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**THE CHALLENGES OF SECONDARY SCHOOL
ENGLISH TEACHERS IN ONLINE EDUCATION DURING
COVID-19 PERIOD: THE EXPERIENCES OF TEACHERS
IN STATE AND PRIVATE SCHOOLS**

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THE CHALLENGES OF SECONDARY SCHOOL ENGLISH TEACHERS IN
ONLINE EDUCATION DURING COVID-19 PERIOD: THE EXPERIENCES OF
TEACHERS IN STATE AND PRIVATE SCHOOLS

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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.

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ABSTRACT

THE CHALLENGES OF SECONDARY SCHOOL ENGLISH TEACHERS IN ONLINE EDUCATION DURING COVID-19 PERIOD: THE EXPERIENCES OF TEACHERS IN STATE AND PRIVATE SCHOOLS

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The COVID-19 pandemic that started in early 2020 triggered a swift and largely unprepared shift from conventional to online instruction, globally. This study investigates the impact of this transition on middle school English language teachers in Turkey, within both public and private education sectors. It assesses the challenges teachers faced, their readiness levels, the psychological difficulties they experienced, and the strategies they employed to adapt to the new teaching modality. The study utilizes a sequential explanatory method, commencing with quantitative data gathered from a 30-item questionnaire to outline participants' experiences and perceptions, followed by in-depth qualitative interviews. The study highlights the resilience of teachers in the face of unforeseen difficulties, their innovative approaches to ensuring continued education, and the need for institutional support. It provides insights that could be instrumental in improving remote teaching practices and shaping policies in the current context of the pandemic and potential future instances of similar crises.

*Keywords: Online instruction, COVID-19, Middle School Teachers,
Public and Private Schools*

ÖZ

COVID-19 DÖNEMİ ÇEVİRİM İÇİ EĞİTİMDE ORTAOKUL İNGİLİZCE ÖĞRETMENLERİNİN YAŞADIĞI ZORLUKLAR: DEVLET OKULLARI VE ÖZEL OKULLARDAKİ ÖĞRETMENLERİN DENEYİMLERİ

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2020'nin başlarında başlayan COVID-19 pandemisi, dünya genelinde geleneksel eğitimden çevrimiçi öğretime hızlı ve büyük oranda hazırlıksız bir geçişe neden oldu. Bu çalışma, bu geçişin Türkiye'deki hem devlet hem de özel eğitim sektöründeki ortaokul İngilizce öğretmenleri üzerindeki etkisini araştırmaktadır. Öğretmenlerin karşılaştığı zorlukları, hazırlık seviyelerini, yaşadıkları psikolojik zorlukları ve yeni öğretim biçimine uyum sağlamak için kullandıkları stratejileri değerlendirir. Bu çalışma, katılımcıların deneyimlerini ve algılarını belirlemek için 30 maddelik bir anketten toplanan nicel verilerle başlayarak sıralı açıklayıcı bir model kullanmaktadır. Nicel verilerin ardından ayrıntılı nitel görüşmeler yapılmaktadır. Çalışma, öğretmenlerin beklenmedik zorluklar karşısındaki direncini, sürekli eğitimi sağlamak için kullandıkları yenilikçi yaklaşımları ve kurumsal desteğin gerekliliğini vurgulamaktadır. Pandeminin şu anki bağlamında ve benzer krizlerin potansiyel gelecekteki örneklerinde uzaktan öğretim uygulamalarını iyileştirmek ve politikaları şekillendirmek için faydalı bilgiler sağlar.

*Anahtar kelimeler: Online öğretim, COVID-19, Ortaokul Öğretmenleri,
Devlet Okulları ve Özel Okullar*

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LIST OF ABBREVIATIONS

ICT	Information and Communication Technology
COVID-19	Coronavirus Disease 2019
IT	Information Technology
EFL	English as a Foreign Language
ELT	English Language Teaching



CHAPTER I

INTRODUCTION

The COVID-19 pandemic has had a significant impact on education worldwide, with school closures affecting over 1.5 billion students in over 190 countries at the peak of the pandemic. The shift to online learning has been the main response to the pandemic's impact on education. However, the sudden switch to online learning has highlighted the digital divide in many countries, with disadvantaged students struggling to access online resources. This situation has widened the achievement gap, as students from disadvantaged backgrounds are more likely to face barriers to learning during school closures (UNESCO, 2020).

Moreover, prolonged school closures and the shift to online learning have raised concerns about the long-term impact on students' academic progress and social-emotional development. Research conducted during the early stages of the pandemic found that students' academic performance declined during school closures, and the learning loss was more significant for disadvantaged students (Kuhfeld et al., 2020).

Additionally, prolonged school closures and social distancing measures have limited students' opportunities for social interaction and extracurricular activities, which play an essential role in their overall development (UNESCO, 2020). Therefore, the COVID-19 pandemic has highlighted the need for countries to address the digital divide and invest in innovative solutions to mitigate the pandemic's impact on education.

