TEACHERS' ATTITUDES TOWARDS ONLINE EDUCATION DURING COVID-19 IN THE TURKISH EFL CONTEXT

GONCA ERDOĞAN

JUNE 2022

TEACHERS' ATTITUDES TOWARDS ONLINE EDUCATION DURING COVID-19 IN THE TURKISH EFL CONTEXT

A THESIS SUBMITTED TO THE

GRADUATE SCHOOL PROGRAMS

OF

BAHCESEHIR UNIVERSITY

GONCA ERDOĞAN

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS

FOR

THE DEGREE OF MASTER OF ARTS

IN THE DEPARTMENT OF ENGLISH LANGUAGE TEACHING

JUNE 2022

T.C.

BAHÇEŞEHİR UNIVERSITY

GRADUATE SCHOOL

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

MASTER THESIS APPROVAL FORM

Program Name:	English Language Teaching
Student's Name and Surname:	Gonca Erdoğan
Name of The Thesis:	Teachers' Attitudes Towards Online Education during Covid-19 in Turkish EFL Context
Thesis Defense Date	27.05.2022

This thesis has been approved by the Graduate School which has fulfilled the necessary conditions as Master thesis.

Prof. Dr. Ahmet ÖNCÜ

Institute Director

This thesis was read by us, quality and content as a Master's thesis has been seen and accepted as sufficient.

	Title, Name	**Signature**
Thesis Advisor:	Dr. Zeynep KÖYLÜ	
2. Member:	Prof Dr. Kenan DİKİLİTAŞ	
3. Member:	Dr. Mustafa POLAT	

I hereby declare that all information in this document has been obtanied and presented in accordance with academic rules and ethical conduct. I also declare that, as required by these rules and conduct, I have fully cited and referenced all material and results that are not original to this work.

Name, Last Name: Gonca Erdoğan

Signature:

ABSRACT

TEACHERS' ATTITUDES TOWARDS ONLINE EDUCATION DURING COVID-19 IN THE TURKISH EFL CONTEXT

Erdoğan, Gonca
Master's Thesis Program in English Language Education
Supervisor: Asst. Prof. Dr. Zeynep KÖYLÜ

June 2022, 120 pages

The purpose of the study is to investigate the experiences and attitudes of teachers who taught English as a second language in both synchronous and asynchronous settings during the COVID-19 pandemic in a Turkish EFL context. It was designed to understand EFL teachers' attitudes towards online education based on their level of education, level of institution, school type and online education experience variables. This study also attempts to reveal the teachers' readiness to online education, technologies used, the advantages and difficulties they experienced in this process, the solutions they offer to these problems, and their expectations for future educational activities. The study also aims to contribute to the existing literature by revealing the experiences of teachers during the Emergency Online Learning period.

To gain a comprehensive and detailed understanding of the subject, this study has employed convergent design. It indicates that data were collected simultaneously qualitatively and quantitatively. Participants were the 426 EFL teachers who work in educational institutions across Turkey, teaching English as a foreign language and actively participating in online language education during the pandemic. The data were acquired by a survey that included closed and open-ended questions. The textual data from the open-ended items in the questionnaire helped the researcher to conduct a more extensive and in-depth inquiry. The responses to open-ended questions were analysed by using content analysis, and the items in the questionnaire were analysed quantitatively. The results of the study indicate that teachers have positive attitude towards online education. According to the results of the current study, most of the

teachers thought that online education practices were advantageous. The most articulated advantages of online education are the flexibility of space and time it offers for learning, and creating a comfortable environment. The results also revealed that online education is economic and time-saving. There are also challenges that online education creates. The most commonly mentioned difficulties are a lack of technology and technical support, as well as issues with Internet connectivity. Interaction, communication, and motivation issues were also identified as important challenges. Teachers also offered some recommendations for future online education. The most commonly suggested remedies for the issues they faced were teacher trainings on the use of technology, making classroom attendance compulsory, and providing equal online education possibilities for every student.

Keywords:

Covid 19 Pandemic outbreak, English language teaching, online education, Teachers' attitudes, Emergency Online Learning.

ÖZ

COVİD-19 SÜRECİNDE TÜRKİYE'DEKİ İNGİLİZCE ÖĞRETMENLERİNİN UZAKTAN DİL EĞİTİMİNE KARŞI TUTUMLARI

Erdoğan, Gonca
İngiliz Dili Eğitimi Yüksek Lisans Programı
Tez Danışmanı: Dr. Öğr. Üyesi Zeynep KÖYLÜ

Haziran 2022, 120 sayfa

Bu çalışmanın amacı, COVID-19 salgını sırasında Türkiye'de ikinci dil olarak İngilizce öğreten öğretmenlerin uzaktan dil eğitimi deneyimlerini ve bu sürece karşı olan tutumlarını araştırmaktır. Bu araştırma, İngilizce öğretmenlerinin eğitim seviyesi, kurum düzeyi, okul türü (özel & devlet) ve çevrimiçi eğitim deneyimi değişkenlerine dayalı olarak çevrimiçi eğitime yönelik tutumlarını anlamak için tasarlanmıştır. Bu çalışma aynı zamanda öğretmenlerin çevrimiçi eğitime hazır bulunuşluklarını, kullandıkları teknolojileri, bu süreçte yaşadıkları avantaj ve güçlükleri, bu sorunlara sundukları çözümleri ve gelecekteki eğitim etkinliklerinden beklentilerini ortaya koymaya çalışmaktadır. Mevcut çalışma ayrıca öğretmenlerin "Acil Çevrimiçi Öğrenme" sürecinde yaşadıklarını ortaya koyarak mevcut literatüre katkı sağlamayı amaçlamaktadır.

Konunun kapsamlı ve ayrıntılı bir şekilde anlaşılmasını sağlamak için bu çalışmada yakınsak tasarım kullanılmıştır. Bu tasarım verilerin nitel ve nicel olarak aynı anda toplandığını gösterir. Katılımcılar, Türkiye genelinde eğitim kurumlarında görev yapan, yabancı dil olarak İngilizce öğreten ve pandemi sırasında çevrimiçi dil eğitimine aktif olarak katılan 426 İngilizce öğretmeniydi. Veriler, kapalı ve açık uçlu sorulardan oluşan bir anket ile elde edilmiştir. Anketteki açık uçlu maddelerden elde edilen metinsel veriler, araştırmacının daha kapsamlı ve derinlemesine bir araştırma yapmasına yardımcı olmuştur. Açık uçlu sorulara verilen cevaplar içerik analizi kullanılarak, ankette yer alan maddeler ise nicel olarak analiz edilmiştir. Araştırmanın sonuçları öğretmenlerin çevrimiçi eğitime yönelik olumlu bir tutuma sahip olduklarını göstermektedir. Mevcut araştırmanın sonuçlarına göre öğretmenlerin çoğu çevrimiçi

eğitim uygulamalarının avantajlı olduğunu düşünmektedir. Çevrimiçi eğitimin en belirgin avantajları, öğrenme için sunduğu alan ve zamanın esnekliğidir. Sonuçlar ayrıca çevrimiçi eğitimin ekonomik olduğunu ve zaman tasarrufu sağladığını da ortaya koydu. Elbette, çevrimiçi eğitimin yarattığı zorluklar da vardır. En sık bahsedilen zorluklar, teknoloji ve teknik destek eksikliğinin yanı sıra İnternet bağlantısıyla ilgili sorunlardır. Etkileşim, iletişim ve motivasyon sorunları da önemli zorluklar olarak belirlendi. Öğretmenler ayrıca gelecekteki çevrimiçi eğitim için bazı önerilerde bulundu. Karşılaştıkları sorunlar için en sık önerilen çözümler; teknolojinin kullanımına ilişkin öğretmen eğitimi, öğrencilerin sınıf devamlılığını zorunlu kılmak, ve her bir öğrenci için eşit çevrimiçi eğitim olanakları sağlamak olmuştur.

Anahtar Kelimeler: Covid 19 salgını, İngilizce öğretimi, çevrimiçi eğitim, öğretmenlerin tutumları, Acil Çevrimiçi Öğrenme.

To My Beloved Children Mete and Nil

ACKNOWLEDGMENTS

First and foremost, I am extremely grateful to my supervisor, Dr Zeynep Köylü for her invaluable advice, continuous support, and patience during my study. Her immense knowledge and plentiful experience have encouraged me in all the time of my academic research.

I would also like to thank Prof. Dr. Kenan Dikilitaş, for giving me the opportunity to join this master degree program. His dynamism, vision, sincerity and motivation have deeply inspired me. I also wish to extend my sincere thanks to Dr. Mustafa Polat for being on the committee.

I would like to thank my chosen family; Serap Durmuş and Seda Yaman who have always encouraged me to carry on with patience and helped me through tough times. Without their understanding, and continuous support, I could have never been able to come over this stressful process.

A special thanks to my family. Words cannot express how grateful I am to my mother, father, my brother and sister-in-law for all of the sacrifices that they've made on my behalf. I would also like to thank my sweet little family, my beloved husband, son and daughter. You make my heart smile.

TABLE OF CONTENTS

ETHICAL CONDUCT iii

ABSRACT iv

ÖZ vi

DEDICATION viii

ACKNOWLEDGMENTS ix

TABLE OF CONTENTS x

LIST OF TABLES xiv

LIST OF FIGURES xv

LIST OF ABBREVIATIONS xvi

Chapter 1:Introduction 1

1.1 Statement of the Problem 5

1.2 Purpose of the Study 6

1.3 Research Questions 6

1.4. Significance of the Study 7

1.5 Definitions of the Terms 8

Chapter 2:Literature Review 10

2.1 Modes of Delivery in SLA 10

2.1.1 Traditional, Online and Blended Learning. 10

2.2 Online Education 12

2.2.1 Definition of Online Education. 12

2.2.2 Theoretical Frameworks and Brief Look at the History of CALL. 13

2.2.3 Synchronous and Asynchronous Online Education. 14

2.2.3.1 Synchronous Online Education. 14

2.2.3.2 Asynchronous Online Education 15

2.2.3.3 Studies on Synchronous and Asynchronous Online Education. 15

2.2.4 Teachers' Roles in Online Education 17

2.2.5 Technology in Online Education. 18
2.2.5.1 Online Teaching Platforms and Tools during Covid 19. 19
2.2.5.2 Research Studies on Online Tools and Platforms. 23
2.3 From Teachers' Attitudes: Challenges and Advantages of Online Education 25
2.3.1 Advantages of Online Education 26
2.3.2. Challenges of Online Education. 27
2.3.2.1 Teachers' Barriers to Online Education. 29
2.3.2.2. Teachers' Motivational Challenges in Online Education. 31
2.4 COVID-19 Pandemic Outbreak 32
2.4.1 How COVID-19 Pandemic Affected Education..... 33
2.4.2 How COVID-19 Pandemic Affected Education in Turkey. 33
2.4.3. Transitioning from Traditional Education to Online. 34
2.4.4 Transition to Online Education during Covid-19 35
2.4.5 Teachers' Attitudes Towards Online Education during Covid 19. 36
2.5 Conclusion..... 39
Chapter 3:Methodology 41
3.1 Research Design 41
3.2 Setting and Participants 42
3.2.1. Participants. 42
3.2.3. Sampling Procedure. 43
3.3 Data Collection..... 44
3.3.1 Data Collection Instruments. 44
3.3.2 Questionnaire. 45
3.3.2.1 Information about the Questionnaire Scale. 45
3.3.2.2 Design of Questionnaire. 45
3.3.3 Open Ended Questions. 46
3.4 Data Collection Procedure..... 47

3.4.1 Piloting..... 48
3.4.2 Ethical Considerations. 48
3.5 Data Analysis Procedures..... 49
3.5.1 Quantitative Data Analysis. 49
3.5.2 Qualitative Data Analysis. 50
Chapter 4:Findings..... 53
4.1 Quantitative Analysis 53
4.1.1 Reliability of Research. 53
4.1.2 Frequency Analysis Results of Demographic Questions..... 53
4.1.3 Descriptive Analysis. 59
4.1.3.1 Advantages and disadvantages of Online Learning from eachers' Perspectives..... 59
4.1.4 Relationships Test Results According to Variables..... 63
4.1.4.1 How do Teachers' Perceptions Vary in Terms of Education Level of Institution in Online Education? 64
4.1.4.2 How do Teachers' Attitudes Vary in Terms of Institution Type (Public/Private) in Online Education? 64
4.1.4.3. How do Teachers' Attitudes Vary in Terms of Education Level in Online Education?..... 65
4.1.4.4. How do Teachers' Attitudes Vary in Terms of Online Education Experience in Online Education?..... 66
4.2 Content Analysis for Open Ended Questions..... 67
4.2.1 Advantages of Online Education..... 69
4.2.2 Challenges of Online Education. 71
4.2.3 Suggestions to Improve Future Online Education Experiences. 73
Chapter 5:Discussion and Conclusions..... 76
5.1 RQ1: What are the Attitudes of Turkish EFL Teachers towards Online Education during the COVID-19 Pandemic?..... 76

5.1.1 How do Teachers' Attitudes Vary in Terms of, Teachers' Level of education, Institution Level (K-12 or Tertiary), Institution Type (Public/Private), and Previous Experiences in Online Education? 78

5.1.1.1 Discussion on The Effects of EFL Teachers' Attitudes Towards Online Language Education and Education Level of the Institutions They Work. 78

5.1.1.2 Discussion on the Effects of EFL Teachers' Attitudes Towards Online Language Education and Their Level of Education. 79

5.1.1.3 EFL Teachers' Attitudes Towards Online Language Education and School Type (Public/Private). 80

5.1.1.4 EFL Teachers' Attitudes Towards Online Language Education and Their Online Education Experience. 81

5.1.2 RQ2 What are the Advantages and Challenges of Online Education for Turkish EFL Teachers During the COVID-19 Pandemic? 81

5.1.2.1. Advantages of Online Education. 81

5.1.2.2. Challenges of Online Education 84

5.1.3 RQ3 What are the Remedies Recommended by Turkish EFL Teachers for an Ideal Online Teaching Experience? 85

5.2 Pedagogical Implications of the Study 87

5.3 Limitations of the Study 88

5.4 Suggestions for Future Research 89

5.5 Conclusion 90

REFERENCES 93

APPENDICES ..... **Hata! Yer işareti tanımlanmamış.**

Appendix A. English Version of the Questionnaire ..... **Hata! Yer işareti tanımlanmamış.**

Appendix B. Turkish Version of the Questionnaire ..... **Hata! Yer işareti tanımlanmamış.**

Appendix C. Consent Form of Conducting the Questionnaire .... **Hata! Yer işareti tanımlanmamış.**

Appendix D. Approval of Ethics Committee ...**Hata! Yer işareti tanımlanmamış.**

LIST OF TABLES

TABLES

Table 1 Research Questions and Data Analysis Research Questions Statistical Analysis 52
Table 2 Frequency Analysis Results by Gender and Age 54
Table 3 Frequency Analysis Results by City of Participant Education Institution 54
Table 4 Frequency Analysis Results by Type of Education Institution and Level of Teachers 55
Table 5 Frequency Analysis Results by Professional Experience and Education Level by the Participants 55
Table 6 Results of Attended Trainings and English Skills 56
Table 7 Online Education Platforms and Digital Tools Used by Teachers 57
Table 8 Frequency Analysis Results for “What is the score out of 10 that you will give to the distance English education activities you carried out in your institution during the Covid-19 pandemic period?” 58
Table 9 Frequency Analysis Results for "What type of training would you like to continue to teach in the next training period? 58
Table 10 The Calculated Means of Items and Their Standard Deviation on Advantages of Online Education 60
Table 11 The calculated means of items and their standard deviation on the disadvantages of online education 61
Table 12 Test of Normality 63
Table 13 ANOVA Results by Education Level of Institution 64
Table 14 Independent Samples T-test by School Type 65
Table 15ANOVA Results by Education Level 65
Table 16 Post-Hoc Test by Education Level 66
Table 17 ANOVA Results by Online Education Experience 67
Table 18 Post-Hoc Test by Online Education Experience 67
Table 19 Numbers of Responses to Open-ended Questions 68
Table 20 The Findings Regarding Advantages of Online Education 69

Table 21 The Findings Regarding Challenges of Online Education 71
Table 22 The Findings Regarding Solutions for Online Education..... 73

LIST OF FIGURES

FIGURES

Figure 1. The Research Process in This Study..... 42

LIST OF ABBREVIATIONS

ANOVA	Analysis of Variance
CALL	Computer Assisted Language Learning
COVID-19	Coronavirus Disease 2019
COHE	Turkey's Council of Higher Education
EBA	Educational Informatics Network
ECEC	Early Childhood Education and Care
E-Learning	Electronic Learning
EFL	English as a Foreign Language
ELT	English Language Teaching
ESL	English as Second Language
ICT	Information and Communication Technology
OECD	Organisation for Economic Co-operation and Development
SD	Standard Deviation
SLA	Second Language Acquisition
SPSS	Statistical Package for the Social Sciences
LMS	Learning Management Systems
M	Mean Score
MONE	Ministry of National Education
UNESCO	United Nations Educational, Scientific and Cultural Organization.
WWW	The World Wide Web
WHO	The World Health Organization

Chapter 1

Introduction

The World Health Organization (WHO) declared the novel coronavirus disease COVID-19 as a global pandemic on February 11, 2020.Many public areas were closed as a result, and a new way of life began. The pandemic of COVID-19 had a substantial and devastating impact on the global economy, business, social life, and education. It has a significant impact on many aspects of life, including schooling (UNESCO, 2020). Numerous schools were closed in many countries due to a public health emergency, according to UNESCO (2020a). Turkey announced the closure of all educational institutions from ECEC (Early Childhood Education and Care) to tertiary level on March 16, 2020, according to an OECD (Organisation for Economic Co-operation and Development) report (June, 2020). The Turkish Ministry of National Education (MONE) has decided to transition the system to an online and distance-learning model. The schools have been closed, and they have been quickly transformed into an online education system. On March 23rd, online platforms and television broadcasts were activated. As a result, all teachers, including EFL teachers, were obliged to conduct emergency online learning, which required them to perform both synchronous and asynchronous classes. As a result, we should call the situation during the pandemic 'Emergency Online Learning,' as different from 'Online Distance Education.'. Because online education is more than just being distant, using technology, and, posting educational resources; it's a learning process that gives students autonomy, responsibility, flexibility, and choice. It's a complex technique that requires setting goals and careful planning for creating a successful learning environment. In short, online education learning is one thing, whereas emergency online learning is another. This differentiation is significant because teachers' attitudes towards online education will play a critical role in the world's post-Covid online education future. For sure, this quick transition has some controversial consequences in education. Because of the new system, teachers, educational institutions, students, and families faced a lot of difficulties. All the stakeholders have been affected seriously. As the lead actor of this process, it is not wrong to say that teachers are the

most important and mostly affected group (Abacı, Robertson, Linklater & McNeill, 2021) Prior to the pandemic, online language education was not widely used, so teachers had either no or little experience in online instruction when they started this process. But in spite of this situation, expectations from the teachers were quite high in this pandemic online education period. We could quickly identify some knowledge on the role of the teacher in online education if we explore the literature. Many requirements for online language teachers are mentioned in the literature. According to Anderson (2008) excellent online language teachers should have general teaching skills. They must be knowledgeable in their field, enthusiastic about the subject or task they are teaching. They must be good motivators. They should also be good at using hardware, software, and technology. When creating and implementing new learning materials, effective online teachers should be creative, flexible, and patient. Online language teachers, according to Warschauer and Healey (1998) should be facilitators rather than information suppliers. They must be aware of their students' needs and personalities as facilitators, and they must be able to meet those requirements using a variety of resources and technical tools. Carrier and Nye (2017) also underline the need for pedagogically directed online courses. The critical thing is that teachers should deal with the potentials of online learning and course design in order to provide students with an effective learning atmosphere. For online teaching to be effective, teachers must be active participants in the planning, creating, developing, instructing, and assessing educational processes. But, EFL teachers had either no or little knowledge and experience in online education when they started this process. Covid 19 online language education process was just a quick shift from traditional to online emergently. So, Teachers were in the middle of everything with questions in their minds, responsibilities on their shoulders, and mental difficulties of the pandemic. All the stakeholders had great expectations from them and they were under great pressure. They were expected to have different roles during this process; motivators, facilitators, sources, technology gurus, counsellors, parents, and more. As a result, this study is particularly interested in learning about their attitudes towards what was going on around them, because, it is very important to understand how they felt, and perceived. To know their challenges and, how they coped with this period is important to understand this online education process. Understanding their perspective will contribute significantly to the EFL field of online language education. Educational planners, content developers, syllabus designers, teachers, teacher trainers, teacher

candidates, and university students in the EFL setting can benefit from the findings of this study. It has been 2 years since the pandemic started but in the Turkish EFL context there are just few studies investigating online English language education in Covid 19 pandemic. Furthermore, in earlier research dealing with online education before the pandemic were prioritized students' viewpoints and also teachers' perspective was taken into account inconsequentially. The teachers' attitudes are equally important, because if they, as teachers, are dissatisfied with the online mode, the educational foundation itself will be damaged.

There have been some studies conducted regarding this topic. Tumen and Akyıldz (2020) wanted to investigate Turkish university students' perspectives of the pandemic online education period in their study. The data revealed that the pandemic period led the majority of the subjects to feel anxious, depressed, and bored. Şevik and Yücedağ (2020) attempted to investigate the perspectives of EFL teachers working in secondary and high schools in several Turkish cities on the use of online education in EFL contexts. The study indicated that the most common hurdles for the participants were internet connection issues, a lack of internet, a lack of technological gadgets, technical issues, and a lack of technical expertise regarding distance education. Güneş (2017) used the perspectives of English language instructors to investigate the responsibilities and competencies of English language teachers and students in online learning environments before the pandemic. According to the findings, online education has both advantages and disadvantages. The most well-known benefits of online education are the flexibility of space and time it provides for studying, as well as the ability to access recordings of online sessions and the creation of a comfortable environment. On the other side, the most typically reported concerns include poor technical infrastructure, a lack of faculty support, engagement and communication issues, a lack of content development, student profiles, and the challenges of teaching English online. In a study by Altunay (2016) on the attitudes of EFL learners on online learning, it was found that the students preferred traditional classrooms to online learning. Various studies on foreign online language learning have been undertaken all around the world. Aristovnik, Kerzic, Ravselj, Tomazevic, and Umek (2020) conducted one of the most comprehensive and large-scale studies on how students view the repercussions of the COVID-19 issue on many parts of their lives on a global scale. According to the findings of the study, students were most satisfied with the support offered by teaching staff and their universities' public relations during the

worldwide shutdown and transition to online learning. Despite this, they were unable to see their own enhanced performance in the new educational setting due to a lack of computer skills and a sense of increased effort. In another study Hazaymeh (2021) attempted to evaluate participants' attitudes towards online learning in order to enable them to meet ISTE (International Society for Technology in Education) criteria in the EFL classroom during the Covid-19 Pandemic. The result of the study showed that, the participants had a positive attitude toward online distance learning, which enabled them to achieve high scores in creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making, and digital citizenship, according to the data. However, technical issues and the lack of actual connections revealed as disadvantages of online distance learning. Another study, by Haazaymeh (2021) aimed to assess participants' perspectives of online learning in order to enable them to meet ISTE (International Society for Technology in Education) requirements in the EFL classroom during Covid 19. According to the data, the participants in the study had a positive attitude toward online distance learning, which helped them achieve high scores in creativity and innovation, communication and collaboration, research and information fluency, critical thinking, problem-solving, decision-making, and digital citizenship. However, technical challenges and a lack of actual connections emerged as online distance learning's drawbacks. One of the most recent research studies was undertaken by Mailizar, Almanthari, and Maulina (2020). The results of the study showed that, during the COVID-19 pandemic, Indonesian secondary school teachers faced challenges in online teaching. Students' lack of technology knowledge and skills, their lack of access to technological gadgets, and internet and connection issues were the most generally stated difficulties, according to the research. Dashtestani (2014) conducted a study to learn how Iranian EFL teachers felt about online language teaching. Participants favoured blended learning over online learning, according to the findings of the study. The most significant difficulties faced by the participants were a lack of online materials, a lack of communication, cultural aversion to online learning, and teachers' poor expertise of online learning. Madaus (2013) investigated the benefits and limitations of online and technologically integrated education from the perspective of college and university professors. According to the study's findings, the most frequently mentioned challenge was the amount of effort and planning required by online education, while the most frequently expressed benefit was the flexibility of

online teaching. Hurd (2000) looked at language learners' attitudes and the obstacles they faced when learning French through online education. The participants' main concerns, according to the data, were a lack of time, fewer opportunities to engage with others and teachers, difficulty gauging their own progress, and requesting help. After reviewing previous research studies on the same topic, it is clear that no comparable studies have been undertaken in the Turkish EFL environment to the best of the researcher's knowledge. As the importance and usage level of online language education is increasing day by day and improving system quality is gaining more importance, taking appropriate steps in this direction has become critical. This study tries to learn about how Turkish L1 teachers' English think about the present pandemic of online language teaching.

1.1 Statement of the Problem

Every field of life has been challenged by the Covid 19 pandemic. Education was one of these fields which were affected directly and reshaped to get protected from this deadly virus (UNESCO, 2020). This quick shift has overcome the challenges posed by the pandemic, but this action was not sufficient in the long term and needs some suggestions to get better. This quick shift also brought some issues because this process affected people psychologically, emotionally, economically, and sociologically (UNESCO, 2020). Teachers had to adapt this quick transition and, they started spending the majority of their time in front of the computer and tried to adapt to digital teaching tools in order to satisfy the needs of their students, administration, and parents. As a result, busy schedules, difficulty with adaption, technological issues during online sessions, and hard work to stick to the curriculum provide a challenge to effective language teaching during the COVID-19 pandemic. Furthermore, teachers are important to the success of online education implementation. Because perceptions influence behaviour, establishing teachers' attitudes is crucial for effective online education (Miglani & Awadhiya, 2017). The impressions of online education are influenced by the quality of online education applications (Demirli, 2002). To improve system quality, it is critical to determine teachers' attitudes and take the appropriate steps in this direction (Birişçi, 2013). Teachers' attitudes should be determined, and the system should be evaluated, in order to improve the quality of the system.

Understanding their perspective may contribute significantly to the EFL field of online language education. Taking into account the relevant and existing literature, the suddenness of the recent pandemic crisis, and the current state of EFL teachers, a further study to investigate teachers' attitudes was required.

1.2 Purpose of the Study

The current study offers insight into the experiences and attitudes of teachers who taught English as a second language in both synchronous and asynchronous settings during the COVID-19 pandemic. Teachers' attitudes towards online education, teaching experiences (material use and lesson preparation), teacher readiness and technological competencies, and the effectiveness of online education are all examined in this study. It was designed to understand EFL teachers' attitudes towards online education based on their level of education, level of institution, school type and online education experience variables. The study also aims to contribute to the existing literature by revealing the experiences of teachers during the 'Emergency Online Learning' period. The findings of this study may help policymakers gain a better understanding of educators' attitudes about online learning. The suggestions of the teachers can help educational planners, content developers, syllabus designers, teachers, teacher trainers, teacher candidates, and university students in the ELT context. The findings are expected to help gain insight on online education applications to boost teachers' success, motivation, and enthusiasm. They may also guide in-service teacher training activities on online educational tools and methodologies by presenting the teachers' needs.

