

PRIMARY SCHOOL TURKISH - ENGLISH TEACHERS' PERCEPTIONS  
TOWARDS ONLINE TEACHING PROCESS: CHALLENGES AND  
EXPERIENCES



by  
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## DECLARATION

I hereby declare that all information in this document has been obtained 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.

Gözde Sarı



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## ABSTRACT

The COVID-19 pandemic has influenced the socio-economic policies of nations around the world. To provide continuity of education, online teaching has appeared as one of the approaches in schools around the world. However, online teaching brought many challenges besides its numerous advantages. Both curriculum and instruction are required to be well adapted to the circumstances. One group of teachers who have been affected by this rapid transition was primary school English teachers due to dealing with online teaching and primary level students. Therefore, this research aims to gain insight into the perceptions of the primary school Turkish citizen-English Teachers towards online teaching. This research also aims to provide deeper understanding on teachers' attitudes, their experience with educational technologies as well as their perceived barriers and incentives towards online teaching.

Participants were 95 primary school English teachers consisting of 10 males (10.5%) and 85 females (89.5%) from several private schools in Turkey. Quantitative data was collected by a questionnaire (Moukali, 2012) which was adapted from its 'Blended Learning' origin into 'Online Teaching' via special permission (Appendix C) from the author. Data analyses involved descriptive statistics, one-way ANOVA and independent *t*-test conducted in Statistical Package for the Social Sciences (SPSS). The results of this study revealed that:

Primary school English teachers had positive attitudes towards online teaching ( $M=3.40$ ,  $SD=1.17$ ) on a five-point Likert scale although few ( $N=22$ ) reported online teaching as a barrier since it did not provide an effective language learning process for primary school students ( $M=2.85$ ,  $SD=1.37$ ). In addition to this, more than half of the participants ( $N=46$ ) stated that online teaching supported their technology-based skills ( $M=4.02$ ,  $SD=1.06$ ).

There was not found a statistically significant difference between age groups of the participants' attitudes towards online teaching ( $F(2, 91)=.542, p=.586$ ) and their perceived barriers in online teaching ( $F(2, 91)=.410, p=.665$ ). Age groups of participants (20-30, 31-40, 41-50) also did not show any statistically significant differences in participants' educational technology experiences ( $F(2, 91)=.542, p=.584$ ).

Moreover, there was no statistically significant difference between English Language Teaching (ELT) graduates and English Literature graduates in terms of their attitudes ( $t(73)=-0.39, p=0.493$ ), barriers ( $t(73)=-0.88, p=.111$ ) and incentives ( $t(73)=.179, p=.493$ ) towards online teaching.

*Key Words: Online Teaching, Online Teaching Experiences, Adaptation to Online Teaching, Primary School English Teachers, Online Education, Barriers, Incentives*

## ÖZET

COVID-19 pandemisi dünya genelindeki tüm ulusların sosyo-ekonomik politikalarını etkilemiştir. Dünya çapında eğitimin sürekliliğini sağlamak için, çevrimiçi öğretim, okulların yaklaşımlarından biri olarak ortaya çıkmıştır. Ancak çevrimiçi öğretim, sayısız avantajının yanı sıra birçok zorluğu da beraberinde getirdi. Hem eğitim programının hem de öğretimin koşullara iyi bir şekilde uyarlanması gerekiyordu. Bu hızlı geçişten etkilenen gruplardan biri ise online eğitimi deneyimleyen ve ilkökul öğrencilerine eğitim veren ilkökul İngilizce öğretmenleri oldu. Bu yüzden, bu araştırma İlkokul Türk-İngilizce öğretmenlerinin çevrimiçi eğitime yönelik algılarını ortaya çıkarmayı amaçlamaktadır. Bu araştırma aynı zamanda öğretmenlerin tutumlarını, eğitim teknolojileri deneyimlerini, çevrimiçi öğretime yönelik algılanan engelleri ve avantajları derinlemesine anlamamızı sağlamaktadır.

Katılımcılar, Türkiye'deki çeşitli özel okullardan 10 erkek (%10,5) ve 85 kadın (%89,5) olmak üzere 95 ilkökul İngilizce öğretmenini kapsamaktadır. Nicel veriler Moukali'nin (2012) anketi üzerinden toplanmıştır; yazardan alınan özel izin ile bu anket 'Harmanlanmış Öğrenme' konseptinden 'Çevrimiçi Öğretim' konseptine uyarlanmıştır. Veri, SPSS sisteminde tanımlayıcı istatistikler, tek-yönlü ANOVA ve independent *t*-test ile analiz edilmiştir. Bu çalışmanın sonucunda ortaya çıkanlar şunlardır:

İlkokul İngilizce öğretmenleri, beş puanlık likert ölçeğinde, çevrimiçi öğretime yönelik olumlu tutuma sahiptir ( $M=3.40$ ) ancak birkaçı ( $N=22$ ) çevrimiçi öğretim ilkökul öğrencilerine etkili bir öğrenme süreci sağlamadığı için, çevrimiçi öğretimi bir engel olarak belirtmiştir ( $M=2.85$ ,  $SD=1.37$ ). Buna ek olarak, katılımcıların yarısından fazlası ( $N=46$ ) çevrimiçi öğretimin onların teknoloji temelli becerilerini desteklediğini belirtmiştir ( $M=4.02$ ,  $SD=1.06$ ).

Öğretmenlerin yaşları ve çevrimiçi öğretime yönelik tutumları arasında ( $F(2, 91)=.542$ ,  $p=.586$ ); çevrimiçi öğretimde yaş ve algıladıkları engeller arasında ( $F(2, 91)=.410$ ,  $p=.665$ ) istatistiksel olarak anlamlı bir fark olmadığı bulunmuştur. Ayrıca yaş ve öğretmenlerin eğitim teknolojisi deneyimleri ( $F(2, 91)=.542$ ,  $p=.584$ ) arasında istatistiksel olarak anlamlı bir fark yoktur.

Buna ek olarak, İngilizce öğretmenliği (ELT) mezunları ile İngiliz dili ve edebiyatı mezunları arasında tutum ( $t(73)=-0.39$ ,  $p=0.493$ ); engeller ( $t(73)=-0.88$ ,  $p= .111$ ); ve çevrimiçi öğretime yönelik teşvikler ( $t(73)=.179$ ,  $p=.493$ ) açısından istatistiksel olarak anlamlı bir fark yoktur.

*Anahtar Kelimeler: Çevrimiçi Öğretim, Çevrimiçi Öğretim Deneyimleri, Çevrimiçi Öğretime Adaptasyon, İlkokul İngilizce Öğretmenleri, Çevrimiçi Eğitim, Engeller, Avantajlar*

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**LIST OF SYMBOLS**

% : Per-cent

< : Less than

> : Greater than

$\beta$  : Beta

F : *F* Value

P : Significance Level

t : *t*-test Statistics

N : Sample Size

M : Mean

**LIST OF ABBREVIATIONS**

MoNE: Turkish Ministry of National Education

EBA: Educational and Information Network

UNESCO: The United Nations Educational, Scientific and Cultural Organization

MoNEP: Turkish Ministry of National Education Program (MoNEP)

ICT: Information and Communication Technologies

WWW: World Wide Web

TBL: Task-based Learning

CBI: Content-based instruction

ELT: English Language Teaching

SPSS: Statistical Package for the Social Sciences

EFL: English Foreign Language

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*Gelecek gençlerin, gençler ise öğretmenlerin eseridir.*

*Mustafa Kemal Atatürk*

*Milletleri kurtaranlar yalnız ve ancak öğretmenlerdir.*

*Mustafa Kemal Atatürk*

*Öğretmenler, yeni nesil sizlerin eseri olacaktır.*

*Mustafa Kemal Atatürk*

## 1. INTRODUCTION

Education is one of the main elements that highly affects humans' perspectives throughout their lives. The welfare levels of different nations are directly linked to their education system; education is an essential guideline to have a better place to live. According to Lau et al. (1991), education is directly affecting economic improvement, extension, and production. Thus, a country that propels long-term economic progress, will be in charge of providing a proper education system for its citizens. Since it is highly possible to remain behind compared to others in the country without proper education. Therefore, it should be given importance to schools which are the places that aim to educate generations, making them modern citizens and preparing them for the social roles in society. Improvement of a country is linked to the quality of citizens' education level. Therefore, new generations who have competences in particular levels within the framework of education, will positively contribute to the improvement of nations. Thereby, a country that encounters main global problems such as; poverty, maintenance of peace, or energy problems, will find the solution in education (Johan & Harlan, 2014).

However, it was reported that over 1.5 billion students in 195 countries were affected by the school closures due to Covid-19 (UNESCO, 2020). Countries with a low-income who are less than 25% provided any type of distance learning (provided by TV&Radio); on the contrary, remote learning options in online platforms were provided in countries with high income which are close to %90 (Vegas, 2020). Due to the global outbreak of Covid-19 in late 2019, the Turkish Ministry of National Education (MoNE) announced that the schools, educational institutions, and universities will be closed for two weeks on March 16, 2020. With the extensive restrictions, Education Information Network (EBA) was offered in distance education for primary, middle and secondary school students who are educated in government schools (MEB, 2020). K-12 and higher education had to face the closing of schools so as to

consider the health and safety of students and educators; to control the spread of Covid-19 all around the world. As a precaution, some schools are urged to take quick action based on a fast-decision-making process with limited resources. Consequently, private schools and universities have partially created their own online learning systems based on their available resources to provide continuity of education with the use of different educational technologies.

In this way, to provide a smooth transition into online education; most schools have tried out different learning management systems, teaching and learning tools. Those tools are provided by usually the most recent technology and technological devices available at schools. In the EBA platform which was held by the Turkish Ministry of National Education Program (MoNEP) 5 million 954 thousand and 174 live classes were run actively (MEB, 2020).

In Turkey, not only government schools but also the private schools had taken quick action to minimize the effects of Covid-19 in the education sector. Orhan's project (2020) which investigated the effects of Covid-19 process, it is claimed that while the rate of the students who have attended classes regularly was 83.6% in private schools, it was 36.70% in public schools. Furthermore, the rate of the students who claim "I can learn online " shows a decrease from primary school to high school (primary school 52.3%, secondary school 42.8%, high school 21.3%). 21<sup>st</sup>-century skills are categorized as learning and innovation skills; digital literacy skills; and life and career skills (Trilling & Fadel, 2009). As a consequence, Orhan's project shows that primary students that are experiencing digital literacy skills manage their learning process and technology use skills better than higher graders.

In online education, the essential keyword is 'technology'. Through the great revolution of information technology, learners from every age can access information whenever they want in the twenty-first century. In the modern day, students highly prefer to use technology with today's technological equipment and tools; the use of modern equipment technology and tools

has resulted in an increase in learning and interactive relations (Raja & Nagasubramani, 2018). With the drastic transition, schools enriched their curriculum by connecting to technology and also gave the opportunity for instance to learn without being in the school. With the COVID-19 crisis, online education has evolved from a traditional approach to a modern method; “from *the classroom to zoom, from personal to virtual and from seminars to webinars*”, and will substitute the official education system (Mishra et al., 2020) Consequently, with the most recent developments in educational technology, ‘online teaching’ has taken its place in education; and the integration process has started. Educational values which have been advanced should be preserved, on the other hand, the significance of integrating technology in education is needed to be considered (Moukali, 2012). With the abrupt transition to online education, great responsibilities were taken by the teachers who play a significant role in education. Thus, in the online education process, teachers have taken many responsibilities in academic settings. Teachers in online delivery are able to meet learning needs by teaching subject matter, creating learning meaningful experiences, encouraging them to participate in activities, enabling interactive learning environments, and meeting professional standards (iNACOL, 2011). According to Koehler & Mishra (2005) technology-based education lets teachers improve their software and hardware skills but teachers need to integrate technology into pedagogies and the content by having more competence in it. In this way, this newly emerging alternative education system has tremendous effects on teachers’ competence, viewpoints, teaching strategies, classroom management, acquired skills, abilities, and teaching experiences. As a result, In Turkey, teachers have faced considerable challenges in adapting rapidly to online teaching; they have gone into the effort of developing their technological competencies so as to teach the children who were born in a digital world.