The COVID-19 pandemic has also had a significant impact on teachers, who have had to adapt to new teaching methods and cope with increased workloads and stress levels. The sudden shift to remote learning has required teachers to quickly learn new technologies and adapt their teaching methods to a virtual environment creating additional stress and workload.

Moreover, the pandemic has also created concerns about the health and safety of teachers. A survey by the American Federation of Teachers found that many teachers were worried about their health and safety during the pandemic (American Federation of

Teachers, 2021). This concern has led to calls for increased support and resources to ensure the health and safety of teachers during the pandemic.

1.1. Background to the Study

It's critical to use technology when learning. Technology can be applied in a variety of ways to aid in the learning process, including organizing and providing lesson plans for students, facilitating interaction between students, teachers, and parents at any time, and simulating, visualizing, and interacting with scientific structures, methods, and models (Bajcsy, 2002).

Moreover, the move to online teaching and learning is not a new phenomenon. Long before the COVID-19 outbreak, technology was being used in the educational process. Technology use is crucial in the current millennium to assist teaching and learning processes and make subjects more engaging for students. Today, replacing traditional learning methods with the use of technology or digital content is a highly feasible alternative (Alrubaie et al., 2020)

Hence, technology has become an integral part of English language teaching (ELT) in recent years, offering innovative and effective ways to engage learners and enhance their language proficiency. According to Warschauer and Healey (1998), technology can promote communication and interaction, increase access to authentic materials, and provide learners with opportunities for autonomous learning. For instance, using online discussion forums and video conferencing tools can help students practice their speaking and listening skills with native speakers and peers from different countries (Kern, 1995).

Moreover, technology can facilitate the integration of multimedia resources, such as videos, podcasts, and games, into language lessons, making them more engaging and interactive (Sáez, 2009). Overall, technology has the potential to transform traditional ELT practices and enable educators to meet the diverse needs and preferences of their learners more dynamically and flexibly.

The development of digital tools has also given language teaching and learning new dimensions. According to Al-Mutairi and Al-Qallaf (2015), digital learning may have a significant impact on English teaching and learning when combined with other types of

learning activities. Even though traditional education is supported by a lot of digital learning technology, these digital tools have developed over time to help students learn things that are relevant to their daily lives. Khan (2016) also carried out an empirical study on the attributes of e-learning in Saudi Arabian EFL instruction. His study included both teachers and students as samples, and the findings similar to the previous study suggested that online learning might be quite advantageous because of all the resources offered by online courses.

Moreover, technology can also support the integration of task-based learning approaches in ELT (Ellis, 2003). By using technology to create authentic and meaningful tasks, such as online research projects or group projects, educators can help learners develop a range of language skills and strategies, as well as content knowledge (Kessler & Bikowski, 2010). Overall, the use of technology in ELT has the potential to transform traditional language teaching practices and enable educators to meet the diverse needs and preferences of their learners more dynamically and flexibly.

However, as Warschauer and Healey (1998) note, the effective use of technology in language teaching requires careful consideration of a range of factors, including pedagogical principles, learner characteristics, and technological affordances and constraints.

1.2. Statement of the Problem

While literature suggests that digital tools are important components of language learning, the absence of face-to-face interaction is one issue with digital learning. According to Schultz (2001) and Fielder (2003), online education may result in a communication breakdown that could deter students from utilizing the specific response provided by teachers or other students, which could harm academic performance. According to Vygotsky (1978), learning happens when people start to communicate, share, and exchange experiences in a social setting.

Therefore, it is crucial to emphasize that learning a language is specifically about interactions and that one can only become proficient via practice and the sharing of life experiences. To do that, the environment in which communication takes place is crucial, yet online platforms lack traditional social settings where people can interact and

communicate ideas through verbal and nonverbal signs. Physical distance may harm learning once these components are absent from a conversational situation (Dautbai & Saraevi, 2020).

However, aside from the physical absence of the students and teachers, Eady and Lockyer (2013) state that while digital learning is a significant part of the language learning experience, it also presents significant challenges for teachers in terms of organizing learning activities and carrying out all other components of the teaching and learning process.

Aziz et al. 2014, meanwhile, listed several benefits of online learning and drawbacks. Online education was discovered to be more effective, efficient, and affordable than in-person instruction. They did mention that online education has drawbacks, though. "Technological problems, staff acceptance, and lack of desire from teachers and pupils" were some of them.

Kebritchi et al., 2017 also stated that the lack of high-quality instruction, institutions, and resources has prevented many English language learners from achieving their targeted goals, despite the phenomenal rise of online English language teaching. Numerous studies have also shown that some students lack the necessary online learning skills, which prevents them from successfully participating in online classes.

For students, proficiency in digital learning is crucial. According to Wahyuni and Bayu (2020), student differences can lead to different experiences with online learning because, while some students try to adjust to completing their education online, others might struggle to comprehend the fundamentals of computer skills to continue their online education. Therefore, it may be concluded that although digital learning may initially be thought of as an efficient teaching tool, teachers and students may experience some communication challenges in the real world.

