadik, 2005; Samak, 2006) it was reported higher levels of anxiety among female instructors on the use of computers and technology for their teaching process.

This study also investigated whether there is a relationship between participants' years of professional experience and online language teaching perception, experience and expectation. The results of the study showed that there is no significant relationship between years of experience and online language teaching perception experience and expectations. Unfortunately, there are not many studies on the relationship between online language teaching and demographic teacher profiles in the literature. Studies conducted in previous years are mostly perception studies on the integration of technology into the classroom environment of foreign language teachers and instructors. In the context of using and integrating technology into the language teaching process, Schiller (2003) expressed that personal differences such as age, gender, year of experience and personal characteristics such as attitude, beliefs, intentions may affect the language teachers' perceptions on use of technology in EFL classroom and teaching environment. The literature contains many scientific studies (Wong & Li, 2008; Giordano, 2007; Hernandez-Ramoz, 2005) supporting Schiller's claim. According to these studies, there is a linear relationship between years of experience and teacher attitudes and behaviors towards technology use. However, according to Niederhauser and Stoddart (2001), previous studies report that the years of experience have no effect on technology use and teacher perceptions. Although the results of this study found overlapping results on the use of technology with the claim made by Niederhauser and Stoddart, the current study investigated the online language teaching perception of foreign language instructors, not technology use and integration.

When the relationship between the graduation degrees of language instructors and their perceptions of online language teaching and their experience expectations were investigated, it was understood that there was no remarkable relationship between these two. When the same results were obtained in the interviews made in order to examine the instructors' perceptions in more depth, the researcher sought answers with a number of follow-up questions on the reasons for these results in the data collection process that she expanded. Participant responses showed that just as other demographic characteristics did not have an effect on perception, experience and expectation, there was no remarkable relationship between graduation degree and perception, experience and expectation. The reason for this result can be interpreted as the necessity of online language teaching to be a very sudden transition. In other words, in this context, it is a fact that all instructors, regardless of their demographic characteristics, had to start online language education at the same time and under the same conditions. Although the concept of online language teaching

has not recently appeared in the literature, it has recently gained popularity globally. Thus, studies on the concept are also very few and up-to-date. Unlike the current study, the literature mostly includes studies such as CALL, use of technology in foreign language teaching, integration of computer and internet technologies into foreign language teaching, and perceptions of EFL instructors on these areas are examined. In their study, investigating the CALL perceptions of the instructors, Demiröz and Türker (2020) found some remarkable results regarding the effects of their graduation degrees on their perceptions. According to their results both graduate and postgraduate instructors believe that CALL increases the motivation of language learners. Other than that they also reported that regardless of the instructors' education level they all believe that CALL is a facilitator for the process of language practice.

The relationships between the age differences of the participants and the perception, experience and expectation of online language teaching were also investigated. According to the results obtained, there was no relationship between the ages of the participants and their perceptions, experiences and expectations in general terms. In the literature, no study was found that gave similar or different results with the current study. In other words, there is no research that supports or refutes the current results on whether one of the factors affecting the perceptions, experiences and expectations of the instructors in the online language teaching concept is the age distribution of the instructors.

In this part of the study, the current results and the results in the literature are discussed.

CHAPTER 6

CONCLUSIONS

6.1 Introduction

This chapter of the thesis includes a summary of the study's findings, as well as limitations experienced during the research process and recommendations for further research.

6.2 Overall Conclusions

Two further goals of this mixed method study, which is based on teacher perception research in online language teaching, were to learn about the instructors' expectations and experiences regarding the online language teaching process. This study, which used a mixed method approach to address the research questions, revealed information regarding foreign language instructors' perceptions of online language teaching, their experiences with it, and their expectations from it. With the help of the questionnaire, it was determined whether the instructors' demographic profiles influenced their perceptions of the process. As a result, it has been determined that the instructors' demographic features do not influence their perception of online language teaching.

The study also looked into English language instructors' perspectives on online language instruction. In this regard, instructors claimed in online one-on-one interviews that their experiences were largely shaped by the problems they encountered during the procedure.

Quantitative analyzes that provide the most comprehensive information about instructors' experiences have shown that instructors' teaching processes differ in face-to-face and online education.