1.3 Research Questions

The current study is guided by the following research questions:

1.What are the attitudes of Turkish EFL teachers regarding online education during COVID-19 pandemic?

- How do teachers' attitudes vary in terms of teachers' level of education, institution level (K-12 or tertiary), institution type (Public/Private), and previous experiences on online education?

2. What are the advantages and challenges of online education for Turkish EFL teachers during the COVID-19 pandemic?
3.What are the remedies recommended by Turkish EFL teachers for an ideal online teaching experience?

1.4. Significance of the Study

On a global scale, several studies have already been published on various aspects of the COVID-19 pandemic crisis, including its effects on physical and mental health, the economy, society, and the environment. (Schiller, Tönsing, Kleinert, Boehm, & Heinrichs, 2021). However, we could only find minimal research on educational challenges related to teaching English as a second language. Although some quantitative and qualitative research on the efficiency of online language learning has been already conducted, research on online language learning during the pandemic is extremely unusual. The majority of the current research focuses on online learning technologies, instructional methodologies or strategies, unique contexts within a blended learning program, and a comparison of classroom and entirely online learning. When it comes to attitude, students' attitudes, satisfaction, and performance are frequently emphasized in the present studies during a pandemic but teachers' attitudes have been handled just by some limited studies.

In the context of Turkish EFL, there is a dearth of research. In the Turkish EFL setting, there are few studies on online education during the pandemic. Furthermore, teachers' attitudes towards emergency online education are not well-documented in the literature. Even though some of these studies are about teachers' attitudes, they have certain drawbacks, such as data from the early stages of the pandemic, a small sample size, and research that focus on only a few aspects of a teacher's attitudes. Following a review of the literature, no comprehensive large-scale survey or study on how teachers across Turkey dealt with the unexpected and unprecedented COVID-19 pandemic and its effects on their current and future lives was discovered. As a result, the current study makes a novel, unique, and timely contribution to the field of online education during COVID 19.

1.5 Definitions of the terms

Online Education: A type of learning in which neither the educator nor the learner(s) are physically present at the same time.

Face-to-Face Learning: Face-to-face education, also known as traditional learning, is a type of learning in which educators and students meet at the same time and location.

Blended learning: It is a term that refers to a method of learning. It is also referred to as hybrid learning, and it is a teaching method that combines traditional classroom strategies with online educational materials and opportunities for interaction.

Synchronous Online Learning: This type of online learning is distinguished by supported instruction and learning-oriented engagement that takes place in real time and is typically scheduled (Murray, 2007).

Asynchronous Online Learning: The type of e-learning in which participants are not all online at the same time and learning resources are only available when they are needed (Hrasintski, 2008).

Emergency Online Learning: A short term teaching approach that follows COVID19 precautions by delivering educational content and materials in order to resume education and avoid time loss (Bozkurt & Sharma, 2020).

Teaching English as a Foreign Language (EFL): The term "English as a Foreign Language" refers to non-native speakers studying English in nations where English is not the primary language (Broughton et al., 2003).

Attitude: According to Allport (1935) an attitude is a cognitive or neurologic state of readiness organised by experience that has a directive or dynamic impact on the individual's behaviour toward all objects and situations with which it is related. In a short, it's a proclivity to respond in a certain way as a result of a person's background and personality. Personality, beliefs, values, actions, and motivations all contribute to one's attitude. Perception and attitudes are inextricably linked (Schwartz, 2004).

Perception: Perception is defined as "the process of becoming aware or conscious of a thing or things in general; the condition of being aware; comprehension," according to the Oxford English Dictionary. Teachers' perceptions can be defined as mental images or thoughts that teachers have concerning their pupils and instruction. These feelings and thoughts could be influenced by their family's history or traditions, as well as their education, work, culture, or neighbourhood. All of these factors, as well as

others, have an impact on a person's personal lens and how they perceive others (Schwartz, 2004).

Chapter 2

Literature Review

This chapter provides an overview of the literature on online education, the implications of the Covid-19 pandemic on education, CALL theoretical frameworks, and the perceptions of teachers on online education.

2.1 Modes of Delivery in SLA

In this part you can find description of three modes of delivery in SLA; face to face, online, and blended, and some related studies in literature.

2.1.1 Traditional, online and blended Learning. Several scholars refer to face-to-face learning as "traditional," citing its long history when it is compared with two other modes of delivery (Chigeza & Halbert, 2014; Adams, Randall, & Traustadóttir, 2015; Pellas & Kazandis, 2015; González-Gómez et al., 2016). Its definition is derived, in general, from an understanding of an educational model that includes a physical classroom and all participants being there at the same time (i.e., teachers and students). The traditional classroom, also known as face-to-face teaching, exists when an educational institution's teachers and students meet in a space dedicated to teaching, where teaching and learning take place simultaneously. These individuals contribute to the social learning experience, which is derived from teachers and classmates, and in this way, people share and learn from each other (Eriksson & Letth, 2019).

Online learning is usually contrasted with face-to-face learning (e.g., Ryan et al., 2016). In online education, instead of physical classrooms there are web-based tools that allow students to learn outside of the classroom. These tools enable students to learn at their own pace (Bernard et al., 2014; Chigeza & Halbert, 2014; Northey et al., 2015; Israel, 2015; Potter, 2015).

Often, the phrases blended learning and hybrid learning appear to be the same (Ryan et al.,2016). There is no consensus on what blended learning means, as evidenced by the number of literatures on the subject. Bernard et al. (2014) describe blended learning as "the blending of instruction from two historically independent

modalities of teaching and learning: traditional learning systems and dispersed learning systems" (See p. 91). Blended learning, according to Rovai and Jordan (2004) is a hybrid of online and classroom learning that combines some of the benefits of online courses with face-to-face interaction. Blended learning systems, according to some researchers, integrate face-to-face and computer-mediated instruction (Graham, 2006; Stubbs, Martin, & Endlar, 2006; Akkoyunlu & Soylu, 2006).

There have been some studies both individual and comparative on modes of delivery in SLA. In one of the most comprehensive three-year studies by Moskal, Dziuban and Hartman (2004) success rates between the face-to-face, fully-online, and blended teaching methods were investigated. The results demonstrated that integrated teaching consistently outperforms the other two methods. In a separate study Rovai and Jordan (2004) evaluated the relationship between a sense of community and entirely online, traditional classrooms, and hybrid higher education learning settings using a non-experimental method. Students in hybrid courses had a better sense of community than students in traditional or entirely online courses, according to the researchers (Rovai &Jordan, 2004).

In another study Mosalanejad (2012) compared e-learning with the traditional one to see the difference between competence level between them. In traditional learning, interpersonal learning develops the study of information in both theoretical competence and practical abilities, according to the study but it is not so possible for the e-learning settings. As a result, the study indicated that traditional classroom learning is the superior of the two methods of gaining knowledge, and that students prefer it, despite the convenience of an online learning environment. The classroom, according to Yanni (2013) offers a strong learning environment with social and communal interactions between students and teachers, where ideas, questions, and knowledge are shared. This encourages discussion and the creation of new ideas. In contrast, despite the ease of communication across distances, numerous non-traditional learning environments do not give the same number of social connections as traditional classroom learning. However, many educational scholars, on the other hand, have found no substantial differences in student outcomes based on the course environment (Dominguez & Ridley, 1999). According to Russell (1999) there is no noticeable difference between traditional and distance learners in terms of course assessments and outcomes. In this study focus will be on online education, so you can find more detailed information about online education on next part.

2.2 Online Education

Under this title, you'll find a wealth of information regarding online education. Some of the important titles to be expressed are definitions, theoretical frameworks, two components of online education, teachers' roles and technology in online education.

2.2.1 Definition of online education. E-learning, internet-based learning, networked learning, virtual learning, computer-assisted learning, web-based learning, and remote learning are all terminology used to describe online education (Ryan et al., 2000). All of these terms have one thing in common: teachers and students are in separate locations and use technology to communicate with one another and access learning materials (Ally, 2008). The number of web users has risen dramatically, and Information and Communication Technologies have become an essential part of human life, especially among young people. Server-based Learning Management Systems have replaced computer-based education software since the birth of the World Wide Web; therefore, content generation and control have been upgraded to web-based software programs and social web applications such as friendship networks, video sharing platforms, blogs, and wikis. (Fırat & Yurdakul, 2013). Language education has been influenced by recent developments in technology, and it has expanded outside the classroom walls. Traditional face-to-face language learning lessons have been turned into online classes thanks to the usage of new technologies. Students nowadays are more computer competent than their teachers, according to Fee (2009) additionally, they prefer to get information via the Internet. As a result, the goal of education in the digital age is to offer students the ability to access information quickly and accurately and to support them in properly analyzing and evaluating data through the use of online resources. According to Ally (2008) online instruction does not only include placing content on the web or providing connections to digital resources; it also includes learners using the web to conduct research, complete learning activities, and achieve learning goals and outcomes. For this, different activities for different learning styles must be used. According to Neidorf (2006) effective online training demands connection, communication, motivation, and feedback in addition to content understanding.

2.2.2 Theoretical frameworks and brief look at the history of CALL. Computer-Assisted Language Learning is referred to as CALL. The definition essentially refers to the use of computers to promote linguistic instructions. CALL and other types of multimedia give relevant input and interactive relationships that allow learners to maintain their level and provide assessments of their responses (Chapelle, 2008). Since the 1960s, computer technology has been used to help people learn languages (Warschauer & Healey, 1998). In language teaching, the 1970s had seen the evolution of employing computers for educational reasons. In the 1980s, people finally began to employ computers in their institutions and offices. Since then, computers have found their way into innumerable schools and businesses (Ittelson, 2000). With computer technology, students are expected to get more information. Furthermore, using computers in education would assist students in gaining the necessary information to compete with others in this global and technological world (Oppenheimer, 1997). With the advent of the World Wide Web in the 1990s, web-based teaching began to be blended into language education. CALL has changed dramatically over the previous few centuries as a result of technological advancements (White, 2003). Learning languages online has exploded as a result of the rise of the Internet, social media, and mobile technology. (Hauck & Stickler, 2006; Hubbard, 2008; White, 2003). Students can now use the most up-to-date educational technology tools, access any material at any time, and produce their own content through digital channels, thanks to technological advancements in the twenty-first century. As a result, teaching has become more learner-centered and customized, with students being treated as independent producers and learners. Such improvements in distance education have opened the way for more student-centered online learning and teaching that is appropriate for 21st-century learning objectives. Internet technologies have changed the nature of CALL. The gradual adoption of technology has aided the transformation of distance education. Synchronous instruction began to be employed in distance education in the twentieth century, thanks to the integration of telecommunication technologies via radio, telephone, and television channels (Simonson, Smaldino, Albright & Zvacek, 2008). Interaction between native speakers of a language and learners of that language became possible in the twenty-first century with the introduction of computer-mediated communication (Wang, 2001). With the growth of the Internet, synchronous courses have been made available over the World Wide Web, letting students learn "anytime, anywhere" (Simonson et al., 2008).

Improvements in technology have recently had an important effect on teaching and learning processes. The Internet's arrival in the 1990s, as well as internet-based educational technologies in the 2000s, had a significant impact on course design, development, and delivery (McNaught, 2007).

2.2.3 Synchronous and asynchronous online education. According to Jarvis (2003) internet-based online education consists of two components: synchronous and asynchronous, both of which offer technology opportunities to the students for studying individually.

2.2.3.1 Synchronous online education. Synchronous online education is defined as a learning activity in which both students and teachers participate at the same time. The teacher will frequently employ audio and/or video teleconferencing, virtual classrooms, and instant messaging in such a setting (Ruiz, Mintzer, & Leipzig, 2006). In synchronous online courses, all students participate in real-time digital classes, which requires two-way communication (Tsipianitis & Groumpos, 2018, p. 346). Teachers lead the learning in this system, while participants communicate directly with one another increases students' participation (Shi & Morrow, 2006) Teachers lead the learning in this system, while participants communicate directly with one another increases students' participation (Shi & Morrow, 2006). According to Bernard, Abrami, Lou, Borokhovski, Wade, Wozney, Wallet, Fiset, and Huang (2004) students and teachers are physically separated but connect instantly through synchronous learning. Students receive immediate feedback in the synchronous type of online learning (Almosa & Almobaraka, 2005). This type of learning also gives more 'social presence' than the asynchronous form (Münzer, 2003). Whereas synchronous distance education offers interactive learning environments with real-time information sharing and instant access to answers to questions, asynchronous distance education requires a set meeting date and time, which contrasts distance education's promise of "anywhere, anytime" learning (Skylar, 2009). Early researchers shows that students had a favourable experience taking synchronous online courses (McBrien, Jones, & Cheng, 2009; Clark, Strudler, & Grove, 2015), including the ability to stay on task, a sense of participation, and a tendency to experience greater task completion rates (Mabrito, 2006; Hrastinski, 2010). Yamagata-Lynch (2014) also stated that synchronous online classes can assist students form better relationships with

their peers and teachers, as well as stay motivated in course activities.

2.2.3.2 Asynchronous online education. Asynchronous online education does not occur in real time, and the teacher conducts interaction through email and online discussion boards (Ruiz, Mintzer, & Leipzig, 2006). Asynchronous remote learning does not demand students and instructors to participate in the learning event at the same time. Students who are more autonomous about their education have the freedom to learn whenever and wherever they want (Tsipianitis & Groumpos, 2018, p. 346). Teachers do not have to keep to strict time constraints in this type of learning; instead, they can post course materials on wikis, blogs, and e-mail. In the event that a student requires an appointment, they can arrange one online (Daniel, 2020). As a result, in that kind of learning group relationships between students can be limited.

On the other hand, asynchronous remote learning provides flexibility because students do not have to be online at the same time and can study at their own pace (Hrastinski, 2008; Pang & Jen, 2018). Furthermore, students feel more relaxed and have more flexibility when participating in an asynchronous online discussion board. They are not under any obligation to answer immediately to questions or comments, and they have more time to consider how they would respond (Brierton et al., 2016). As a result, students have more opportunity to acquire deeper learning skills in an asynchronous online environment (Lowenthal, Dunlap & Snelson, 2017).

2.2.3.3 Studies on synchronous and asynchronous online education. Bernard et al. (2004) examined the two distance education systems in their meta-analysis study. They compare typical classroom instruction to both synchronous and asynchronous distance education. Their findings are surprising. While asynchronous education results in much higher achievement and more positive attitudes among students, engagement is significantly high in traditional classrooms instruction.

Roblyer, Freeman, Donaldson, and Maddox (2007) looked at synchronous and asynchronous formats and came up with some significant results. In terms of student achievement and attitudes regarding both forms, they found no significant consequence in favor of either. When asked about availability to the teacher, the majority of students express dissatisfaction with online education when compared to traditional classroom learning. Online classes are more demanding and complex, according to nearly half of the students in the research. When teachers in the same

study evaluated online courses, they noted that the online process increased their competence with technology, but that student attention, enjoyment, and involvement did not increase. Finally, all of the teacher participants believed that online classes provide high-quality courses to a large number of students while also achieving the goals of the lesson. In her study, Skylar (2009) compared two systems and came up with satisfactory results. There was no significant difference in academic performance between synchronous web-based training and asynchronous text-based instruction, according to the study. In terms of satisfaction, students said they would choose synchronous courses over asynchronous courses since they understood more in synchronous classes.

Cleveland-Innes and Ally (2004) compared the effects of two different delivery methods on academic achievement. The researchers discussed whether or not students interacted in a flexible manner. Asynchronous learning platforms were preferred by the students. They have more time to reflect on their learning, whereas the synchronous platform demands them to join interactive classes on time, which might be problematic at times. Branon & Essex, 2001; Hines & Pearl, 2004 stated that student involvement is more flexible in asynchronous learning environments. Students can interact with one another at any time and from any location. Due to a lack of social connections and feedback, asynchronous learning systems, on the other hand, create a sense of disconnection between students and teachers. When synchronous distance education is compared to asynchronous distance education, it is claimed that the former improves students' brainstorming and group decision-making abilities (Branon & Essex, 2001).

In a current study by Akın (2021) teachers' experiences on ESP (English for Specific Purpose) courses both synchronously and asynchronously were investigated. Eight instructors who taught synchronous classes and eight instructors who taught asynchronous lessons took part in the study. A content analysis was carried out. The findings revealed that teaching ESP online was a difficult task. Because of the availability of interaction, synchronous teaching was preferred over asynchronous education, which had some drawbacks due to the lack of it. Findings showed that, in-service teaching of ESP can be delivered to all teachers who offer ESP lessons in order to improve the efficiency of online synchronous and asynchronous ESP education. Asynchronous lessons can be made more interactive by adding discussion boards, and synchronous lessons can be enhanced by using software that allows student-to-student interaction.

Online education, whether synchronous or asynchronous, has been increasingly important in recent years, particularly during pandemics. Understanding students' and teachers' perceptions and attitudes toward the pandemic distance education period can help to improve the situation in the future.

2.2.4 Teachers' roles in online education. With the COVID19 pandemic, education transformed from face-to-face to online immediately (ETF, 2020; Reimers, 2020). Even teachers were the lead actors of this transformation they were as helpless as students and parents in this emergency online learning situation (WHO, 2020). They found themselves in the middle of it and they had some difficulty in finding their role in the online teaching process. Because they are used to teaching in the classroom, they have known their role in the classroom very well but in this new teaching process, they tried to find their ways and roles spontaneously. They tried to get used to their new role day by day. Actually, when we search the literature, we can find different studies that discuss the role of teachers in online education. According to Hampel and Stickler (2005), online environments can provide excellent chances for language acquisition; authentic materials, and also, they can facilitate various communicative activities such as web searches and e-mail exchanges. However, they claim that when the goal of creating online materials is to relieve teachers from their responsibilities, they fail to support successful learning because communicative competence can only be promoted when authentic and meaningful interaction is combined with effective pedagogical support. Carrier and Nye (2017) on the other hand, looked into how digital learning transformed the teacher's role. While many teachers have been limited by their fear of technology, digital learning does not require teachers to be technological gurus. Carrier and Nye (2017) also emphasize that digital learning must be pedagogically guided. For a successful online education, teachers' digital capabilities must be identified first, and then if they need any guidance to obtain necessary competencies, training can be provided. The important thing is that educators should deal with online learning's affordances and course design in order to give learning that students can absorb. Instructors must be active participants in the planning, designing, developing, teaching, and assessing educational processes for online teaching to be effective. Palmer (2015) suggests that 21st-century teachers should design more learner-centered courses, provide more individualized instructions, use real resources, promote student autonomy and productivity, encourage collaboration, and integrate new technologies

into their teaching. Even if teachers have enough pedagogical or technological skills, according to Gülbahar and Kaleliolu, (2015) this does not guarantee that they will be great online educators. They must be able to communicate effectively using computers, possess adequate online classroom management abilities, adapt and restructure their teaching methods for online classrooms, provide acceptable online activities for students, and be accessible to all students. Moreover, because of the increased constraints, such as limited engagement and communication during online sessions, language teachers must develop distinct and new abilities than other subject teachers and teachers in face-to-face classrooms. According to Rosell-Aguilar (2007) teachers' personality, communication, and managerial abilities, as well as pedagogical and technological skills, are critical to the success of teaching in synchronous online classes. Online language teachers, according to Warschauer and Healey (1998) should be facilitators rather than information suppliers. As facilitators, they must be aware of the requirements and characteristics of their students and use a variety of resources and technical tools to meet those needs. Anderson (2008) mentions ‘excellent e-teachers’ qualifications in his study. According to Anderson (2008) excellent e-teachers should have general teaching skills. They must be knowledgeable in their field, enthusiastic, and motivators for the subject or task they are teaching. Moreover, they should have sufficient knowledge of using hardware, software, and technology. Effective e-teachers also should be imaginative, flexible, and patient while developing and implementing a new learning material.

All in all, the role of teachers in online education has great importance to have an effective online lesson and to make students more motivated and integrated.

2.2.5 Technology in online education. Undoubtedly, the effectiveness of online education depends on many factors. One of the most important factors that facilitate the efficacy of online education is the use of technology. Today there have been thousands of tools that help to enhance the educators' and students’ engagement in their online process. There is a common name for those technologies; WEB 2.0. Wikipedia states: “the term "Web 2.0" refers to a presumed second generation of web development and design that improves communication, secure information sharing, interoperability, and collaboration over the Internet” (Wikipedia, 2022). Web 2.0 ideas have contributed to the creation and evolution of web-based communities, hosted services, and apps such as social networking websites, video-sharing spaces, wikis,

blogs, mashups, and folksonomies. According to Franklin and Harmelen (2007) “Web 2.0 refers to a collection of tools that need a greater emphasis on users' contributions to content knowledge and cooperation through the use of various software devices” (p.4). Furthermore, users of Web technologies may create dialogues, initiate conversations and discussions, examine a text using newly constructed language, and add and write about their thoughts on the subject. Apparently, Web 2.0 technologies encourage Vygotskian social learning theory, which states that learning is active and that content plays an important role in learning (Vygotsky, 1978). According to Vygotsky (1978) learning is not personal, but rather feeds via social contact. Vygotsky (1978) puts emphasis on interaction, therefore teachers that use Web 2.0 technologies in their classrooms are internalizing Vygotskian social learning theory. Situated Learning theory, established by Lave and Wenge (1991), is another learning theory that may be linked to Web 2.0 technologies (Sigala, 2007). According to this learning theory, learning takes place in an interconnected environment that is heavily supported by Web 2.0 technologies, and these tools give integrated learning possibilities rather than isolated and unconnected learning situations. Furthermore, Web 2.0 technologies provide new learning environments that are learner-centered. As a result, Web 2.0 technologies gain priority in enhancing learning by encouraging learners' contributions and providing instant access to a larger range of ideas and activities. In summary, using Web 2.0 tools have a lot of advantages (Ebner, 2007). We can say that Web 2.0 technologies enable a move away from traditional teaching methods and toward communicative and cooperative techniques. In addition to that, Web 2.0 tools help learners improve their assessment and creation abilities (Harmelen, 2007). Moreover, they help students to get engaged in their own learning by allowing them to express themselves and providing access to more information resources (Sigala, 2007). In addition, by using Web 2.0 technologies, learners may become digitally fluent and prepare themselves for the challenges of acquiring knowledge. As a result, teachers should use teaching methods that contain qualifications that are valuable for obtaining a job in learners' "future lives.”, and also teachers can create a lively learning environment that attracts new generation learners’ attention more (McLoughlin & Lee, 2011).

2.2.5.1 Online teaching platforms and tools during Covid 19. During the pandemic, education was one of the harshly affected sectors (WHO, 2020). To keep

students connected to the world and motivated has been a priority for all educators and parents at this time of social distancing and distant learning. So, some online platforms were used as an emergency solution to continue education all around the world. Teachers and students were both able to participate in a virtual classroom by joining an online distant virtual teaching environment. Some of these platforms were used as synchronous or asynchronous teaching tools. Mardiah (2020) states that "Synchronous lesson tools and forms include chat discussions, audio/video conferencing, live webcasting, application sharing, whiteboard presentation, and polling, whereas asynchronous lesson tools and forms include e-mails, discussion forums, Wiki, blog, and webcasting" (p.5). Despite the fact that there are thousands of apps and systems accessible, not all of them can be used effectively due to cost and time constraints. Furthermore, COVID-19 emerged unexpectedly, schools did not have enough time to give their teachers enough training about these tools. During online classes, Zoom, Microsoft Teams, Skype, Zoom were frequently used for the synchronous classes (Mardiah, 2020). Giesbers et al. (2014) suggest Skype and Zoom as web-video conferencing technologies since they allow for real-time audio, video, and chat communication. Skype is a free internet communication program that allows users to video conference, make phone calls, and send and receive online messages. Classrooms can use Skype to access a range of educational resources. Students can make friends, learn new things, and interact with people from different cultures. They can use Skype to share projects, enhance language skills, exchange information with other students. It was used as a synchronous teaching tool during the pandemic but it was not as popular as Zoom for the Turkish context. There are also platforms that you can teach your lessons online like Adobe Connect / Eba / Microsoft Live Meeting, Open Meetings, Microsoft Teams, Google Classroom, EducatHUB, Canvas, Big blue button, Gotomeeting, Cisco-Webx, Perculus, Vedubox, Moodle, etc. But just a few of them become very popular in Turkey during pandemic outbreaks (Ozer, 2020). Zoom is one of the most important tools for educational institutions in Turkey because especially for the k12 school, the zoom was used for synchronous lessons as an emergency solution. Zoom's secure video communication services for online classrooms assist schools and institutions. After the pandemic, the program designer added some more features to make it more education-friendly. Many of the same teaching strategies that you use in a face-to-face classroom may now be used through Zoom. The screen sharing tool is quite beneficial for presenting slides, and the teacher

can also make a Google Drawing or Google Slides presentation at the start of the session to take notes on the class discussion. Zoom's breakout room feature is a very good way to facilitate classroom discussion. Teachers can send students to breakout rooms at random or put them together selectively (e.g., designated team). Students can employ the whiteboard feature in their breakout areas to write down ideas. Additionally, a teacher may give a Google Doc for all groups to record thoughts in (possibly linked in the group chat box). Google Classroom, for example, allows professors to create an online class in which they can organize the content available to students. Another platform is Microsoft Teams, which is the ultimate messaging tool for businesses—a workplace for real-time collaboration and communication, as well as meetings, file, and app sharing. Before the pandemic, this application had been used as an online meeting application for more business life, but after the pandemic, a lot of educational institutions have started to use it for educational purposes and the program designers made some changes to it (Ilag, 2020). They added some features for educational purposes. Now, this program can be used in a very functional way for educational purposes, especially synchronous lessons (Ilag, 2020). One of the most applied of these programs is; Whiteboard in Microsoft Teams. During online lessons, users may utilize Microsoft Team's Whiteboard functionality to write and brainstorm ideas on a freeform digital canvas. It employs a traditional classroom whiteboard style that is kept in the cloud and available to anybody invited to a Microsoft Teams meeting (Ilag, 2020). Another important program that helps the learners come together and share their ideas is Breakout Rooms. During class meetings, Breakout Rooms divide students into small groups. You can open and close rooms several times throughout a session, as well as shift individuals between rooms. Moodle is another popular platform for asynchronous teaching since it provides a virtual classroom with various advantages. Moodle's features can be broken down into two categories: resources and activities. Links, documents, workbooks, files, videos, and audios, for example, can be provided as resources, but live quizzes and forums are activities that allow participants to interact more directly (Martin & Tapp, 2019).