This problem got more serious with the Covid-19 pandemic crisis, as the schools, administrators, teachers and students have found themselves in a sudden transition to ‘online

education'. The countries that have focused on the protection of the generations from being affected, passed an online system immediately. Thus, this newly adopted learning approach has gained popularity in accordance with the transition to the 'new normal' concept of schools. While those remote solutions were being implemented, it is stated that 1.5 billion children were affected, and unfortunately, 1 in 3 children missed out on those educational opportunities in this crisis (Benchwick, 2021). However, on the contrary, it is a great opportunity in terms of integrating developments in the field of technology by providing online learning with classic/traditional learning (Thorne, 2003, p.2).

Primary school students are used to learning face to face before the pandemic, in Turkey; however, with the quick transition to online, they need to have the ability to access the internet by using technological devices. According to Maher (2014), teachers should beware of students' self-management and behavior online; in this way, they can see the advantages and risks of teaching online. Primary school teachers are expected to be more careful about this concept since primary school learners are the learners whose ages show differences between 6-9 and it should be given priority to the young learners. According to the study which investigated the effects of school closures, the basic finding claims that younger children are more negatively affected in the learning process rather than the older ones (Tomasik et al., 2020). Therefore, it is difficult for them to adapt to the online setting and environment which they were not familiar with before.

### **1.1. Purpose of The Study**

The purpose of the study was to investigate common challenges and to understand the Primary School Turkish-English teachers' perceptions towards online teaching and gain insights into those teachers' experiences during online teaching, in Turkey. Teachers were expected to come up with innovative ideas to help overcome the constraints of virtual teaching.

Teachers who used relational pedagogies, built strong communication channels with parents and families and used digital technology and growth-oriented assessment techniques were more effective in the transition to online teaching (Doucet et al., 2020). Therefore, they needed to restructure or review their teaching experiences by teaching a foreign language online. The English Teachers' perspectives on 'online teaching' were collected through a questionnaire which was defined as a "*quantitative or numeric description of trends, attitudes, or opinions of a population by studying a sample of that population*" (Creswell, 2003, p.153). The 'Online Teaching' in this context was considered as a key term and the participants were Primary School English Teachers. Therefore, with the help of this study, it was possible to have a deeper understanding of the online teaching challenges and incentives from teachers' perspectives and the teachers could understand whether or not they are well-prepared to teach English online at primary levels.

## **1.2. Significance of the Research**

Online teaching is not a new phenomenon; the outbreak of the Covid-19 pandemic made online teaching obligatory. The main aim of primary education is to make the students ready for higher education, in conformity with their different concerns, considering their abilities and qualities as pedagogical by providing impressive guidance by starting from early ages (Dogan, 2010a). That's the reason why primary school teachers are essential in order to shape students' future. The process of online teaching was challenging for most teachers who felt uncomfortable and unsure about their ICT (Information and Communication Technologies) literacy. They were forced and expected to integrate teaching into online platforms. While the main mode of teaching is provided with online platforms, English teachers focus on how to teach English online in an effective way. Online teaching is a new approach for most teachers; they should learn how to use new technological tools efficiently to support the learning process

and development, and also attain the learning objectives by specifying appropriate materials and tools. They need to both measure students' performance and strengthen their language abilities digitally by considering their ages. Sharma and Barrett (2007a), state that lesson plans should be adapted into technology. Technology-based lessons ought to improve lesson plans, provide interaction and motivate both learners and teachers, to the extent that teachers who are the practitioners of online teaching, need to consider all the criteria at the same time while adapting themselves in approach. Therefore, thinking about the curriculum, adapting to the online system and delivering the instructions online may be a bit problematic for the teachers.

### **1.3. Problem Sentence**

What are the Turkish-English Teachers' perceptions towards teaching online to primary level students?

### **1.4. Sub-Problems**

1. What are the main attitudes of English teachers in online teaching?
2. What factor is seen as the main language-teaching-related barrier to Primary School Turkish-English Teachers?
3. What are the main incentives of teaching English online to primary students?

### **1.5. Perspectives From the Researcher**

The researcher is an English teacher who has experienced online teaching with primary years students in the Covid-19 process in Turkey. The researcher has been working for 5 years in primary level students and she has observed the barriers and incentives in the transition process. Through some observations in teaching to young learners and discussing with co-workers, the researcher had technological obstacles, and some difficulties in teaching online.

After that, starting with her own experiences, the researcher decided to conduct the research on the perceptions of English teachers towards online teaching.

### **1.6. Limitations**

The research has several limitations as listed below:

- a. The study is limited to private school teachers who work at the elementary level and teach English online.
- b. Participants in this research cannot be claimed to represent the whole population of elementary school teachers or the private school English teachers as in Turkey. Only 95 teachers have participated as explained in the participants section in Chapter 3.
- c. This study includes the online teaching perspectives of English teachers in Covid-19 process; it doesn't give broad information about previous experiences of teachers in the online system.
- d. No interviews were conducted due to the different teacher populations from several private schools.
- e. No classroom observations were used to collect data since Turkey has turned back to face-to-face or hybrid education in October, 2020. Conducting lesson observations would have provided more insights into practical experiences and challenges.
- f. The study only included the English teachers who are Turkish citizens.

## 2. LITERATURE REVIEW

In this chapter, findings from previous studies related to online teaching are provided. The review started with the definition of Online Education and continues with Online Education in Turkey, Online Education in Learning and Teaching Language, Online Education in Primary Schools and Attitudes Towards Online Teaching.

### 2.1 Online Education

#### 2.1.1. *The Definition of Online Education*

Education that is delivered in an online setting through the use of the internet to learn and teach, is referred as 'Online Education'. It does not require physical existence or virtual collocation; instructions are delivered online and teachers create instructional modules which promote learning and participation in the synchronous and asynchronous setting (Singh & Thurman, 2019). In online education; text, images, video, and music are all included into one system, access to massive databases is straightforward and easy, and more flexible interactions – particularly asynchronous learner - learner interactions – are significantly easier than before, with those items online education creates a learning environment (Jung, 2000).

Palvia et al., (2018a) defined online education as more applicable, economical and functional. In the literature, online education is mostly mentioned with its positive aspects; and also, Ferguson (2020) defines online education as a dynamic field which is ever-evolving and adds that with the creation of new areas associated with technology, teachers who gain from online education, push the limits and make education *more flexible, convenient, and attractive* for the new generations.

For online learning concepts, there is a broad diversity of terms used to define. According to Ally (2004), the common terms that represent online learning:

- *E-learning,*
- *Internet learning,*
- *Distributed learning,*
- *Networked learning,*
- *Tele-learning,*
- *Virtual learning,*
- *Computer-assisted learning,*
- *Web-based learning,*
- *Distance learning.*

That student makes use of technology & technological devices to reach the materials, to communicate with the teacher and the peers, and with this way the student can get the support which is needed.

### ***2.1.2. History of Online Education***

Online education seems to have gained its popularity in COVID-19 process; although it has been used before. According to Harasim (2000a), utilization of education in computer networking started off in the middle of 1970s. During the 1980s, computer conferencing systems were used in higher education courses, and they are being used in online education today (Rudestam & Schoenholtz-Read, 2002). Educators have incorporated and modified e-mail and computer conferencing into educational contexts, fundamentally altering the learner's interaction with the teacher, knowledge and the curricular content. In 1992, the invention of the World Wide Web (WWW), has made online education accessible by enabling new incoming educational models (Harasim, 2000b).

Developmental process of online education is divided into four steps (Palvia et al., 2018b; Dziuban et al., 2015):

1. *1990s (Internet propelled distance education),*
2. *2000–2007 (increasing use of Learning Management Systems – LMS),*
3. *2008–2012 (growth of Massive Open Online Courses – MOOCs),*
4. *Beyond with growth of online higher education enrolments outpacing traditional higher education enrolments (p.233).*

After the pandemic, online education was in great demand; Koksall (2020) supported that the online learning concept has taken its place in the middle of people's lives; schools, universities and businesses have continued their processes remotely, and that process has contributed the rise of using online learning.

## **2.2. Online Education in Turkey**

Online teaching is not a new phenomenon, with the outbreak of Covid-19 pandemic made online teaching obligatory. Worldwide more than a billion students have experienced sudden switch to online education (Black et al., 2020). Throughout the school closures, online classes on EBA Platform were synchronously conducted between teachers and students to keep students' motivation high, to include them into education, and to meet their educational needs (MEB, 2020). Whereas in Celik and Sahin's research (2020), it is stated that students in government schools had inequalities in education due to a smaller number of students who have attended live lessons, not delivering regular courses, lack of digital tools, non-communication between teachers-parents and digital literacy of parents; conversely, students in private school have had more chance to meet their educational needs. According to Aytac's findings (2021), Covid-19 process is conducted by MoNE, EBA system has been carried out

to resolve the current educational crisis with online techniques and solutions. However, it is also added by Aytac (2021) that even if EBA was seen as active and efficient with short-term synchronous courses, it couldn't be implemented as successfully as private schools' programs; because it is claimed that teachers in private schools were faster in working effectively in this process.

### **2.3. Online Education in Learning and Teaching a Language**

English language seems to be the most significant communication tool due to being widespread, as well as global language all around the world. In the language learning and teaching area, online education raises its popularity. This is because the web is gradually transforming into a crucial tool for several distant educational fields such as; language learning and teaching with the substantial technologies available online, and more cost-friendly and user-friendly tools (Blake, 2011). In order to meet the needs of the students, language teachers have major responsibilities with some vital characteristics such as being effective in the classroom environment. If this responsibility is given even in the classroom environment, greater responsibilities await teachers at the language teaching process in online education (Babanoğlu et al., 2017a). In the online synchronous learning, which happens via an electronic device that enables teacher-student interaction simultaneously (Perveen, 2016); but in online synchronous mode, students have the deficiency of '*nonverbal*' and '*paralinguistic signals*' which are used for teaching and learning a language in traditional classrooms (Krish, 2008a).

Furthermore; Krish (2008b) also argued that it was possible to have more barriers to the learners and the teachers' learning via online platforms. On the contrary, it was also stated that learners enhance their writing abilities in language acquisition via emails and online chat rooms; in addition to improving their accuracy and fluency in an online learning environment (Mohammadi et al., 2010a). For the students who were learning a foreign language online, it

was not enough to gain the skills of reading and writing in the language, they also must speak and comprehend it (Harasim et al, 1995).

Interaction between teachers and students are known as the main factors to support current understanding and design proper approaches to facilitate the learning (Anderson & Garrison, 1998). With this way, students can learn the English language autonomously and use new methods with multimedia technologies and the internet. Students can strengthen the basic skills; listening, speaking, reading and writing and develop their communicative abilities and get acquainted with particular cultures (Mohammadi et al., 2010b). Additionally, online learners in an online environment have more freedom and flexibility, effortlessness in terms of time and learning place; so, students get more controlled than learning in a traditional environment (Tsai, 2009). With the flexibility and successful support, teachers can establish a positive relationship with the students (Strambi and Bouvet, 2001) and also integration of videos, online practices, presentations and conversational activities into the online learning environment can make the language learning process more inspiring (Klimova, 2021).

#### **2.4. Online education in Primary Schools**

In primary school years, young learners are also expected to complete teacher's instructions fast and clearly; while focusing on another assignment after the first one and finishing the previous one and starting the new one in a limited time. In addition to this result, they also claim that '*Attention capacity is not developed enough at a younger age*' (Almakhan, & Manshuk, 2014). While they are dealing with focusing on the tasks even in classroom environment, to what extent virtual platforms are suitable for primary school students who are in their developmental stages? Relatively, primary school teachers had to cope with many struggles in this issue as well.

All of these terms (in section 2.1.1) imply that the student is away from the teacher if language teachers gain the ability to integrate digital technologies into their classroom practice properly, student learning will need to use ICT in an efficient way (Stickler et al., 2020). However, especially primary school students may have some challenges in the use of ICT for the maintenance of online education. In that process, parents can help their children comprehend topics which are not understood or transmitted well by the teachers; the process requires harmony between parents and teachers, because parents are the main individuals who take urgent action for the implementation of online learning (Rasmitadila et al., 2020).