1.3. Purpose of Study

As the experiences of teachers of online teaching in emergencies such as COVID-19 are important to successfully develop and enhance online learning, online teaching of foreign language practices is mentioned that they may be enhanced with the feedback and suggestions collected from the teachers. Although much research about online teaching

practices have been conducted in recent years, the experiences, and difficulties in online teaching especially during and after the pandemic era may still be unclear and needs to be researched.

Thus, the primary purpose of this study is to shed light on the difficulties experienced by English teachers working in private or public secondary schools during the COVID-19 period, to investigate how they overcome these difficulties, to analyze the similarities and differences in the teaching experiences of teachers working in public and private schools. Moreover, the study aims to reflect their recommendations on online education challenges for English teachers nationwide and globally.

1.4. Significance of Study

Earlier literature about online education during COVID-19 covers the technology use in education (Bajcsy, 2002), the impacts of digital resources on English teaching (Al-Mutairi & Al-Qallaf, 2015) (Khan, 2016), the significance of communication in language teaching (Dautbai & Saraevi, 2020) (Schultz, 2001) (Fielder, 2003), the challenges of teachers while teaching online (Eady & Lockyer, 2013), the challenges of students while online learning (Kebritchi et al., 2017) (Wahyuni & Bayu, 2020).

However, none of the research mentioned in recent literature covers the beliefs and difficulties of secondary school English teachers in Turkey and their suggestions for online learning. Therefore, how the state schools and private schools differed in online teaching practices in Turkey and how their teachers were affected differently by the conditions resulting from the differences between state and private schools are still unknown.

Therefore, this study aimed to evaluate the challenges and experiences of secondary school-level English teachers in Turkey towards online teaching to provide information and suggestions for further practices of online education. This study adds to the literature by presenting the challenges and beliefs of teachers about online teaching and the differences and similarities that were experienced in Turkish private and public schools.

1.5. Research Questions

Because this study is specifically aimed to understand the effect of COVID-19 on education, middle school English teachers' perceptions of online language teaching practices in Turkey during emergencies, and their suggestions for future practices, the following questions have shaped the general frame of the study:

1. What challenges did secondary school English teachers encounter while teaching English online during the COVID-19 pandemic?
2. How did secondary school English teachers overcome the challenges they faced while teaching English online during the COVID-19 pandemic?
3. What do they suggest for further practices of online English teaching?

1.6. Limitations

This study's biggest limitation is that it had to be conducted during and after the time of the COVID-19 pandemic and in a very limited time as the effects could have changed on the teachers after a long time after the pandemic. The researcher aimed to conduct the data collection period in a very short time after the pandemic almost ended so that the challenges of the period would not be forgotten or lose their effects. Therefore, even before the schools were completely reopened, the data collection part of the research was completed with the participants.

Hence, as the time was limited and the teachers were mainly at their homes due to COVID-19; the participant number was determined to be a limited number. The number of teachers who participated in the study was aimed to be forty as it can be divided by two types of schools equally and enough data would have been achieved by the researcher considering the number of questions in the questionnaire and the interview. However, similar research with an expanded number of participants on a broader scale can be implemented for further research.

Another limitation of the research was the fact that it had to be done by teachers who are working in the same area in Turkey. The reason for that was to include as few irregularities in opportunities as possible in the study and be able to include teachers who have had experiences in similar environments. As Turkey has 81 provinces and many of

the provinces have differences in them regarding internet access, access to digital devices, participation in education, and general environmental factors; the aim was to eliminate irregularities in experiences in terms of infrastructure and environmental factors. Therefore, all the participants were selected from the city of Ankara, which both enables efficient data for the study and reflects the challenges of teachers as a sample for the whole country. For further research, one might research the differences between different cities or regions of Turkey to find out whether it changes according to the geographical and social factors of different parts of the country.

Lastly, having interview sessions with the participants has been very beneficial to understand and compare teachers' answers both to the questionnaire and the interview; however, the number of questions and the time spent for answers could have been expanded. To further understand and analyze the challenges of online education during emergencies of teachers, more items can be added to the questionnaire and the interview regarding their emotional states. The data of this study suggest that it is clear to claim that teachers' perceptions of the challenges they experienced were more affected by psychological barriers rather than technological problems. Therefore, further research about the psychological barriers of online teaching in the context of middle schools in Turkey could contribute to the literature greatly.

1.7. Definitions of Key Terms

In this research, some key terms regarding English language teaching practices and educational sciences are mentioned. These key terms are worth mentioning as one might be unfamiliar with these terms outside of the field. The key terms including *online teaching*, *synchronous online teaching*, *asynchronous online teaching*, *information and communication technology (ICT)*, *digital technology proficiency*, *computer anxiety*, and *psychological burnout* are explained in this part.