Turkey announced the closure of all educational institutions from ECEC (Early Childhood Education and Care) to tertiary level on March 16, 2020, according to an OECD (Organisation for Economic Co-operation and Development) report (June 2020). In light of the work of the Education Policy Outlook in 2020 in the context of this pandemic, ensuring continued access to learning and smooth educational pathways

was a necessity so, The Ministry of National Education of the Republic of Turkey launched a national programme of online education via the EBA platform (Ozer, 2020). Education Information Network, or EBA for short, as a socially competent educational electronic content network in Turkey. EBA is a platform that makes life easier for teachers and students in a pandemic period. It's an asynchronous method of instruction. It's a social learning tool that's available online. Teachers can post customized content to EBA, but they can also quickly access notes and presentations shared by other teachers (Ozer, 2020). Students need to create an EBA account to reach all the presentations.

There are also programs like Telegram, WhatsApp, Google Drive, Docs, that can be used for educational purposes. WhatsApp and Telegram, two free apps that allow students to join class groups and communicate with one another, are accessible for download on both smartphones and computers. Teachers are welcome to become members of certain organizations in order to teach. Teachers can utilize Google Docs, Sheets, and other Drive applications, and Google Drive is used for storage. On the other hand, online tools are also as important as online platforms because they support online education in a very effective way (Romero-Ivanova, Shaughnessy, Otto, Taylor & Watson, 2020). Padlet is one of those tools which can be described as an online message board that allows you to highlight study details. It is very useful for making comments and taking notes. It enables users to add new members to their pages and collaborate on thoughts. A teacher may simply utilize Padlet in the classroom by creating a username, wall, and providing a link with the students. Padlet will be useful, particularly for collective projects. Learners may view the group's notes on the same page by using Padlet. Another well-known platform where teachers can record and broadcast their classes or direct students to pre-recorded lectures relevant to their lesson objectives is YouTube. Furthermore, on YouTube, you can find millions of videos and these videos could be used to motivate students to participate more actively in classroom discussions. Various videos can be shared on a large scale depending on the needs of students. At first glance, YouTube appears to be a good place to practice listening skills because it includes a lot of video content. YouTube can also be used to develop different language skills. For example, learners can listen to many sources of listening materials on YouTube and take notes to improve their listening and writing (Romero-Ivanova, Shaughnessy, Otto, Taylor & Watson, 2020). Facebook is the most popular form of social network site, with millions of users worldwide. Facebook

encourages students to form virtual communities. Facebook is a helpful tool because shared information may drive students to communicate their ideas, thoughts, and photos in a transparent manner, which would be difficult to do in a classroom setting (Chartrand, 2012). Facebook, on the other hand, serves academic and instructional goals. As a consequence, when teachers integrate Facebook as a learning tool into the classroom, most of the shared information on this social network site will produce better outcomes for language learners. Furthermore, by integrating Facebook into the classroom environment, teachers may provide learners a chance to participate in dynamic discussions. Twitter, on the other hand, enables users to send and receive short text messages via the internet. Twitter can also be used for the educational purposes. Teachers may profit from Twitter by sharing online tales, and then teachers can delegate responsibility for continuing the story to students (Chartrand, 2012). Teachers can record their observations in a blog or wiki by incorporating Twitter into their lessons. These observations may include what students have done, practiced, and tweeted

There is another popular platform that allows kids to learn while having fun. It's called Kahoot (Kalleny, 2020). It’s a game-based education platform that helps users quickly create, share, and participate in educational games and trivia quizzes. Quizlet is a database of digital pop quizzes. It is completely free. It provides learning resources such as flashcards, study, and gaming modes. It is especially very helpful for educators to use to create quizzes for in-person and remote learning that are quick and easy to develop and assess (López, Kimura & Arao, 2022). Quizlet covers a wide range of topics and question types, including visual study resources, fill-in-the-blank activities, and much more. Flipgrid, a video discussion platform developed by Microsoft, allows students to communicate outside of the classroom. It was created in collaboration with Microsoft to function exclusively for instructors and students in a digital classroom. This educational tool's concept is to use video to provide an open platform for online conversation. Flipgrid is thus an excellent remote learning tool as well as a great homework-based application for students to use with one another (Romero-Ivanova, Shaughnessy, Otto, Taylor & Watson, 2020).

2.2.5.2 Research studies on online tools and platforms. Several studies have been conducted with a focus on the employment of Web 2.0 technologies by students or teachers. An and Williams (2010) set out to investigate the best examples, benefits, and challenges of Web 2.0 tools in education. The survey included 14 lecturers from

diverse universities around the United States. Interaction, communication, information exchange, and access to technology opportunities are all benefits of using Web 2.0 tools, according to the research. However, there are also disadvantages to using Web 2.0 technology, such as technological problems, time management, and a lack of clarity. In another study, Seleviien and Burkaitien (2015) tried to investigate student behavior when using Web 2.0 technologies in an educational setting. 101 students with a variety of backgrounds, including law, politics, and management, as well as social technologies, economics, and financial management, were joined in the research. The majority of the participants in the survey found that a traditional teacher-centered learning environment was more conducive to their learning. The majority of the participants in this survey were found to use social networking sites and spend about 3-5 hours interacting with their friends on online platforms. Bingimlas (2017) conducted research about teachers' perspectives on Web 2.0 technologies. 352 teachers from diverse Saudi schools took part in the study. According to the findings, many of the participants in the survey were aware of Web 2.0 technologies, but many said they only used them for educational purposes on rare occasions. In addition, the gender of teachers had a significant impact on their attitudes on using Web 2.0 technologies. Web 2.0 tools benefited female teachers more than male teachers. We can say that, female teachers were more eager to adopt technology in their classes. Suadi (2021) carried out a recent study on the use of Zoom and WhatsApp among EFL university students. The study used a mixed technique approach, with 53 university students taking classes remotely while following the Covid-19. Zoom and WhatsApp were mainly viewed as efficient and economical in terms of time, place, and money, despite certain concerns such as bad connection and expense. Overall, learners gave positive feedback regarding these two platforms, stating that they made studying easier by facilitating lecturer-student contact. In the Turkish educational context, we can find some studies on Web 2 tools, from a different perspective. In his study Keleş (2013) focused on the effects of Web 2.0 technologies (particularly wikis) usage on language acquisition. He worked with 12 ELT students. For data gathering Keleş (2013) used questionnaires and follow-up interviews. According to the survey, ELT students employed a variety of Web 2.0 tools, but they claimed that present educational circles failed to meet their future needs. Students' opinions of writing, reading, and grammar teaching changed significantly after a four-hour workshop and training sessions. In another study, Özel and Arikan (2015) tried to learn EFL instructors' attitudes towards

the use of Web2.0 technologies while they are trying to achieve certain teaching objectives. 112 EFL instructors joined the investigation. On their usage of Web 2.0 technologies. The results suggested that the participants preferred to use search engines, e-mails, and social networking sites in that order. Podcasts, blogs, and wikis, on the other hand, were rarely employed in their teaching activities. As a consequence, these teachers mostly used Web 1.0 tools in their teaching rather than Web 2.0 technologies, yet they had positive opinions on using Web 2.0 resources. Balbay and Erkan (2018) also performed research to find out how ELT instructors' feelings about using Web 2.0 technologies. A total of 21 ELT instructors participated in the research. Participants had training on the application of web 2.0 tools. Before and after the training session, pre-test and post-test were used. According to the findings, the teachers' attitudes on using Web 2.0 technologies shifted drastically after they were trained. Their attitudes became more positive with the training and also, they expressed that if they are provided with training on these tools, they will feel more comfortable using them in their classrooms. Karakaş and Kartal (2020) performed a study to see which Web 2.0 tools and mobile applications were applied more in the educational life of students of ELT faculties. 388 student teachers at different universities in Turkey contributed to the study. The participants in the survey had limited experience with Web 2.0 tools and mobile applications, according to the findings. Another result of this study revealed that a faculty of language education should include more training about the utilization of technology in language education.

In summary, using online platforms and tools is a very popular topic to investigate especially after the changes have been brought our life with the pandemic situation. More studies are needed to bring enlightenment to this important topic.

2.3 From Teachers' Attitudes: Challenges and Advantages of Online Education

Schools were closed because of the pandemic situation and many schools transformed their education to online (ETF, 2020; Reimers, 2020). With this transformation, the discussion has been started on the challenges and advantages of online education. Certainly, these discussions were started before the pandemic but with the Covid -19 closure, interest and research on online education increased significantly. Some researchers emphasize the benefits of online learning while others discuss the disadvantages of it.

2.3.1 Advantages of online education. According to Abrami, Bernard, Bures, Borokhovski and Tamim (2012) online learning offers significant benefits by extending educational access, lowering costs, and, most importantly, improving the quality of teaching and learning. Marc (2000) indicates that one of the benefits of e-learning in education is the opportunity to concentrate on individual learners' requirements (rather than on the needs of instructors or educational institutions) while sharing information through the internet. He adds that online learning is convenient in terms of time and location, that it fosters relationships between students through the use of discussion forums. It helps reduce barriers to participation, such as the fear of speaking with other students, and encourages students to interact with one another. Furthermore, when individual differences are considered, it can be said that online education allows students to study at their own pace. Meanwhile, Westberry (2009) highlights several advantages of online learning, including enabling upper levels of student cognition, encouraging learner reflection and information processing. Furthermore, according to Aithal & Shubhrajyotsna (2016), some of the advantages of online learning from the learner's perspective include convenience, time savings, and lower cost. Anderson (2008) also notes some of the benefits of online learning for students: Asynchronous online learning allows students to access online materials at any time, while synchronous online learning allows students to interact with teachers in real-time. Students can utilize the internet to acquire up-to-date and relevant learning resources as well as interact with experts in their field of study. For teachers, there is also a benefit to online learning: when learners have access to materials on the internet, teachers can more easily direct them to appropriate information based on their needs. Carrier (2017) pointed out various benefits of online learning in his book. One of the most significant advantages is that it expands their learning options and helps them develop their sense of learning autonomy. Online learning may also improve educational fairness by making learning opportunities available to a wider audience at a lower cost.

In their study Simonson, Smaldino, Albright and Zvacek (2009) mentioned some advantages as; Learners can access online courses and course materials from anywhere, at any time, learners can learn at their own pace, online course materials and activities are accessible from anywhere on the internet and maybe shared across a variety of computer platforms and operating systems, learners find it quite simple to

use technology, course materials can be updated quickly, and students can access this updated knowledge easily, students' active learning and intellectual engagement with the course are supported by the internet, learners gain proficiency in using the Internet which may have a good impact on career challenges following graduation, when personal identities are kept hidden, all students are treated equally, regardless of gender, appearance, or physical condition.

Students were happy about the creative design and structure of the educational materials delivered electronically, according to a study done by Memi-Fii and Bijedi (2017). According to Cakrawati (2017) the majority of students thought online learning platforms were useful and suitable instruments for English learning. The study also indicated that the majority of students agreed that online learning platforms are useful in developing English language abilities, learning new vocabularies, and improving their knowledge of class content. According to Ahmadi and Reza (2018) adopting proper technology for language learning increases learners' motivation to learn language skills successfully. It can also assist educators and students by allowing them to solve their learning challenges in a meaningful way and maintain a constant engagement and connection in order to fully comprehend the course. Furthermore, they demonstrated that digital teaching enabled students to enhance creativity, critical thinking skills, independent learning, information acquisition, and teamwork. Altunay (2019) prepared a report, and according to it, students were happy to acquire language skills via online learning because it allowed them to save time and travel. However, they encountered technical difficulties as well as a lack of technological instruments. Students have problems learning English language skills, according to the report.

2.3.2 Challenges of online education. Despite the benefits of distance education, there are also significant drawbacks. There are certain disadvantages of teaching online, according to Almosa (2002). We can say that the most important ones are lack of interaction and practice, and also sense of isolation. Because of the lack of explanations and interpretations, the learners, while having good academic knowledge, may not have the necessary abilities to communicate their acquired knowledge to others. It is difficult to manage or monitor faulty actions such as cheating on assessments, piracy, and plagiarism, and it has a negative impact on the teacher's role. Moreover, technical fields that include practicality cannot be properly studied through online learning. Widyantoro and Lestiyanawati (2020) mentioned certain challenges

of distance education. There is a lack of technological skills for both students and teachers and, it is difficult in using necessary teaching methodologies. According to Ramij and Sultana, teachers' problems during online learning in the pandemic time in Bangladesh include lack of technology, high internet costs, and financial difficulties of families (2020). The most common criticism of e-learning is that it lacks essential interactions, not just between students and teachers, but also amongst students (Young, 1997; Burdman, 1998). Simonson, Smaldino, Albright and Zvacek (2009) published a book that gives complete, up-to-date coverage of online education. In their book, they also describe some of the constraints of online learning as; the lack of access to the Internet or computers, as well as a lack of knowledge about how to use Internet resources, can cause challenges in rural or low-income areas, instead of emphasizing content and learning opportunities, online courses may place a greater emphasis on technology, well-designed online courses demand a significant amount of labour force, time, and staff resources, none of which are readily available to many teachers. Moreover, rather than adopting a learner-centered approach to instruction, some instructors maintain their teacher-centered, lecture-based instruction in online teaching. Even though today's kids are more digitally aware than earlier generations, many of them find the internet complicated. And also, digital piracy is easy to discover on online course sites. Some subjects may not be well-suited to computer delivery. Advanced technologies such as multimedia, streaming video, and memory-intensive graphics are not easily integrated into instruction due to network limits. There are often little or no infrastructural facilities. Some students may find it challenging to take responsibility for their own learning. Finally, in an online classroom, getting feedback may take longer than in a traditional classroom.

Izhar et al. (2021) tried to explain the difficulties faced by teachers in online classes in the Covid-19 period. They claim that teachers are the most important players in the preparation of online classes, hence their research focuses mostly on the issues that these teachers confront before conducting the sessions. Teachers were questioned about the difficulties they faced when preparing, planning, and designing online classes. Time, environment, technology access, interest, knowledge, technical skills, course design, and communication self-efficacy were the eight top problems that emerged from this study.

In short, you can find a general summary of the disadvantages of Online learning especially during the Covid-19 Pandemic outbreak above. In addition to this, you can

find a more detailed explanation of some challenges below.

2.3.2.1 Teachers' barriers to online education. Integration of online learning in teaching and learning is a complex issue, and many teachers may encounter various problems or challenges as a result. These issues are referred to as 'barriers' (Schoepp, 2005) Many experts determined that online learning Barriers can be divided into four categories as; barriers associated with students, teachers, equipment and technology and institutional management.

A number of factors can influence technology integration. First and second-order obstacles were classified by Ertmer et al. (1999). First-order barriers include things like a lack of resources that are outside of the teacher's control. Although his classification is outdated, the concepts remain relevant today. Several research studies have identified potential technological integration difficulties (Hew & Brush, 2007; Spektor-Levy & Gronot-Gilat, 2012). One of the most common examples of the first-order barrier is a lack of technological equipment. Second-order barriers emerge as a result of factors outside the control of the teachers, such as their attitudes or talents. In their meta-analysis of 48 studies on the topic, Hew and Brush (2007) classified the observed hurdles to technology integration into five key categories: resources, knowledge and skills, institutional attitudes and beliefs, assessments, and culture. The first two categories, resources and information, and skills, were revealed to be the most commonly referenced. Second-order barriers, such as instructors' perception of their own knowledge and skills, were critical, according to Ertmer (2005), because they influenced whether or not teachers chose to use available technology in their classrooms. According to him, successful technology integration in teacher professional development should focus on content-appropriate technologies and abilities that meet the demands of teachers. Teachers' lack of technology knowledge could also be a barrier to digital inclusion.

Moradi-Rekabdarkolaei (2011) compared the technical abilities of teachers and students in Iran using the ICT Literacy Assessment with 384 secondary students and 367 teachers. There was a significant gap between the ICT literacy of teachers and students according to the findings. Students got higher scores in these important categories, such as integration, evaluation, management, and creation of information technology. The teachers who took part in the study said they were reluctant to employ technology in their classes because they lacked technological abilities. Teachers' lack

of expertise may explain why they have yet to adopt technology in their classrooms. This deficiency would be a second-order barrier. However, Waycott, Bennett, Kennedy, Dalgarno, and Gray (2010) questioned if there was a digital gap between students and teachers. Despite the fact that children are sometimes referred to as "digital natives" (Waycott et al., 2010, p. 1202), the study discovered that their "digital immigrant" teachers were just as eager to embrace new technology (Waycott et. al., 2010). The authors discovered that thinking instructors' unwillingness to incorporating technology is based on a misunderstanding. Waycott et al. (2010) were supported by Perrotta's, (2013) findings, and he cautioned against "bashing" instructors and presenting them as "outmoded, obstructive, or uneducated" (p. 325) just because they continued to utilise traditional teaching approaches. When Perotta (2013) interviewed 683 teachers in 24 secondary schools across the United Kingdom, he discovered that contradictory expectations and school-level circumstances were more relevant determinants in technology integration than individual teaching skills.

In the Turkish EFL context, Ayçiçek and Karanfil (2021) investigated how the Covid-19 pandemic affected secondary school teachers' attitudes and ideas regarding technological integration in education. In their qualitative study, 25 secondary school teachers from Turkey were asked open ended questions. Teachers' perceptions of technological integration in the teaching and learning process are generally positive, according to the study's findings. Teachers, on the other hand, described some challenges including network issues, a lack of digital competence, a lack of family support, motivational issues, insufficient feedback, time constraints, and an uncomfortable home setting. Şanli (2021) explored what English language teachers think about distant learning and what issues they experience when it comes to distance education in his qualitative study. The survey included 30 English language teachers who work at Malatya's secondary schools. This study's data was gathered using semi-structured interviews. Teachers mentioned some barriers under three headings: student-oriented problem like those teachers have difficulty controlling students, that students have attention deficits, teacher-oriented problems which is about teachers' incompetence in online education, and problems resulting from insufficient infrastructure. show us that teachers find the current infrastructure and suitable materials insufficient. In a study by Cantürk and Cantürk (2021) English language teachers' experience on online education during the Covid-19 global epidemic was aimed to find. A phenomenological study based on qualitative research patterns was

employed to investigate this topic. The study enlisted the participation of 53 English teachers from primary, secondary, Anatolian and vocational high schools, and public education centres. According to the study's findings, the problem of interaction was the most frequently mentioned topic in metaphors used by teachers to describe their lectures using distant education programmes. Another key topic of the study was teachers' definitions of distance learning environments as a requirement during the epidemic. While some teachers (30.10 percent) found classroom management simple in distant education, others (24.53 percent) found it tough. Distance education, according to the teachers, causes access and disciplinary issues for pupils.

Briefly teachers all over the world are struggling to find the most effective opportunities to integrate technology into their classrooms (Nyagowa et al., 2013; Orlando, 2013; Peeraer & Van Petegem, 2012). To investigate these problems and find possible solutions have a great importance for the EFL online education context. So, focus in current study is to investigate teachers' barriers and find possible solutions to guide and improve the future practices.

2.3.2.2. Teachers' motivational challenges in online education. There are several educational information and communication technology (ICT) tools available, but motivation to use them differs to teachers and students. Keeping high motivation is essential for achieving educational goals in online language learning, but it may also be a major issue for all stakeholders. When a person is motivated, he or she will achieve better results than those who are not (Pinder, 2014). Teachers' motivation becomes vitally important in order to improve classroom teaching (Carson and Chase, 2009). The knowledge received by pupils and the attainment of learning outcomes is determined by the teacher's quality of instruction. What motivates and demotivates educators to use ICT in the classroom was explored in one of the most comprehensive studies on teacher motivation by Schulz, Isabwe and Reichert (2015). They conducted a survey on teachers' use of ICT tools in the classroom as part of their research. The first group of influencing elements includes human characteristics such as teachers' abilities, attitudes, and opinions on the instruments. The second group is concerned with intrinsic traits including instructor fulfilment, engagement, joy, and entertainment. The third group of contributing elements is user requirements for ICT products, such as usability, level of commitment, flexibility, and meeting learning objectives. According to the findings of this study, better motivation is produced when

teachers can witness or experience the progress of their students through the creation of social interaction with their students. This also shows that why teachers are hesitant to use them, because it means less face-to-face teaching, and less social interaction and feedback will be less in this way. Because teachers want to have better interaction, and give and receive more detailed feedback.

All in all, when developing ICT tools for education, teachers should be regarded as key stakeholders. They should be involved in the design process at every stage. Future research could look into ways to improve teachers' and students' interactions while using online education technologies. Both face-to-face and online education should be supported by ICT technologies. If we could apply these things in a better way we can, increasing teachers' motivation could be possible in online education.

2.4 COVID-19 Pandemic Outbreak

According to World Health Organization's Coronavirus Disease (COVID-2019) Situation Reports that "the new coronavirus started spreading in China in December 2019, after that respectively it spread to Thailand, Japan, and the Republic of Korea (first confirmed cases on January 20, 2020), then to the United States, Vietnam, Singapore, and, by the end of January 2020, to Australia, Nepal, Europe (first cases in France on January 25, 2020, and later in Germany, Finland, Italy, and other countries in the Western Pacific Region and South-East Asia), Malaysia, Canada, the Middle East, and other countries in the Western Pacific Region and The World Health Organization (WHO) declared COVID-19 a pandemic on March 11, 2020" (WHO, 2019).

By the end of 2020, COVID-19 had spread to 217 nations and territories, with 17.1 million confirmed cases and 668,073 deaths (WHO, 2019). In terms of health, the new coronavirus SARS-CoV-2 (severe acute respiratory syndrome-coronavirus-2) has affected people of all ages, with the highest symptoms and mortality rates occurring in the elderly and patients with disorders (WHO, 2019). In addition to bringing many (pre-existing) health difficulties and problems to the public's attention, the COVID-19 pandemic, like other pandemics, has caused chaos on society and the economy (WHO, 2019).

2.4.1 How COVID-19 pandemic affected education. Many countries affected by the pandemic tried a variety of strategies to slow the spread of the coronavirus, including prohibiting public events and gatherings, workplace closures, remain bans, international and domestic travel restrictions, testing, and infection prevention and control, as well as the closure of educational institutions (ETF, 2020; Reimers, 2020). Closing educational institutions (schools, universities) physically has proven to be an effective method of limiting virus transmission, but it has created a slew of new issues for children and educators, as well as their families, friends, and employers, and, as a result, community and the world economy (OECD, 2020). Most regulations will need to be revised in considerable detail in the post-pandemic period, and this will undoubtedly result in significant changes in the way we live and learn (OECD, 2020). "The number of learners compelled to stay at home owing to the closure of their educational institution on all levels reached 1.598 billion since around 1 April 2020, including 194 countries," according to UNESCO's "Covid-19 Impact on Education" study (UNESCO, 2020). The pandemic has had a significant impact on the academic lives of students (UNESCO, 2020). One of the most important differences is fast transition from face-to-face education to online (Burgess and Sievertsen, 2020). Online education has changed the way the teachers teach and perform during education, communicate with students, methods of assessment, classroom management, etc. And also, students' educational and social life has changed dramatically. The students who stay in different cities and countries had to turn back their homes, their social life get restricted. There was no meeting with friends, no parties, no traveling, etc. They remained trapped with pandemic and this situation activates some feelings like fears, frustrations, anxiety, anger, boredom, etc. (OECD, 2019).

2.4.2 How COVID-19 pandemic affected education in Turkey. Turkish government has also ordered that face-to-face instruction be stopped, and the Turkish Ministry of National Education (MONE) has decided to transition the system to an online and distance-learning model (OECD, June 2020). MONE transformed the educational process from traditional to distance learning using online platforms and television broadcasts started on March 23rd. "EBA TV is a Digital Education Platform for students in primary, secondary, and high school'' (MONE, 2019). MONE intervened for synchronous online teaching at the end of April (OECD, 2020). It is the

first time that teachers of MONE have taught online and participated in distant education (MONE, 2020). The issue was similar in Higher Education, Turkey's Council of Higher Education (COHE) decided to change the system as online. The Council produced a proclamation on the COVID-19 Pandemic and sent it to institutions, allowing them to execute it as they saw appropriate (COHE, 2020). That is, each university senate has established its own set of principles. Some universities preferred synchronous online learning while most of them preferred asynchronous. This is because asynchronous teaching is easier to apply and provides more freedom for students and teachers. This means that teachers and students are not bound by strict timetables and are instead free to use digital networks to share resources. (Daniel, 2020). Actually, synchronous online learning was not a new concept of teaching for higher education because COHE has declared a decision to solve the high student population problem at universities in 2017. In this declaration, COHE sets universities free for the decision on online classless for some lessons. After this declaration, many universities applied synchronous online learning, especially for English lessons (Balyer & Özcan, 2017). According to the statistics, 78 Turkish higher education institutions have already adopted online learning programs (COHE, 2017). But synchronous online learning was a new concept for the MONE. A lot of teachers in MONE have met with synchronous online lessons in the pandemic period. Such platforms, which are simply backup plans, do not, of course, replace live instruction. As Belz (2020) stated "a virtual teacher with all the limitations is better than no teacher at all" (p. 1).

In summary, like other countries, Turkey tried to find its own way for the right education during the pandemic. 'Emergency Online Learning' was the best solution not only for other countries and but also for Turkey. The situation was similar in language education. In the Turkish EFL context, the problem is the same like other countries (Ozer, 2020). There have been a lot of discussions on the efficacy of language teaching during these online education processes.

2.4.3 Transitioning from traditional education to online. Processes involved in the shift from traditional classroom education to online education have been studied in various studies. Online involvement, according to Redmond et al. (2018) is crucial for transferring from the classroom to the online learning. Emotional, social,

cooperative, mental, and behavioural engagements can all be used to reach this goal. Teachers can thus provide emotional involvement to students by interacting with them and advising them about appropriate internet resources in a helpful manner, ensuring that they do not feel isolated. Second, similar to traditional learning, teachers can create social engagement by developing a sense of community. This can be done by setting up discussion boards and inviting students to interact. Teachers can also provide students their own private discussion platforms that they can use without teachers. This will allow them to communicate more comfortably with their peers inside themselves. Third, encouraging collaborative participation will guarantee that the student community works together and offers each other the support they need (Redmond et al., 2018). Finally, cognitive engagement means that teachers should create online class courses based on the assessment and learning capacities of their students. According to Stewart (2012) just transferring a conventional learning environment to an online learning platform is insufficient. The course must also be developed with digital guidance and education in mind. This transition from in-person to online learning should be thorough, allowing for peer-to-peer collaboration and everyone's participation to the learning process. Teachers should also create coursework that reflects a high-quality learning experience and motivates students' interest in the course contents by employing the most appropriate learning technology (Stewart, 2012).

2.4.4 Transition to online education during Covid-19. During the pandemic, education institutions began offering lessons in a variety of novel formats. Each institution had to adapt its education to its own circumstances. In Turkey, private and public universities have transformed their education to be a hundred percent online (COHE, 2019). Primary and secondary state schools started to make it totally online, and then they tried hybrids for a while. Private schools at all levels have tried to make their education mostly hybrid (MONE, 2019). It was a very fast and tough period for all the educational institutions, so the definition made by Hodges could be a good alternative to describe what has happened in education in Turkey. "Emergency online learning" is the name of this revolutionary teaching approach (Hodges et al., 2020). During emergency online learning, factors related to technology (usefulness, availability, and network attributes) or education were not scheduled. After the abrupt shift to online learning, many teachers had to adapt class content to an online context,

and they had to grasp technology while doing so. Institutions employed the available systems, but they lacked the knowledge or time to examine system functions or qualities. Therefore, we should call the situation during the pandemic 'Emergency Online Learning', because 'Online Distance Education' is something different (Hodges et al., 2020). Online distance education s more than just posting educational resources; it's a learning process that gives students autonomy, responsibility, flexibility, and option. It is a complicated procedure that needs careful planning. Creating an effective learning environment requires planning, developing, and determining goals (Hodges et al., 2020). According to appearances, we are now engaged in what appears to be an internet distance relationship. Education, on the other hand, is essentially a band-aid remedy, one that would only last a few years. That is to say, online distance learning is one thing, and emergency remote teaching is quite another. It's vital to make this differentiation since educators' attitudes towards distance education will play a very important role in the post-Covid education life in the world. Nothing is going to be the same neither for the different aspects of living nor for the future of education (Lemay, Bazelais & Doleck, 2021).