While online education is a bit challenging for the primary students in terms of use of technological devices, digital technologies and interaction with peers and teachers; online education could be worse for primary school students. In Covid-19 process, strict transition without having any related orientation, primary students are in the process of improving their self-regulation and managing their attention-span in order to get advantages of online education (Gallagher and Cottingham, 2020). The main aim of primary education is making the students ready for higher education, in conformity with their different concerns, considering their abilities and qualities as pedagogical by providing impressive guidance by starting from early ages (Dogan, 2010b). Therefore, primary school teachers take many responsibilities in the process of online teaching for the continuity of education.

## **2.5 Attitudes Towards Online Teaching**

Today's students are known to be the first generation whose entire life is surrounded by computers, video games, digital music players, video cameras, cell-phones, and other digital tools and gadgets from kindergarten to college. Therefore, these students who were born into the digital world are known as '*Digital Natives*'; the others who were not born into it and have internalized digital tools later as '*Digital Immigrants*' (Prensky, 2001). As the use of

technology seems easier for the digital natives, it is also known to cause struggles for teachers who are usually the digital immigrants. The use of online teaching has become wide among teachers and they need to modify themselves to yield from the new situation or environment. Teachers face significant challenges in the process of adapting to online teaching, they need to promote the continuity of communication with students and at the same time; students' learning process needs to be supported and developed by them (Glutsch et al., 2020). In Gonzales's (2020) study, one of the teacher claims that online platforms usage should not be the major concern because it is achievable; contrary to this statement another participant claims that the concept of online learning is a '*new normal*' and the main concern is related to being '*digital immigrants*' and adapting the new online environment and teaching to '*digital natives*'. Moreover, it is conducted that the same teacher supports the idea that not all the teachers can adapt to the new normal; instead of older teachers, schools decide on hiring younger ones.

Despite the generation difference, it is also known that the use of ICT in the process of foreign language learning, provides qualified education by decreasing the cost of time and effort of teachers and students (Sysoyev & Evstigneev, 2015; Belz & Thorne, 2006; Robert, 2010; Sysoyev, 2013; Sysoyev & Evstigneev, 2009, 2010, 2011; Warschauer & Kern, 2000). Even if online teaching enables the teachers to decrease time and effort, primary school teachers have to deal with various struggles during online education. A significant finding of the CS's study (2021a) shows that secondary school teachers have a more positive attitude toward online education than elementary school teachers; and that may be related to the age group that are educated since arousing their interests in an online environment is quite challenging. Each year, due to the quick speed of technological advancement, modern technological tools are introduced, so that teachers must decide how to benefit from those tools in teaching, learning and evaluation process (Riel et al., 2000). Considering these struggles, the majority of the teachers have been reported to have negative attitudes towards online

teaching (CS, 2021b). Furthermore, according to a study conducted by Kisanga (2016), while 115 teachers out of 243 had a negative attitude toward online learning, the rest 128 had a positive perception related to the item thanks to their ICT knowledge and the programs that were held at their institution.

There are differences between not only elementary and secondary school teachers but also state and government school teachers. According to a study which is conducted by Babanoğlu et. al (2017b) between private school English Teachers and state school teachers; private school teachers score more than English teachers in state schools in terms of *“taking responsibility for own professional development”*, *“reflective teaching”*, *“using new ideas and techniques are motivating and encouraging”* and *“attending workshops and conferences is a key factor in teacher professional development”*. Moreover, the same study claims that English teachers in private schools are more ambitious and competitive in teaching language; they may be motivated more by the institutions.

The effect of the control that teachers have had in the traditional classroom has disappeared; thereby, it was assumed that they adopt more passive and non-directive roles which let students feel free and set their own model of learning (Koch, 2014; Gunawardena 1992; Sammons 1988). However, on the other hand, this new transformation is defined as an ‘active-guiding role’. Teachers’ roles in online platforms are excessively significant. A teacher’s role as a guide is being ‘active’ not ‘passive’; by motivating the students, encouraging them to participate in discussions, helping them remember by telling a case study, supporting the students for great performance and asking questions (Marks et al., 2005, p. 549). Wallenius et al, (2021) reports that all platforms were designed to inspire students by offering them more control and autonomy over their own learning and when the teachers are adapting the curriculum into online platforms, some theoretical frameworks which are related to teaching foreign language, should be taken into consideration: task-based learning (TBL),

content-based instruction (CBI), flipped learning, blended learning, communicative language. Sharma and Barrett (2007b), state that lesson plans should be adapted for technology; technology-based lessons ought to improve lesson plans, provide interaction and motivate both learners and teachers, to the extent that teachers who are the practitioners of online teaching, need to consider all the criteria at the same time while adapting themselves in approach. Thus, teachers aim to integrate the internet with their teaching materials and their instruction models to create a meaningful learning environment.



### 3. METHODOLOGY

The aim of the study is to gain insights into the perceptions of Primary School English Teachers towards the online teaching process. This chapter provides detailed information about research design, research questions, context of the study, participants and sample, instrumentation; method of data collection, pilot study, method of data analysis, reliability and validity and summary. In this part of the study, a questionnaire was used to investigate challenges, attitudes, technological competencies, incentives, barriers of online teaching.

#### 3.1 Research Design

In this study, quantitative research design was conducted in order to investigate the outcomes of the study. Watson (2015) defines quantitative research as a set of techniques that studies on social phenomena by using statistical or numerical data.

Quantitative data collected by the questionnaire to discover the challenges and experiences throughout teaching English online. Therefore, the main aim for using the quantitative data is focusing deeply on teaching English online in Primary School; its barriers or incentives as shown in Table 3.1.

**Table 3.1**

*Quantitative Data Items*

Items
1. Demographic Information
2. Experience with Educational Technologies
3. Attitudes toward Online Teaching
4. Barriers That Affect the Adoption of Online Teaching
5. Incentives of Online Teaching

### **3.2. Research Questions:**

1. What are the attitudes of Primary School English Teachers towards online instruction?
2. What are the perceived barriers of online instruction by Primary School English Teachers?
3. What are the common perceived incentives of online instruction for Primary School English Teachers?
4. Is there a significant difference between teachers whose ages are different in their attitudes towards online teaching, the barriers they have experienced and their experience with educational technologies?
5. Is there a significant difference between the literature graduates and English Language Teachers in their attitudes, perceived barriers and incentives?

### **3.3. Context**

All around the World, after the disruption of education systems due to Covid-19, schools had to take quick action to prevent the education crisis. The students have started to be involved in online classes remotely. Not only the students but also the teachers were highly affected in that process. There were some exact situations based on technology-use in, attention span, teaching foreign language which become more demanding in teaching online. The context for that study is related to private schools' primary years English classes. Teachers who are working at private schools and have experienced online teaching with primary years students, participated in a data collection process to report their perspectives and challenges in that period via attitudes, experience with educational technology, perceived barriers and incentives.

### **3.4. Participants and Sampling**

The participants of the study were 95 Primary School Turkish-English Teachers who teach English in private schools in Turkey. Those teachers were trying to improve students' language skills which were more challenging since primary students were at the beginning of their learning process. The names and responses of the participants have been kept confidential in order to make them feel more comfortable and get more reliable answers. The participants were all volunteers who responded to the questionnaire online which is due to the *convenience sampling*. Convenience sampling or it can be named as accidental or opportunity sampling is based on choosing the participants from the nearest respondents to obtain required sample size (Cohen et al., 2007).

Convenience sampling was used to enable the researcher to reach out to the English teachers who have experienced teaching online. Researcher Convenience sampling is a frequent type of sampling which is used in studies; it is free of cost, takes less time than other methods, and is straightforward for generating hypotheses and studying objectives (Stratton, 2021). Since the researcher was also actively working as an English teacher, it was practical and less time consuming to communicate with other English teachers.

#### **3.4.1 Demographic Information**

The participants included both female and male English teachers who work in private schools in Turkey. According to the demographic information forms' results, the following data have been conducted. The participants (N=95) consist of 10 males (10.5%) and 85 females (89.5%) (Table 3.2). In the table below 'Gender Distribution' of 95 participants has been shared:

**Table 3.2***Gender Distribution of Participants*

Gender	<i>N</i>	%
Male	10	10.5
Female	85	89.5
Total	95	100.0

The majority of the participants are between 20 - 30 ( $N=44$ ), that is 46.3%. from the total number of participants. Then, the minority group is between 51-60 ( $N=1$ ) which represents 1.1%. Therefore, the highest age group who participated in the study consisted of teachers whose ages are between 20-30 (Table 3.3).

**Table 3.3***Age Distribution of Participants*

Age Groups	<i>N</i>	%
20 - 30	44	46.3
31 - 40	39	41.1
41 - 50	11	11.6
51 - 60	1	1.1
Total	95	100.0%

In Table 3.4, the teachers ( $N=34$ ) who have teaching experience among 1 - 5 years, have the highest rate with 36%. 1 participant with more than 20 years of teaching experience, has the lowest share in the results.

**Table 3.4***Years of Teaching Experience of Participants*

Years	<i>N</i>	%
1 – 5 Years	34	36%
6 – 10 Years	36	38%
11 – 20 years	24	25%
More Than 20 Years	1	1%
Total	95	100%

The participants of the study were teaching in different grades in the primary school level. As in Table 3.5, the researcher categorized their grades into 15 groups based on their classes. The majority of the participants with 18% ( $N=17$ ), teach at 1-2-3-4 grades and the lowest number of the participants with %1 ( $N=2$ ) teaches at 1-4 and 1-3-4 grades.

**Table 3.5***Participants' Grades that They Teach*

Grades	<i>N</i>	%
1	12	13%
2	4	4%
3	8	8%
4	13	14%
1-2	12	13%
1-3	4	4%
1-4	1	1%
2-3	2	2%
2-4	2	2%
3-4	7	7%
1-2-3	3	3%
1-2-4	4	4%
1-3-4	1	1%
2-3-4	5	5%
1-2-3-4	17	18%
Total	95	100%

The participants in the study were 95 Primary School English Teachers from 4 different majors. As shown in the Table 3.6, the highest number of the participants ( $N=50$ ) graduated from 'English Language Teaching' with 53%, the lowest number of the participants ( $N=8$ ) were from 'American Culture and Literature' with 8%.

**Table 3.6**

*Major of the Participants*

Major	<i>N</i>	%
English Language Teaching	50	53%
English Language and Literature	25	26%
American Culture and Literature	8	8%
Others	12	13%
Total	95	100%

The participants of the study consisted of ( $N=71$ ) English teachers with Bachelor's degree with 75% rate which is the greatest number; and ( $N=5$ ) teachers with the lowest number chose 'other' sections with 5% rate (Table 3.7)

**Table 3.7**

*Academic Degree of Participants*

Major	<i>N</i>	%
Bachelor's Degree	71	75%
Master's Degree	19	20%
Doctoral Degree	0	0
Others	5	5%
Total	95	100%

As shown in Table 3.8, the majority 36.8% of participants ( $N=35$ ) have had computer literacy for 11-15 years, and 6.3% of participants ( $N=6$ ) have had computer literacy for 6-10 years.

**Table 3.8**

*Computer Literacy of Participants*

Years	$N$	%
1-5 years	0	0%
6-10 years	6	6.3%
11-15 years	35	36.8%
16-20 years	30	31.6%
More Than 20 years	24	25.3%
Total	95	100%

As shown in Table 3.9, the majority 45.3% of participants ( $N=43$ ) have had internet literacy for 11-15 years, and 8.4% of participants ( $N=8$ ) have had internet literacy for 6-10 years.

**Table 3.9**

*Internet Literacy of Participants*

Years	$N$	%
1-5 years	0	0%
6-10 years	8	8.4%
11-15 years	43	45.3%
16-20 years	32	33.7%
More Than 20 years	12	12.6%
Total	95	100%

In Table 3.10, the majority of the participants ( $N=68$ ) 71.65% have computers provided by schools, and ( $N=27$ ) 28.4% of participants don't have computers provided by schools.

**Table 3.10**

*Having Computers Provided by Schools*

Do you have a computer by school?	<i>N</i>	%
Yes	68	71.65%
No	27	28.4%
Total	95	100%

As shown in Table 3.11, 45.3% of participants ( $N=43$ ) have experienced online teaching for 11-15 years, and 8.4% participants ( $N=8$ ) have experienced online teaching for 6-10 years.