Instructors also noted that the online language teaching method has advantages such as flexibility and the fact that it provides a vast and varied content opportunity for both learners and teachers, according to qualitative and quantitative studies. The interviews revealed that the instructors had comparable challenges and dealt with them in a similar manner throughout the study, which also looked into the teachers' online language teaching experiences and expectations. As a result, limited involvement, a lack of technology knowledge, a lack of interaction, uncertain and unclear assessment and evaluation processes, and unforeseen technical problems are all noted by the instructors as complicating the process.

6.3 Limitations and Implications

The present thesis has some limitations. The qualitative analysis results of the study can be assumed to be less reliable than the quantitative analysis results, since the reliability of the analyzes of the collected qualitative data or the pilot study could not be fully performed.

Inequality of opportunity emerges as a result of the various possibilities that individuals have during the online language education process, and learning is not accessible for everyone as a result. As a result of the study, it has been determined that online learning procedures should be made available to all learners. In addition to the inequality of opportunity, as a result of this study, it was determined and emphasized that the assessment and evaluation made in online language teaching processes also lead to unfair results and this is a problem that needs to be solved.

6.4 Suggestions for Further Studies

Despite all the difficulties, it is hoped that this study will shed light on future studies. The inequality of opportunity, which is one of the biggest difficulties of the online language teaching process, is included in the study. It will be pleasing to see studies in the literature aimed at eliminating this inequality and making the process equally accessible to everyone.

The participants in the study stressed the importance of several academic studies in improving the evaluation process of online language instruction. Perhaps in the future, works in the subject of testing and assessment research in online language instruction will be offered to the field.

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APPANDECIES

Appendix A: Questionnaire

PERCEPTIONS, EXPERIENCES, AND EXPECTATIONS ON ONLINE LANGUAGE EDUCATION SURVEY.

This survey adopted from Emre S. (2019), Balcı E. (2017), Mahdum et. al. (2019), and Yüce E. (2019).

Demographic Questions

- 1) What is your gender? Please circle.

Male/Female.

- 2) Your age? Please tick the appropriate one.

24-30

31-41

41-51

- 3) What is the highest education degree you have? Please tick the appropriate one.

Bachelor's degree

Master's degree

Doctoral degree

Professional degree (JD, MD)

4) Do you have any certificates of teaching? If yes, please tick the appropriate one or ones.

CELTA

ICELT

DELTA

Other....(please mention)

5) How long have you been teaching English? Please tick the appropriate one.

1-5

5-10

11-15

Above 15 years

6) I am teaching atPlease circle the appropriate one.

General English Preparatory Program.

ELL/ELT English Preparatory Program

Optional English Preparatory Program

7) Have you ever used any online teaching tool with your students during the face-to-face education process? If yes, please tick the appropriate one.

Yes.....

No.....

Edmodo

Moodle

Google Classroom

Other.....(please mention)



Instructors' Perceptions on Online Language Teaching	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1)Online Learning has a positive impact on students.					
2)Online learning makes students autonomous.					
3)Students can learn the language effectively by integrating the materials in the class with the online platform.					
4)Students can study at their own pace with online education.					
5)Learning the contents through the online activities is easier for students than face-to-face instruction.					
6)Modules in the online platform meet students' needs.					
7)Online learning motivates students.					
8)Online learning makes students responsible for the course.					
9)Being able to practice through PC or mobile devices provides huge practicality for students.					
10)Students can only learn English through the printed materials.					
11)Online learning makes the process more communicative.					
12)Online learning helps students develop receptive skills (listening-reading).					
13)Online teaching helps students develop productive skills (writing-speaking).					
14)Online education can make the learning process more effective.					
15) Online education can increase students' motivation.					
16) Online education can foster positive attitudes of students towards learning.					