2.4.5 Teachers' attitudes towards online education during Covid 19. Teachers should be aware that their attitudes (including misperceptions) might influence their expectations for students in either a positive or negative way (Karavas-Doukas, 1996). Furthermore, the teachers' attitudes are critical. It has a variety of effects on the pupils and has the potential to impact their educational experiences. Teachers' moods and attitudes affect students and they feel the same way inwardly (Karavas-Doukas ,1996). Educators go through a variety of emotional states over their careers. They help, motivate, and encourage their students, providing mentorship and advice, as well as equipping them with knowledge and giving them everything they have (Sanders & Rivers, 1996)

Teachers in our case are required to treat their pupils with respect, to always be prepared for unexpected or unclear situations. With the sudden outbreak of coronavirus disease, educational methods have been reformulated, and teachers have been expected to be adopted these situations immediately, moreover, they have been expected to motivate their students and control their students' emotions to keep them motivated during the pandemic. The major challenges for teachers may be considered as distance learning, new digital learning tools, physical isolation from the learning environment,

and psychological barriers (Hodges, Moore, Lockee, Trust, & Bond, 2020). While delivering distance education, meeting the demands of students, their parents, and principals/employers have grown more difficult than ever before. Adapting to the new system, as well as teachers' readiness and experience with digital learning tools, are all important factors to consider. When we consider all of these circumstances, the attitudes of the teachers towards online education during the Covid 19 Pandemic is an important question to investigate. In their study, Khan et al. (2021) tried to investigate the 'Perspective of EFL Teachers' and Students' on online education at tertiary level in Pakistan during Covid-19. Data was acquired through an internet survey of 100 students and interviews with five university-level lecturers in this mixed-method study. The findings indicate that teachers who maintained a cooperative e-Learning environment, used CALL's, Web-based Videoconferencing technique, and collected students' replies were more likely to adopt and support a student-centered strategy to keep EFL learners motivated. Students, on the other hand, were said to be hesitant to accept control, possibly as a result of the COVID-19 quarantine period's emotional discomfort. In another present study 'Teachers' Perceptions of Online Learning During Pandemic Covid-19' was researched in Bandung, Indonesia, by Rahayu and Wirza (2020). English teachers in Bandung's junior high school participated in this study. Mixed method was used in this study, data was collected with a survey and interviews. During the pandemic Covid-19, the participants had a positive view of the utility and simplicity of using online learning tools, according to the findings of this study. Even through this, more than half of teachers disagreed about its efficacy. Moreover, teachers could demonstrate the proper attitude toward using technology to educate online, despite the fact that they faced numerous challenges in the online teaching process. They believe that the online learning approach was inadequate because teachers and students did not communicate and interact enough. In a quantitative study, Nambiar (2020) evaluated the attitudes and experiences of Indian teachers and students regarding online classes during Covid -19. Online survey was used to gather data from teachers and students in Bangalore's institutions and universities. Face-to-face learning was preferred over online learning in terms of social engagement, communication, satisfaction, and general quality, according to the findings of this study. Even though online classes were reported to save time, both educators and students found they were less productive and structured than traditional classroom learning. The importance of technical support in affecting student satisfaction with online programmes was

highlighted in the result of the study.

In their case study Orhan and Beyhan (2020) aimed to investigate attitudes and teaching experiences of the teachers on distance education during the Covid- 19 pandemic. In this study, the case study method was used. This research was conducted with 15 teachers. A semi-structured interview form was used to collect the data. A content analysis was carried out for the purpose of analysis. The majority of teachers considered distance education as a technology-driven procedure rather than a new teaching approach, according to the findings. According to the findings, teachers' satisfaction was influenced by student engagement. During distant classes, the teachers used traditional teaching methods. Because of the poor quality of communication and interaction, distance education was less successful for teachers than regular education.

Bilgi (2021) wanted to know how teachers 'perception about their job alienation. For the purposes of this study, a mixed-method technique was used. To acquire a general awareness of teacher alienation, the work alienation scale was administered to 160 EFL teachers working in elementary, secondary, and high schools, and the same sample conducted 18 interviews to gain a better understanding of teachers' perspectives. In terms of demographic characteristics and alienation subdimensions, the findings showed that EFL teachers feel work alienation at relatively low levels. Despite this, the interview data revealed some thought-provoking examples of the pandemic's terrible consequences. The data also point to the importance of on-the-job experience when it comes to work alienation.

Sütcü (2021) aimed to evaluate EFL instructors' views of teaching, social, and cognitive presences in online classes after the outbreak of the COVID-19 pandemic. After the emergence of the COVID-19 pandemic, Sütcü (2021) tried to determine EFL instructors' perceptions of teaching, social, and cognitive presences in online classes. 72 EFL instructors took part in the study and completed the CoI (Community of Inquiry) questionnaire using a mixed methods approach. In the second stage, the qualitative phase, nine EFL instructors volunteered to participate in online group interviews. The findings revealed that EFL instructors found it the simplest to build a teaching presence in online classes. Furthermore, there was a substantial link between each of these presences. The results revealed that the teachers employed Zoom, Moodle, and WhatsApp to improve their presences. Some reasons for the disparities in the presences, as well as their causes, are discussed in the study.

In summary, perceptions influence behaviour, and the quality of distant

education apps influences attitudes, therefore understanding educators' attitudes and adopting the required actions in this aspect is essential. It is difficult to say that teachers' attitudes towards online education are either positive or negative. More research is needed to become a more accurate decision on it.

2.5 Conclusion

In conclusion, Turkey like other countries attempted to determine its own path to a proper education during the pandemic (OECD, 2020). Emergency Online Learning was the best answer not only for other countries, but also for Turkey (Ozer, 2020).

In language education, the situation was similar. The problem is the same in the Turkish EFL context as it is in other nations. Face-to-face sessions were recessed in many countries, leaving its place to online education as the only way for teachers to communicate with their students (UNESCO, 2019). As a result, the coronavirus lockdown has had a significant impact on teaching EFL students. Although online learning has shown to be beneficial in such extreme situations, teachers may face certain difficulties in implementing technology in the classroom. This quick shift from face-to-face and blended learning to full-time e-learning must have caused a number of difficulties. The lack of physical connection between teachers and students has its own set of consequences.

Teachers had to adapt to this quick transition and, they started spending the majority of their time in front of the computer and tried to adapt to digital teaching tools in order to satisfy the needs of their students, administration, and parents. As a result, busy schedules, difficulty with adaption, technological issues during online sessions, and hard work to stick to the curriculum provide a challenge to effective teaching during the COVID-19 pandemic. Teachers all across the world try to figure out how to integrate technology into their classes in the most effective way possible (Hodges et al., 2020). Understanding their perspective may contribute significantly to the EFL field of online language education. Taking into account the existing literature, the suddenness of the recent pandemic issue, and the current state of EFL teachers, more research was needed to analyse educators' attitudes. Research questions have been prepared in order to shed light on problems experienced by EFL teachers in the process of COVID 19 to see their general attitudes towards online education. The focus

of this research is to find out what Turkish EFL teachers thought about the pandemic education period, and it is believed that the findings will be useful to the field. Teachers' attitudes towards online education, teaching experiences, material use, lesson planning, stakeholders' duties, teacher readiness and technology competencies, and online classes effectiveness are all part of this study. The findings are expected to gain insight on teachers 'online education experiences to boost teachers' success, motivation, and enthusiasm.

In the Turkish EFL environment, only a small amount of research has been done about the online education during Covid 19 pandemic (Özer, 2020). Some of these studies cover students' attitudes, for the others which investigate teachers' attitudes can be said that they have some points that need some improvements. That is to say, none of these studies address a huge number of teachers. Their sample size is quite small. The majority of them were used in a single institution, and data was gathered from the teachers who worked there. Furthermore, just a few of them used mixed ways of data collection, implying that the data is insufficient to generate a deeper understanding of teachers' attitudes. Therefore, this study aims to fill the gap and contribute to the existing literature by applying a broader and deeper study with a bigger sample size. The findings of this study may help policymakers gain a better understanding of teachers' attitudes about online learning. The suggestions of the teachers can help educational planners, content developers, syllabus designers, teachers, teacher trainers, teacher candidates, and university students in the ELT context.

It can be said that online education and technology will take more and more place in the future of language education (Lemay et al., 2021). So, investigating and understanding teachers' perceptions and attitudes toward online lessons is very important for the future of language education.

Chapter 3

Methodology

This chapter presents the research questions, research design, the description of the participants, the setting of the study, data collection instruments, data collection, and analysis procedures. Research questions pertaining to the methodological framework of this study are as follows:

1.What are the attitudes of Turkish EFL teachers towards online education during COVID-19 pandemic?

How do teachers' attitudes vary in terms of teachers' level of education, institution level (K-12 or tertiary), institution type (Public/Private), and previous experiences on online education?

2. What are the advantages and challenges of online education for Turkish EFL teachers during the COVID-19 pandemic?

3.What are the remedies recommended by Turkish EFL teachers for an ideal online teaching experience?

3.1 Research Design

This study attempts to reveal the attitudes of English language teachers on online education in Turkey during the Covid-19 process, their readiness, their attitudes towards the online education technologies used, the difficulties they experienced in this process and the solutions they offer against these problems, and their expectations from future education activities. To gain a comprehensive and detailed understanding of the subject, this study has employed convergent design (Creswell & Pablo-Clark, 2011). It indicates that data were collected simultaneously qualitatively and quantitatively. A convergent parallel design indicates that the researcher conducts both quantitative and qualitative aspects of the study at the same time, considers both methodologies equally, analyses each individually, and discusses the results jointly (Creswell & Pablo-Clark, 2011). The researcher wants to triangulate the approaches for corroboration and validation by directly comparing quantitative statistical data with qualitative findings. Two datasets were gathered, analysed individually, and compared during the study process.

Figure 1 presents the research procedure in this study.

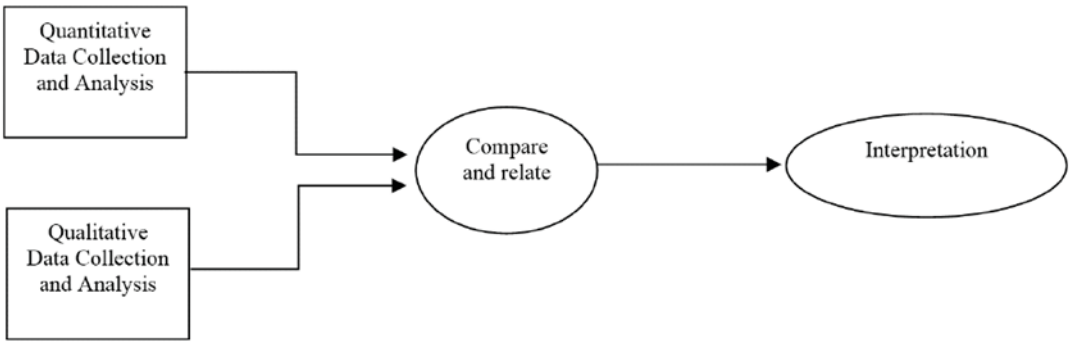


*Figure 1.*The research process in this study (Creswell & Plano Clark, 2017 p.232)

The data were acquired by a survey that included closed and open-ended questions, with the findings of the open-ended questions being used to confirm the results of the closed-ended questions (Creswell & Plano Clark, 2017). The textual data from the open-ended items in the questionnaire helped the researcher to conduct a more extensive and in-depth inquiry. According to Creswell and Plano-Clark (2011) this strategy offers researchers a better level of knowledge than a single approach might provide for individual investigations. They claim that the reasons for this lay in merging the essential properties of qualitative and quantitative data to acquire and analyze both. Employing open-ended items in the questionnaire is beneficial despite various challenges such as more time, additional stages, data management, expense, and so on, such a combination provides several benefits (Creswell & Plano Clark, 2017). A research study achieves stronger conclusions, greater validity, and reliability by minimizing one method's limitations and allowing for multiple data gathering and the use of numerous approaches and methodologies (Creswell, 2003; Johnson & Onwuegbuzie, 2004; Tashakkori & Teddle, 2003).

3.2 Setting and Participants

3.2.1 Participants. This study drew on the experiences of 426 EFL teachers. Participants in this study range in age from 22 to 65 years old. Participants are the teachers who work in educational institutions across Turkey, teaching English as a foreign language and actively participating in online language education during the pandemic.83.1% of the participants are female while male participants are 16.9%. In addition, most of the participants work in secondary schools with 41.3% percentage while the rate is 35.9% for high school, 20.07 % for primary school and, 8.2 %

university and 0.8 % the other type of institutions. With respect to the years of experience in teaching, sample distribution was as follows: the most extensive group was the ones who had more than 15 years of experience (46.7%),11-15 years in the profession (25.4%), 6-10 years (21.1%) and 1-5 years (6.8 %). There was no teacher in the novice level. According to the results for the type of institution, EFL teachers working at state schools (88 %) outnumber the EFL teachers who are working at private schools (12%). When it comes to the level of education, we can say that the largest group with 86 % has Bachelor Degree, percentage of the Post Graduate participants is 15.3 %, and as the least number of participants with Doctorate 2.1%. In short, participants have varying years of expertise, level of education, type of institution, age as shown in the table. This diversity enables the researcher in making broader generalizations. All of the teachers graduated from language-related departments. Since it was difficult to reach teachers individually during the COVID-19 pandemic, the convenience sample approach was used in the participant selection process. The survey was conducted online and sent to teachers from various Turkish educational institutions via individual communication with e-mail, and Whatsapp. Actually, the pandemic situation made a positive effect on sampling, the demographics of participants became broader because it was easy to reach people all around Turkey online.

3.2.2 Setting. In Turkey, the term K-12, which is used in education, refers to the publicly funded school grades prior to college. Kindergarten (K), first through twelfth grades (1–12), and special education. Language education begins in the third grade and continues through the twelfth. Tertiary education, also known as third-level, third-stage, or post-secondary education, is the educational level that follows secondary school. In tertiary education, public and state universities have "Schools of Foreign Languages" that use the most up-to-date teaching approaches and methodologies to educate students to become fluent in the foreign language required for their faculty studies in a modern, safe setting. Participants in this study coming from diverse of educational settings in Turkey, including nursery, primary, secondary, high schools, and "Schools of Foreign Languages"

3.2.3 Sampling Procedure. Sampling is a method of choosing individuals or a subgroup of the population in order to make inferences from data and estimate population characteristics. Teddlie and Yu (2007) identify four sampling procedures

in the social and behavioural sciences: probability, purposive, convenience, and mixed methods sampling techniques. In this study, the convenience sampling method was used. "Convenience sampling" is defined by Simkus (2022) as the selection of participants from an audience that is available to the researcher at the moment. Convenience sampling is defined by Teddlie and Yu (2007) as "drawing samples that are both conveniently available and willing to participate in a study" (p. 78).

Reaching individuals was more difficult than before due to the pandemic's restrictions, which contributed to the decision to use convenience sampling. Another reason is that, as a result of the pandemic lockdown, all kinds of institutions across Turkey were able to transition to online education in a fairly short period of time after the lockdowns were formally declared. As a result, the population began online education at the same time and under similar circumstances, allowing them to gain similar and sufficient online teaching experience. On the basis of convenience sampling, 426 teachers from various school types were chosen. According to the full taxonomy of sampling methods, convenience sampling is divided into two subcategories: "captive samples" and "voluntary samples" (Teddlie & Yu, 2007, p. 78). This study used 'voluntary samples', the respondents in this study, who are 426 male and female teachers, consented to fill out the survey after reading the consent form and they answered the survey if they were voluntary.

3.3 Data Collection

This section focuses on the parts relevant to the components of the data such as the source, the method in which it is collected, and the details of the collection procedure.

3.3.1 Data collection instruments. This study employs a quantitative methodology with a qualitative component: some textual data from the open-ended items in the questionnaire. The data were acquired by a survey that included closed and open-ended questions, with the findings of the open-ended questions being used to confirm the results of the closed-ended questions. First part of the online questionnaire was used to collect numerical data, while last part of the questionnaire included open ended items to elicit qualitative data. The following sections provide extensive information about the instruments, participant consent, permissions, and piloting.

3.3.2 Questionnaire. Under this title, the questionnaires used in the research are given.

3.3.2.1 Information about the questionnaire scale. The scale was developed by the researcher. First of all, group of ten people who teach English at different levels (focus group) came together at different time intervals, the applications of distance education (the technologies used, methods, advantages, difficulties, recommendations for the future, etc.) were discussed as a group, and the questions in the survey were drafted with the teachers. It was created as a result of the notes taken during the interviews. Second step was to test the reliability and validity of the draft questionnaire, applying it to a group of fifteen people representing the large group completed pre-test. Finally, written and verbal feedbacks were evaluated, some changes were done. The length of time in pre-test was compared with the planned length of the time needed to complete questionnaires. It was found that completion of the questionnaire took more time than expected and some questions were found longer by the respondents, so some of the questions were shortened and paraphrased. Moreover, some questions were eliminated because respondents thought that some questions asking the same points gain and again. Another important modification was changing the wording of the sentences because respondents found some questions difficult to understand. As a final change some questions re-ordered, to keep questions to flow in some kind of psychological order, so that one leads easily and naturally to the next because respondents mentioned that they felt complicated to keep shifting from one topic to another. After the pre-test the questionnaire was ready for the piloting.

3.3.2.2 Design of questionnaire. The researcher developed the data collecting instrument based on available literature and with the support of a focus group of colleagues from various levels of teaching and types of institutions. The focus group (10 teachers) did not include any of the participants in the target data collecting group. Because the available data on the effect of COVID-19 pandemic-related distance education was not comprehensive, the researchers based their questions on the current literature in open and online education. The questions focused on aspects teachers' technological competence, their attitudes towards students' technological competence, their competence on methodology about distance education, the contents and materials

they used in online education, language skills they focused mostly during online education, interaction with students, feedback issues, e-assessment, time management, advantages and disadvantages of online education. A multiple-choice question was used (face to face/distance/hybrid) to understand their preferences. As a final question their attitudes towards emergency remote teaching period (positive or negative), a scale from 1 to 10 was used to evaluate their attitudes.

In light of these aspects and focus group discussions, questions have been prepared. This instrument, with 49 items, was applied in Turkish to minimize misunderstandings. The participants rated 27 items of descriptive statistics with a 6-point Likert scale ranging from "strongly disagree" to "strongly agree." The participants needed to express if they strongly disagree, disagree, slightly disagree, slightly agree, agree, strongly agree with these 27 items. Six items were reversed in the questionnaire to ensure that participants provided consistent responses. There was also a background questionnaire which contains 17 questions asking about the demographics.

It's important to note that the scale was given in Turkish in order to avoid any potential misinterpretations caused by the translation. To be more efficient and time-effective, the numerical data were collected using an online questionnaire provided via Google Forms, as well as for other reasons such as cost and complying with the Covid-19 public health policy.

In the current study, there were open-ended questions after the quantitative stage for those who wanted to express themselves in more depth. This section was voluntary. The following part will provide you with extensive information about the qualitative section of the study.

3.3.3 Open ended questions. The purpose of this study was to learn more about how EFL teachers felt about online education during the pandemic. Hearing from the significant roles in English language teaching was critical in order to appropriately analyze the findings since Turkish EFL teachers' emotions and perspectives were needed to be heard from their own interpretations of these unique conditions transformed by the COVID-19 pandemic. The importance of the qualitative approach is recognized in the literature because "inquiry mediates between a given experience and one's intent or aim" (Sherman & Webb, 1988, p. 13). As a result, three open-ended questions were created with the intention of allowing teachers to express themselves

and gain a deeper understanding of how they feel about their job, the pandemic, and themselves. The researcher prepared open ended questions after an extensive literature review. Firstly, the researcher prepared draft open ended questions, and some experts who are university academicians experienced in qualitative studies were checked all questions. Based on feedback linked to content and scheme. Afterward, a pilot study was conducted with 2 people from the target group. Following the pilot implementation, the opinions of participants were asked connected to content and clearness of research questions. Then, essential amendments were completed and the last version of open-ended questions was decided. These are;

- What are the advantages of online language education during the COVID-19 pandemic?
- What are the challenges of online language education during the COVID-19 pandemic?
- What are your suggestions for an ideal online language teaching experience?

The questions were asked in Turkish to avoid any misinterpretations and let the participants open their hearts easily in their mother tongue.

3.4 Data Collection Procedure

Current research covers the date range of 2020-2021 academic year. After getting the necessary permissions from the BAU Human Research Ethics Committee, the researcher contacted her institution (Manisa Celal Bayar University School of Foreign Languages), where the study was started, to obtain the necessary permissions to conduct the study with the EFL instructors employed in situ. After that, the questionnaire was transformed into digital form using Google Forms for purposes of distribution. The consent form was included in Google Forms to express the study's goal and a brief description, as well as to state that the questionnaire would not contain any information that would personally identify the respondents, and that their responses would be remain confidential. All of the volunteering participants filled out the questionnaire after reading the online consent form.

While collecting data, the researcher used her personal networks. Between 2009 and 2011, she worked as a teacher trainer at the Board of Education and presented a series of seminars across the country. She had the opportunity to meet many ESL teachers from all around Turkey. The researcher invited and enlisted each participant

for the study. Because the researcher knew all of the teachers, she contacted all of the volunteers directly. According to Roulston (2010) a researcher's familiarity and rapport with participants may provide more information than a researcher with no relationship at all. Participation was on a voluntary basis. Teachers who did not wish to continue with the survey at any point throughout the study had the option to leave at any time. Teachers were reminded that their participation in the study was entirely voluntary and that they could discontinue at any time. The overall time it took to complete the questionnaire and collect the data were about five weeks.

3.4.1 Piloting. A pilot study is a small-scale trial of research instruments to guarantee that they will work in real-world situations as intended. The main principle behind piloting is to make required adjustments if the instruments to be used for data collection change (Gudmundsdottir & Brock-Utne, 2010). A questionnaire with closed and open-ended questions was used to collect data for this investigation. Because this questionnaire was created by the researcher, a pilot study is necessary for this tool.

In this research for the pilot study, ten respondents were selected. While selecting these respondents, researcher tried to choose them from different age groups, experience and education level, different school types and different cities to enable broad representation. The researcher tried to identify any mistakes that need correcting. For this reason, firstly wording of the questions was checked and necessary changes were done according to feedbacks. And then, some questions were replaced for finding the best order. After that, the understandability of the questions by all respondents were checked and some questions were rephrased and some of them were eliminated. The instructions were checked and necessary changes were done. Final form of the questions and questionnaire were developed.

3.4.2 Ethical considerations. Before starting the data collection process, an application was submitted to Bahçeşehir University's Human Subjects Ethics Committee. After the committee's permission was obtained. The researcher applied to her institution, Celal Bayar University Foreign Language School, for permission to conduct the survey and start research in her institution. Before starting the study, all of the participants read the consent form and the study's brief summary, which addressed the study's purpose and their rights as volunteers. There were no hard copies available due to the outbreak. Instead, the information was presented to participants online via

‘google forms’ before they clicked on the survey. If a participant volunteered, it means that he or she accepted to complete the task.

3.5 Data Analysis Procedures

The purpose of this study was to discover English teachers' attitudes towards online education in Turkey during the Covid-19 process, as well as their readiness, perspectives on the distance education technologies used, difficulties they encountered during the process, solutions they offer to these problems, and expectations for future educational activities. There were two different types of data sets used in this study. Quantitative data analysis for the numerical data in the questionnaire and qualitative data (Content Analysis) for the open-ended questions. The first research question, as well as both sub-questions of the first research question, required quantitative data analysis. For a more in-depth investigation of the first second and third research questions, quantitative and qualitative data (textual data from the open-ended items) and analysis were required.

3.5.1 Quantitative data analysis. The first stage in conducting data analysis was to determine whether the data set had violated any of the assumptions of the statistical tests. First step was checking to see whether there were any missing data or inaccuracies in data input. The Cronbach's alpha coefficient, which is a measurement of the items' internal consistency, is used to explain or reject the scale's homogeneous structure. Some of the items in the study were reversed. In this case, reversal items were coded, and the data were tested using the SPSS 21 package application for the Cronbach Alpha test. The Cronbach Alpha factor was found to be 0.867, showing a high level of reliability. The average value of the 27 items employed in this study was then calculated, and descriptive data for these items are provided in this section. For the first research question, descriptive statistics were used to assess the opinions of Turkish EFL teachers regarding online education during the COVID-19 epidemic, as shown in Table 2. The standard deviations and mean values were calculated. The data set was checked against any violations to assumptions of parametric tests. Kolmogorov-Smirnov and Shapiro -Wilk tests were used to check the normality. The test results revealed that the data were normally distributed, with values for Skewness and Kurtosis. As a result, parametric tests could be applied.

First, frequency analysis was used for the demographic questions in the questionnaire, then those inferential statistics were used to answer sub-questions of first research question. Sub questions aimed to explore differences in teachers' years of experience, teachers' level of education, institution level, and institution type (Public/Private), and previous experiences in online education. Furthermore, a series of one-way ANOVAs were used to determine the differences between the following variables: institution's educational level, teachers' level of education, and previous experiences with online education. T-test was applied for institution type (Public/Private), Post hoc tests were performed if the One-Way ANOVA revealed a significant difference. The Test of Homogeneity of Variances was applied. While the teachers' view of online learning, which is revealed by responses to the questionnaire, is the dependent variable of the study, education levels of the teachers, the types of institutions they work, years of experience, the education levels of the teachers, and previous experiences on online education are independent variables.