**Table 3.11**

*Participants' Previous Experience with Online Teaching*

Years	<i>N</i>	%
1-5 years	0	0%
6-10 years	8	8.4%
11-15 years	43	45.3%
16-20 years	32	33.7%
More Than 20 years	12	12.6%
Total	95	100%

Table 3.12 shows that 35.8% of participants ( $N=34$ ) have had previous experience with online teaching as instructors, and 9.5% of participants ( $N=9$ ) have had experience with online teaching as a student.

**Table 3.12***Previous Experience with Online Teaching*

Previous Experience with Online Teaching	<i>N</i>	%
No previous experience with online teaching.	23	24.2%
Previous experience as a students	9	9.5%
Previous experience as an instructor	34	35.8%
Indicated both experience as a students and instructor	29	30.5%
Total	95	100%

In the Table 3.13, 24.2% of participants ( $N=23$ ) have taught online to one and five or more classes; participants ( $N=2$ ) haven't got experience in the pandemic process.

**Table 3.13***Number of the Classes Taught by Participants*

Number of the Classes	<i>N</i>	%
Have not taught an online course in pandemic.	2	2.1%
One class	23	24.2%
Two classes	13	13.7%
Three classes	18	18.9%
Four classes	16	16.8%
Five or more classes	23	24.2%
Total	95	100%

As shown in Table 3.14, 86.3% of participants ( $N=82$ ) have experienced online teaching for 1 month - 3 years, and 4.2% participants ( $N=4$ ) have experienced online teaching for 7 or more years.

**Table 3.14***Participants' Years of Experience in Online*

Years	<i>N</i>	%
1 month - 3 years	82	86.3%
4 - 6 years	9	9.5%
7 or more years	4	4.2%
Total	95	100%

Participants were expected to rate their level of experience in computer usage from 1 to 10 on the provided scale. The participants did not rate 1,2,3 and 4 on the scale. 16.8% of participants rated 10 which demonstrated that they have excellent experience with using computer, and the majority of the participants 34.7% ( $N=33$ ) rated for scale 8 (Table 3.15).

**Table 3.15***Level of Participants' Experience in Computer usage*

Rate	<i>N</i>	%
6	7	7.4%
7	19	20.0%
8	33	34.7%
9	20	21.1%
10	16	16.8%
Total	95	100%

**3.5. Instrumentation****3.5.1 Method of Data Collection**

### 3.5.1.1. Data Collection Tool

Questionnaire was adapted and altered from the dissertation of Khalid Hussain Moukali, it's named as: 'Factors That Affect Faculty Attitudes Toward Adoption of Technology-Rich Blended Learning' in 2012 (Appendix B). Primary school Turkish-English teachers who experienced online teaching were expected to fill the English version of the questionnaire. Adapted questionnaire from Moukali (2012) consisted of 5 sections and 54 items as shown in Table 3.16. The original questionnaire was prepared for 'Blended Learning'; thus, in order to adapt the study into 'Online Teaching', some items were re-created. The title of the sections remained the same, but some alterations have been implemented by the researcher. Those differences are presented in the following section.

**Table 3.16**

*Number of the Items in Original and Adapted Questionnaire*

Sections	Original Questionnaire	Adapted Questionnaire
1. Demographic Information	13	13
2. Experience with Educational Technologies	10	10
3. Attitudes Toward Online Teaching	11	9
4. Barriers That Affect the Adoption of Online Teaching	12	9
5. Incentives of Online Teaching	8	13
Total	54	54

The sections, aims and categories of questionnaire are shown in Table 3.17. For collecting participants demographic information; investigating the use of educational technologies, teachers' attitudes, perceived barriers and incentives towards online teaching five-point Likert type scale were used.

**Table 3.17***Sections, Aims and Categories of Online Teaching Questionnaire*

Sections	Aim	Categories / Types
1. Demographic Information	Collecting the information about teachers'	Gender, age, years of teaching experience, academic grade, academic major, academic degree, years of using computer, years of using internet, provided computer by school, previous experience in online platforms, number of classes, years of experience in online, and experience in computer usage.
2. Experience with Educational Technologies	Understanding which educational technology tools have been used by the teachers.	Statements were rated with a five-point Likert-type scale: 1= No Experience 2= Poor 3= Average 4= Somewhat Good 5= Very good.
3. Attitudes Toward Online Teaching	Determination of positive attitudes of teachers in online teaching.	English teachers were expected to fill a five-point Likert-type Scale: SD= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree

4. Barriers That Affect the Adoption of Online Teaching	Defining the most effective barriers that teachers have faced.	English teachers were expected to fill a five-point Likert-type Scale: SD= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree
5. Incentives of Online Teaching	Understanding the positive aspects of online teaching from the perspectives of teachers.	English teachers were expected to fill a five-point Likert-type Scale: SD= Strongly Disagree D= Disagree N= Neutral A= Agree SA= Strongly Agree

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### 3.6. Validity and Reliability

#### 3.6.1. Pilot Study

For the reliability and validity of those items; the researcher conducted a pilot study with 55 participants who work in different private schools in Turkey. Those participants answered 54 items which were included in 5 different parts. To make the questionnaire valid and reliable, participants' results were measured in SPSS. The validity and reliability of the questionnaire described in below sections:

#### 3.6.2. Validity

**3.6.2.1. Content Validity.** Content validity can be achieved when the content of research completely samples the class or fields of the situations and also, the arguments of professionals in the same field of study are obtained (Cohen et al., 2017). In the process of adaptation and

reformulation of the items, experts who were competent in scale adaptation were consulted for their consideration. It is stated above (in Pilot study) the original questionnaire was prepared for ‘Blended Learning’; thus, in order to adapt the study into ‘Online Teaching’, some questions re-created with the experts include the basic factors for teaching English.

For the ‘Experience with Educational Technologies’ part of the questionnaire three items changed as shown in Table 3.18. In online teaching, smartboard, digital video camera and scanner device are not crucial tools or equipment to conduct online teaching. Therefore, those items changed into ‘pictures, videos and other’ items, which are mostly used in online teaching.

**Table 3.18**

*Adapted Items in Experience of Teachers with Educational Technologies*

Original Item	Adapted Item
Item 8: Smart Board	Item 8: Pictures
Item 9: Digital Video Camera	Item 9: Videos
Item 10: Scanner Device	Item 10: Other

In this process, meeting platforms like ‘Google classroom, Zoom’ are seen as more important than ‘web page editors’ by the researcher because they are practical to use and in great demand. For this reason, web page editors were excluded; instead of Google Classroom and Zoom that are highly trendy platforms in the area of business and education have been placed (Table 3.19).

**Table 3.19**

*Included Items in Experience of Teachers with Educational Technologies*

Included Item	Excluded Item
Item 1: Google Classroom, Zoom	Item 7: Web page editors (e.g., HTML editor, Dreamweaver, etc.).

For the teachers' attitudes towards online teaching part of the questionnaire two items changed as shown in Table 3.20. Instead of blended learning approach; positive attitude of teachers in online teaching was included. Moreover, the sentence structure related to administrators' management on campus changed into observation and teachers' attitudes towards their observations.

**Table 3.20**

*Adapted Items in Teachers' Attitudes Towards Online Teaching*

Original Item	Adapted Item
Item 1: Blended learning approach supports collaborative learning.	Item 1: I become slightly more positive with online teaching.
Item 5: Blended learning enables administrators to manage the education on my campus.	Item 5: Online teaching enables administrators to observe the education on the internet and it makes me feel supported.

In the process, due to having online lessons from home, online teaching was not related to technological infrastructure of campuses; so, this item was excluded and instead the items which are related to language teaching and learning process have been added by the researcher as shown in Table 3.21.

**Table 3.21**

*Included Items in Attitudes of Teachers Towards Online Teaching*

Included Item	Excluded Item
Item 3: I can adapt to online teaching to teach English.	Item 6: Technological infrastructure on my campus is ready to implement blended learning.
Item 6: Online learning helps students to learn English in a convenient way.	
Item 10: Online teaching increases my teaching satisfaction.	

Barriers that affect adoption of online teaching part of the questionnaire required to change two items from the original questionnaire as shown in Table 3.22. Teachers have followed stay-home policies; so, they could not have a chance to teach at schools in Covid-19 process. That's why the researcher adapted campus-related items into online-teaching and effective language teaching items as stated below.

**Table 3.22**

*Adapted items in Barriers Towards Online Teaching*

Original Item	Adapted Item
Item 4: Internet is not available on my campus.	Item 4: Internet is not available on my campus.
Item 9: My campus uses a poor learning management system (LMS)	Item 9: Online teaching does not provide an effective language learning process for primary school students.

Due to the teacher-based research; the student-centered questions have been excluded from the questionnaire. Also, one item which is related to communication in online teaching was included to see the perceived barriers of online teaching as shown in Table 3.23.

**Table 3.23**

*Included Items in Barriers of Teachers Towards Online Teaching*

Included Item	Excluded Item
Item 6: Online teaching reduces communication	Item 10: My students don't have enough technology experience.
	Item 11: My students don't have computers at home.
	Item 12: My students don't have the internet at home.

In the incentives towards online teaching part of the questionnaire two items have been changed as shown in table 3.24. In spite of asking student-centered questions; the researcher wanted to search construction of language and use media resources contents.

**Table 3.24**

*Adapted Items in Incentives Towards Online Teaching*

Original Item	Adapted Item
Item 1: Blended learning facilitates the tracking of student performance.	Item 13: Online teaching facilitates the construction of target language.
Item 4: Blended learning gives students more media resources (e.g., audios, videos, etc.).	Item 3. Online teaching gives teachers more media resources (e.g., audios, videos, etc.).

The potential items that teachers can state their thoughts on language teaching, would reflect the experiences of teachers in that area. For this reason, such changes in the items were needed; and that situation drove the researcher to include and exclude some items as shown in tables below (Table 3.25)

**Table 3.25**

*Included Items in Incentives Towards Online Teaching*

Included Item	Excluded Item
Item 4: Online teaching provides the use of different web-based materials.	Item 6: Blended learning helps in evaluating student achievement.
Item 5: Online Teaching supports technology-based skills of teachers.	
Item 8: Online teaching increases awareness of tasks.	
Item 10: All the students can be observed with online systems.	
Item 11: Online teaching supports the speaking ability of students.	
Item 12: Online teaching supports language acquisition.	

**3.6.2.2. Face Validity.** An instrument or a test which is appropriate and connected to the aims of the study besides statistical validity; it should not only be valid, but it should also appear valid to respondents (Nevo, 1985, p. 287; Mosier, 1947, p.205). The study measures the perceptions of primary school English teachers' challenges and experiences in the online teaching process. Experts were consulted for the scale and its relation to what the researcher intended to measure. The main key terms of the study were online teaching applications of English teachers in primary levels. Therefore, the final version of the questionnaire was re-created to investigate the experiences and challenges of primary school English teachers' perceptions towards online teaching.

**3.6.2.3 Construct Validity.** Construct validity of each questionnaire measured by using SPSS 22.0. According to the construct validity, to measure whether the data is appropriate or not factor analysis Kaiser-Meyer-Olkin (KMO) and Barlett Test was used. According to Field (2000) if KMO value is larger than 0.5; the sampling is adequate to use. It means that sample size is sufficient for factor analysis (Büyüköztürk, 2018; Tabachnick & Fidell, 2013).

**Table 3.26**

*KMO and Bartlett Test Results for Teachers' Attitudes Towards Online Teaching*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.723
Bartlett's Test of Sphericity	Approx. Chi-Square	315.021
	df	36
	Sig.	.000

As in the Table 3.26, teachers' attitudes towards online teaching KMO value is .72; it is greater than 0.5. It proves that the attitude data set is appropriate for factor analysis.

**Table 3.27***KMO and Bartlett Test Results for Teachers' Perceived Barriers Towards Online Teaching*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.735
Bartlett's Test of Sphericity	Approx. Chi-Square	193.381
	df	36
	Sig.	.000

As in the Table 3.27, teachers' perceived barriers KMO value is .73; it is also greater than 0.5. It proves that the perceived barriers data set is appropriate for factor analysis.