17) Online education makes learning activities more interesting and enjoyable.					
18) Online education will enable students to become active learners.					
19) I do not feel that online education has given benefits to me as a teacher.					
20) Online education can improve my teaching performance.					
21) Online education provides convenience in monitoring students' learning process.					
22) Online education provides convenience in controlling students' activities.					
23) Online education provides convenience in assessing the students' process of learning.					
24) Online education provides convenience in storing teachers' and students' documents.					
Attitude Toward Using Online Teaching					
25) Online Language teaching is a good idea.					
26) Online Language teaching is a bad idea.					
27) Online Language teaching makes EFL teaching more interesting.					
28) Online Language teaching is fun for teaching EFL or for Professional development.					
29) I like teaching language online for my Professional EFL teaching development.					
Performance Expectancy Questions					
30) I find teaching EFL online useful.					
31) Teaching EFL online enables me to accomplish my teaching activities more quickly.					
32) Teaching EFL online increased my productivity during the process.					
Behavioral Intention to Use Online Teaching					

33) I intend to teach online in the future for my EFL teaching career or for my professional development.					
34) I predict I would use teaching online in the future for my EFL teaching career or for professional development.					
35) I plan to use teaching online in the future for my EFL teaching career or for professional development.					
Impact of Online Education on Teaching					
36) Online education can contribute to making students work more actively and problem-based.					
37) Online education can inspire and make students able to express themselves.					
38) Online education can make learning more meaningful.					
39) Online education can improve the quality of student learning.					
40) Online education can improve teachers' pedagogical abilities.					
41) Online education can increase self-confidence.					
Possible Problems of Online Language Teaching					
<i>Language Areas</i>					
42) It is difficult to teach new vocabulary items to students in FL through online language classes.					
43) It is difficult to teach FL grammar through online language classes.					
44) It is difficult to teach FL pronunciation through online language classes.					
<i>Language Teaching Skills</i>					
45) It is difficult to improve students' FL reading skills through online language classes.					

46) It is difficult to improve students' FL reading skills related to their subject areas (English for Specific Purposes/ESP) through online language classes.					
47) It is difficult to improve students' FL listening skills through online language classes.					
48) It is difficult to improve students' FL listening skills related to their subject areas (ESP) through online language classes.					
49) It is difficult to improve students' FL speaking skills through online language classes.					
50) It is difficult to improve students' FL speaking skills related to their subject areas (ESP) through online language classes.					
51) It is difficult to improve students' FL writing skills through online language classes.					
52) It is difficult to improve students' FL writing skills related to their subject areas (ESP) through online language classes.					

Appendix B: Interview Questions

The aim of the following interview questions is to understand general perceptions, experiences, and expectations of English Language Instructors on online language education.

- 1) Can you please introduce yourself briefly?
- 2) How do you describe EFL online language education?
- 3) What is/are the most advantageous part/s of EFL online language education? Please, explain briefly.
- 4) What is/are the most important disadvantageous part/s in EFL online language education? Please, explain briefly.
- 5) Have you experienced any challenges during this process? If yes, please explain briefly the reasons and potential actions you took to solve this problem.
- 6) Are there any differences between the procedures of your online EFL and face to face course/s (planning, presentation, content, management, assessment etc)? Please, explain briefly.
- 7) What are your suggestions to improve EFL online education practices?
- 8) Do you have anything to add?

Appendix C: All Ethical Issues and Permissions

Dear Zahide Berfin Yılmaz,

I am very pleased with your e-mail and your interest in my paper. Many thanks for your appreciations. You can use the questionnaire as long as you refer to and cite the paper in your future studies. Do not hesitate to contact with me. Best wishes in advance for your thesis,

Kindest Regards,



T.C.
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Sayı : E-84026528-050.01.04-2100068828
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05.05.2021

Sayın Zahide Berfin YILMAZ

Yürütücülüğünüzü yapmış olduğunuz 2021-YÖNP-0348 nolu projeniz ile ilgili Bilimsel Araştırmalar Etik Kurulu'nun almış olduğu 29.04.2021 tarih ve 08/78 sayılı kararı aşağıdadır.

Bilgilerinize rica ederim.

KARAR:78- Zahide Berfin YILMAZ'ın sorumlu yürütücülüğünü yaptığı "İngiliz Dili Okutmanlarının Çevrimiçi Dil Öğretimine İlişkin Algıları, Deneyimleri ve Beklentileri Üzerine Vaka Analizi Çalışması" başlıklı araştırmasının, Bilimsel Araştırmalar Etik Kurul ilkelerine **uygun olduğuna** oy birliği ile karar verilmiştir.