Online education: Online education includes all modes of study at all levels that are not under the continuous, direct supervision of tutors present in lecture rooms or in the same facilities with their pupils, but which benefit from the planning, guiding, and tuition of a tutorial organization (Holmberg, 1986).

Synchronous online teaching: Synchronous online teaching is conducted at the same time with the presence of the teacher and students. The teaching procedure promotes direct engagement and ongoing contact between the trainees and the trainer and obligates both teacher and students to follow their appointments (Alrubaie et al., 2020).

Asynchronous online teaching: In asynchronous online learning, students interact with the information and communicate online at their own pace, typically using a learning management system (Moorhouse & Kohnke, 2021).

Information and communication technology (ICT): ICTs are a broad range of technical tools and resources used for communication as well as for the creation, storage, dissemination, and management of information (Blurton, 1999).

Digital literacy: Digital literacy refers to the abilities, knowledge, and understanding that allow for the critical, creative, sensitive, and safe use of digital technology (Hague & Payton, 2010).

Psychological burnout: Burnout is a symptom of emotional tiredness, depersonalization, and decreased personal accomplishment that occurs in persons who work in some kind (Maslach & Jackson, 1981).

CHAPTER II

LITERATURE REVIEW

2.1. Covid-19 and Its Effects on Education

The coronavirus disease (COVID-19) virus was first discovered on January 13, 2020, after researching a group of patients who showed respiratory symptoms (fever, cough, shortness of breath) in Wuhan Province, China, in late December. Initial cases of the epidemic were reported in this area's fish and livestock markets. Later, it expanded from person to person and other cities in the province of Hubei, particularly Wuhan, other provinces of the People's Republic of China, and other nations across the world (COVID-19 Nedir? Ministry of Health (n.d.)).

The COVID-19 virus's global pandemic has had a disruptive and significant impact on every aspect of human life. It has impacted our ability to travel, how we get there, whom we can meet, how close we can get to people, and how we teach and learn as a result (Moorhouse & Kohnke, 2021).

The pandemic also affected education practices throughout the world. School closures that were required to stop the virus' spread at one time during the pandemic affected the student population worldwide (UNESCO et al., 2020). As a result of COVID-19, which affected approximately 1.6 billion students across more than 190 countries and all continents, there has been the greatest disruption of educational institutions in history. 94% of students around the world have been affected by school and other learning space closures, with that number reaching up to 99% in nations with poor and lower-middle incomes (United Nations, 2020).

Hence, to battle the unparalleled global disruption of education systems, the crisis has sparked innovation in the field of education. A range of distance learning modalities, such as online, TV/radio, paper-based take-home materials, or other strategies, was the focus of immediate governmental responses to guarantee continuous curriculum-based learning. To better support instructors and by modifying their evaluation and testing procedures, governments responded to the difficulties posed by this abrupt shift to remote learning. Additionally, specific procedures were put in place to improve student wellness

and to make sure that populations at risk of exclusion from remote learning platforms were included (United Nations, 2020; UNESCO et al., 2020).

However, United Nations, 2020 stated that these changes have also brought to light the fact that the necessity of leaving no one behind cannot be separated from the learning's bright future and the quick changes in methods of providing high-quality education. This is valid for kids and young people who struggle to access learning due to a lack of resources or supportive environments. It holds for the teaching profession and their need for support as well as increased training in cutting-edge teaching techniques.

As a result, COVID-19 has posed a variety of challenges in people's everyday lives as well as in several facets of global education. Governments and organizations have put in place several strategies to ensure that education is equitable for all students by offering various forms of educational remote learning. Many students and teachers, however, have encountered difficulties using or sustaining these online learning modalities at this time.

2.2. Strategies Adapted for Alternative Learning and Teaching during COVID-19

Bates (2014) suggested that the term “online learning” was first used when the Web allowed for the development of the first learning management systems (LMSs) in 1995, including WebCT (which later became Blackboard). In addition to offering 'spaces' for learning goals, student activities, assignment problems, and discussion forums, LMSs offer an online teaching environment where information may be loaded and arranged. In 1995, the first completely online courses (for credit) began to appear; some of these made use of LMSs, while others just loaded content as PDFs or PowerPoint presentations. The majority of the content was text and visuals. Until about 2008, LMSs were the primary method of providing online learning.

Online learning today can be described with the term information and communication technologies (ICTs) which have been broadly discussed in the literature and, according to Blurton (1999), ICTs are a broad range of technical tools and resources used for communication as well as for the creation, storage, dissemination, and management of information. Neddar (2012) suggested that the effect of ICTs on education has significantly altered the educational landscape. Activities for teaching and learning are more engaging and meaningful because ICT adds an aspect of interaction that was

never considered previously. With the development of the Internet, students are no longer required to rely only on their teachers to impart knowledge because they may now access that knowledge from any location and at any time. Additionally, students may easily connect, interact, and mingle with others thanks to Web 2.0 technology, which presents a variety of social network sites. ICTs are utilized to broaden the range of teaching resources, including interactive whiteboards, laptops, tablets, online platforms with ready-to-use materials, etc. Today, e-learning can be facilitated by the Internet because it enables synchronous and asynchronous communication between professors and students (Hrastinski, 2008). And after the pandemic caused school closures, teachers had to reassess their techniques for online instruction and incorporate new teaching modalities and digital tools. They used either synchronous or asynchronous online education, or a combination of the two (Marchlik et al., 2021).