**Table 3.28***KMO Bartlett Test Results for Teachers' Common Perceived Incentives Towards Online Teaching*

Kaiser-Meyer-Olkin Measure of Sampling Adequacy		.814
Bartlett's Test of Sphericity	Approx. Chi-Square	525.472
	df	78
	Sig.	.000

As in the Table 3.28, teachers' common perceived incentives towards online teaching KMO value is .81; it is also greater than 0.5. It proves that the perceived incentives data set is appropriate for factor analysis.

**3.6.3. Reliability**

For the adapted questionnaire, internal consistency of all items has been measured by using Cronbach's alpha. According to Cohen et al., (2007) for the alpha coefficient that guide can be checked: “>0.90 very highly reliable; 0.80–0.90 highly reliable; 0.70–0.79 reliable; 0.60–0.69 marginally/minimally reliable” (p.506). The Cronbach's alpha coefficients for experience with educational technologies, attitudes, barriers, and incentives questionnaires

were 0.91, 0.88, 0.81, and 0.90 (Table 3.29) According to the alpha coefficient value of Cohen et al., (2017) indicates that the parts of the questionnaire ‘very highly reliable’ and ‘highly reliable’ to conduct.

**Table 3.29**

*Pilot Study Reliability Coefficients*

Parts	N of Items	Cronbach’s Alpha
Teachers’ Experience with Educational Technologies	10	$\alpha=.91$
Teachers’ Attitudes Towards Online Teaching	9	$\alpha=.88$
Barriers That Affect the Adoption of Online Teaching	9	$\alpha=.81$
Incentives of Online Teaching	13	$\alpha=.90$

The Cronbach’s Alpha coefficient was 0.91 for the internal consistency. Therefore, the experience of teachers with educational technologies scale is reliable to apply (Table 3.30).

**Table 3.30**

*Reliability and Item Total Statistics of Teachers’ Experience with Educational Technologies*

Cronbach’s Alpha	Cronbach’s Alpha Based on Standardized Item	N of items
.918	.931	10

The Cronbach's Alpha coefficient was 0.88 for the internal consistency. Therefore, the attitudes of teachers towards online teaching scale is reliable to apply (Table 3.31).

**Table 3.31**

*Reliability and Item Total Statistics of Teachers' Attitudes Towards Online Teaching*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	N of items
.887	.884	9

The Cronbach's Alpha coefficient was 0.82 for the internal consistency. Therefore, teachers' perceived barriers towards online education scale is reliable to apply (Table 3.32).

**Table 3.32**

*Reliability and Item Total Statistics of Barriers Towards Online Teaching*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	N of items
.819	.828	9

The Cronbach's Alpha coefficient was 0.90 for the internal consistency. Therefore, teachers' perceived barriers towards online education scale is reliable to apply (Table 3.33).

**Table 3.33**

*Reliability and Item Total Statistics of Incentives Towards Online Teaching*

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Item	N of items
.904	.907	13

### 3.7. Method of Data Analysis

The research was examined with several statistical methods. The Statistical Package for Social Science (SPSS) software version 22 was used for the data of the study. With these questions, primary school English teachers' experience with educational technologies, attitudes, perceived barriers and incentives towards online teaching were identified.

The research questions and data sources for data analysis are shown in Table 3.34.

**Table 3.34**

*Research Questions and Data Sources for The Study*

Research questions	Data source
1: What are the attitudes of Primary School English Teachers towards online instruction?	Attitudes Towards Online Teaching Questionnaire
2: What are the perceived barriers of online instruction by Primary School English Teachers?	Barriers That Affect the Adoption of Online Teaching Questionnaire
3: What are the common perceived incentives of online instruction for Primary School English Teachers?	Incentives of Online Teaching Questionnaire
4: Is there a significant difference between teachers whose ages are different in their attitudes towards online teaching, the barriers they have experienced and their experience with educational technologies?	4a. Demographic Information and Attitudes Towards Online Teaching Questionnaire 4b. Demographic Information and Barriers That Affect the Adoption of Online Teaching Questionnaire 4c. Demographic Information and Teachers' Experience with Educational Technology Questionnaire
5: Is there a significant difference between the literature graduates and English Language Teachers in their attitudes, perceived barriers and incentives?	5a. Demographic Information and Attitudes Towards Online Teaching Questionnaire 5b. Demographic Information and Barriers Towards Online Teaching Questionnaire

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### 5c. Demographic Information and Incentives Towards Online Teaching Questionnaire.

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In this chapter, the research methodology was explained detailed. Research design, research questions, context, participants and sample, instrumentation; questionnaire and pilot study, validity and reliability, method of data analysis were introduced. The results of the study are presented in chapter four.



## 4. RESULTS

The purpose of the study was to investigate common challenges and to understand the Primary School Turkish-English Teachers' perceptions towards online teaching and gain insights into those teachers' experiences during online teaching. This chapter includes the research findings depending on the gathered data.

### 4.2. Results of Research Questions

Each research question was answered by using different data analysis methods as mentioned in Chapter 3. The results section includes the findings for research questions 1, 2, 3, 4 and 5. Through the findings, this section aims to explain the attitudes, barriers and incentives in the online teaching process which were self-reported by primary school English teachers in this research.

Descriptive statistics are provided for questions 1, 2 and 3 separately in their respective sub-sections below. For question 4, one-way ANOVA is conducted to see if there are any statistically significant differences between participants' age distribution and their attitudes, barriers towards online teaching and their level of educational technology. For research question 5, an independent *t*-test was conducted to see if there was any statistically significant difference between the major subject area of the participants and their attitudes, barriers towards online teaching and perceived incentives.

#### 4.2.1. Research Question 1

*What are the attitudes of Primary School English Teachers towards online instruction?*

Primary school English teachers reported their attitudes towards online teaching via a five-point Likert-type scale. As shown in Table 4.1, teachers self-reported their perceptions,

adaptation, learning and teaching English online, and teaching satisfaction on 9 items. According to the descriptive statistics, 95 primary school English Teacher's responses ranged from 2.92 to 4.08 (Table 4.1). Teacher's attitudes towards online teaching are interpreted as positive since the mean score represents that they responded to the items with a strong agreement ( $M=3.40$ ,  $SD=1.17$ ) out of  $M=5.00$ .

Participants ( $N=34$ ) were more likely to indicate that they feel more positive about online teaching ( $M=3.56$ ,  $SD=1.15$ ). Teachers might feel more optimistic while they were experiencing new ways of teaching. Participants ( $N=51$ ) reported that they can adapt online teaching to teach English ( $M=4.08$ ,  $SD=.65$ ). This indicates that while delivering English lessons online, primary school English teachers may accommodate themselves in an online method. Participants ( $N=29$ ) stated that they are concerned with applying online for their courses ( $M=3.64$ ,  $SD=1.10$ ). It means that they are eager to give their lessons on online platforms. Teachers ( $N=34$ ) responded that administrators believe in the importance of teaching and learning online ( $M=3.56$ ,  $SD=.97$ ). It shows us that administrators give importance to online teaching to have a considerable impact as well. Therefore, teachers ( $N=34$ ) presented that those administrators can observe the teachers online and the situation provides teachers feel more supported ( $M=3.24$ ,  $SD=1.20$ ). Also, when teachers consider their students' English language acquisition, very few of them 35.8% ( $N=34$ ) agree that students can learn English conveniently ( $M=3.28$ ,  $SD=1.29$ ).

However, even if the 51 participants believe that they may adapt themselves to online teaching to teach English; the results revealed that the participants ( $N=27$ ) disagree that online lessons increase students' achievement in English ( $M=2.92$ ,  $SD=1.43$ ). Therefore, some teachers in this study seem to perceive that online teaching does not contribute to the language development of students. This may be due to target language communication problems, time management, not meeting students' different learning styles in a foreign language, verbal and

nonverbal-signs. Even if they believe that the students may conveniently learn English online, they also believe that students may lack in improving their skills in the target language.

**Table 4.1**

*Descriptive Statistics for Primary School English Teachers' Attitudes Towards Online Teaching*

Items		SA	A	N	D	SD	M	SD
1. I become slightly more positive with online teaching.	N	22	34	20	14	5	3.56	1.15
	%	23.2%	35.8%	21.1%	14.7%	5.3%		
2. I am interested in implementing online teaching for my courses.	N	24	29	27	14	1	3.64	1.10
	%	25.3%	30.5%	28.4%	14.7%	1.1%		
3. I can adapt online teaching to teach English.	N	29	51	9	6	0	4.08	.65
	%	30.5%	53.7%	9.5%	6.3%			
4. Administrators believe that online teaching/learning is important.	N	18	34	27	16	0	3.56	.97
	%	18.9%	35.8%	28.4%	16.8%			
5. Online teaching enables administrators to observe the education on the internet and it makes me feel supported.	N	10	34	27	17	7	3.24	1.20
	%	10.5%	35.8%	28.4%	17.9%	7.4%		

6. Online learning helps students to learn English in a convenient way.	<i>N</i>	12	34	26	15	8	3.28	1.29	43	
	%	12.6%	35.8%	27.4%	15.8%	8.4%				
7. Online lessons increase students' achievement in English.	<i>N</i>	11	20	26	27	11	2.92	1.43		
	%	11.6%	21.1%	27.4%	28.4%	11.6%				
8. Online learning considers the differences in learning styles of students.	<i>N</i>	15	26	29	19	6	3.26	1.30		
	%	15.8%	27.4%	30.5%	20%	6.3%				
9. Online teaching increases my teaching satisfaction.	<i>N</i>	12	23	29	20	11	3.05	1.43		
	%	12.6%	24.2%	30.5%	21.1%	11.6%				
<hr/>							Average	3.40	1.17	

*The scale: (1=SD, 2=D, 3=N, 4=A, 5=SA).*

#### 4.2.2. Research Question 2

*What are the perceived barriers of online instruction by Primary School English Teachers?*

Primary school English teachers reported their perceived barriers towards online teaching via a five-point Likert-type scale. 9 items (as shown in Table 4.2); they self-reported their barriers. According to the descriptive statistics, Table 4.16 shows that 95 primary school English responses ranged from 2.53 to 4.80. The overall barriers of Turkish-English teachers towards online teaching were nearly positive with a mean of 3.36 ( $SD=1.19$ ) out of  $M=5.00$ .

In addition, participants ( $N=48$ ) stated that they have enough technology experience ( $M=4.17$ ,  $SD=1.04$ ). This indicates that they have enough technical support provided by the IT department or school administrators. Therefore, 40% of teachers ( $N=38$ ) reported that technical training is not a barrier for them ( $M=4.80$ ,  $SD=1.21$ ). This indicates that they know how to start online lessons, share their screen when teaching, mute-unmute the students during the lesson,

and play audio etc. Most of the teachers ( $N=63$ ) stated that they have internet access and required connection for implementing online lessons ( $M=4.52$ ,  $SD=.78$ ). This indicates that it is not a challenge for the majority of teachers to reach quality internet access to teach online.

Moreover, few teachers ( $N=25$ ) reported that online teaching was increasing their workload ( $M=3.09$ ,  $SD=1.28$ ). This was also supported by another online survey conducted by William Stewart (2021) ([www.tes.com](http://www.tes.com)), %45 of teachers out of 1,003 demonstrated that their workload has increased in online teaching, %41 voted for somewhat; and also %10 claimed that it stayed the same. This also indicates that revising the teaching methods, the ways to engage students in online learning and monitoring them on online platforms by finding useful materials might cause the teachers ( $N=25$ ) to have increased workloads.

In addition, 27 of 95 teachers agreed and also strongly agreed that online teaching reduces communication among teachers and students ( $M=2.53$ ,  $SD=1.27$ ). This indicates that students may face some problems online such as lack of motivation, not clearly understanding the task or concept, some technical problems and those all factors may influence the motivation of the students. Moreover, 30.5% of teachers ( $N=29$ ) indicated that their colleagues don't like online teaching ( $M=2.54$ ,  $SD=1.32$ ). This shows that teachers share their experience with their colleagues, talk about the barriers and challenges to demonstrate or mention their reluctance towards online teaching. Even though 29 of 95 teachers have positive thoughts about online teaching, they may be affected by their colleagues and it can be seen as a barrier to online teaching.