3.5.2 Qualitative data analysis. The main concerns of this study were EFL teachers' opinions and feelings, as well as the items that they see as a challenge/advantage during the COVID-19 pandemic. Additional qualitative data from open ended items were employed for in-depth analysis. Content analysis was used on open-ended questions (Drisko & Maschi, 2016). Three topics could be formed from the context of these questions. Challenges of online education, benefits of online education, and recommendations were among the themes mentioned. These categories are used to analyse the teachers' responses. The qualitative data was analysed using the content analysis method. Content analysis is a technique for drawing meaningful conclusions from data collected in accordance with the content (Elo and Kyngäs, 2008). Manifest analysis or latent analysis can be used in content analysis depending on the researcher's goal. The researcher describes what the interviewees actually say in a manifest analysis, staying extremely close to the text, using the words themselves, and describing the apparent and obvious in the text (Bengtsson, 2016). Manifest analysis was carried out in this study, and what was said was attempted to be documented. To begin, the research questions that the study was designed to address were used as a starting point for data analysis. As a result, the teachers' responses to each question were examined separately. According to Yıldırm and Simsek (2008) coding can be done in content analysis by dividing the data into meaningful groups

and determining what each section means conceptually. Based on this, researcher reviewed the collected data and attempted to deduce the significance of each unit, which was labelled with a code. Coding is the essence of qualitative data analysis, according to Creswell and Plano Clark (2011) since it represents the tips of larger characteristics, which are then organized to form categories, themes, and finally even higher extents and amounts. The similarities and differences between the codes were then identified, and the earlier codes were updated. Second-level coding (Dörnyei, 2007) was carried out once the revised list of codes had been completed by recoding the original responses according to the new codes. Following this, the codes were grouped into categories that could be used to frame a theme. After that, the thematic data was examined for codes and themes. During this procedure, the original text was re-read and the developing codes were re-examined. Following the identification of relevant themes and codes for the data, direct statements were employed to facilitate textual descriptions. In view of the descriptive phenomenology, this aspect of the inquiry is well-documented. The responses to these open-ended questions revealed a variety of themes under the headings of teacher perspectives on the advantages and challenges of online education, as well as teacher suggestions for future online education experiences. To give readers a brief summary of the results, the obtained codes and themes were summarised in a table. Finally, the researchers performed a last check. All of the analyses and research questions are summarized in

Table 1 below.

Table 1

Research Questions and Data Analysis Research Questions Statistical Analysis

Research Questions	**Statistical Analysis**
1.What are the attitudes of Turkish EFL teachers towards online education during COVID-19 pandemic?	Descriptive Statistic (Mean, Standard Deviation, Frequency, Percentage) Content Analysis
• How do teachers' attitudes vary in terms of teachers' level of education, institution level (K-12 or tertiary), institution type (Public/Private), and previous experiences on online education?	Inferential statistic (One-way ANOVA-T test)
2. What are the advantages and challenges of online education for Turkish EFL teachers during the COVID-19 pandemic?	Content Analysis
3.What are the remedies recommended by Turkish EFL teachers for an ideal online teaching experience?	Content Analysis

In this chapter you read detailed information about the methodology and data collection procedure of the current study, next chapter will give you information about the findings of the collected data.

Chapter 4

Findings

In this chapter, the details of the data analysis as well as the results revealed will be thoroughly discussed. This chapter describes the study's findings. The findings of the quantitative data analysis using a questionnaire are provided first, followed by the findings of the qualitative data analysis using open ended questions.

4.1 Quantitative Analysis

After the data collection period was completed, the data were analysed by using Statistical Package for the Social Sciences (SPSS) 21 data analysis software. Descriptive analysis of the data in the questionnaire are presented. Following that, within the scope of the research questions, one-way ANOVAs, t-test, and post-hoc analyses were performed to see if there were any differences in terms of several factors, such as participant teachers' years of experience.

4.1.1 Reliability of research. The Cronbach's alpha coefficient, which is a measure of the items' internal consistency, is used to explain or question the scale's homogeneous structure. The Cronbach Alpha test is the most common and frequently used method to determine the reliability of measurement tools. The alpha coefficient takes values between 0 and 1 and an acceptable value is expected to be at least 0.70. 11 items in the questionnaire include negative phrasing and ask about the drawbacks of online learning during Covid-19. In this case, the items were reversed before the quantitative analyses to ensure the scale's reliability. In this study the Cronbach's Alpha coefficients for the reliability calculated with the SPSS Statistics 21 program. Cronbach alpha test result is 0,87. According to the results of the Cronbach's alpha test, the value obtained is above 0.70, which indicates that the scale is reliable.

4.1.2 Frequency analysis results of demographic questions. Frequency analysis was performed for the demographic questions asked in the survey. Frequency analysis is a statistical analysis technique that shows the frequency of observation and percentage distribution of data (Manikandan, 2011). The distribution of respondents by gender and age is given in Table 2.

Table 2

Frequency Analysis Results by Gender and Age

Variables		*n*	%
Gender	Female	354	83.1
	Male	72	16.9
Age	22-28	29	6.81
	29-35	111	26.06
	36-40	145	34.04
	41-48	115	27
	49 and more	26	6.1

According to Table 2, while 354 of the respondents were female, 72 were male. A total of 426 people attended. Cumulatively, 83.1% of the participants are women and 16.9% of them are men. Furthermore, the majority of the participants are between the ages of 34% and 26-40 years old. In the second place comes the 41-48-age range. The distribution of the participants according to the city of their education institution is presented in Table 3 below.

Table 3

Frequency Analysis Results by City of Participant Education Institution

Variables	*City*	*n*	*%*
City of Participant Education Institution	Uşak	115	27
	İstanbul	41	9.6
	İzmir	33	7.7
	Manisa	32	7.5
	Others	205	48.1

As seen in Table 3, there is participation from different cities. The highest number of participants was from the province of Uşak. The distribution of the type of education institution and level of teachers where the participants gave education is given in Table 4.

Table 4

Frequency Analysis Results by Type of Education Institution and Level of Teachers

Variables		*n*	*%*
Type of education institution	Private	51	12
	Public	375	88
Level of teachers	Kindergarten	4	0.9
	Primary School	73	17.1
	Middle School	149	35
	High School	137	32.2
	University	34	8
	Total	397	93.2
	Missing System	29	6.8

Table 4 shows the type of institution and level of lectures in which the respondents worked and level of teachers. While 88% of the participants work in public schools, 12% teach English in private schools. Furthermore, respondents mostly teach English at secondary school level with 35%. Teachers who teach English at the kindergarten level with at least 4%. It is seen that 29 people did not answer this question. The frequency analysis distribution regarding the professional experience and education level of the participating in the survey is shown in Table 5 below.

Table 5

Frequency Analysis Results by Professional Experience and Education Level by the Participants

Variables		*n*	*%*
Professional Experience	Less than 1	29	6.8
	1-5	90	21.1
	6-10	108	25.4
	11-15	199	46.7
Education Level	Bachelors	352	82.6
	Master	65	15.3
	Doctorate	9	2.1

Table 5 shows the distribution of the experiences of the respondents, and 46.7% (199 people) of the teachers have 11-15 years of experience, while 25.4% have 6-10 years of experience. Moreover, 352 of the teachers who participated in the survey have undergraduate education, while 74 teachers completed their master's and doctorate education after their undergraduate education. There are 9 teachers who have doctoral education. Furthermore, the teachers were asked in the questionnaire "Trainings you

have attended related to English language teaching" and "English skills you have taught by Online education method" and the results are shown in Table 6 below.

Table 6

Results of Attended Trainings and English Skills

		n	*%*
Attended Trainings	In-Service Trainings	335	78.6
	Seminars	346	81.2
	ELT Formation Training	153	35.9
	CELTA	15	3.5
	TESOL	22	5.2
English Skills	Grammar	399	93.7
	Vocabulary	391	91.8
	Reading	377	88.5
	Listening	379	89.0
	Speaking	314	73.7
	Writing	226	53.1
	Other	12	2.8

According to Table 6, most of the teachers have attended seminars and in-service trainings on English language education. However, the skills that teachers teach in English are grammar, reading, listening, speaking and writing. The participants were asked about the online education platforms and digital tools they used during their online education and the results are shown in Table 7 below.

Table 7

Online Education Platforms and Digital Tools Used by Teachers

		n	*%*
Online education platforms	Microsoft Teams	33	7.7
	Zoom	350	82.2
	EBA	289	67.8
	Whatsapp	200	46.9
	Sebitvclıud	9	2.1
	Google classroom	37	8.7
	Microsoft Live Meeting	14	3.3
	Adobe Connect	26	6.1
	Perculus	2	0.5
	EducatHUB	2	0.5
	Open Meetings	3	0.7
Digital tools	Breakout Rooms	73	17.1
	Digital Writing Board	40	9,4
	Class Notebook	69	16.2
	Paddle	67	15.7
	Flip Grid	23	5.4
	Kahoot	167	39.2
	Quizlet	134	31.5
	Word Wall	29	6.8
	YouTube	276	64.8

As seen in Table 7, the majority of teachers provide online education using Zoom, EBA and WhatsApp platforms, respectively. The digital tools they use in online education are YouTube, Kahoot and Quizlet correspondingly. In addition to these, when asked how many points out of 10 they would give to Online English education activities carried out by their institutions during the Covid-19 pandemic period, the distribution of the answers is given in Table 8 below.

Table 8

Frequency Analysis Results for "What is the score out of 10 that you will give to the distance English education activities you carried out in your institution during the Covid-19 pandemic period?"

	Point level	*n*	*%*
Points given to distance English education.	1 point	3	0.7
	2 point	2	0.5
	3 point	10	2.3
	4 point	8	1.9
	5 point	27	6.3
	6 point	43	10.1
	7 point	93	21.8
	8 point	111	26.1
	9 point	81	19
	10 point	48	11.3

Teachers gave 8 points to online education with a maximum of 26.8% (111 people). The number of teachers who gave 1 point was 3 (0.7%). "What type of training would you like to continue to teach in the next training period?" Their answers to the question are given in Table 9.

Table 9

Frequency Analysis Results for "What type of training would you like to continue to teach in the next training period?

The type of education to be in demand for the next semester	*n*	*%*
Face to Face	276	64.8
Online	27	6.3
Hybrid	123	28.9

According to Table 9, the majority of teachers (64.8%) want to continue face-to-face education. While only 27 teachers want online education, 123 teachers want to continue with hybrid education.

4.1.3 Descriptive analysis. The mean scores of 29 items used in the study were calculated and the descriptive statistics of these items are given in this section to determine central tendencies in the dataset. Quantitative data were collected by a questionnaire with 29 descriptive statistics questions and 17 background/demographic info questions. The main scales are advantages and challenges of online language education during pandemic. Teachers' perspectives on communication, motivation, use of technology, assessment and evaluation, giving feedback, and teachers' feeling on their personal space, responsibility, anxiety are asked as subtopics. As some items aim to reveal benefits while others aim to reveal drawbacks, they were calculated separately and are presented in two tables. The participants responded the items using a 6-point Likert Scale, with 1 indicating strong disagreement and 6 indicating strong agreement, to determine the advantages and disadvantages of online education from the perspective of teachers. Because a 6-point Likert scale lacks a neutral option, it encourages participants to think about the issue more carefully before making a positive or negative decision. As a result, mean scores between 1 and 3.5 are considered as negative, indicating teacher's disagreement with the expressions, while mean scores between 3.50 and 6 are considered as positive, indicating that teachers agree with the expressions in the related items. It should be noted that one of the drawbacks of Likert-type scales is the difficulty in determining a neutral point (and thus a neutral score) on the scale. The neutral point isn't always the halfway point between two extreme values (Oppenheim, 1966, 1992). This is because a respondent can have a middle-of-the-range score by being unsure about a lot of things or having inconsistent or strongly favourable and strongly unfavourable attitudes toward the attitude object in question.

4.1.3.1 Advantages and disadvantages of online learning from teachers' perspectives. The descriptive statistics of items on the advantages of online learning and their standard deviations are given in Table 10 below. This table contains 16 items.

Table 10

The Calculated Means of Items and Their Standard Deviation on Advantages of Online Education

ADVANTAGES	*M*	*SD*
1. In online education, it is quite easy to communicate with students inside and outside the classroom.	3.03	1.33
2. Online education encourages me to use innovative teaching methods.	4.19	1.39
4. The process of evaluating student success and grading in online education is very fast and easy	2.76	1.43
6. In online education, it is quite easy to motivate students and ensure their active participation in the lesson.	2.49	1.39
8. In online education, students can develop all their language skills equally. (Reading-Writing-Listening-Speaking)	2.64	1.48
10. In online education, students' interest and participation in the course is much higher when compared to face-to-face education.	2.00	1.27
11. I have enough computer skills to overcome the technical problems I encountered during online education.	4.66	1.24
12 Teaching remotely is much more comfortable than teaching face-to-face in the classroom.	3.3	1.73
15 Behaviours disrupting the course order in online education are much less compared to face-to-face education; so, classroom management is easy.	4.19	1.64
17. Online education provides a valuable educational experience for me.	3.99	1.49
18. Evaluation of the performance of students in online education can be done in a fair and objective way.	2.8	1.4
20. It is quite easy to adapt the course materials used in face-to-face education to online education.	3.6	1.47
22. Teaching online has increased my technology-related skills.	4.9	1.22
25. In online education, it is very easy to give feedback to students during the lesson.	3.43	1.44
26. Thanks to online education, I can spare more time for other things I need to do because it takes less time compared to face-to-face education.	3.46	1.71
27. Considering all the online education experiences I have had during the Covid-19 process, I prefer Online education to face-to-face education.	2.38	1.61
Overall Section Mean	3.52	0.85

Note. M = mean, SD = standard deviation

The Table 10 shows all the items related to advantages of online education and the mean scores and standard deviations of the items. Item number 22 gets the highest mean score *(M = 4.90, SD = 1.22).* This means that most of the teachers thinks that teaching online has increased their technology-related skills. As item number 11 gets

the second highest mean score *(M = 4.66, SD = 1.24)*, teachers believe that they have enough computer skills to overcome the technical problems they encountered during online education. Since item number 2 gets the third highest rating *(M = 4.19, SD = 1.39)*, teachers believe that online education encourages them to use innovative teaching methods. Item number 1 gets the lowest mean score *(M = 3.03, SD = 1.33)*, teachers believe that in online education, students' interest and participation in the course is not higher than face-to-face education. Item number 27 gets the second lowest mean score *(M = 2.38, SD = 1.61)* and it reveals that when teachers considered all the online education experiences, they have had during the Covid-19 process, they do not prefer online education to face-to-face. Item number 6 gets the third lowest mean score *(M = 2.49, SD = 1.39)*, which shows that teachers think that in online education, it is not quite easy to motivate students and ensure their active participation in the lesson.

The overall advantage mean score *(M = 3.52, SD = 0.85)* reveals that teachers who participated in the questionnaire have a positive attitude towards online education during the pandemic since the mean score is above 3.50. It shows that teachers perceive the online education process positive. The results from Table 11 are presenting the calculated means of items and their standard deviations on disadvantages of online education.

Table 11

The calculated means of items and their standard deviation on the disadvantages of online education

DISADVANTAGES	*M*	*SD*
3. The number of students attending the course in online education affects my motivation and performance in the course day.	4.94	1.31
5. The lack of a quiet environment for me to teach online lessons at home creates a big problem for me.	2.78	1.77
7. Other responsibilities in my life negatively affect my distance teaching process. E.g.; being a parent, housework etc.	2.97	1.66
9. In online education, it can sometimes be difficult to give feedback to students during the lesson.	2.59	1.41
13. Teaching in front of the camera in online education increases my anxiety level.	4.47	1.54

14. The technical problems I experience in online education negatively affect the lesson. For example: weak internet connection, technical problems in the digital platforms used, etc.	1.92	1.4
16. In online education, the fact that the lessons are registered on the platform and can be watched later reduces the desire of the students to participate in the live lesson.	3.22	1.56
19. In online education, it is very difficult to communicate with students inside and outside the classroom.	2.98	1.5
21. In online education, it is very difficult to motivate students and ensure their active participation in the lesson.	2.56	1.43
23. Online education increases students' tendency to cheat; therefore, measurement and evaluation methods are not reliable.	2.15	1.31
24. The workload of educators in online education is heavier compared to face-to-face education.	2.34	1.46
Overall Section Mean	2.99	0.93

Note. M = mean, SD = standard deviation

The Table 11 shows all the items related to disadvantages of online education and the mean scores and standard deviations of the items. Item number 3 gets the highest mean score *(M = 4.94, SD = 1.31)*. This means that most of the teachers thinks that the number of students attending the course in online education affects their motivation and performance in the course day. Item number 13 gets the second highest mean score *(M = 4.47, SD = 1.54)* teachers say that teaching in front of the camera in online education increases their anxiety. Item number 16 gets the third highest mean score *(M = 3.22, SD = 1.56)* teachers believe that in online education, the fact that the lessons are registered on the platform and can be watched later reduces the desire of the students to participate in the live lesson. Item number 14 gets the lowest mean score *(M = 1.92, SD = 1.40)* teachers do not agree that the technical problems they experience in online education negatively affect the lesson. For example, weak internet connection, technical problems in the digital platforms used, etc.in online education, students' interest and participation in the course is not higher than face-to-face education. Item number 23 gets the second lowest mean score *(M = 2.15, SD = 1.31)*, which shows that teachers do not agree that online education increases students' tendency to cheat; therefore, measurement and evaluation methods are not reliable. Item number 24 gets the third lowest mean score *(M = 2.34, SD = 1.46)*, which reveals that teachers do not think that workload of educators in online education is heavier compared to face-to-face education.

The overall disadvantage mean score *(M = 2.99, SD = 0.93)* reveals that teachers who participated the questionnaire do not have a negative attitude towards online language education during the pandemic since the mean score is below 3.50. The overall advantage mean score *(M = 3.52, SD = 0.85)* reveals that teachers who participated in the questionnaire have a positive attitude towards online education during the pandemic since the mean score is above 3.50. It shows that teachers perceive the online education process positive. The results of the second research question reveal a clear picture of teachers' attitudes towards the benefits and challenges of this online language education process.

4.1.4 Relationships test results according to variables. The findings of the statistical analysis are presented in this section. To begin with, the assumption of normality was tested using SPSS 21 in order to determine the best analysis methods for assessing the differences between student attitudes and variables. The assumption of normality was tested using the Kolmogorov-Smirnov and Shapiro-Wilk tests. The results of the normality test performed within the scope of the study are given in Table 12 below. According to the normality test results in Table 12, it is seen that the questions asked in the questionnaire are distributed normally.

Table 12

Test of Normality

	Kolmogorov-Smirnov[a]			**Shapiro-Wilk**		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Perception Mean	.035	426	.200*	.995	426	.175

Because the data in this study were in the middle of these ranges, parametric tests were employed to analyse the quantitative data.

The first research question aims to find out if teachers' demographic information has an effect on the attitudes of teachers. To answer the first research question, a series of one-way ANOVAs, and an independent samples T-test were run to see the effects of education levels of the teachers, the types of institutions they work, the education levels of the teachers, and previous experiences on online education. While the teachers' view of online learning, which is revealed by responses to the questionnaire, is the dependent variable of the study, education levels of the teachers, the types of institutions they work, the education levels of the teachers, and previous experiences

on online education are independent variables. If there was a significant difference between a variable and attitudes according to one-way ANOVA test results, post hoc tests were performed.

4.1.4.1 How do teachers' perceptions vary in terms of education level of institution in online education? To find out whether there is a significant difference between education level of institution and teachers' attitudes towards online learning, one-way ANOVA was conducted. The result of homogeneity of variance test has not been found as significant, so the ANOVA results can be used for this variable. According to ANOVA results, there is no significant difference between the education levels of the institution ($F_{(4;396)} = 1.027, p>.05$) and attitudes. In other words, it does not reveal a statistically significant difference between the institutional education levels of the participating teachers and their perception. ANOVA results regarding the relationship between English Teachers' Attitudes towards Online Language Education and the education level of institution are given in Table 13.

Table 13

ANOVA Results by Education Level of Institution

	Nursery (n=4)		*Primary (n=73)*		*Secondary (N=149)*		*High School (N=137)*		*University (N=34)*		*ANOVA Results*		
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*df*	*F*	*p*
Attitude	3,25	0,7	3,12	0,71	3,16	0,67	3,17	0,65	0,81	0,14	4,32	1,02	0.39

Note: n = Number of participants, M = mean, SD = Standard deviation

4.1.4.2 How do teachers' attitudes vary in terms of institution type (Public/Private) in online education? In the questionnaire, the author asked what kind of school the teachers work in. The results of the independent samples t-test, which was performed to determine whether there was a significant difference between perception and the school type variable. An independent-samples t-test was conducted to compare public schools *(M = 3.37, SD= .72)* and private schools *(M = 3.16, SD = .68)* attitudes towards online learning during Covid-19. The results indicated that there was a significant difference between the two variables regarding their perspectives ($t_{(424)} = 2,087$; $p < .05$). To find the effect size, Cohen's d was calculated and found as 0.03, which is a small effect size. The results of Independent Samples T-test, which was conducted to determine whether there is a significant difference between school

types and perception of teachers towards online education, are given in Table 14.

Table 14

Independent Samples T-test by School Type

	Groups	*n*	*Mean*	*SD*	T-test			Cohen's d
					t	*df*	*p*	
Attitude	Private	51	3,377	0,727	2,087	424	,037	0,03
	Public	375	3,163	0,682				

According to this result, there is a difference between the perceptions of the teachers in public schools and the perception of the teachers in the private schools $t_{(424)} = -2{,}087;\ p<.05)$. The perception of teachers who work in private school *(M= 3.377, SD = .727)* is found to be higher than the attitudes of the teachers who work in public schools *(M = 3.1, SD = .68)* with a small effect size.

4.1.4.3 How do teachers' attitudes vary in terms of Education Level in online education? To find out whether there is a significant difference among the education level groups' attitudes towards online education, one-way ANOVA was conducted. The result of homogeneity of variance test has not been found as significant, so ANOVA the results can be used for this variable. The results of the one-way ANOVA showed a significant difference among education level groups ($F(2, 423) = 5.515$, $p = .004$) with a small effect size ($\eta 2 = 0.025$). In other words, as a result of the ANOVA test, at least one of the education level groups is different from the others in terms of their attitudes. ANOVA results regarding the relationship between EFL teachers' attitudes towards online language education and education level are given in Table 15.

Table 15

ANOVA Results by Education Level

	Bachelor (n=352)		*Master (n=65)*		*Doctorate (N=9)*		*ANOVA Results*			
	M	*SD*	*M*	*SD*	*M*	*SD*	*df*	*F*	*η2*	*p*
Attitude	3.25	0.7	3.12	0.71	3.16	0.67	2.42	5.51	.026	.004

To see where the difference lies, a series of post-hoc tests were run. The attitudes of bachelor *(M = 3.13, SD= .67)* degree group were found to be significantly lower than master's group *(M = 3.43, SD= .70).* Although the results of the test indicated no

significant difference between the doctorate *(M = 3.35, SD= .87)* and masters, the attitude of doctorate degree group was found to be significantly higher than bachelor's degree group. In short, Post-hoc test results showed that, attitudes of these three groups can be summarized as master > doctorate > bachelors. Post-hoc test results are presented in Table 16 below.

Table 16

Post-Hoc Test by Education Level

(I) Education level	*(J) Education level*	*Mean Difference (I-J)*	*P*
Bachelor	Master	-,298*	0,004*
	Doctorate	-0,219	0,607
Master	Bachelor	,298*	0,004*
	Doctorate	0,078	0,944
Doctorate	Bachelor	0,220	0,607
	Master	-0,078	0,944

**. The mean difference is significant at the 0.05 level*

4.1.4.4 How do teachers' attitudes vary in terms of Online Education Experience in online education? The teachers were asked whether they had experience in online education. One-way ANOVA was performed to compare the attitudes of teachers with different amount of previous online English teaching experience. The result of homogeneity of variance test has not been found as significant, so ANOVA the results can be used for this variable. One-way ANOVA results indicated significant difference among groups (F (3, 42) = 10.49, p = .000). ANOVA results regarding the relationship between EFL teachers' attitudes towards online language education and amount of previous online English teaching experience are given in Table 17.

Table 17

ANOVA Results by Online Education Experience

	0-6 months (n=44)		*7-12 months (n=103)*		*13-18 months (N=231)*		*18 months and up (N=48)*		*ANOVA Results*			
	M	*SD*	*M*	*SD*	*M*	*SD*	*M*	*SD*	*df*	*F*	*η2*	*p*
Attitude	2.86	.66	3.03	.67	3.23	.64	3.55	.76	3.42	10.49	.069	.000

In order to see where the difference is, a series of post-hoc tests were performed. The attitudes of teachers who have 0-6 months (*M = 2.86, SD = .66)* online education experience was found to be significantly lower than 13-18 months (*M = 3.23, SD = .64)* and 18 months and up groups *(M = 3.55, SD = .76).* The results of the test indicated no significant difference between the 7-12 months groups *(M = 3.03, SD = .67)* and the other groups.

Table 18

Post-Hoc Test by Online Education Experience

(I)Education experience	*(J)Education experience*	*Mean Difference (I-J)*	*p*
0-6 months	7-12 months	-0,176	0,460
	13-18 months	-,376*	0,004
	18 months and up	-,693*	0,000
7-12 months	0-6 months	0,176	0,460
	13-18 months	-0,200	0,057
	18 months and up	-,517*	0,000
13-18 months	0-6 months	,376*	0,004
	7-12 months	0,199	0,057
	18 months and up	-,317*	0,015
18 months and up	0-6 months	,693*	0,000
	7-12 months	,517*	0,000
	13-18 months	,317*	0,015

4.2 Content Analysis for Open Ended Questions

Content analysis is typically used in studies where the aim is to better understand factors such as behaviours, attitudes, values, emotions, and opinions (Drisko & Maschi, 2016). In this study main aim is to understand teachers' attitudes towards online language education so, in order to examine the research questions and to address

the research questions from various aspects, 426 people were asked three open ended questions. The participants were expected to respond to these questions by thinking deeply about the online language education during the COVID-19 pandemic. At the end of the questionnaire, three open-ended questions were asked to gain a better understanding of the second research question, which aims to discover the advantages and challenges of online learning from the perspective of teachers, as well as to answer the third research question, which aims to discover teachers' suggestions for a better online learning experience in the future. The replies of the participants to open-ended questions in the survey were examined using content analysis. The data collected from the participants were carefully read and grouped according to the topic they covered. The frequency analysis results of the answers given by teachers are shown in this section as a result of the content analysis of the participants' responses.

The open-ended questions asked to 426 people are as follows.

- What are the advantages of online education?
- What difficulties are you experiencing?
- What are your suggestions for a better online learning experience?

These questions were not answered by all 426 participants because the open-ended questions were optional. Table 16 shows the number of participants who responded to the open-ended questions.

Table 19

Numbers of Responses to Open-ended Questions

	Open-ended Question 1	Open-ended Question 2	Open-ended Question 3
Number of Responses	276	278	175

To begin, the research questions that the study was designed to address were used as a starting point for data analysis. As a result, the teachers' responses to each question were examined separately. Data were divided into meaningful groups according to research questions and labelled with a code. The similarities and differences between the codes were then identified, and the earlier codes were updated. Following this, the codes were grouped into categories that could be used to frame a

theme. After that, the thematic data were examined for codes and themes. During this procedure, the original text was re-read and the developing codes were re-examined. Following the identification of relevant themes and codes for the data, direct statements were employed to facilitate textual descriptions. In view of the descriptive phenomenology, this aspect of the inquiry is well-documented. The responses to these open-ended questions revealed a variety of themes under the headings of teacher perspectives on the advantages and challenges of online education, as well as teacher suggestions for future online education experiences. The next chapter lists these themes, along with their frequency, under the categories "advantages," challenges," and "suggestions."