Asynchronous Online Teaching

The teacher is not physically present during this teaching procedure; hence it is conducted indirectly without their presence. Training material is disseminated electronically and is available at any time and from any location. This kind of instruction is adaptable, allowing students to use multimedia approaches to access the training material whenever they choose. Due to the lack of time and space restrictions, this style of training requires less time from both the student and the trainer (Alrubaie et al., 2020).

In asynchronous online learning, students interact with the information and communicate online at their own pace, typically using a learning management system (LMS). In contrast, synchronous online instruction involves students interacting with the instructor and their peers in real-time, typically using video conferencing software (VCS). Different LMSs were used for asynchronous online instruction. The main purposes of LMS platforms were to communicate information, resources, and announcements, share teacher-made videos, offer a place for written dialogue in discussion threads, allow students to post projects, assign and grade exams, and provide written comments on student work. The majority of teachers appear to have used for-profit tools like Blackboard and Google Classroom. Additionally, an uninterrupted Internet connection is not necessary for asynchronous ELT (English Language Teaching). This is significant when teachers are thinking about how to sustain students' language learning in situations

with little access to technology or dependable, fast internet. (Moorhouse & Kohnke, 2021).

However, asynchronous online teaching's drawbacks were also noted. These included restrictions on in-person interactions between students and teachers as well as the challenge of meeting the diverse or special requirements of each student. According to studies, improving students' self-control and self-directed learning abilities can boost the efficiency of asynchronous online instruction (Lian et al., 2021). Additionally, educators must put up systems for tracking and assessing pupils' academic development. The requirement for teachers to be aware that students are completing learning activities without real-time supervision and support is a key finding from the literature on asynchronous online teaching. As a result, educators must be careful while creating asynchronous resources and pay close attention to the linguistic requirements and support offered (Moorhouse & Kohnke, 2021).

Synchronous Online Teaching

Through the use of the Internet as a direct channel of communication, synchronous online teaching is conducted at the same time with the presence of the teacher and students. The teaching procedure promotes direct engagement and ongoing contact between the trainees and the trainer and obligates both parties (teacher and students) to follow their appointments (Alrubaie et al., 2020).

During the pandemic, synchronous online language courses (SOLs) delivered via VCS spread widely, with the literature documenting their use in a range of settings and at various educational levels. Zoom, Microsoft Teams, and Blackboard Collaborate are all popular systems. The literature lists several SOL functionalities. They primarily enable frequent, real-time contact and engagement between students and professors. They may also help students feel less anxious. Shyer pupils may be more likely to participate in SOLs than in in-person classes (Kamal et al., 2021).

To discover effective practices and necessary competencies, recent publications have examined the methods used by online EFL teachers. For instance, Cheung (2021) examined 80 video recordings of SOLs performed by a single English-language primary school teacher and discovered several effective teaching techniques. These methods included increasing the amount of time the instructor gave students to respond to questions

and using the "response icons" and "chat box" on the VCS to generate written comments that were then spoken about. According to some researchers, the shared-screen feature of VCS may be used to integrate it with student response systems like Mentimeter and game-based learning platforms like Kahoot! This offered several platforms for engagement and communication.

While real-time engagement is possible with SOLLs, the environment is more formal and there are fewer options for private exchanges and casual conversations (Blum, 2020; Moorhouse & Kohnke, 2021). Students could be reluctant to participate and interact in such a setting, which might limit the opportunity for English language learners to practice their skills. Teachers should be aware of this and engage in activities that promote a good learning environment. Teachers' motivation and self-efficacy may be affected if they find it difficult to provide a supportive atmosphere for learning online and to bond with pupils (Moorhouse & Kohnke, 2021; Peachey, 2017).

2.3. Introduction to Challenges in Online Teaching and Learning during COVID-19

During the Covid-19 pandemic, governments all around the world made it a priority to ensure that learning continued when schools were closed, and many of them resorted to ICTs, requiring teachers to switch to online course delivery. However, only a small number of nations kept track of how well remote learning modes were used and spread. Estimates showed that there were differences in coverage, with distance learning covering roughly 80% to 85% of students in high-income nations and fewer than 50% in low-income ones. The digital gap, which limits access to essential household services like electricity for the underprivileged, a lack of technology infrastructure, and low levels of digital literacy among students, parents, and teachers were all major contributors to this shortfall (United Nations, 2020).