The unexpected result of the part is related to the effective language learning process of students. 23.2% of teachers ( $N=22$ ) think that online teaching does not provide an effective language learning process for primary school students and it is an important barrier; while the other 23.2% of teachers ( $N=22$ ) have shown that they totally disagree with this idea ( $M=2.85$ ,

$SD=1.37$ ). This result may be composed of using different materials, several language philosophies of private schools, student population or strict transition into online teaching without any training.

**Table 4.2**

*Descriptive Statistics for Barriers That Affect the Adoption of Online Teaching*

Items	SA	A	N	D	SD	<i>M</i>	<i>SD</i>
1. I don't have enough technology experience.	<i>N</i> 1 % 1.1%	10 10.5%	8 8.4%	28 29.5%	48 50.5%	4.17	1.04
2. I don't have enough technical support.	<i>N</i> 3 % 3.2%	17 17.9%	10 10.5%	22 23.2%	43 45.3%	3.89	1.25
3. I don't have enough technical training.	<i>N</i> 2 % 2.1%	18 18.9%	15 15.8%	22 23.2%	38 40%	4.80	1.21
4. I don't have internet access.	<i>N</i> 0 %	4 4.2%	5 5.3%	23 24.2%	63 66.3%	4.52	.78
5. Online teaching increases my workload.	<i>N</i> 13 % 13.7%	20 21.1%	22 23.2%	25 26.3%	15 15.8%	3.09	1.28
6. Online teaching reduces communication.	<i>N</i> 13 % 13.7%	27 28.4%	24 25.3%	18 18.9%	13 13.7%	2.90	1.25
7. My colleagues don't like online teaching.	<i>N</i> 25 % 26.3%	29 30.5%	15 15.8%	16 16.8%	10 10.5%	2.54	1.32

8. Online teaching reduces my contact with students.	<i>N</i>	26	23	23	15	8	2.53	1.27
	%	27.4%	24.2%	24.2%	15.8%	8.4%		
9. Online teaching does not provide an effective language learning process for primary school students.	<i>N</i>	22	18	20	22	13	2.85	1.37
	%	23.2%	18.9%	21.1%	23.2%	13.7%		
Average							3.36	1.19

*The scale: (1=SA, 2=A, 3=N, 4=D, 5=SD).*

### 4.2.3. Research Question 3

*What are the common perceived incentives of online instruction for Primary School English Teachers?*

Primary school English teachers reported their perceived incentives towards online teaching via a five-point Likert-type scale. Table 4.3 shows their incentives towards online teaching on 13 items. According to the descriptive statistics, 95 primary school English Teacher's responses ranged from 2.75 to 4.02 (Table 4.3). The perceived incentives towards online teaching are evaluated as positive since the mean score represents that they responded to the items with a strong agreement ( $M=3.36$ ,  $SD=1.06$ ). out of  $M=5.00$ .

For the 'Strongly agree' and 'agree' statements, teachers ( $N=37$ ) responded that they have a chance to use different web-based materials while implementing online teaching ( $M=4.02$ ,  $SD=1.06$ ). This shows that teachers utilize varieties of web-based materials; by experiencing digital tools and materials, they feel more competent so far. Teachers ( $N=29$ ) mentioned that online teaching gives them and students access to class materials at any time ( $M=3.54$ ,  $SD=1.10$ ). If digitized materials are shared with the students, they may easily reach those materials with their technological devices; this accessibility is seen as an incentive factor

for those teachers. Besides, 35.8% of teachers ( $N=34$ ) considered online teaching as an advantage not only for accessibility but also giving them more media resources ( $M=3.83$ ,  $SD=1.10$ ). In a lesson process, they have the advantage of sharing the screen and making students watch provided video or exposing the students to listen to the target audio in the online process. It is stated above, by experiencing diverse web-based materials, 48.4% of teachers ( $N=46$ ) think that as an incentive online teaching helps them to improve their technology-use skills in education ( $M=4.02$ ,  $SD=.92$ ). Therefore, teachers consider that by conducting online lessons via web-based materials, they develop their digital skills.

For the 'neutral' statement, teachers ( $N=31$ ) showed that it is tough to decide whether online teaching is an incentive or not for better use of class time ( $M=3.46$ ,  $SD=1.04$ ). Online teaching can be flexible to run the lesson materials one by one without wasting time, but if the size of the classroom is taken into consideration; it may create differences in time management. Furthermore, teachers ( $N=34$ ) are not sure about online teaching coordination with different types of students ( $M=3.46$ ,  $SD=1.04$ ). The students may perform diverse learning styles such as; visual, auditory, reading and writing or kinaesthetic; online teaching may lack in meeting those students' educational needs. In addition, teachers ( $N=33$ ) have neutral perceptions towards the issue of online education providing better communication for students and instructors ( $M=2.78$ ,  $SD=1.17$ ). Those teachers' neutral idea on communication may come from verbal and non-verbal signs. In a face-to-face environment people feel more flexible while communicating with someone thanks to getting the verbal and non-verbal input immediately. Online platforms may be perceived as a totally virtual environment which does not feed communicative aims of the language teaching/learning process. Furthermore, teachers ( $N=27$ ) have shown that it is uncertain that all students can be observed online ( $M=2.77$ ,  $SD=1.21$ ). While a student is active in a classroom environment, that student may exhibit a shy or unconfident profile in an online process due to environmental factors; being watched by the

parents or the other people. On the other hand, teachers may miss some elements because they need to focus on lots of things at the same time. Those all criteria may have caused teachers to be neutral for that item.

Furthermore, teachers demonstrated 'neutral' perception of the items related to speaking ability of students, supporting language acquisition and facilitating the construction of target language. According to teachers ( $N=29$ ) it is ambiguous that online teaching supports the speaking ability of students ( $M=3.07$ ,  $SD=1.16$ ). As mentioned above, students may feel inconvenienced, especially at primary levels. While it is the main challenge to speak in a foreign language in a classroom environment, it can be another challenge for them to speak in a virtual environment. Also, teachers ( $N=35$ ) think that it is not clear that is online teaching supportive for the students to acquire the target language ( $M=3.12$ ,  $SD=1.06$ ); besides, 41.1% of teachers ( $N=39$ ) underlines their ambiguity on facilitating the construction of the target language of online teaching ( $M=3.17$ ,  $SD=1.05$ ). Language learning process is conducted with four main skills; speaking, listening, reading and writing. Even if one of them is not applicable properly, it can lead to difficult to resolving problems in language acquisition later on. Therefore, it is clearly seen that the majority of the teachers have neutral perceptions on incentives of online teaching towards language learning at primary levels.

Consequently, teachers ( $N=32$ ) scored 'Disagree' for the item related to online teaching that increases awareness of tasks ( $M=2.75$ ,  $SD=1.07$ ). This indicates that the online delivering process was not effective to make students aware of the provided task. The students may skip or miss the topics in the provided online lecture; or may not complete the given task with their whole attention and consciousness.

**Table 4.3***Descriptive Statistics for Incentives of Online Teaching*

Items		SA	A	N	D	SD	<i>M</i>	<i>SD</i>
1. Online teaching makes better use of class time.	<i>N</i>	17	21	31	19	7	3.23	1.18
	%	17.9%	22.1%	32.6%	20.0%	7.4%		
2. Online teaching gives teachers and students access to class materials at any time.	<i>N</i>	22	29	26	15	2	3.54	1.10
	%	23.2%	30.5%	27.4%	15.8%	3.2%		
3. Online teaching gives teachers more media resources (e.g. audios, videos, etc.).	<i>N</i>	31	34	16	11	3	3.83	1.10
	%	32.6%	35.8%	16.8%	11.6%	3.2%		
4. Online teaching provides the use of different web-based materials.	<i>N</i>	37	37	10	8	3	4.02	1.06
	%	38.9%	38.9%	10.5%	8.4%	3.2%		
5. Online Teaching supports technology-based skills of teachers.	<i>N</i>	30	46	12	5	2	4.02	.92
	%	31.6%	48.4%	12.6%	5.3%	2.1%		
6. It accommodates different types of students.	<i>N</i>	18	27	34	13	3	3.46	1.04
	%	18.9%	28.4%	35.8%	13.7%	3.2%		
7. Online teaching provides better communication for students and instructors.	<i>N</i>	10	13	33	25	14	2.78	1.17
	%	10.5%	13.7%	34.7%	26.3%	14.7%		
8. Online teaching increases awareness of tasks.	<i>N</i>	7	15	31	32	10	2.75	1.07
	%	7.4%	15.8%	32.6%	33.7%	10.5%		

9. Online teaching improves students' and instructors' technological skills.	<i>N</i>	26	46	16	5	2	3.93	.92
	%	27.4%	48.4%	16.8%	5.3%	2.1%		
10. All students can be observed with online system.	<i>N</i>	9	18	27	25	16	2.77	1.21
	%	9.5%	18.9%	28.4%	26.3%	16.8%		
11. Online teaching supports the speaking ability of students.	<i>N</i>	11	25	29	20	10	3.07	1.16
	%	11.6%	26.3%	30.5%	21.1%	10.5%		
12. Online teaching supports language acquisition.	<i>N</i>	10	24	35	20	6	3.12	1.06
	%	10.5%	25.3%	36.8%	21.1%	6.3%		
13. Online teaching facilitates the construction of target language.	<i>N</i>	12	21	39	18	5	3.17	1.05
	%	12.6%	22.1%	41.1%	18.9%	5.3%		
Average							3.36	1.19

The scale: (1=SD, 2=D, 3=N, 4=A, 5=SA).

#### 4.2.4. Research Question 4

*Is there a significant difference between teachers whose ages are different in their attitudes towards online teaching, the barriers they have experienced and their experience with educational technologies?*

One-way ANOVA was conducted in order to investigate the differences among ages of English teachers concerning three questionnaire parts: Attitudes, Barriers and Experience with Educational Technologies. Attitudes, Barriers and Experience with Educational technologies were completed as the independent variables, and ages of the participants as the

dependent variable. While analyzing the data one of the 95 participants was handled as an 'outlier' due to being the only participant whose age is between 51-60 rank.

Results of the one-way ANOVA failed to reject null hypothesis ( $F(2, 91)=.542$ ,  $p=.586$ ). As shown in Table 4.4, there was no statistically significant difference between mean attitude scores of different age groups (range between 20-30, 31-40 and 41.50). It means that teachers from all ages had similar attitudes towards online teaching.

**Table 4.4**

*One-way ANOVA Table of Mean Attitude Scores of Different Age Groups*

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	.735	2	.36	.542	.586
Within Groups	61.702	91	.67		
Total	62.436	93			

Results of the one-way ANOVA failed to reject null hypothesis ( $F(2,91)=.410$ ,  $p=.665$ ). As shown in Table 4.5, there was no statistically significant difference between mean perceived barriers scores of different age groups (range between 20-30, 31-40 and 41.50). It means that teachers from all ages had similar perceived barriers towards online teaching.

**Table 4.5**

*One-way ANOVA Table of Mean Perceived Barriers Scores of Different Age Groups*

	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>F</i>	<i>Sig.</i>
Between Groups	.558	2	.27	.410	.665
Within Groups	61.868	91	.68		
Total	62.426	93			

Results of the one-way ANOVA failed to reject null hypothesis ( $F(2, 91)=.542$ ,  $p=.586$ ). As shown in Table 4.6, there was no statistically significant difference between mean experience with educational technology scores of different age groups (range between 20-30, 31-40 and 41.50). It means that teachers from all ages had similar attitudes towards online teaching.

**Table 4.6**

*One-way ANOVA Table of Mean Experience with Educational Technology Scores of Participants' Different Age Groups*

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	.735	2	.36	.542	.584
Within Groups	61.705	91	.67		
Total	62.436	93			

#### **4.2.5. Research Question 5**

*Is there a significant difference between the literature graduates and English*

*Language Teachers in their attitudes, perceived barriers and incentives?*

An independent *t*-test was conducted to investigate the literature graduates and English Language Teaching graduates' mean scores of attitudes, the barriers, and incentives towards online teaching. The overall results of the parts are shown in Table 4.7.