4.2.1 Advantages of online education. This section includes COVID-19 pandemic online language education period's advantages, which were mentioned by the EFL teachers. 267 out of 426 teachers mentioned some advantages of online education during pandemic. The codes for this theme were generated by the most frequently used expressions gathered by the teachers' responses. The most frequent themes within the framework of the advantages that come to the fore are presented in Table 20

The Findings Regarding Advantages of Online Education

Themes	*N*	*%*
Flexible(space/time)	75	28
Time saving	70	26
Effective use of digital tools and technology	33	12.3
The availability of more visual and auditory materials for language teaching	32	11.9
Easier classroom management	20	7.4
Economical	12	4.4
Improving students' autonomy	9	3.3

The themes determined from the responses of the participants to the open-ended questions are time saving, flexible (space/time), economical, effective use of digital tools and technology, easier classroom management, the availability of more visual and auditory materials for language teaching, improving students' autonomy.

The most frequent theme, which was mentioned by 75 teachers, is the flexibility

of online education. Teachers mentioned that thanks to online education, they do not have to teach at school they can teach anywhere and they do not have obey strict timetables. For instance, a participant explains his ideas as follows:

> *"*Opportunity to teach anytime and anywhere. Being away from the tension of the school environment. The absence of children who disturb the peace of the lesson and the smooth flow of the lesson. Possibility to use different materials." (P98)

%26 of the teachers mentioned that online education is time saving not only for the teachers but also for the students. One expression like that;

"You can use your time efficiently if you know how to manage your time. In this period, I had more free time, I could keep time for myself." (P118)

Some teachers indicated that online education made students and teachers closer to technology and taught them how to use technological products. One teacher's comment was as follow:

"As a teacher I became more comfortable while using digital materials in the classroom" (P240)

%11.9 of the teachers mentioned that variety they could reach and use more materials on online lessons. Teachers also pointed that they could use more listening and visual material more effectively thanks to the technology in online lessons. A teacher briefly describes it like that;

> "It allowed me to research and use different materials to ensure that online education is as efficient as face-to-face education I can use listening materials more effectively, and applying web 2 tools, games, visuals are much easier than traditional classroom" (P10)

Online education, according to some teachers, makes classroom management simple. Certain expressions also imply that classroom management is easier and that students participating in English classes are engaged. Here is one of the participants' opinions on classroom management. A teacher's statements on this subject are as follows;

"I think the only advantage is that they listen more carefully individually, and if you dominate, they can't interfere with each other, so classroom management actually becomes easier." (P27)

One of the most mentioned words was 'autonomy' Teachers thinks that online process increased self-autonomy of both students and teachers. This is an expression

by a teacher;

"Online education made students more responsible about their own education process" (P87)

Some teachers mentioned that online education was economic in many ways. One of the teachers describe it with these sentences;

> "It has certain economic advantages; first of all, you do not have any transportation expense. And it is time saving for especially the teacher have longer distances from their home to work. And also, you don't have to care about your clothes. It is easy to choose what you wear and you do not spend so much money on clothes" (P250).

4.2.2 Challenges of online education. This section includes the challenges that EFL teachers faced during the COVID-19 pandemic. 278 out of 426 teachers mentioned some difficulties of online education during pandemic. The codes for this theme were generated by the most frequently used expressions gathered by the teachers' responses.

Table 21

The Findings Regarding Challenges of Online Education

Themes	*N*	*%*
Technical issues	109	39.2
Low student attendance rate	80	28.7
Lack of students' motivation	50	17.9
Students' lack of internet connection and technological devices	28	10
Personal problems	16	5.7
Lack of interaction	14	5

The themes determined from the responses of the participants to the open-ended questions are technical issues, low student attendance rate, lack of student's motivation, students' lack of internet connection and technological devices, lack of interaction, personal problems.

The most of the teachers mentioned that they were mostly affected by technical issues. They stated that internet infrastructure problems in Turkey as a big disadvantage. They mentioned that Internet cut-offs and screen freezes, and lack of

sound or image due to this problem affected their motivation and concentration negatively. A teacher mentioned her as follow;

“Students bad connection and their difficulty to reach technological devices made this process very challenging for me” (P175)

Teachers also mentioned that the number of the students who attend the online classes were not sufficient and they emphasized that lack of participation decrease their motivation to the online lessons. One teacher expresses the situation as follow;

“Lack of student participation is one of the biggest challenges for me. Sometimes there were just four or five students in the online classes. I think online lessons must be compulsory” (P54)

Lack of students’ motivation was one of the most mentioned themes. It was expressed that students’ motivation was very low during this period because of the physical and emotional distance between teacher and student. It was mentioned by a participant as follow;

> “The main difficulty I faced during the Online education process was to attract the attention of the students to the lesson and to motivate them. Socialising with other teachers and students during breaks had a very positive effect on students’ motivation and performance. The fact that all communication on the screen is artificial and virtual has greatly reduced their motivation.” (P16)

According to the teachers, during the pandemic period unfortunately, some students weren’t able to reach education because of no or bad Internet connection or lack of devices so, many teachers pointed that there was inequality of opportunity between students. Some teachers pointed that;

> “The biggest obstacle in this online education process was students’ lack of technological equipment and connection. Their family’s economic situation effected this period and unfortunately, they were not able to have the opportunity to reach education” (P163)

In addition to these problems, some teachers talked about personal problems. These are like when teachers with small children at home, the balance between being a parent a teacher was very hard. Moreover, some teachers shared some mental and physical difficulties that they had. They stated that this period made them overwhelmed and they had some physical problem with their eyes, neck and back because of spending long hours in front of the computer. A teacher expressed it like that;

"Being a teacher and a mother at the same time was very difficult for me. I had to do my job but also had to deal with my children and their education simultaneously, it was backbreaking" (P5)

Teacher also mentioned that lack of interaction was an obstacle for them. They stated that they had some difficulty to communicate with students. It was sometimes difficult have a reaction from the students during online lessons. One teacher expresses the situation as follow;

"In face-to-face education, I can easily determine what students understand and how much they understand and determine the course of the lesson accordingly; it was very difficult for me to do this in online education." (P270)

4.2.3 Suggestions to improve future online education experiences. In this section you can find teachers solution for a better online education.175 out of 426 teachers mentioned some solutions for a better online education. The codes for this theme were generated by the most frequently used expressions gathered by the teachers' responses.

Table 22

The Findings Regarding Solutions for Online Education

Themes	n	%
Solving Internet and technology-based problems	77	44
Teacher trainings on the use of technology (web2.0 tools, online platforms and materials etc.)	29	16.5
Providing equal online education opportunities for every student.	28	16
Making classroom attendance compulsory	26	14.8
Curriculum and material adaptation	17	9.7

The themes determined from the responses of the participants to the open-ended questions are solving internet and technology-based problems, teacher trainings on the use of technology (web2.0 tools, online platforms and materials etc.), making classroom attendance compulsory, Providing equal online education opportunities for every student, curriculum and material adaptation.

Nearly half of the teachers mentioned that technical problems, internet connection problems and lack of devices problem must be solved. One of the teachers' statements about the technical issues as follows;

“Providing technical support assistance and use of quality equipment can be a good idea” (P43)

One of the most frequently mentioned themes was teacher training. They stated that teachers require in-service training on Web 2 tools and how to effectively use digital platforms. Teachers indicated the problems they experienced as a result of a lack of guidance. Some expressions like that;

“Teachers need support about the use of technology and digital materials, so in service trainings on these topics can be a good solution for the teachers” (P127)

Some of the teachers suggested that online lessons should be compulsory if all the students are provided necessary digital equipment and Internet access. Some of the expressions like that;

“Online education must be compulsory like face-to-face and students should turn on their web cams.” (P158).

Providing equal online education opportunities for every student is another important solution which was mentioned by %16 of the participants. They stated that there is inequality opportunity in challenge part they mentioned that if this problem can be solved online education can be more effective. One teacher expresses as follows;

> “There are still a lot of students who do no not have internet access or technological devices. As teachers we sometimes collect money and buy some devices for the students in need but it is just a temporary solution, there must be government assistance for all the students to create equality in opportunity” (P231).

Another important suggestion is about the curriculum and materials. Teachers mentioned that curriculum and materials need to be adapted to the online education. Some of the suggestions like that;

> “Face to face education transferred to online but, books and curriculum hadn’t been prepared for the digital. It created some certain challenges for the teachers, if online education will be the part of our life curriculum and books need to be adapted to digital” (P211).

Open-ended questions were asked to get a deeper understanding on advantages, challenges of online education process during Covid 19 from teachers' perception. It has been discovered that, in addition to the numerous advantages of online education, there are also disadvantages. Some suggestions were made by the participants in order

to overcome these challenges. It is proposed that by following these recommendations, the challenges associated with online education can be minimized.

In conclusion, the advantages and disadvantages of online education, as well as recommendations for improving future online education experiences in the Turkish ELT context are presented through content analysis of Turkish ELT teachers' responses to open-ended questions. This chapter presents the findings derived from the data collected from teachers' responses to the research questions. The findings are discussed in reference to the literature in the following chapter.

Chapter 5

Discussion and Conclusions

This study investigated the experiences and attitudes of teachers who taught English as a second language in both synchronous and asynchronous settings during the COVID-19 pandemic. The main aim of the study is to evaluate teachers' attitudes towards online language education during the COVID-19 pandemic. The study also aims to contribute to the existing literature by revealing the experiences of teachers during the Emergency Online Learning period. The findings of the study are discussed in light of the relevant literature in this chapter. The chapter concludes by summarizing the findings and perspectives gained in light of the research questions, as well as making recommendations for future research, providing pedagogical implications, and addressing the study's limitations.

5.1 RQ1: What are the attitudes of Turkish EFL teachers towards online education during the COVID-19 pandemic?

Findings of the study indicate that teachers have positive attitude towards online education. According to the results of the current study, most of the teachers thought that online education practices were advantageous. The most frequently mentioned benefits are that online education provides a level flexibility in terms of time and space, and that both teachers and students can attend in online classes from anywhere while having access to video recordings and course materials at any time. Conversely, Abrami et al. (2012) state that online education is advantageous in terms of lowering expenses and improving access to education. Moreover, effective use of technology, variety of materials, more visual and auditory materials for language teaching, easier classroom management, increase in students' autonomy' have been indicated as the other advantages of this online education period. Furthermore, the teachers showed a positive attitude toward the use of technology in teaching online during Covid 19 pandemic. Teachers' willingness to use technology in online teaching, as well as their participation in it, is extremely high. They also believed that their digital skills had improved. This revealed that teachers had noticed the value of technology in their

classrooms. Similarly, Auma and Achieng (2020) found that after the pandemic, instructors who engaged in online education felt that information and communication technology (ICT) had a favourable impact on the effectiveness of both instruction and learning. In their study, Sindiani et al. (2020) indicated that distant education is currently the best option, which support the findings of this study. Another study by Görgülü-Ar and Hayr-Kanat (2020) contradicts this study's findings, claiming that online classrooms are not a perfect substitute for face-to-face education, according to the teachers in their study.

According to findings of the current study, teachers prefer face-to-face education over online learning, despite their positive attitude towards it. According to the data, the majority of teachers (64.8%) reported to wish to continue providing face-to-face education. They believe that the online education process was unsatisfactory due to a lack of quality in communication and engagement between teachers and students. They also mentioned that some students lacked technological infrastructure, internet quotas, and unequal opportunities which prevented them to join online classes. Furthermore, some teachers struggled with integrating ICT, creating engaging content, explaining it, assessing it, and providing feedback. Data also showed that, teachers needed educational support and training during this process. A great number of researchers have confirmed these findings. For example, results of the study by Morgan (2020) and Carrillo and Flores (2020) showed teachers' concerns by demonstrating that students who do not have access to computers and the internet at home fall behind in their classroom learning. Similarly, Tang et al. (2020) reported teachers' displeasure with online education in terms of classroom attendance, assessment and evaluation, and students' speed of learning. Physical distance, according to Aragon (2003) might make effective communication challenging in online environments. According to Simonson et al. (2008) receiving and delivering feedback in online classes can take longer than in traditional classrooms. Baran (2011) also confirms the findings, stating that when institutions implement online education, teachers find it difficult to adjust to the new educational environment since they do not feel equipped and ready both pedagogically and psychologically.

It might be concluded that, teachers adapted to this temporary period and benefited from the opportunity of online education during the Covid 19 pandemic; on the other hand, when comparing online education to face-to-face language education, they do not prefer online education as a long-term methodology because they believe

online language education is less effective than face-to-face language education.

5.1.1 How do teachers' attitudes vary in terms of, teachers' level of education, institution level (K-12 or tertiary), institution type (public/private), and previous experiences in online education? The sub-questions of the first research question aimed to find out if there is a difference in the attitudes of teachers who have different demographical features. In order to investigate this difference, an Independent Samples T-test and a series of ANOVA were conducted. The section below discusses the findings of these tests in line with the existed literature on these variables.

5.1.1.1 Discussion on the effects of EFL teachers' attitudes towards online language education and education level of the institutions they work. ANOVA results regarding the relationship between English language teachers' attitudes towards online education and the education level of the institution showed that there is no significant difference. In other words, it does not reveal a statistically significant difference between the institutional education levels of the participating teachers and their attitudes. According to the findings of the study by Rahayu and Wirza (2020) high school teachers had a favourable opinion of the utility and simplicity of the use of online learning systems during pandemic Covid-19. Although teachers confront numerous challenges when it comes to online teaching, they could demonstrate the proper attitude toward using technology to educate online. Similarly, in another study which was applied to primary school teachers by Rasmitadila et al. (2020) although the challenges that primary school teachers faced during the Covid 19 pandemic; they showed a positive attitude towards online education's flexibility. The study indicated that during this period technical obstacles, student conditioning, student participation were seen as challenges by the primary teachers. In another study which was done by Almahasees et al. (2021) it was found that faculty instructors had a positive attitude towards online education during the pandemic, they indicated that online education was effective during the present pandemic, while they found it ineffective when compared to face-to-face learning and teaching. Even though the previous studies did not take different levels of institutions as a variable like in the current study, their findings have a correlation with the results of this study. Similarly, it was found that teachers who teach in different levels of institutions had nearly the same attitude towards online language education during Covid-19.

In terms of the institution's level, there was no meaningful difference. It might be because of that, prior to the pandemic, online language education was not widely used, so teachers had either no or little experience in online instruction when they started this process. Online teaching is a new experience for most teachers, and they all confronted similar obstacles linked to online education, regardless of the level at which they were teaching. Teachers from all levels had to experience this quick transition process with the similar online education platforms and similar technological issues.

5.1.1.2 Discussion on the effects of EFL teachers' attitudes towards online language education and their level of education. The difference in attitudes of teachers related to the education level they received (bachelor's, master's, and doctorate) was investigated. According to the findings of the ANOVA test, there is a significant difference. The Post-hoc results revealed that the difference was between the bachelor's degree group and the master's group, and this difference is in favour of the master's degree. No significant difference has been found between the doctorate and master's degree groups or doctorate or bachelor's groups.

Previous research studies in the field of ELT did not include the level of teachers' education as a variable, for a study that investigate the attitudes of language teachers toward online education during Covid 19 as in this study. There have been studies that have compared the attitudes of language teachers with various levels of education during the pandemic online education process. The attitudes of teachers with bachelor's degree were shown to be positive in a study by Agular-Cruz (2021). Despite the fact that the pandemic forced English teachers to deal with various issues related to their online teaching practice, such as students' lack of responsibility, poor motivation, and network problems, they were still able to comprehend and reflect on their role as teachers, and they used technology and games - based activities to address their concerns. In their study, Gaglani et. al. (2021) studied with teachers who have Master's or Doctorate degrees. In contrary to the Agular-Cruz (2021) study, the findings indicated that teachers' general attitudes towards online language education during Covid-19 was negative. All in all, the findings of these studies contradict the findings of the current study since the results of the current study revealed that the difference was between the bachelor's degree group and the master's group, and this difference is in favour of the master's degree.

It might be concluded that teachers with master's degree might develop their

digital skills during their study, such academic studies necessitate sophisticated digital competence so they may become more familiar with the technology when compared to teachers with bachelor's degree. When it came to teachers with a doctorate degree, there was no noticeable difference between them and those with other degrees. This could be because the number of participants with a doctoral degree is small.

5.1.1.3 EFL Teachers' attitudes towards online language education and school type (public/private). The study's findings revealed that there is a difference in teacher attitudes in public and private schools, this difference is in favor of private school teachers. Despite the fact that prior research did not compare EFL Teachers' attitudes in private or public schools towards Online Language Education, there are studies that focus on either private or public-school teachers' attitudes towards online language education during Covid 19. The participants in Farah and Frayha's study (2021) were Lebanese teachers from two private schools in Mount Lebanon District. The study's findings revealed that teachers appear to be at ease with online teaching, particularly in terms of their impact on their students' learning. Regardless of the fact that face-to-face training appears to be more helpful, teachers report that they are effective at creating pleasurable learning environments and that significant learning occurs in their online courses. A cross-sectional survey was conducted with 3,183 Ecuadorian state school teachers working at all levels of education in another study. Their attitudes about technology, access to online instruments, and the effects of online education on their mental health and performance are also examined. Despite the high levels of uncertainty, the results suggest that most teachers agreed with the actions taken by the government, the Ministry of Education, and their institutions, and that they were comfortable with working remotely. However, before considering the effectiveness of long-term online education in Ecuador, factors such as a lack of technological resources in distant regions and a lack of trust in the effectiveness of online classes must be examined (Andrade-Vargas, Estevao-Romeiro, Iriarte-Solano, Riofrio-Leiva, & Yunga-Godoy, 2021).

All in all, the findings of the previous research studies back up the conclusions of the current investigation. This could be because private schools provide regular trainings, seminars to their teachers moreover, technological equipment, and software that they serve may be more effective and less problematic than the public schools'. As a result, there are better opportunities for online education in private schools. Similarly, when compared to students in public schools, students in private schools

have better opportunities for online education. As a result, students and teachers with better opportunities may become more motivated and engaged.

5.1.1.4 EFL Teachers' attitudes towards online language education and their online education experience. Teachers were asked if they had any prior experience with online learning. To compare the attitudes of teachers with varying amounts of previous online English teaching experience, a one-way ANOVA was used. The one-way ANOVA found that there was a significant difference between the groups. To figure out what was causing the disparity, a variety of post-hoc tests were run. Teachers with 0-6 months of online education experience had considerably lower altitudes than those with 13-18 months and 18 months and up. There was no significant difference between the 7–12-month groups and the other groups, according to the test results. There is a difference in favour of more than 18 months between 13-18 months and more than 18 months. Similarly, Hampton et al. (2020) and Robinia & Anderson (2010) discovered that past online teaching experience was predictive of better online teacher self-efficacy in their study on faculty teachers. Furthermore, Wise's (2019) findings back with the current study's conclusion. Teachers' attitudes toward online education were found to be significantly influenced by previous online teaching experience, implying that teachers with prior online teaching experience have a more positive attitude toward online education.

This finding has now been applied to the Turkish EFL context, with more experienced teachers having more favourable attitudes toward the use of online tools. It is possible to assume that when teachers gain more experience with technology, their anxiety levels decrease and attitudes may improve.

5.1.2 RQ2 What are the advantages and challenges of online education for Turkish EFL teachers during the COVID-19 pandemic? This section includes teachers' attitudes towards the advantages and challenges of online language education during the COVID-19 pandemic. These advantages and challenges are collected by the quantitative and qualitative data. You will read the detailed discussion on the results of this current research which is compared and expressed with the existing literature.

5.1.2.1 Advantages of online education. The result indicates that one of the most important benefits of online education is, it is flexible (space &time) and time-saving. Online education, according to teachers, offers for more time and space flexibility.

Students and teachers can attend from any location. Moreover, as most of the teachers mentioned that online education is time-saving not only for the teachers but also for the students. Research by Anderson (2008), Garrison et al. (2003), Simonson et al. (2008) and Turoff et al. (2004) all support these conclusions. They have confirmed that online education allows for interaction, allowing access to courses and lecture materials regardless of time or location.

The data also suggest that according to most of language teachers, online education is very economical. A lot of teachers mentioned that they did not have to pay for transportation expenses which is a big advantage for the teachers and students who live far from their schools. Furthermore, when it comes to materials, they think that online materials are easy to reach and cheaper. The findings support previous research by Abrami et al. (2012) which found that online education is beneficial in terms of lowering costs and increasing educational access. Furthermore, according to Dodds et al. (2000) online education is used to overcome barriers, reduce costs, and reach a larger number of students. According to the advantages outlined by Lehman and Conceiço (2010) online education offers access to material from anywhere, saves time and money, and reduces borders by allowing connections from different locations.

Moreover, teachers believe that ICT has a positive impact on the effectiveness of both teaching and learning. In their study Auma and Achieng (2020) have achieved similar findings, their findings indicated that teachers have a positive attitude towards using communication technologies and they believe that the efficacy of teaching and learning increased with the support of technology. Teachers in this study also mentioned they got used to using online platforms more effectively, applying materials more easily, and uploading documents faster than they would ever when online education first began. These opinions are very similar to those expressed by participants in Todd's study (2020), in his study the English language teachers similarly mentioned that their digital qualifications have been increased and they started to use digital tools more effectively. It's possible to say that at the beginning of this rapid change, teachers didn't know much about specific applications and didn't have much experience using technology in the classroom. They had to explore for and learn more about technology and software programmes because of the quick transition. It's reasonable to believe that as teachers gain experience with technology, their anxiety levels decrease and they become more knowledgeable about it.

Participants in this study also mentioned that online education helped to foster student autonomy. The viewpoint demonstrates a correlation between a study by Richards et al. (2004) who argued that online classes must improve student autonomy. In another study by Simonson et al. (2008) it was indicated that online education fosters student autonomy because students can study at their own speed. In the existing literature, there are also studies that have discussed the role of technology in fostering autonomous learning, including Carver (2016), Marco and Pueyo (2006), Macià et al. (2006). It might be because of that in the online education process, teachers were asked not to force students to participate in lessons, and students were expected to be responsible for their own learning. Furthermore, students may have limited time in the classroom to study English, but they may need to quickly expand their knowledge and skills. It is therefore important for them to become self-reliant language learners who can continue learning efficiently outside the classroom. It begins with the assumption that students are capable of self-direction and can create a purposeful, independent attitude to their education. As a result, this process may have supported learners in becoming more self-reliant and responsible.

According to some teachers, online education makes classroom management simple. When compared to traditional classrooms, several teachers have stated that online education is easier. In contrast to the findings of this study, classroom management is seen as a difficult task in the literature. Teachers highlighted classroom management as a concern, according to Cantürk and Cantürk (2021) because online education causes pupils to have disciplinary issues. Similarly, in their study, Mukhtar, Javed, Arooj and Sethi (2020) claimed that teachers considered online education classroom management as a disadvantage because some students misbehaved and attempted to use online resources during exams.

Some teachers mentioned online education has increased the efficacy of language teaching and learning, they thought that more visual and auditory materials for language teaching are available in online education and that gives students a better opportunity to learn and practice the language. According to Lee (2002) synchronous online sessions improve language learners' communication skills. Furthermore, Warschauer (1999) and Yang & Chen (2007) noted that online learning improves speaking abilities by allowing students to participate more equally than in face-to-face interactions. Many research studies show that EFL students are likely to benefit from online learning in a variety of ways. Students can learn English language abilities such

as speaking, reading, listening, and writing using online courses, according to Yang & Chen (2007) and Shuchi & Islam (2016). Furthermore, several e-learning tools help learners to quickly learn English and take advantage of linguistic resources. Furthermore, through verbal correspondence and recognition of the English language's genuine context, it might provide them with engagement in their speech (Debski and Gruba, 1999; Yang and Chen, 2007; Al-Hassan and Shukri, 2017). However, Westbrook (2006) claims that integrating online learning into an EFL focus does not produce the desired benefits.

5.1.2.2 Challenges of online education. The current study's findings show that while participants recognize some of the benefits of online education, some of them believe there are additional disadvantages, making them negative about online teaching or learning. According to the data, teachers believe they are less effective and structured than classroom learning because of the challenges they face. Especially, technological problems have been mentioned as an obstacle to affecting the efficacy of online language education during this period. Technical support was revealed to be a crucial element in influencing satisfaction with online courses. The teachers emphasized the negative impact of limited technological capabilities on promoting interaction, communication, student engagement, and motivation, as well as accepting and giving feedback, using various teaching methods. Similar findings were observed by Yang and Cornelius (2004) in their investigation. They discovered that when teachers were unavailable to give technical support, students expressed dissatisfaction with their courses. When students' technical skills were inadequate, they expressed displeasure (Zeng & Perris, 2004). As a result, earlier research findings are consistent with current survey's data, which show that technological concerns are the most influential element in online course satisfaction. It might be concluded that, teachers were not digitally literate. Teachers that are digitally literate can provide crucial feedback to educational technology developers on pedagogical approaches or specific subjects. Teachers who have been digitally educated can also share their knowledge with their colleagues, raising teaching quality. However, in our situation, their lack of digital literacy had a negative impact on the process, and using technology became a major issue at times, reducing the usefulness of online language teaching.

While concerning the issues related to using technology and the Internet, the results of this study emphasize that teachers are worried about the equality of this

online education period. Findings show that teachers do not think this process was fair enough to evaluate students in a fairway. This result is consistent with the OECD report (2021) which states that one of the most significant barriers to online learning is students who do not have access to the internet. This inequality varies from country to country. Many students around the world face difficulties with technical assistance, particularly in impoverished and developing countries (OECD, 2021). It is clear that providing online education on a system with inadequate technical infrastructure will result in ineffective instruction for learners. Even if the underlying infrastructure is in place, online education requires unrestricted Internet connectivity and technological equipment. As a result, education stakeholders must pay special attention to digital accessibility as well as the physical learning environment in order to improve students' learning.

Teachers also expressed their concern about giving and getting feedback. Teachers argued that only they are supposed to speak in online classes, and students merely use chat for communication, which hinders giving and receiving instant feedback. So, this do not provide the teachers much feedback about the education process of students. Vorobel and Kim (2012), Mukhtar et al. (2020), and Süğümlü (2021) also noted that the lack of student feedback was one of the drawbacks of distance education. Furthermore, due to a lack of interaction, teachers are forced to teach the lesson without any input from the students, and students are unable to contribute to the lesson. Besides that, this situation demotivates both students and teachers. This also makes students reluctant to participate in online classes. The findings of the study show correlation with the studies by Şirin and Tekdal (2015) in their study, teachers experienced a loss of motivation because of the lack of communication and attendance.

In conclusion, the study's findings contribute to the literature. Teachers' attitudes towards online language education are important for educational institutions aiming to adapt to the online teaching style in the future.

5.1.3 RQ3 What are the remedies recommended by Turkish EFL teachers for an ideal online teaching experience? The findings indicate the necessity for modifications and improvements in the use of online teaching in the educational process in order to increase quality of online learning. The study indicated that, in addition to providing competent teacher training programs, significant efforts should

be made to improve the technical infrastructure. Solving connection problems and providing technical support have been found as the most voiced solution by the teachers.