Due to COVID-19, a lack of attention has been placed on giving teachers the necessary training to ensure that learning is ongoing or to provide effective, high-quality distance learning materials. To engage students while upholding high standards of teaching and learning, teachers with varying levels of digital technology proficiency had to adapt to new learning platforms (International Task Force on Teachers for Education

2030, 2020). Exams were postponed, canceled, or replaced with continuous assessments or alternate modes of assessment, such as online testing for final exams, in the majority of nations. The use of creative continuous evaluation techniques drew a lot of interest. Mobile phone surveys, usage and performance information from learning platforms and applications, and the use of quick learning exams to pinpoint learning gaps could all be used to measure student development. However, each solution has a unique problem, especially in terms of equity (United Nations, 2020).

2.4. The Challenges of Students on Online Learning

Almost every area of our lives has been dramatically altered by the pervasiveness of digital technology, including how we work, communicate, relax, plan our days, and gather knowledge and information. It has altered the way we think and act. Moreover, digital technologies are pervasive in today's environment, where children and young adults are growing up. They are unable to and do not know any other way. The ability of digital technology to enhance learner-centered pedagogical practices and increase students' active participation in and ownership of the learning process is one of its primary benefits for the education system.

Digital technology may therefore be utilized to support learners' active participation, such as when they are researching a subject, trying out various possibilities or solutions, comprehending connections, coming up with original ideas, or creating an artifact and commenting on it. By providing learning activities customized to each learner's level of competency, interests, and learning requirements, digital technology may also assist classroom differentiation and personalized education (Redecker, 2017).

However, this does not imply that individuals come with the necessary abilities to use digital technology responsibly and successfully (Redecker, 2017). In low-income homes, both the parents and the children may lack fundamental digital literacy. Due to their circumstances, many students may not be able to fully benefit from activities associated with remote learning. Children from less privileged households are likely to be less exposed to digital technology and apps, according to Neddar's (2012) argument.

Smart and Cappel (2006) say that students' prior technology exposure influences their preference for online courses. They claim that students with more technology

experience may view online classes more favorably than students without such experience. Similarly, Purwanto et al. (2020) state that some individuals consider that the unplanned and quick transition to online learning would lead to a bad user experience in instructional activities since there will be insufficient bandwidth and preparation, as well as a lack of training.

Furthermore, according to Purwanto et al. (2020), students adopting online learning during this pandemic circumstance feel compelled to study away from home without proper resources and infrastructure. This equipment, such as laptops, computers, or mobile phones will make it easier for students to engage and listen to their teachers' explanations in the online teaching and learning process, which is crucial for the teaching and learning process. Hence, any online teaching and learning plan must have access to a reliable internet connection and the appropriate ICT tools. However, evidence demonstrates that access to them is less probable for underprivileged kids (Di Pietro et al., 2020).

Given the difficulties students face during online learning, learning is also greatly aided by social contact. It has been shown that interacting with other students or professors helps pupils to control their thoughts, reflect on their comprehension, and identify any holes in their thinking (Okita, 2012). Thus, while students are struggling with a lack of training and preparation, developing a sense of community and belonging may be necessary to better facilitate interactive and engaging online learning activities for students and to lessen the obstacles that students frequently experience in this enclosed environment (Gillett-Swan, 2017).

One study highlighted that frequent closure of educational institutions, imposed as a mitigation measure against the spread of the virus, have exacerbated the misery and anxiety experienced by university students (Kulal, 2023). Moreover, the students suggest that the implementation of a standard schedule for online classes, emphasized that they tend to struggle with extensive virtual learning schedules. They recommended a maximum of two hours of online classes per day, divided into 40-minute sessions, and advocated for the use of innovative techniques to sustain student engagement and motivation during online instruction (Kulal, 2023).

In essence, the study underscored the potential for targeted awareness efforts and disciplined routines to mitigate the negative impacts of the pandemic on student mental health, thereby reinforcing their academic behavior (Kulal, 2023).

The study conducted by Sun (2014) illustrated another important point that a sense of community and belonging was crucial for students in online learning. He asked students to explain the "most difficult things" about entirely online learning. Their comments brought to light a variety of issues that arose often in their questionnaire responses and revealed six challenges that online language learners encountered. These challenges included adhering to the timetable and studying consistently; connecting with peers and identifying convenient times for collaboration; teaming up and working together; guaranteeing continuous engagement with the class; and socializing.

Not only with their peers but also interacting with the teacher is important for students. According to research by Alberth (2011), students stated that their motivation to participate in online debate and idea sharing was negatively impacted by the teacher's virtual absence. Others claimed they could not deal with the sight of a computer screen and would much rather read their course contents from course books.

Several students have stated that, while enjoying the dynamic connection provided by the Web, they still think they would learn better in a traditional classroom. In other words, in a face-to-face classroom, technology cannot take the role of direct teacher-student connection. Students' opinions or beliefs may be influenced by their personality as well (Sun, et al., 2008). While some students are less reliant on their teachers for their education, others do so to a greater extent (Alberth, 2011). Students who are not self-regulated in their learning rely greatly on their teachers, and their learning and learning experiences may suffer if the instructor is not there.