**Table 4.7***Independent t-test Overall Differences in Major: Attitudes, Barriers and Incentives*

Parts	<i>N</i>	<i>M</i>	<i>Std. Deviation</i>	<i>t</i>	<i>df</i>	<i>Sig.</i>
Attitudes Towards Online Teaching						
English Language Teaching	50	3.32	.79			
English Literature	25	3.40	.86			
Barriers That Affect the Adoption of Online Teaching						
English Language Teaching	50	3.30	.76			
English Literature	25	2.48	.96			
Incentives of Online Teaching						
English Language Teaching	50	3.36	.92			
English Literature	25	3.32	.90			

The difference in English literature graduates' ( $M=3.40$ ,  $SD=.86$ ) and English Language Teaching graduates' ( $M=3.32$ ,  $SD=.79$ ) attitudes towards online teaching was not statistically significant ( $t(73)=-0.39$ ,  $p=0.493$ ) as shown in Table 4.7. It means that teachers from two different majors had similar attitudes towards online teaching.

The difference in English literature graduates' ( $M=2.48$ ,  $SD=.96$ ) and English Language Teaching graduates' ( $M=3.30$ ,  $SD=.76$ ) perceived barriers towards online teaching was not statistically significant ( $t(73)=-0.88$ ,  $p=.111$ ). as shown in Table 4.7. It means that teachers from two different majors had similar perceived barriers towards online teaching.

The difference in English literature graduates' ( $M=3.32$ ,  $SD=.90$ ) and English Language Teaching graduates' ( $M=3.36$ ,  $SD=.92$ ) incentives towards online teaching was not statistically significant ( $t(73)=.179$ ,  $p=.571$ ) as shown in Table 4.7. It means that teachers from two different majors had similar incentives towards online teaching.

## 5. DISCUSSION

Final chapter presents the general overview of the study, summary of the research context; and discussion of overall findings. The chapter also includes implications of findings, and the limitations of the study. Finally, recommendations for further studies are provided.

### 5.1. Overview of the Study

The purpose of the study was to investigate common challenges and to understand the Primary School Turkish-English teachers' perceptions towards online teaching and gain insights into those teachers' experiences during online teaching. The participants of the study are 95 primary school Turkish-English teachers who deliver core English and teach in private schools in Turkey. Teachers indicated their perceptions through a questionnaire. Quantitative data from the questionnaire were analyzed with descriptive statistics, one-way ANOVA and an independent *t*-test. Research based on quantitative data to address research questions of the study:

1. What are the attitudes of Primary School English Teachers towards online instruction?
2. What are the perceived barriers of online instruction by Primary School English Teachers?
3. What are the common perceived incentives of online instruction for Primary School English Teachers?
4. Is there a significant difference between teachers whose ages are different in their attitudes towards online teaching, the barriers they have experienced and their experience with educational technologies?

5. Is there a significant difference between the literature graduates and English Language Teachers in their attitudes, perceived barriers and incentives?

## 5.2. Discussion of Findings

### **Teachers reported that they adapted themselves into online teaching to teach English**

The rapid transition to online teaching forced the teachers to become successful in teaching online and to be competent in online instruction by ignoring their professional engagement. Teachers in this study ( $N=51$ ) stated that it was a smooth process to adapt themselves to online teaching to teach English.

Moser et al., (2021) claims that teachers and students could not adapt themselves into online education. Furthermore, it is also added that they feel insecure adapting to online teaching without examples of lessons, tools, assessment or contexts for students' language development.

Moreover, some studies suggest that most teachers couldn't adapt themselves into online teaching in terms of losing the advantages of face-to-face instructional design that protects the engagement and relationship in a classroom setting; this situation requires help adapting teachers to teach successfully in an online environment (Taylor & McQuiggan, 2008). However, in the current study, the-self reported data represents that those 51 teachers do not need support to adapt themselves to teach English in an online setting even they had to switch quickly.

### **Teachers do not find an effective way to teach English to primary school students in online**

The current study results indicated that students did not have the language learning process that developed students' language skills. In Hijazi and Alnatour's study (2018), it was

conducted that students' achievement did not show differences in virtual and classroom settings. However, the same research also notices that students are getting used to the new way of learning; with this way they may be more competent in the future even they did not perform a successful process. The reason for being incompetent could be related to abrupt transition to online because with the closure of the schools, students and teachers found themselves in an unplanned online system. They did not have time to discover how to manage their digital skills and learning process. Furthermore, the same study claims that while the primary students were dealing with using new technology to enrol in the language class, they were also expected to improve their language competencies in English. While they were getting used to the online system, they lacked of the ability to develop their basic language skills. Moreover, the research conducted by Al-maqtri (2014) found out that possible outcomes such as lack of motivation, paving more ways for cheating, and finally procrastinating acquisition of language skills do not make the English language teaching/learning process better. Lack of motivation and repeating each other's answers without following their own tasks reduced the chance of effective observation and feedback provided by teachers. Therefore, to conduct an effective language teaching process; some concepts needed to be considered beforehand. In this case, according to the researcher, they needed a little more time to show the effectiveness of learning online because the results of the current study also support that the students could not develop their language skills in online teaching. The reason for not finding an effective way to teach English to primary school students online may be due to trying to see the thriving effects of this new system by ignoring the adaptation process of students.

Students might find it easier to communicate with teachers face to face as they will have time to find teachers in break times. Han & Tösten (2016) resulted that the high-level of student-teacher communication enables students to achieve their objectives and their life qualities. So that 27 teachers of current study suffered from limited communication in online

lessons so they stated communication in online teaching as a barrier due to not letting students achieve their speaking goals. According to another study conducted by Alawamleh et al., (2002), online teaching was found to have an impact on student-teacher interaction which resulted in decrease in students' productivity levels. That finding completely matches the teachers' view of communication as a barrier in online teaching.

### **Teachers agree that they developed their technical skills by using web-based materials in online**

Teachers claimed that use of web-based materials to conduct the lessons such as; PPT, Microsoft office programs, electronic bulletin boards, pictures and videos made them more competent in technical skills. The findings of Williams' research (2017) represented that teachers' technology skills show differences from their teacher education program to professional development training and they support the idea that technology skills that teachers have, are valuable elements for the profession of teaching. 29 teachers stated that online teaching supported the use of different web-based materials and technological skills. Online teaching tools helped teachers to be more effective in delivering the lessons, responding to the student emails (Adebo, 2018). It is clear from these responses that in the sudden transition to online teaching, teachers found that they are actively using those tools. As a result, they see themselves more competent in web-based skills and were directly affected by the process positively.

### **Teachers believe that they can teach online without having technical training**

In addition, teachers listed some barriers that influenced the online teaching process negatively. However, their perceptions towards technical training were the most notable one. Teachers ( $N=48$ ) indicated that technical training is not a barrier for them. They were not in the need of getting extra workshop related to sharing screen, playing audio, managing the

participants in a meeting session and the other Information and Communication Technologies (ICT) related topics. In the previous research of Almerich et al., (2011), teachers were found to seek support for training on how to use computer, fundamental applications and ICT tools which would help them offer advanced education to their students. Furthermore, only 2 teachers indicated that they lacked of technical training by showing this issue as a barrier. Conversely, half of the teachers trust their ICT skills and technical trainings that they acquired as a student, in professional life or optionally or due to being exposed to the technology a lot in the 21<sup>st</sup> century.

### **Teachers are not sure whether online teaching support language learning or not**

The results indicated that the majority of teachers ( $N=29$ ) have ambiguity related to online teaching in developing the speaking ability of students, language acquisition and facilitating the construction of language processes. They had a neutral side toward those processes which were conducted online. In recent research, Hazaymeh (2021) reported on online learning on developing language proficiency, English Foreign Language (EFL) students stated that online learning enhances students' language process. Moreover, Hazaymeh's study (2021) also indicated that reading skill as the first skill that is acquired successfully by presenting writing skill as the lowest one. Even if this study could not state an exact idea about the specific skills of learning a language process; the general perspective was related to the effect of online teaching on language learning is unclear. The reason for this situation may be related to having less time to organize effective curriculum and instruction for online English courses to revise four major skills; reading, writing, listening and speaking.

Another interesting fact is related to the effectiveness of online learning in primary levels. For that statement, 22 teachers defined the process as ineffective; the other 22 teachers were totally positive towards the process. Moreover, according to a study which was conducted

in Turkey, the findings of the questionnaire showed that the online process was fun to do homework, use information technologies; merely 93% of the students preferred to learn face-to-face (Senel & Kahramanoğlu, 2018). Even if, at first sight, online teaching can be stated as an alternative way for education, sometimes it could be ineffective for the students. With this way, students may tend to miss the lesson or focus on other things such as; video games, chat rooms etc., join the lessons with incomplete tasks or lack of motivation which are highly important for the language learning process. These all factors may affect the decision making process of teachers about teaching English online.

### **5.3. Implications for Practice**

Sudden transition from face-to-face teaching to online teaching was known that it did not cause the English language teachers to experience any adverse effect on their adaptation process as they used innovative tools (Nasr, 2020). Participants in this current study with 95 English language teachers also showed that they did not experience many challenges although the adaptation may show differences for each person when their other out of school duties are considered. However, adapting one's teaching to online platforms does not mean that a teacher knows how to use computer effectively or manage the online classrooms. Teachers also need to be knowledgeable and skilful to design and conduct the lessons to meet students' educational needs rather than simply transmitting the information. Schools must have an in-place system which provides continuous support for their teachers to learn how to design effective lessons for online or hybrid classrooms as needed. Although the circumstances with the pandemic have changed for the better, studies show that using online learning platforms increased teachers' ICT skills. Koehler & Mishra (2005) stated that technology-based education lets teachers improve their software and hardware skills. By experiencing the online teaching, they became more competent in the use of ICT. Moreover, collaborative planning and reflection sessions

which can be held regularly at schools to share best practices among teachers would provide support for their implementation of better strategies in online teaching or use of materials and tools better to adapt the teaching and learning tasks.

Teachers in this current study perceived the online process of language teaching and learning as 'ineffective' and indicated they have got neutral opinions on acquiring the target language. This thought must be further explored to ensure that it is not rooted because of the lack of appropriate use of digital tools, materials and applications for the best learning opportunities. Online teaching requires teachers to choose the most appropriate ICT tools for students' age, cognitive levels, attention span, background knowledge and experience with the tool even more their learning in an online setting.

Therefore, it will be helpful for schools to provide support for their teachers to re-organize their teaching plans and adapt their materials to online settings. In such a planned support, teachers must be trained to use appropriate tools and learning engagements for primary school students and for English language teaching.

Furthermore, the findings of the study showed that communication between students and teachers is one of the essential barriers in online teaching. In order to decrease the communication barrier between students and teacher, synchronous communication-based lessons should be planned; or teachers should support the students to text messages or use e-mail to communicate. Messages are essential for letting students talk to their teachers in online learning platforms; and course messages and e-mails are the ways to communicate in online settings (Mayende et al., 2017). When it's considered to be cost free, Google Classroom can be used for a virtual classroom environment which offers fast communication between teachers and students. This communication can happen as a student post below teachers' shared materials and assignments or via e-mail through the platform. Since primary school students

are young enough to deal with several different platforms for different purposes; and this type of a virtual classroom would allow them to engage quickly.

The fact that the teachers believe that they are technically competent does not mean they do not require further in-service trainings. As stated in the literature, ‘digital immigrant’ teachers are currently instructing ‘digital natives’. Although they have a good understanding of technology and technical equipment, they should continue to follow the technological innovations in the area of education and they need to review their prior knowledge according to technological trends.

Finally, the process of learning a language already has its own challenges. It requires being competent in many skills. On the basis of online education, four basic skills of language learning: reading, writing, listening and speaking should be examined separately, and students' behaviors related to these skills should be assessed and evaluated for better acquisition. Online teaching should be designed to improve primary school students' four basic language skills through in-class activities that are appropriate for their levels.

#### **5.4. Implications for Further Research**

The purpose of the study was to investigate Primary School Turkish-English teachers’ challenges and perceptions towards online teaching and to gain insight into experiences during online teaching. Although it was stated in this study that teachers did not see online teaching as a barrier, the physical, educational, cognitive and behavioral aspects of their adaptation were not examined separately but were evaluated as whole. Therefore, there is a need to explore the differences in teachers’ perspectives of online teaching adaptation to gain deeper insights.