Solving connection problems and giving technical support have been found as the most expressed solution by the teachers. Similarly, Hanson et al. (1997), Simonson (2002) and Simonson et al. (2011) all noted in their studies that adequate support systems must be in place to offer the online learner with access to resources and services.

'Teacher training' was another frequent phrase used to describe a way to improve the quality of online education. They stated that they require assistance with Web 2 tools and the efficient use of digital platforms in particular. It might be thought that, most teachers are not digital natives like students; rather, they are digital immigrants who require guidance and practise. They must gain a better understanding of how to use technology in the classroom. Correspondingly, Ludeman et al. (2009) claimed that teacher training can help students learn better in school. These findings are consistent with Briggs' study (2005) on teachers' attitudes towards online learning. According to Briggs, participants in the study also said that online educator development training was insufficient (2005). Similarly, Muoz-Carril et al. (2013) found that online teachers who have recently started teaching online have training needs. The results of their study indicated that, teachers should be trained to increase their teaching quality, and they should be supported emotionally, psychologically, and physically by providing required equipment, according to the findings. In their study, Agasisti and Soncin (2021) emphasized that a strong support system could help educators increase learner engagement. Furthermore, Osman (2020), El Saheli-Elhage (2021), Žižanović et al. (2021) and Xie et al. (2021) stated that for the efficacy of online teaching teachers must be trained. As a result, recommending educational institutions to create educational training programs for teachers on the most effective teaching approaches for online distribution can be beneficial.

Another solution frequently stated by teachers is 'developing technical assistance and providing equal online education opportunities for all students.' According to teachers, unequal opportunity and classroom attendance have a substantial relationship. Teachers stated that many students were unable to participate in class due to a lack of internet access and electronic equipment. Furthermore, they lack the necessary technological skills. As a result, it presented a significant challenge to the

majority of teachers and students. Lestiyanawati & Widyantoro (2020) discussed some of the difficulties of online education. Their findings back up the research, according to their study both students and teachers lack technology skills, making it difficult to implement appropriate teaching approaches. According to a recent study by Ramij and Sultana (2020), teachers' concerns during online learning in Bangladesh throughout the pandemic period include a lack of technology, expensive internet charges, and family financial troubles which demonstrate a similarity with the current study.

Other solution has been proposed: an effective customization of the curriculum and materials. Findings indicated that, there was a lack of material, so teachers attempted to adapt resources on their own. Nonetheless, they were unable to do so efficiently since teachers lacked the necessary skills to create online materials. Teachers indicated they had no idea how to choose, adapt, or develop online materials, activities, or tasks. Research made by Simonson et al. (2012). indicated a similar finding, they found that teachers had some difficulty in adapting materials and curriculum. As a result, one of the most essential recommendations made by the teachers is that curriculum and materials be prepared in advance for future online instruction. In line with the findings, Simonson et al. (2008) affirm that well-designed online courses require a 'support infrastructure' that aids both teachers and students with training and technical concerns, as well as 'instructional design support' during the development of online courses.

In conclusion, Barr and Miller (2013) stated that technology devices, program design, responsive curriculum, and supporting stakeholders are all necessary and important for the successful delivery of courses in an online setting, which is in line with the findings of the current study.

5.2 Pedagogical Implications of the Study

The current study offers insights into the experiences and perspectives of teachers who taught English as a second language in both synchronous and asynchronous settings during the COVID-19 pandemic.

First of all, teachers have highlighted the lack of Internet access and technological issues as the most significant disadvantages of online learning. Furthermore, because of the lack of internet access and technology equipment during this procedure, the majority of teachers were concerned about unequal possibilities

between students. As a result, in order to increase students' learning, education stakeholders must pay special attention to digital accessibility as well as the physical learning environment. Secondly, giving teacher trainings was one of the most frequently stated solutions. Teachers stated that they require in-service training on Web 2 tools and how to effectively use digital platforms. Teachers described the difficulties they faced as a result of a lack of guidance. As a consequence, developing a supporting training system could be a useful way to improve the quality of future online education experiences. Thirdly, making online classes mandatory was another crucial option for increasing student attendance and motivation. This could be useful information for future planning. Another way to improve the effectiveness of online education is to change the curriculum and materials. Teachers stated that the curriculum and materials were not appropriate for online learning, therefore well-adapted materials might be a major concept for future online learning designs.

All in all, the suggestions of the current SLA research study on online education may help the educational institutions to design a high-quality e-learning system that helps the competent authorities in the use of modern means to develop teaching English and develop students' skills.

5.3 Limitations of the study

The study provides valuable understanding and perspectives related to online education, however, there are certain limitations and gaps in this study that may identify areas where future researchers should focus their efforts. First and foremost, this research was conducted on a limited sample: it is limited to 426 teachers working in educational institutions in different provinces in Turkey. To make generalizations, the sample size should be larger. In this study quantitative method was used, just three open-ended questions have been used to get a deeper perception from teachers, so it is not a totally mixed type of research. So, mixed type research with a higher population can bring a better understanding to teachers' attitudes towards online language education during pandemic.

Secondly, future studies might focus on doing an in-depth examination of the best teaching methods, course design, and technology tools to use, as well as determining whether these practices have helped e-learning students achieve their academic goals or not.

Additionally, this study does not look into how parents and students felt about online language education during the pandemic; however, future studies could look into all of the stakeholders in this process to gain a more comprehensive view.

In short, as online learning is continuously growing, more research may be conducted. Other studies that take into account the use of different types of qualitative research instruments as well as a larger population from other countries can complement the findings of this study.

5.4 Suggestions for Future Research

This study used a quantitative design with a qualitative component using open-ended questions to understand and evaluate the EFL teachers' attitudes towards online education during the COVID-19 pandemic. Based on the limitations which were mentioned above, conducting new research with a larger sample size can help the researchers make broader generalizations. Moreover, this study was conducted on the teachers in Turkey, it could be a good idea to make this research broader with follow-up research studies with the teachers all around the world. This will make a significant contribution to the field of ELT online education. Furthermore, face-to-face interviews with a variety of people in various areas can be a good way to gain a deeper understanding. Additionally, new variables can be investigated in order to gain a new perspective on teachers' attitudes towards online education. In addition to that, conducting new research studies on both teachers' and students' attitudes together and looking into all of the stakeholders in this process can help to gain a more comprehensive perspective. In this way, the ELT field can gain a broader perspective on online education during the pandemic. Additionally, because everyone has the right to education, future research can look into the impact of the COVID-19 pandemic on the education of students with disabilities and special needs. This type of study could concentrate on their requirements.

As a result, the concerns expressed by teachers indicate to the need for further research and study to provide more precise information so that improvements in the design and technique of online classrooms may be performed.

5.5 Conclusion

The current study is designed to understand EFL teachers' attitudes towards online education during the Covid 19 pandemic based on school type, teacher's level of education, teacher's level of institution, and online education experience variables. Thus, 426 EFL teachers in Turkey were given a scale designed by the researcher, which included 29 Likert scale items and three open-ended questions. The items in the questionnaire were analysed quantitatively and the responses to open-ended questions were analysed by using content analysis.

The results indicated that teachers had positive attitudes towards online education during the Covid-19 pandemic period. They showed positive attitudes towards the usefulness, flexibility (time & space) and comfort of the online system during the pandemic. They also mentioned that online education is economic and time-saving. According to the results some of the challenges the teachers faced were lack of technology and Internet connection and technical support. Lack of concentration and motivation, low attendance rates, lack of teacher trainings and inequality of opportunity between students are the other important challenges they have faced. On the other hand, the participants identified some benefits of the pandemic online education, including the ability to learn at any time and location, effective use of digital tools and technology, easier classroom management, the availability of more visuals, and auditory materials for language teaching, and improvements in students' autonomy.

According to another result of the survey, significant differences were observed in teachers' attitudes regarding teacher's level of education, institution type, online education experience. However, no significant differences were observed in the attitudes of teachers towards online language education during the pandemic regarding class type variable. According to the teacher's level of education variable, it was observed that teachers with master's degrees have more positive attitudes towards online education. Moreover, if a teacher is more familiar with online education, he or she has more positive attitudes towards it. In the line with the hypothesis, considering the post-hoc test results, there is a difference between 0-6 months, 13-18 months, and more than 18 months, against 0-6 months. The rate of positive attitudes of teachers who have 0-6 months experience in online education were found to be significantly

lower than 13-18 months and 18 months and up groups. There was no significant difference in the test results between the 7–12-month groups and the other groups. The findings also revealed that there is a difference in teacher attitudes between public and private school teachers, The attitudes of private school teachers were more favourable than those of the state school teachers.

Thematic analysis of the related open-ended questions of the scale revealed some themes related to teachers' suggestions for better future online learning experiences. Teachers have recommended some suggestions to solve the issues of technological problems such as the Internet, and technology-based problems. They also suggested teacher trainings on the use of technology (web2.0 tools, online platforms and materials etc.). Other suggestions were making classroom attendance compulsory, and providing equal online education opportunities for every student. Curriculum and material adaptation was another important suggestion for better future online education.

Overall, this study is one of the most comprehensive in the field of online language education in the Turkish EFL context during the Covid -19 pandemic. It was designed to examine EFL teachers' attitudes toward online education in relation to their level of education, institution, school type, and online education experience. For a study that investigates the attitudes of language teachers toward online education during Covid 19, previous research studies in the field of ELT did not cover all of these aspects. There have been studies that compared language teachers' attitudes with certain variables during the pandemic online education process, but none of them has investigated at all of these aspects in one study. Furthermore, the current study used a convergent parallel design, in which the researcher conducts both the quantitative and qualitative components of research methods in order to acquire a thorough and deep understanding of the subject. As a result, it contributes significantly to the subject by giving a diverse variety of language teachers' perspectives on online language education during the Covid-19 pandemic.

In view of the findings, it is clear that, while fast remedies were taken to address the pandemic's issues, these steps were insufficient in the long-term. Furthermore, problems with technological infrastructure or access to digital devices have been identified as major issues. According to the findings, the absence of sufficient

preparation for this emergency online education period appears to be the most serious issue. A planned approach for the future of online language education can be considered of as the most important solution for better online education opportunities. As a conclusion, it is suggested that instructors, students, parents, principals, and government representatives collaborate to determine the future of online education. The study's findings are intended to raise awareness and inspire rethinking of workplace settings, as well as consideration of the pandemic's emotional effects.

REFERENCES

Abrami, P. C., Bernard, R. M., Bures, E. M., Borokhovski, E., & Tamim, R. M. (2012). Interaction in distance education and online learning: Using evidence and theory to improve practice. In *The next generation of distance education* (pp. 49-69). Springer, Boston, MA.

Adams, A. E., Randall, S., & Traustadóttir, T. (2015). A tale of two sections: An experiment to compare the effectiveness of a hybrid versus a traditional lecture format in introductory microbiology. *CBE—Life Sciences Education*, *14*(1), 1-8.

Agasisti, T., & Soncin, M. (2021). Higher education in troubled times: on the impact of Covid-19 in Italy. *Studies in Higher Education*, *46*(1), 86-95.

Aguilar-Cruz, P. J., & Medina, D. L. (2021). Pre-service English teachers' perceptions of their online teaching practice during pandemic times. *Propósitos y Representaciones*, *9*(SPE1), 925.

Ahmadi, D., Reza, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education, 3*(2), 115-125. Doi: 10.29252/ijree.3.2.115

Aithal, P. S., & Aithal, S. (2016). Impact of on-line education on higher education system. *International Journal of Engineering Research and Modern Education (IJERME)*, *1*(1), 225-235.

Akkoyunlu, B., & Soylu, M. Y. (2006). A study on students' views on blended learning environment. *Turkish Online Journal of Distance Education*, *7*(3), 43-56.

Al lHassan, S., & Shukri, N. (2017). The Effect of Blended Learning in Enhancing Female Students' Satisfaction in the Saudi Context. *English Language Teaching*, *10*(6), 190-203.

Aliyyah, R. R., Rachmadtullah, R., Samsudin, A., Syaodih, E., Nurtanto, M., & Tambunan, A. R. S. (2020). The perceptions of primary school teachers of online learning during the COVID-19 pandemic period: A case study in Indonesia. *Journal of Ethnic and Cultural Studies*, *7*(2), 90-109.

Ally, M. (2004). Foundations of educational theory for online learning. *Theory and practice of online learning*, *2*, 15-44.

Almahasees, Z., Mohsen, K., & Amin, M. O. (2021). Faculty's and students' perceptions of online learning during COVID-19. *Front. Educ*, *6*, 638470.

Almosa, A. (2002). Use of computer in education. *Future Education Library: Riyadh, Saudi Arabia*.

Almosa, A., & Almubaraka, A. (2005). E-learning Foundations and Applications. *Saudi Arabia: Riyadh.*

Altunay, D., & Mutlu, M. E. (2010, October). USE of ICT in distance English language learning: a study with Anadolu University, Open Education Faculty EFL students. In *Proceedings of the IODL&ICEM 2010 Joint Conference and Media Days*, 65-78.

Altunay, D. (2016). A group of on-campus EFL learners' readiness for Internet-based distance language learning. *International Journal on New Trends in Education and Their Implications (IJONTE)*, *7*(2), 109-117.

Altunay, D. (2019). EFL students' views on distance English language learning in a public university in Turkey. *Studies in English Language Teaching*, *7*(1), 121-134.

An, Y. J., & Williams, K. (2010). Teaching with Web 2.0 technologies: Benefits, barriers and lessons learned. *International Journal of Instructional Technology and Distance Learning*, *7*(3), 41-48.

Anderson, T. (Ed.). (2008). *The theory and practice of online learning*. Athabasca University Press.

Anderson, T. (2008). *Teaching in an online learning context. In T. Anderson (Ed.), The theory and practice of online learning* (343-365). Edmonton, Alberta, Canada: Athabasca University Press.

Andrade-Vargas, L., Estevao-Romeiro, A., Iriarte-Solano, M., Riofrio-Leiva, V., & Yunga-Godoy, D. (2021). Teacher's perceptions, institutional challenges, and educational sustainability during Covid-19 in Ecuador. Heliyon, 7(12), e08596.

Aragon, S. R. (2003). Creating social presence in online environments. *New directions for adult and continuing education*, *2003*(100), 57-68.

Aristovnik, A., Keržič, D., Ravšelj, D., Tomaževič, N., & Umek, L. (2020). Impacts of the COVID-19 pandemic on life of higher education students: A global perspective. *Sustainability*, *12*(20), 8438. Doi: https://doi.org/10.3390/su12208438

Artino, A. R. (2008). Motivational beliefs and perceptions of instructional quality: Predicting satisfaction with online training. *Journal of computer assisted learning*, *24*(3), 260-270.

Aristotle, (2004). *"On the Soul." In Perception*, ed. Robert Schwartz, 12-17. Malden, MA: Blackwell Publishing Ltd., Malden.

Aslıhan, A. (2021). *The Perceptions and Experiences of Instructors Regarding Teaching ESP Synchronously and Asynchronously Following COVID-19 Outbreak via Emergency Remote Teaching* (Master Thesis). Retriwed from: https://www.academia.edu/47568539/The_Perceptions_and_Experiences_of_Instructors_Regarding_Teaching_ESP_Synchronously_and_Asynchronously_Following_COVID_19_Outbreak_via_Emergency_Remote_Teaching

Auma, O. M., & Achieng, O. J. (2020). Perception of Teachers on Effectiveness of Online Learning in the wake of COVID-19 Pandemic. *IOSR Journal of Humanities and Social Science (IOSR-JHSS)*, *25*(6), 19-28.

Ayçiçek, B., & Karafil, B. (2021). Exploring Perspectives of Secondary School Teachers on Technology Integration in Education During Pandemic. *Anemon Muş Alparslan Üniversitesi Sosyal Bilimler Dergisi*, *9*(1), 157-168.

Balbay, S., & Erkan, G. (2018). Perceptions of instructors on using Web 2.0 tools in academic English courses. *International Journal of Curriculum and Instruction*, *10*(2), 45-60.

Balyer, A., & Özcan, K. (2017). Higher Education Administrators' Managerial Competency in Turkey. *International Online Journal of Educational Sciences*, *9*(4).

Baran, E., Correia, A. P., & Thompson, A. (2011). Transforming online teaching practice: Critical analysis of the literature on the roles and competencies of online teachers. *Distance Education*, *32*(3), 421-439.

Barr, B. A., & Miller, S. F. (2013). Higher Education: The Online Teaching and Learning Experience. *Online Submission.*

Belz, J. (2020). Going the distance: Distance education can give students access to great teachers. World (0888157X), *35*(7), 1-4.

Bengtsson, M. (2016). How to plan and perform a qualitative study using content analysis. *NursingPlus open*, *2*, 8-14.

Bernard, R. M., Abrami, P. C., Lou, Y., Borokhovski, E., Wade, A., Wozney, L., Wallet, P. A., Fiset, M., & Huang, B. (2004). How does distance education compare with classroom instruction? A meta-analysis of the empirical literature. *Review of educational research*, *74*(3), 379-439.

Bernard, R. M., Borokhovski, E., Schmid, R. F., Tamim, R. M., & Abrami, P. C.

(2014). A meta-analysis of blended learning and technology use in higher education: From the general to the applied. *Journal of Computing in Higher Education*, *26*(1), 87-122.

Bilgi, Tuğçe (2021). "An Investigation of EFL Teachers' Work Alienation during the COVID-19 Pandemic" (Master Thesis) available at: http://openaccess.cag.edu.tr

Bingimlas, K. A. (2017). Learning and Teaching with Web 2.0 Applications in Saudi K-12 Schools. *Turkish Online Journal of Educational Technology-TOJET, 16*(3), 100-115.

Birişçi, S. (2013). Video konferans tabanlı uzaktan eğitime ilişkin öğrenci tutumları ve görüşleri. *Journal of Instructional Technologies and Teacher Education, 2*(1), 24-40.

Branon, R. F., & Essex, C. (2001). Synchronous and asynchronous communication tools in distance education: A survey of instructors. *Tech Trends, 45*(1), 36-42.

Briggs, S. (2005). Changing roles and competencies of academics. *Active learning in higher education*, *6*(3), 256-268.

Boshier, R. (1977). Motivational orientations re-visited: life-soar motives and the education participation scale. *Adult Education Quarterly*, *27*(2), 89-115.

Bozkurt, A., & Sharma, R. C. (2020). Emergency remote teaching in a time of global crisis due to CoronaVirus pandemic. *Asian journal of distance education*, *15*(1), i-vi.

Bråten, I., & Olaussen, B. S. (2000). Motivation in college: understanding Norwegian college students' performance on the LASSI motivation subscale and their beliefs about academic motivation. *Learning and Individual Differences*, *12*(2), 177-187.

Brierton, S., Wilson, E., Kistler, M., Flowers, J., & Jones, D. (2016). A comparison of higher order thinking skills demonstrated in synchronous and asynchronous online college discussion posts. *NACTA Journal, 60*(1), 14-21.

Burgess, S., & Sievertsen, H. H. (2020). Schools, skills, and learning: The impact of COVID-19 on education. *VoxEu. org*, *1*(2).

Burdman, P. 1998. Cyber U. Anaheim (California) Orange County Register, 13 September, sec. 1, p. 9.

Cantürk, G., & Cantürk, A. (2021). İngilizce Öğretmenlerinin Covid-19 Küresel Salgini Sürecinde Gerçekleştirdikleri Uzaktan Eğitim Deneyimleriyle İlgili Görüşlerinin Metaforlar Yoluyla Belirlenmesi. *International journal of current*

approaches in language, education and social sciences, 3(1), 688-724.

Cakrawati, L. M. (2017). Students' perceptions on the use of online learning platforms in the EFL classroom. *English Language Teaching and Technology Journal, 1*(1), 22-30. Doi: https://doi.org/10.17509/elt%20tech.v1i1.9428

Carrier, M., & Nye, A. (2017). Empowering teachers for the digital future. *Digital language learning and teaching: Research, theory, and practice*, 208-221. Doi: https://doi.org/10.4324/9781315523293-18

Carrier, M. (2017). Introduction to digital learning. In *Digital language learning and teaching* (pp. 1-10). Routledge. Doi: https://doi.org/10.4324/9781315523293

Carson, R. L., & Chase, M. A. (2009). An examination of physical education teacher motivation from a self-determination theoretical framework. *Physical Education and Sport Pedagogy*, *14*(4), 335-353.

Carver, L. B. (2016). Teacher perception of barriers and benefits in K-12 technology usage. *Turkish Online Journal of Educational Technology-TOJET, 15*(1), 110-116.

Chartrand, R. (2012). Social networking for language learners: Creating meaningful output with Web 2.0 tools. *Knowledge Management & E-Learning: An International Journal, 4*(1), 97-101.

Cleveland-Innes, M., & Ally, M. (2004). Affective learning outcomes in workplace training: A test of synchronous vs. asynchronous online learning environments. Canadian Journal of University Continuing Education 30(1), 15–35.

Creswell, J. (2003). *Research design: Qualitative, quantitative and mixed methods approach* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Thousand Oaks, CA: Sage.

Carrier, M., & Nye, A. (2017). Empowering teachers for the digital future. *Digital language learning and teaching: Research, theory, and practice*, 208-221.

Chigeza, P. andHalbert, K., 2014. Navigating E-Learning and Blended Learning for Pre-service Teachers: Redesigning for Engagement, Access and Efficiency. *Australian Journal of Teacher Education, 39*(11), 133–146. Doi: https://doi.org/10.14221/ajte.204v39n11.8

Carrillo, C., & Flores, M. A. (2020). COVID-19 and teacher education: a literature

review of online teaching and learning practices. *European Journal of Teacher Education*, *43*(4), 466-487.

Clark, C., Strudler, N., & Grove, K. (2015). Comparing asynchronous and synchronous video vs. text-based discussions in an online teacher education course. *Online Learning*, *19*(3), 48-69.

Council of Higher Education [COHE] (2017). Public Statement of the President of the COHE. Retrieved from https://COVID19.yok.gov.tr/Documents/alinan-kararlar/03-uzaktan-egitime-iliskin-alinan-karar.pdf

Council of Higher Education [COHE] (2017). Higher education information management: Student statistics. Retrieved from https://istatistik.yok.gov.tr/.

Chapelle, C. A. (2010). The spread of computer-assisted language learning. *Language teaching*, *43*(1), 66-74.

Chapelle, C., & Jamieson, J. (2008). Tips for teaching with CALL: Practical approaches to computer-assisted language learning. USA: Pearson Education.

Daniel, S. J. (2020). Education and the COVID-19 pandemic. *Prospects*, *49*(1), 91-96.

Dashtestani, R. (2014). English as a foreign language—teachers' perspectives on implementing online instruction in the Iranian EFL context. *Research in Learning Technology*, *22*. Doi: http://dx.doi.org/10.3402/rlt.v22.20142

Debski, R., & Gruba, P. (1999). A qualitative survey of tertiary instructor attitudes towards project-based CALL. *Computer assisted language learning*, *12*(3), 219-239.

Demirli, C. (2002). The effect of Web based teaching on students' achievement in instructional technologies and material development course (The sample Technical Education Faculty of FU).

Dodds, T. (2000). Organisational and delivery. *Basic Education at a Distance*, *2*, 87.

Dominguez, P. S., & Ridley, D. (1999). Reassessing the assessment of distance education courses. T.H.E. Journal Online. Retrieved December 14, 2004, from http://www.thejoumal.com/magazine/vault/articleprintversion.cfm7aid-2223

Dornyei, Z. (2007). *Research Methods in Applied Linguistics.* Oxford: Oxford University Press.

Drisko, J. W., & Maschi, T. (2016). *Content analysis*. Pocket Guide to Social Work Re.

Ebner, M. (2007, April). E-Learning 2.0= e-Learning 1.0+ Web 2.0? In *The Second International Conference on Availability, Reliability and Security*

(ARES'07) (pp. 1235-1239). IEEE.

Elo, S., & Kyngäs, H. (2008). The qualitative content analysis process. *Journal of advanced nursing, 62*(1), 107-115.

ElSaheli-Elhage, R. (2021). Access to students and parents and levels of preparedness of educators during the COVID-19 emergency transition to e-learning. *International Journal on Studies in Education (IJonSE), 3*(2), 61-69.

Ertmer, P. A., Addison, P., Lane, M., Ross, E., & Woods, D. (1999). Examining teachers' beliefs about the role of technology in the elementary classroom. *Journal of Research on Computing in Education, 32*(1), 54– 71.

Ertmer, P. A. (2005). Teacher pedagogical beliefs: The final frontier in our quest for technology integration? *Educational Technology Research and Development, 53*(4), 25–39.

ETF (2020). *Coping with COVID-19: Mapping education and training responses to the health crisis in ETF partner countries*. Torino, Italy: ETF Publishing.

Eurofound. Living, Working and COVID-19: First findings—April 2020. Available online:https://www.eurofound.europa.eu/publications/report/2020/living-working-and-covid-19-first-findings-april-2020 (accessed on 15 June 2020).

Eurostat. GDP Down by 12.1% in the Euro Area and by 11.9% in the EU. Available online: https://ec.europa.eu/eurostat/documents/2995521/11156775/2-31072020-BP-EN.pdf/cbe7522c-ebfa-ef08-be60-b1c9d1bd385b (accessed on 31 July 2020).

Farah, M., & Frayha, N. (2021). Lebanese Teachers' Perceptions of Online Learning. I*nternational Journal of Advanced Research in Science, Engineering and Technology, 8*(2), 16539-16547.

Fee, K. (2009). *Delivering E-Learning: A Complete Strategy for Design, Application and Assessment*. London &Philadelphia, Kogan Page.

Fırat, M., & Yurdakul, I. K. (2013). E-learning tools and new approaches in Open and Distance Learning. In Yuzer, Yamomoto, & Demiray (Eds.), *E-Learning in Turkey, Developments and Applications IV* (pp. 15-27). Anadolu University Publications, No: 3016, Anadolu University: Eskişehir.

Franklin, T., & Harmelen, M. V. (2007). Web 2.0 for content for learning and teaching in higher education. Retrieved from https://www.franklin-consulting.co.uk/LinkedDocuments/Web2-Content-learning-and-teaching.pdf

Gaglani, H., Joshi, C., Vaishnavi Bante, D., Meshram, K., & Muley, P. (2021).

Perception of HEIs Teachers towards Online Teaching. *Annals of the Romanian Society for Cell Biology*, 7009-7019.

Giesbers, B., Rienties, B., Tempelaar, D., & Gijselaers, W. (2014). A dynamic analysis of the interplay between asynchronous and synchronous communication in online learning: The impact of motivation. *Journal of Computer Assisted Learning, 30*(1), 30-50.

González-Gómez, D., Jeong, J. S., Rodríguez, D. A. and Cañada-Cañada, F., 2016. Performance and Perception in the Flipped Learning Model: An Initial Approach to Evaluate the Effectiveness of a New Teaching Methodology in a General Science Classroom. *Journal of Science and Education Technology, 25*(3), 450-459.