In a study conducted by Famularsih (2020), the researcher investigated the learners' perception of online learning during the COVID-19 pandemic. The study's objective was to learn about students' perceptions of utilizing online learning tools in the English classroom because of COVID-19. They utilized a questionnaire and semi-structured interviews to collect the data in the study. 35 English department students who were enrolled in English classes served as the study's respondents. The four English language skills—listening, speaking, reading, and writing—were also taught in this class,

so students were acquiring more than just one specific skill. The results showed a variety of answers about the perceptions of the students about online learning. One student with a positive attitude toward online learning stated the following,

Student 1: *“I think that online learning should be promoted. It is quite simple. Online learning can be easier because I do not need to print out their assignment.”*

However, other reviews showed different perceptions of online learning,

Student 2: *“I feel bored because it was a lack of challenges rather than in the classroom. Online learning has a limited duration. Especially when we use free video conference, we just have around 45 minutes, and we spend much time just discussing the tutorial of this video conference application.”*

Student 3: *“I have a slow-speed internet connection in my hometown. Sometimes, I have to find a higher place to get a good internet connection.”*

Students agreed that online learning had enhanced their writing and reading abilities since their homework involved reading and discussing articles in writing. They sometimes only used the lectures' audio and video materials for listening. When giving presentations, they just used audio or video to develop their speaking abilities. Additionally, some students believed that online learning should be encouraged based on the interview. They believe that online learning is really easy and useful because they only have to type the assignment and submit it as a soft file, so they said that online learning can be simpler.

On the other hand, some other students place a strong emphasis on the value of combining online and traditional learning. Additionally, the students claimed that face-to-face instruction allowed them to communicate openly with their professors. Any question they have that they don't understand may be asked, and they will get a direct response. Considering how crucial it is for students to hear back from their lecturer. However, students also concurred that, given the epidemic, online education is the best option (Famularsih, 2020).

While older students who are independent learners can benefit from online distance education since they can control their learning at their own pace, younger

children are dependent learners and require more supervised instruction (Di Pietro et al., 2020). Therefore, it should be emphasized that young children require a lot of play, fun, and movement when teaching young learners. Due to their short attention spans, frequent changes in activities and types of labor are required. Also, children should have a variety of contacts with language teachers, other pupils, and pedagogic tools such as real objects, puppets, worksheets, toys, etc.

Learning by doing is essential for educational achievement when teaching English to young learners. For children to learn language meaningfully, a certain situational environment must be used (Shin & Crandall, 2013). If a student is reliant on the teacher, they would often need constant supervision from the teacher. Thus, online instruction is more difficult and demands more independence from the students than traditional classroom instruction, making it a better fit for self-regulated learners (Alberth, 2011).

As solutions to challenges students face in online learning, several factors that can help online learners have engaging learning experiences are suggested, including fostering, and maintaining a positive learning environment, developing learning communities, giving timely and consistent feedback, and using the appropriate technology to deliver the right content (Chakraborty & Muyia, 2014).

Furthermore, it was stated that synchronous communication tools, like video conferencing platforms, provide an in-person connection between the teacher and the students, while asynchronous communication tools, like email or learning platforms, allow students to study at their speed and at a time that is most convenient for them (Ally, 2004). Higher education institutions are also increasingly using online learning as an alternative to traditional teaching and learning methods. By completing tasks in online learning, it is possible to overcome physical distance and bring students closer together (Sulistyo et al., 2021).

As a result, the COVID-19 crisis deepened our understanding of the digital gap and associated equity problems. To further integrate the students in their online lessons, improving the digital infrastructure and reducing connectivity costs to remove technological hurdles were offered by United Nations, in 2022. They, on the other hand, suggested that relying heavily on technology will not automatically result in successful learning for all children. To get the most out of any digital solutions, it will be vital to

guarantee that children have better access to the internet, more parental support, and more readily available educational materials. Moreover, it's crucial to offer pupils emotional assistance at the same time.

Numerous students certainly experience stress as a result of COVID-19. Some of them could have witnessed family members get unwell, and they might not have had many opportunities to play outside. Particularly for students from less privileged backgrounds, this crisis may have harmed their socioemotional abilities. Given this, the literature suggests that it would be wise to enhance the number of school mental health counselors and professionals who would be able to provide pertinent help in these situations. (Di Pietro et al., 2020)

2.5. The Challenges of Teachers on Online Teaching

A report by UNESCO et al. (2020) stated that 63 million instructors of primary and secondary students were impacted by global school closures. Regardless of context or circumstance, teachers have been the backbone of educational systems and are essential to achieving learning objectives.

Similarly, Redecker (2017) states that teachers serve as examples for the following generation. They must have the digital skills necessary for all citizens to be able to engage fully in a digital society. As role models, they must be able to properly communicate their digital proficiency to students and impart their innovative and critical use of digital tools.