Primary school Turkish-English teachers’ perceptions towards online teaching regarding their experiences with educational technology, their attitudes, perceived barriers and

incentives were investigated in this study. However, the findings were limited to responses from Turkish-citizen English teachers who work in private schools. A similar study should be conducted with a larger population involving public school teachers or with the teachers from different nationalities. With this way, MoNEP could revise its curriculum towards online teaching and learning.

Although this current study was focused on teachers' perspectives, students also experienced this sudden change from face-to-face learning to online. Therefore, a study involving primary school students should be conducted to determine the attitudes of primary school students' attitudes towards online education who face challenges due to their age and background knowledge. This research may reveal in which areas of teaching and learning, teachers or schools need to make carefully planned revisions and improvements. In this way, primary school students' learning needs can be better, and the problems that may arise as a result of the transition to fully online teaching and learning can be minimized.

### **5.5. Recommendations**

1. Provide primary school English teachers workshops related to how to deliver online instruction in an online system.
2. Prepare and plan workshops for the language teachers for increasing students' English language abilities.
3. Providing computers for teachers to use whether at home or school; and the option for the teachers to have internet access to work from a distance.
4. Encourage the students to keep in touch with the teachers in an online system.
5. Adapt the lesson materials into an online system by supporting the use of web-based materials; and create varieties in those plans.

6. Plan regular technology-based seminars to improve teachers' technological skills, to let parents assist the students in the process, to make students informed about how to use technology effectively in the education area.
7. Support the teachers to make them active in the teaching process, to improve their skills in teaching language online.
8. Adjust the curriculum or create alternative curriculum plans by considering the possibility of education will be fully online in the future.

### **5.6. Suggestions for Future Research**

Based upon the results of the study, researcher presents some suggestions for future research:

1. It is suggested that the study should be conducted with more English teachers to analyse the perceptions of Turkish-English teachers towards online teaching, in Turkey. It would give more broad data in accordance with their demographic information.
2. It is suggested that the study should include open-ended questions to measure the students' language competences and teachers' attitudes in an online setting better. Although the current study collects general information about the language teaching process, qualitative data could provide a language-focused process.
3. It is suggested for future studies, the research should be conducted in a normal standard of life. Thus, teachers were exposed to the online teaching in Covid-19 pandemic process; this situation may show differences in their online teaching abilities due to being in the pandemic process. Their perceptions towards online may have differences.
4. It is suggested that similar studies should be conducted regularly to give information about current situations (technological equipment of schools and students' or teachers'

digital competences); in a quick transition to online education, the alternative curriculum should be ready to implement.

## 5.7. Conclusion

The aim of the study was to investigate primary school Turkish-English teachers' perceptions towards online teaching process: challenges and experiences, in Turkey. Additionally, the study measured the use of educational technologies, teachers' overall attitudes; perceived barriers, incentives toward online instruction.

The study was conducted in the 2021-2022 academic year. Moreover, the participants of the study were Turkish-English teachers who teach in private primary schools in Turkey. The study included 95 participants (N=95) consisting of 10 males (10.5%) and 85 females (89.5%).

According to the results of the study, the conclusions can be presented as follows:

1. The overall attitudes of Turkish-English teachers towards online teaching were positive with the mean of 3.40 ( $SD=1.17$ ). It is conducted that the majority can adapt online teaching to teach English; it was not a challenging process for the English language teachers ( $M=4.08$ ,  $SD=.65$ ). However, it does not affect the language ability of students in a successful way ( $M=2.92$ ,  $SD=1.43$ ).
2. The overall perceived barrier of Turkish-English teachers towards online teaching was nearly positive with the mean of 3.36 ( $SD=1.19$ ) out of  $M=5.00$ . The teachers stated that there were some barriers which have an influence on perceptions of those teachers 3.36 ( $SD=1.19$ ). The major barrier which was obtained from participants was related to getting in touch with students ( $M=2.53$ ,  $SD=1.27$ ). The least barrier was having enough technical training ( $M=4.80$ ,  $SD=1.21$ ).

3. The overall incentives of Turkish-English teachers towards online teaching were positive with a mean of 3.36 ( $SD=1.06$ ). There were two major incentives which were obtained from the participants, which were related to providing the use of different web-based materials ( $M=4.02$ ,  $SD=1.06$ ); and supporting teachers' technological literacy ( $M=4.02$ ,  $SD=.92$ ). It is conducted that they had a chance to use several educational technology-related materials and they gained or improved their technology skills.
4. Teachers' attitudes and ages are not significantly different from each other ( $F(2, 91)=.542$ ,  $p=.586$ ). Teachers' perceived barriers and ages are not significantly different from each other ( $F(2, 91)=.410$ ,  $p=.665$ ). Teachers' experience with educational technologies and ages are not significantly different from each other ( $F(2, 91)=.542$ ,  $p=.584$ ).
5. There were no statistically significant differences between English literature graduates' and English Language Teaching graduates' attitudes toward online teaching, with  $t(73)=-0.88$ ,  $p=0.111$ . The mean of the overall attitudes of English Language Teaching graduates' is 3.30,  $SD=.76$ ; and also English literature graduates' is 2.48,  $SD=.96$ . There were no statistically significant differences between English literature graduates' and English Language Teaching graduates' encountered barriers toward online teaching, with  $t(73)=-0.63$ ,  $p=0.315$ . The mean of the overall attitudes of English Language Teaching graduates' is 3.34,  $SD=1.16$ ; and also, English literature graduates' is 2.54,  $SD=1.24$ . There were no statistically significant differences between English literature graduates' and English Language Teaching graduates' incentives toward online teaching, with  $t(73)=.179$ ,  $p=0.493$ . The mean of the overall attitudes of English Language Teaching graduates' is 3.36,  $SD=.92$ ; and also, English literature graduates' is 3.32,  $SD=.90$ .

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**Appendix (A): Google-Forms Consent****Consent Statement**

Online teaching is an education system over technology-based instruction. With a pandemic lockdown process, the new education systems have rapidly been forming in order to provide continuity of education. With some changes in the education system online learning has become one of the best alternative ways in schools. Furthermore, online learning has highly affected not only curriculum but also primary school English teachers' teaching process. This study aims to investigate 'Primary School Turkish English Teachers' Perceptions Towards Online Teaching Process: Challenges and Experiences'. Survey consists of 5 different parts and in these parts, there are 54 items; demographic information, educational technologies, attitudes, barriers and incentives. The survey will take approximately 10-15 minutes.

Thank you for your cooperation.

Gözde Sari

MA Curriculum and Instruction

Yeditepe University

Participation in this study is completely voluntary. All information provided will be kept confidential. Do you accept to participate in this research?

Yes / No

**Appendix (B): Questionnaire****Online Teaching Questionnaire**

Online teaching is the key element of this study. Online teaching is an education system over technology-based instruction.

**Part I: Demographic Information**

Please fill out or place a check mark beside the appropriate entry of each of the following items:

**1- What is your gender?**

Male  Female

**2- What is your age?**

\_\_\_\_\_ Years.

**3- How many years have you been in teaching?**

\_\_\_\_\_ years

**4- In which grade/s do you teach?**

\_\_\_\_\_

**5- What is your major?**

\_\_\_\_\_

**6- What is your highest academic degree that you have completed?**

- Bachelor's Degree
- Master's Degree
- Doctoral Degree
- Other, \_\_\_\_\_

**7- For how many years have you used a computer?**

\_\_\_\_\_ years

**8- For how many years have you used the Internet?**

\_\_\_\_\_ years

**9- Do you have a computer which is provided by the school?**

- Yes  No

**10- What is your previous personal experience with online teaching?**

- No previous experience with online teaching.
- Previous experience as a student.
- Previous experience as an instructor.
- Indicated both experience as a student and instructor.



## **Part II: Experience with Educational Technologies**

How good are you at using these educational technologies? Rate these statements with the following scale:

**1= No Experience; 2= Poor; 3= Average; 4= Somewhat Good; 5= Very good**

**1= No Experience; 2= Poor; 3= Average; 4= Somewhat Good; 5= Very good**

ITEM	1	2	3	4	5
1. Google Classroom, Zoom					
2. Learning Management Systems (e.g., Blackboard, Moodle, etc.).					
3. Microsoft Office PowerPoint.					
4. Microsoft Office Word.					
5. E-mail programs (e.g., Microsoft Office Outlook, Gmail, Hotmail, Yahoo, etc.).					
6. Web search engines (e.g., Google, Yandex, Chrome, Yahoo, etc.).					
7. Electronic bulletin boards.					
8. Pictures					
9. Videos					
10. Other					

### **Part III: Attitudes toward Online Teaching**

For each statement, please place a check mark (✓) that indicates the extent to which you agree or disagree with the statement using the following rating scale:

**SD= Strongly Disagree; D= Disagree; N= Neutral; A= Agree; SA= Strongly Agree**

ITEM	SD	D	N	A	SA
1. I become slightly more positive with online teaching.					
1. I am interested in implementing online teaching for my courses.					
1. I can adapt to online teaching to teach English.					
1. Administrators believe that online teaching/learning is important.					
1. Online teaching enables administrators to observe the education on the internet and it makes me feel supported.					
1. Online learning helps students to learn English in a convenient way.					
1. Online lessons increase students' achievement in English.					
1. Online Learning considers the differences in learning styles of students.					
1. Online teaching increases my teaching satisfaction.					

### **Part IV: Barriers That Affect the Adoption of Online Teaching**

For each statement, please place a check mark (√) that indicates the extent to which you agree or disagree with the statement using the following rating scale:

**SD= Strongly Disagree; D= Disagree; N= Neutral; A= Agree; SA= Strongly Agree**

ITEM	SD	D	N	A	SA
1. I don't have enough technology experience.					
2. I don't have enough technical support.					
3. I don't have enough technical training.					
4. I don't have internet access.					
5. Online teaching increases my workload.					
6. Online teaching reduces communication.					
7. My colleagues don't like online teaching.					
8. Online teaching reduces my contact with students.					
9. Online teaching does not provide an effective language learning process for primary school students.					

### **Part V: Incentives of Online Teaching**

For each statement, please place a check mark (✓) that indicates the extent to which you agree or disagree with the statement using the following rating scale:

**SD= Strongly Disagree; D= Disagree; N= Neutral; A= Agree; SA= Strongly Agree**

ITEM	SD	D	N	A	SA
1.. Online teaching makes better use of class time.					
2.. Online teaching gives teachers and students access to class materials at any time.					
3. Online teaching gives teachers more media resources (e.g., audios, videos, etc.).					
4. Online teaching provides the use of different web-based materials.					
5. Online Teaching supports technology-based skills of teachers.					
6. It accommodates different types of students.					
7. Online teaching provides better communication for students and instructors.					
8. Online teaching increases awareness of tasks.					
9. Online teaching improves students' and instructors' technological skills.					
10. All the students can be observed with online systems.					
11. Online teaching supports the speaking ability of students.					
12. Online teaching supports language acquisition.					
13. Online teaching facilitates the construction of target language.					

## Appendix (C): Permission

**KHALID HUSSAIN MOUKALI**

Alic: ben ▾

Hello,

You have my permission to use the instrument of my research entitled " Factors That Affect Faculty Attitudes Toward Acoption of Technology-Rich Blended

Good luck!

Dr. Khalid H. Moukali

**Gozde Sari**

Dear Moukali,

It is a great pleasure to contact you again. I am Gözde Sari, a master student in Curriculum and Instruction Program in Yeditepe University, Turkey. If you remember, I asked permission to adapt your scale which is used for "Factors That Affect Faculty Attitudes Toward Adoption of Technology-Rich Blended Learning" on November 18th, 2020. You answered my email by giving permission to use the instrument of your research.

However, while I was working on "Blended Learning", I had to change my thesis into "Online Teaching" with the feedback of my professors. The revised title of my research is "Primary School Turkish English Teachers' Perceptions Towards Online Teaching Process: Challenges and Experiences". Your English survey is still satisfying my expectations with its six different parts;

Demographic Information,  
Experience with Educational Technologies,  
Attitudes toward Blended Learning,  
Barriers that Affect the Adoption of Blended Learning,  
Incentives of Blended Learning,  
Open-Ended Questions

However, I need to make some alterations (by adding, eliminating or changing the sections) in order to adapt it to my "Online Teaching" research. Therefore, I need your permission to adapt your scale by making some alterations. I am looking forward to hearing from you.

Best Regards,  
Gözde Sari