Görgülü Arı, A. & Hayır Kanat, M. (2020). Covid-19 (Koronavirüs) Üzerine Öğretmen Adaylarının Görüşleri . *Yüzüncü Yıl Üniversitesi Sosyal Bilimler Enstitüsü Dergisi , Salgın Hastalıklar Özel Sayısı* , 459-492 . Retrieved from https://dergipark.org.tr/tr/pub/yyusbed/issue/56115/772126

Graham, C. (2006). *Blended learning systems, definitions, current trends and future directions. The handbook of blended learning: Global perspectives, local designs*. San Francisco: John Wiley and Sons.

Gudmundsdottir, G. B., & Brock-Utne, B. (2010). An exploration of the importance of piloting and access as action research. *Educational Action Research*, *18*(3), 359-372.

Gülbahar, Y., & Kalelioğlu F. (2015). Competencies for e-instructors: How to qualify and guarantee sustainability. *Contemporary Educational Technology, 6*(2), 140-154.

Güneş, H. (2017). *Perceived roles and competencies of English language instructors in online learning environments* (Master's thesis, Eğitim Bilimleri Enstitüsü).

Hanson, D., Maushak, N. J., Schlosser, C. A., Anderson, M. L., Sorenson, C., & Simonson, M. (1997). *Distance Education: Review of the Literature (2nd ed.)*. Washington DC: Association for Educational Communications and Technology.

Hampel, R., & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach languages online. *Computer Assisted Language Learning, 18*(4), 311–326.

Hampton, D., Culp-Roche, A., Hensley, A., Wilson, J., Otts, J. A., Thaxton-Wiggins, A., ... & Moser, D. K. (2020). Self-efficacy and satisfaction with teaching in online courses. *Nurse educator, 45*(6), 302-306.

Hauck, M., & Hampel, R. (2005). The challenges of implementing online tuition in distance language courses: Task design and tutor role. *Distance Education and Languages: Evolution and Change. Clevedon: Multilingual Matters*, 258-277.

Hazaymeh, W. A. (2021). EFL students' perceptions of online distance learning for enhancing English language learning during Covid-19 Pandemic. *In International Journal of Instruction 14*(3), 501–518). Doi: https://doi.org/10.29333/iji.2021.14329a

Hew, K., & Brush, T. (2007). Integrating technology into K–12 teaching and learning: Current knowledge gaps and recommendations for future research. *Educational Technology Research & Development, 55*(3), 223– 252. Doi:10.1007/s11423-006-9022-5

Hines, R. A., & Pearl, C. E. (2004). Increasing interaction in web-based instruction: Using synchronous chats and asynchronous discussions. *Rural special education Quarterly, 23*(2), 33-36.

Hodges, C. B., Moore, S., Lockee, B. B., Trust, T., & Bond, M. A. (2020). The difference between emergency remote teaching and online learning. Retrieved from:https://er.educause.edu/articles/2020/3/the-difference-between-emergency-remote-teaching-and-online-learning

Hrastinski, S. (2008). Asynchronous and synchronous e-learning. *Educause Quarterly, 31*(4), 51-55.

Hrastinski, S. (2010). How do e-learners participate in synchronous online discussions? Evolutionary and social psychological perspectives. In *Evolutionary psychology and information systems research* (pp. 119-147). Springer, Boston, MA.

Hurd, S. (2000). Distance language learners and learner support; beliefs, difficulties and use of strategies. *Links & Letter* (7), 68-81.

Ilag, B. N. (2020). *Microsoft Teams Overview. In Understanding Microsoft Teams Administration (pp. 1-36).* Apress, Berkeley, CA.

Israel, M. J., 2015. Effectiveness of Integrating MOOCs in Traditional Classrooms for Undergraduate Students. *International Review of Research in Open and Distributed Learning, 16*(5), 102-118.

Ittelson, J C. (2000). Computers. Microsoft encarta encyclopedia 2000. *1993-1999 Microsoft Corporation*

Izhar, N. A., Al-dheleai, Y. M., & Na, K. S. (2021). Teaching in the Time of Covid-

19: The Challenges Faced by Teachers in Initiating Online Class Sessions. *International Journal of Academic Research in Business and Social Sciences, 11*(2), 1294-1306.

Jarvis, H. (2003). Integrating information and communication technology into English for academic purposes by utilising the skills of practitioners and students. *The English Teacher, 6* (3), 291–297.

Johnson, R. B.& Onwuegbuzie, A. J. (2004). Mixed methods research: A research paradigm whose time has come. *Educational Researcher, 33*(7), 14-26.

Kalleny, N. K. (2020). Advantages of Kahoot! Game-based formative assessments along with methods of its use and application during the COVID-19 pandemic in various live learning sessions. *Journal of Microscopy and Ultrastructure, 8*(4), 175.

Karakas, A., & Kartal, G. (2020). Pre-Service Language Teachers' Autonomous Language Learning with Web 2.0 Tools and Mobile Applications. *International Journal of Curriculum and Instruction, 12*(1), 51-79.

Karavas-Doukas, E. (1996). Using attitude scales to investigate teachers' attitudes to the communicative approach

Keleş, U. (2013). The perceptions of ELT students about the use of Web 20 tools, particularly wikis, in their future language classrooms (Doctoral dissertation, Bilkent University).

Khan, M. Y., Raza, S. A., & Sibtain, M. (2021). Online learning and motivational strategies in the backdrop of COVID-19: An EFL perspective on teachers and students' perceptions at tertiary level in Pakistan. *sjesr*, *4*(1), 135-147. Doi: https://doi.org/10.36902/sjesr-vol4-iss1-2021(135-147)

Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, Cambridge university press.

Lee, L. (2002). Synchronous online exchanges: A study of modification devices on non-native discourse. *System, 30*(3), 275-288.

Lehman, R. M., & Conceição, S. C. (2010). Creating a sense of presence in online teaching: How to" be there" for distance learners (Vol. 18). John Wiley & Sons.

Lemay, D. J., Bazelais, P., & Doleck, T. (2021). Transition to online learning during the COVID-19 pandemic. *Computers in Human Behavior Reports, 4*, 100130.

Lestiyanawati, R., & Widyantoro, A. (2020). Strategies and Problems Faced by Indonesian Teachers in Conducting E- Learning System During COVID-19

Outbreak. *Journal of Culture, Literature, Linguistic and English Teaching, 2*(1), 71–82.

Letth, N., & Eriksson, E. (2019). Online group learning environment: Assisting or substituting traditional learning.

Lowenthal, P., Dunlap, J., & Snelson, C. (2017). Live synchronous web meetings in asynchronous online courses: Reconceptualizing virtual office hours. *Online Learning Journal, 21*(4), 177-194

López, K., Kimura, M., & Arao, H. (2022). A study of EFL vocabulary learning with online application Quizlet. *Kobe English Language Teaching, 37*(1), 3-26.

Ludeman, R. B., Osfield, K. J., Hidalgo, E. I., Oste, D., & Wang, H. S. (2009). *Student affairs and services in higher education: Global foundations, issues and best practices*. France, International Association of Student Affairs and Services (IASAS). Retrieved from https://unesdoc.unesco.org/ark:/48223/pf0000183221

Mabrito, M. (2006). A study of synchronous versus asynchronous collaboration in an online business writing class. *American Journal of Distance Education, 20*(2), 93–107. doi:10.1207/s15389286ajde2002_4

Macià, E. A., Cervera, A. S., & Ramos, C. R. (2006). *Information technology in languages for specific purposes: prospects on a brave new world.* In Information Technology in Languages for Specific Purposes (pp. 247-261). Springer, Boston, MA.

Madaus, J. (2013) 'Teaching online and blended courses: perceptions of faculty', The *Journal of Applied Instructional Design, 3*(1), 53-62.

Mailizar, M., Almanthari, A., Maulina, S., Sandra Bruce, S. (2020). Secondary school mathematics teachers' views on e-learning implementation barriers during the COVID-19 pandemic: The case of Indonesia. *EURASIA Journal of Mathematics, Science and Technology Education, 16*(7), 1-9.

Manikandan S. (2011). Frequency distribution. *Journal of pharmacology & pharmacotherapeutics, 2*(1), 54–56. Doi: https://doi.org/10.4103/0976-500X.77120

Mardiah, H. (2020). The use of e-learning to teach English in the time of the Covid 19 Pandemic. *English Teaching and Linguistics Journal, 1*(2), 45-55.

Marc, J. R. (2007). Book review: e-learning strategies for delivering knowledge in the digital age. *Internet and Higher Education, 5,* 185-188. Doi: https://doi.org/10.1002/pfi.4140410512

Marco, M. J. L., & Pueyo, M. I. G. (2006). *Using the Internet to promote autonomous learning in ESP. In Information technology in languages for specific purposes (pp. 177-190)*. Springer, Boston, MA.

Martin, L., & Tapp, D. (2019). Teaching with Teams: An introduction to teaching an undergraduate law module using Microsoft Teams. *Innovative Practice in Higher Education, 3*(3).

McBrien, J. L., Jones, P., & Chang, R. (2009). Virtual spaces: Employing a synchronous online classroom to facilitate student engagement in online learning. *International Review of Research in Open and Distance Learning, 10*(3), 1–17. Doi: https://doi.org/10.19173/irrodl.v10i3.605

McLoughlin, C., & Lee, M. J. (2011). Pedagogy 2.0: Critical challenges and responses to Web 2.0 and social software in tertiary teaching. In *Web 2.0-based e-learning: Applying social informatics for tertiary teaching* (pp. 43-69). IGI Global.

McNaught, C. (2007). *E-learning. In D. Kember (Ed.), Reconsidering open and distance learning for developing societies: Meeting students' learning needs* (157–166). London: Routledge Falmer.

Memić-Fišić, I., & Bijedić, N. (2017). Teaching materials for ESL distance learning. *Explorations in English Language and Linguistics, 5*(1), 40-54.

Miglani, A., & Awadhiya, A. K. (2017). Mobile learning: readiness and perceptions of teachers of Open Universities of Commonwealth Asia. *Journal of learning for development-JL4D, 4*(1), 58-71.

Mone. (2020). Canlı Sınıf Yazılımlarına İlişkin Açıklama, Retrieved from http://www.meb.gov.tr/basinaciklamasi/haber/20654/tr

Moradi-Rekabdarkolaei, S. (2011). The comparison of ICT literacy between teachers and students and presenting a model for development of ICT in schools. *Journal of Turkish Science Education (TUSED), 8*(4), 43-54.

Mosalanejad, L., Shahsavari, S., Sobhanian, S., & Dastpak, M. (2012). Note for Editor: The Effect of Virtual Versus Traditional Learning in Achieving Competency-Based Skills. *Turkish Online Journal of Distance Education, 13*(2), 69-75.

Morgan, H. (2020). Best practices for implementing remote learning during a pandemic. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas, 93*(3), 135-141.

Moskal, P., Dziuban, C., & Hartman, J. (2013). Blended learning: A dangerous idea? *The Internet and Higher Education, 18*, 15-23.

Muñoz Carril, P. C., González Sanmamed, M., & Hernández Sellés, N. (2013). Pedagogical roles and competencies of university teachers practicing in the e-learning environment. *International Review of Research in Open and Distributed Learning*, *14*(3), 462-487.

Mukhtar, K., Javed, K., Arooj, M., & Sethi, A. (2020). Advantages, Limitations and Recommendations for online learning during COVID-19 pandemic era. *Pakistan journal of medical sciences*, *36*, 27.

Murray, D. E. (2007). Creating a technology-rich English language learning environment. In *International handbook of English language teaching* (pp. 747-762). Springer, Boston, MA.

Münzer, S. (2003). An evaluation of synchronous co-operative distance learning in the field: The importance of instructional design. *Educational Media International, 40*(1-2), 91-100. Doi: 10.1080/0952398032000092143

Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology, 8*(2), 783-793.

Neidorf, R. (2006). *Teach beyond your reach: An instructor's guide to developing and running successful distance learning classes, workshops, training sessions and more.* Medford, New Jersey: Information Today Inc.

Northey, G., Bucic, T., Chylinski, M. and Govind, R., 2015. Increasing Student Engagement Using Asynchronous Learning. *Journal of Marketing Education, 37*(3), 171-180.

Nyagowa, H. O., Ocholla, D. N., & Mutula, S. M. (2014). The influence of infrastructure, training, content and communication on the success of NEPAD'S pilot e-Schools in Kenya. *Information Development*, *30*(3), 235-246.

OECD (2020), Education Policy Outlook: Turkey, available at: www.oecd.org/education/policy-outlook/country-profile-Turkey-2020.pdf.

Orhan, G., & Beyhan, Ö. (2020). Teachers' perceptions and teaching experiences on distance education through synchronous video conferencing during Covid-19 pandemic. *Social Sciences and Education Research Review, 7*(1), 8-44.

Orlando, J. (2013). ICT-mediated practice and constructivist practices: is this still the best plan for teachers' uses of ICT? *Technology, Pedagogy and Education*, *22*(2), 231-246.

Oppenheim, A.N. (1966). *Questionnaire Design and Attitude Measurement. London:*

Heinemann. Oppenheim, A.N. 1992. Questionnaire Design, Interviewing and Attitude Measurement. London, New York: Pinter.

Oppenheimer, T. (1997). The computer delusion. *The Atlantic Online, 280*(1).

Oxford English Dictionary available at: http://www.oed.com/dictionary/perception (accessed on 24 January 2022)

Özel, A. G., & Arıkan, A. (2015). The Use of the Internet and Web 2.0 Tools among EFL Instructors. *Mediterranean Journal of Social Sciences*, *6*(1), 532-532. Doi: 10.13114/MJH.2015111386

Özer, M. (2020). Educational Policy Actions by the Ministry of National Education in the times of COVID-19 Pandemic in Turkey. *Kastamonu Eğitim Dergisi , 28* (3) , 1124-1129 . DOI: 10.24106/kefdergi.722280

Palmer, T., (2015, June 20). 15 characteristics of a 21st-century teacher [Web log post]. Retrieved from https://www.edutopia.org/discussion/15-characteristics-21st-century-teacher

Pang, L., & Jen, C. C. (2018). Inclusive dyslexia-friendly collaborative online learning environment:Malaysia case study. *Education and Information Technologies, 23*(3), 1023-1042. https://doi.org/10.1007/s10639-017-9652-8

Peeraer, J., & Van Petegem, P. (2012a). Limits of programmed professional developmenton integration of information and communication technology in education. *Australasian Journal of Educational Technology, 28*(6), 1039-1056.

Peeraer, J., & Van Petegem, P. (2012b). Measuring integration and communicationtechnology in education: *An item response modeling approach. Computers& Education, 58*(4), 1247-1259. doi:10.1016/j.compedu.2011.12.015

Pellas, N. and Kazandis, I., 2015. On the value of Second Life for students' engagement in blended and online courses: Acomparative study from the Higher Education in Greece. *Education and Information Technologies, 20*(3), 445-466.

Perrotta, C. (2013). Do school-level factors influence the educational benefits of digitaltechnology? *British Journal of Educational Technology, 44*(2), 314-327. Doi:10.1111/j.1467-8535.2012. 01304.x

Pinder, C.C. (2014), *Work Motivation in Organizational Behavior, Psychology Press,* New York, NY

Pintrich, P. R. (2003). A motivational science perspective on the role of student motivation in learning and teaching contexts. *Journal of educational Psychology*, *95*(4), 667-668.

Potter, J. (2015). Applying a Hybrid Model: Can It Enhance Student Learning Outcomes? *Journal of Instructional Pedagogies*, *17*.1-11.

Rahayu, R. P., & Wirza, Y. (2020). Teachers' perception of online learning during pandemic covid-19. *Jurnal Penelitian Pendidikan, 20*(3), 392-406.

Ramij, M., & Sultana, A. (2020). Preparedness of online classes in developing countries amid COVID-19 Outbreak: A Perspective from Bangladesh. *Afrin, Preparedness of Online Classes in Developing Countries amid COVID-19 Outbreak: A Perspective from Bangladesh (June 29, 2020)*.

Redmond, P., Abawi, L. A., Brown, A., Henderson, R., & Heffernan, A. (2018). *An online engagement framework for higher education. Online learning*, *22*(1), 183-204.

Reimers, F. M. (2020). What the Covid-19 Pandemic will change in education depends on the thoughtfulness of education responses today. Worlds of Education. Retrieved from https://www.worldsofeducation.org/en/woe_homepage/woe_detail/16727/%E2%80%9Cwhat-the-covid-19-pandemic-will-change-in-education-depends-on-the-thoughtfulness-of-education-responses-today%E2%80%9D-by-fernando-m-reimers

Robinia, K. A., & Anderson, M. L. (2010). Online teaching efficacy of nurse faculty. *Journal of Professional Nursing*, *26*(3), 168-175.

Robyler, M. D., Freeman, J., Donaldson, M. B., & Maddox, M. (2007). A comparison of outcomes of virtual school courses offered in synchronous and asynchronous formats. Internet and Higher Education, 10 (2007), 261-268.

Romero-Ivanova, C., Shaughnessy, M., Otto, L., Taylor, E., & Watson, E. (2020). Digital practices & applications in a COVID-19 culture. *Higher Education Studies, 10*(3), 80-87.

Rosell-Aguilar, F. (2007). Changing tutor roles in online tutorial support for open distance learning through audio-graphic SCMC. The JALT CALL Journal 3 (1-2), 81-94. Retrieved from http://journal.jaltcall.org/articles/3_1&2_Rosell-Aguilar.pdf

Rovai, A.P, & Jordan, H.P. (2004). "Blended Learning and Sense of Community: A comparative analysis with traditional and fully online graduate courses". *International Review of Research in Open and Distance Learning, 5* (2).

Roulston, K. (2010). Considering quality in qualitative interviewing. Qualitative

research, 10(2), 199-228.

Ruiz, J. G., Mintzer, M. J., & Leipzig, R. M. (2006). The impact of e-learning in medical education. *Academic Medicine, 81*(3), 207–212. Doi:10.1097/00001888- 20

Russell, T. L. (1999). The no significant difference phenomenon. Raleigh: North Carolina State University.

Ryan, S., Kaufman, J., Greenhouse, J., Joel; She, R. and Shi, J., 2016). The Effectiveness of Blended Online Learning Coursesat the Community College Level. *Community College Journal of Research and Practice, 40*(4), 285-298.

Saadé, R. G., He, X. & Kira, D. (2007). Exploring dimensions to online learning. *Computersin Human Behavior, 23*(4), 1721–1739.

Sanders, W. L., & Rivers, J. C. (1996). *Cumulative and residual effects of teachers on future student academic achievement.* Knoxville, TN: University of Tennessee Value-Added Research and Assessment Center.

Schiller, B., Tönsing, D., Kleinert, T., Boehm, R., & Heinrichs, M. (2021). Effects of the COVID-19 pandemic nationwide lockdown on mental health, environmental concern, and prejudice against other social groups. *Environment and Behavior*, 00139165211036991.

Schoepp, K. (2005). Barriers to technology integration in a technology-rich environment. *Learning and teaching in higher education: Gulf perspectives*.

Schulz, R., Isabwe, G. M., & Reichert, F. (2015, September). Investigating teachers' motivation to use ICT tools in higher education. In *2015 Internet Technologies and Applications (ITA)* (pp. 62-67). IEEE.

Sherman, R. R., & Webb, R. B. (1988). Qualitative research in education: A focus. Qualitative research in education: *Focus and methods*, 1-22.

Shi, S., & Morrow, B., V. (2006). E-Conferencing for instruction: What works? *Educause Quarterly, 29*(4), 42-49.

Shuchi, I. J., & Islam, A. B. M. (2016). Teachers' and Students' Attitudes towards L1 Use in EFL Classrooms in the Contexts of Bangladesh and Saudi Arabia. *English language teaching, 9*(12), 62-73.

Sigala, M. (2007). Integrating Web 2.0 in e-learning environments: a socio-technical approach. *International journal of knowledge and learning, 3*(6), 628-648.

Simkus, J. (2022, Jan 30). Convenience Sampling: Definition, Method and Examples.

Simply Psychology. Retrieved from www.simplypsychology.org/convenience-samplinghtml

Simonson, M., Smaldino, S., Albright M., & Zvacek, S. (2008). *Teaching and learning at a distance: Foundations of distance education* (4th ed). Upper Saddle River, NJ: Prentice Hall. Doi: https://doi.org/10.1080/08923647.2011.589757

Sindiani, A. M., Obeidat, N., Alshdaifat, E., Elsalem, L., Alwani, M. M., Rawashdeh, H., ... & Tawalbeh, L. I. (2020). Distance education during the COVID-19 outbreak: A cross-sectional study among medical students in North of Jordan. *Annals of Medicine and Surgery*, *59*, 186-194.

Skylar, A. A. (2009). A comparison of asynchronous online text-based lectures and synchronous interactive web conferencing lectures. *Issues in Teacher Education, 18*(2), 69-84.

Spektor-Levy, O. & Granot-Gilat, Y. (2012). The impact of learning with laptops in 1:1 classes on the development of learning skills and information literacy among middle school students. *Interdisciplinary Journal of E-Learning and Learning Objects*, *8*(1), 83-96.

Stewart, V. (2012). *A world-class education: Learning from international models of excellence and innovation*. Virginia, USA, ASCD.

Stubbs, M., Martin, I., & Endlar, L. (2006). The structuration of blended learning: putting holistic design principles into practice. *British journal of educational technology*, *37*(2), 163-175.

Suadi, S. (2021). Students'perceptions Of The Use Of Zoom And Whatsapp In Elt Amidst Covid19 Pandemic. *Salee: Study of Applied Linguistics and English Education, 2*(1), 51-64.

Süğümlü, Ü. (2021). A case study on teaching Turkish through distance education. *International Journal of Psychology and Educational Studies, 8*(1), 174-190.

Sütcü, H. F. (2021). EFL instructors' perceptions about teaching, social, and cognitive presences in online EFL classes after the outbreak of the COVID-19. Master's thesis, Middle East Technical University, Ankara.

Şevik, M., & Yucedag, Z. (2021). An evaluation of distance education during the Coronavirus 19 pandemic: the views of Turkish EFL teachers. *Mehmet Akif Ersoy Üniversitesi Eğitim Bilimleri Enstitüsü Dergisi*, *9*(11), 171-190.

Şirin, R., & Tekdal, M. (2015). Students' views on English language courses through distance education. *Gaziantep University Journal of Social Sciences, 14*(1), 323-

335.

Tang, T., Abuhmaid, A. M., Olaimat, M., Oudat, D. M., Aldhaeebi, M., & Bamanger, E. (2020). Efficiency of flipped classroom with online-based teaching under COVID-19. *Interactive Learning Environments*, 1-12.

Tashakkori, A.& Teddlie, C. (Eds.). (2003). *Handbook of mixed methods in social & behavioral research.* Thousand Oaks, CA: SAGE Publications.

Teddlie, C., & Yu, F. (2007). Mixed methods sampling: A typology with examples. *Journal of mixed methods research, 1*(1), 77-100.

Todd, R. W. (2020). Teachers' perceptions of the shift from the classroom to online teaching. *International Journal of TESOL Studies, 2*(2), 4-16.

Tsipianitis, D., & Groumpos, P. (2018). University asynchronous distance learning programs to enhance interregional sustainable development. *IFAC Papersonline, 51*(30), 346-351.

Turoff, M., Discenza, R., & Howard, C. (2004). How distance programs will affect students, courses, faculty and institutional futures. In Distance learning and university effectiveness: Changing educational paradigms for online learning (pp. 1-20). IGI Global.

Tümen Akyıldız, S. (2020). College students' views on the pandemic distance education: A focus group discussion. *International Journal of Technology in Education and Science (IJTES), 4*(4), 322-334.

UNESCO, U. (2020). COVID-19 educational disruption and response. UNESCO.

UNESCO. Covid-19 Impact on Education. Available online: https://en.unesco.org/covid19/educationresponse (accessed on 28 July 2020).

Vorobel, O., & Kim, D. (2012). Language teaching at a distance: *An overview of research. Calico Journal, 29*(3), 548-562.

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. Cambridge, MA: Harvard University Press.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching, 31*(2), 57-71.

Wang, Y., & Sun, C. (2001). Internet-based real time language education: Towards a fourth-generation distance education. *Calico Journal, 18*(3).539-561.

Warschauer, M., & Healey, D. (1998). Computers and language learning: An overview. *Language teaching, 31*(2), 57-71.

Warschauer, M., & Cook, J. (1999). Service learning and technology in

Tesol. *PROSPECT-ADELAIDE-*, *14*(3), 32-39.

Waycott, J., Bennett, S., Kennedy, G., Dalgarno, B., & Gray, K. (2010). Digital divides? Student and staff perceptions of information and communication technologies. *Computers & education*, *54*(4), 1202-1211.

Westberry, N. C. (2009). *An activity theory analysis of social epistemologies within tertiary-level eLearning environments* (Doctoral dissertation, University of Waikato).

Westbrook, V. (2006). The virtual learning future. *Teaching in Higher Education*, *11*(4), 471-482.

Wikipedia available at: http://en.wikipedia.org/wiki/Web_2.0(accessed on 12 January 2022)

Wise, S. R. (2019). *A Quantitative Correlational Study of Faculty Sense of Efficacy in Online Introductory Courses* (Doctoral dissertation, Grand Canyon University).

White, C. (2003). *Language learning in distance education.* Cambridge, UK: Cambridge University Press.

World Health Organization. Coronavirus Disease (COVID-2019) Situation Reports. Available online: https://www.who.int/emergencies/diseases/novel-coronavirus-2019/situation-reports (accessed on 15 June 2020)

World Health Organization. WHO Director-General's Opening Remarks at the Media Briefing on COVID-19. Available online: https://www.who.int/dg/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020 (accessed on 25 June 2020).

Xie, J., & Rice, M. F. (2021). Instructional designers' roles in emergency remote teaching during COVID-19. *Distance Education*, *42*(1), 70-87.

Yamagata-Lynch, L. C. (2014). Blending online asynchronous and synchronous learning. *The International Review of Research in Open and Distributed Learning*, *15*(2). Doi: https://doi.org/10.19173/irrodl.v15i2.1778

Yang, S. C., & Chen, Y. J. (2007). Technology-enhanced language learning: A case study. *Computers in human behavior*, *23*(1), 860-879.

Yang, Y., & Cornelius, L. F. (2004). Students' perceptions towards the quality of online education: A qualitative approach. *Association for Educational Communications and Technology*. 27th, Chicago, 861-877.

Yanni, F. (2013). Exploration on English Major Course Design of Traditional Chinese

Medicine College. *Chinese Medicine Modern Distance Education of China*.

Yıldırım, A., & Şimşek, H. (2008). *Sosyal Bilimlerde Nitel Araştırma Yöntemleri* (6. Baskı). Ankara: Seçkin Yayıncılık.

Young, J. R. (1997). Rethinking the Role of the Professor in an Age of High-Tech Tools. *Chronicle of Higher Education*, *44*(6).

Zhang, W. Y., & Perris, K. (2004). Researching the efficacy of online learning: A collaborative effort amongst scholars in Asian open universities. *Open Learning: The Journal of Open, Distance and e-Learning*, *19*(3), 247-264.

Žižanović, S., Pranjić, S. S., & Radovanović, M. (2021). Educational challenges of emergency remote teaching and learning during the coronavirus crisis. Proceedings of INTCESS, 2021(8th).