Consequently, UNESCO et al. (2020) assures that teachers have been at the forefront of ensuring that learning goes on during the COVID-19 crisis. To enable high-quality distant learning for students, whether or not digital tools are used, teachers have had to quickly develop their teaching methods. Additionally, they were crucial in spreading information about the virus's prevention methods and supporting and protecting youngsters.

However, teachers are more than simply role models. They are primarily facilitators of learning, or simply instructors. To effectively use digital technologies for teaching, educators need to possess educator-specific digital competencies in addition to the basic digital competencies for life and work (Redecker, 2017). Instead, teachers were charged with integrating distance learning modes as soon as the pandemic started,

frequently without enough direction, training, or resources. This happened at every educational level. Most teachers worldwide lacked the skills necessary to promote ongoing learning and change their methods of instruction.

Furthermore, it was noted that the transition to distance learning increased the work intensity of teaching several times over. Teachers were required to master new digital content, design classes, and prepare electronic educational resources, as well as individual assignments and much more. Interestingly, distance learning required individual work with each student, thereby posing significant challenges for teachers. Students who do not possess a sufficient level of academic independence, motivation, striving for self-development, and personal growth cannot be effectively involved in such an educational process without an "external motivator" (Valeeva & Kalimullin, 2021).

However, many teachers lack even the most fundamental ICT skills, making it difficult for them to manage their ongoing professional development, let alone provide high-quality distant learning, even in environments with adequate infrastructure and connectivity (United Nations, 2020).

Bates (2019) suggested that teachers must understand how students benefit in addition to the advantages and disadvantages of various types of technology to effectively employ these tools. This requires an understanding of the research into teaching and learning; supporting teachers and instructors in the digital era; various learning theories connected to various knowledge conceptions (epistemology); and various teaching techniques and their advantages and disadvantages. Without this fundamental basis, it is challenging for teachers and instructors to shift from the lecture and discussion model, which is the only one that many are familiar with, and which is limiting in terms of fostering the knowledge and skills needed in the digital era.

The abrupt transition, coupled with unfamiliarity with remote teaching methodologies, pandemic-related anxieties, concerns about providing adequate student support, fear of unemployment for teachers in private institutions, and financial worries collectively exacerbated teacher stress levels during this period. The lack of substantial support for teachers in many countries, including Turkey, further complicated the situation. Amidst the crisis, central and local governments unprepared for such a seismic

shift had to prioritize the establishment of the necessary infrastructure, curricula, and content for remote learning (Aydın, 2020).

A study examining work-related stress, concern about students, and educators' own well-being revealed significant negative effects on each of these aspects due to the pandemic. Interestingly, the study also highlighted that these impacts were not uniformly experienced by all educators. Specifically, elementary educators and school administrators expressed heightened worry about the potential negative consequences on students (Bradshaw et al., 2023).

The study also brought to light certain vulnerable subgroups within the education sector that may need extra support in handling stress and aiding students both academically and socio-emotionally. These included elementary teachers, public school teachers, and educators in comparison to administrators. This suggested that interventions aimed at mitigating the pandemic's negative effects on educators must consider these differential impacts and tailor their support strategies accordingly (Bradshaw et al., 2023).

2.6. Teacher Readiness and Technological Challenges

Bates (2019) stated that institutions have a large amount of authority to help or hinder the acquisition of the information and skills needed in the digital era. He suggested that they must ensure that all levels of teaching and instructional staff receive adequate training in the new technologies and teaching methods needed for the development of the knowledge and skills needed in the digital age; they must guarantee that teachers and instructors have access to adequate learning technology support; and they must guarantee that working conditions, particularly class size, allow teaching and instructional staff to teach in a manner that will develop the knowledge and skills needed in the digital age.

Despite the literature, during COVID-19; only 20% of low-income countries offered special training. This training typically consisted of improving participants' technological proficiency and developing new pedagogical methods for delivering learning materials. Teachers in nations with established online learning environments obtained training on these tools, which were then used for distance learning when schools were closed (UNESCO et al., 2020).

With a lack of training and guidance, it was difficult for teachers as well as students to adjust to online instruction (Hartston & McMurry, 2020). Hence, when the pandemic started teachers and academics were unable to decide the style and techniques they should use because of the transition and unavoidable move to distance education, and there were additional restrictions on one-on-one engagement with the students' complex education during the epidemic (Tanhan et al., 2020).

While there were ready-made teaching resources available to instructors for routine lessons, like textbooks, worksheets, games, puppets, etc., creating new resources and employing techniques that they were not always familiar with took a lot of time and effort (Marchlik et al., 2021). Moreover, the survey by UNESCO et al. (2020) revealed that only 33% of low-income countries report having given teachers content that is adapted for remote instruction. Thus, many teachers were not provided with content for remote teaching. As a result, teachers needed to learn how to change their roles in a world where communication is only possible online, and even motivated students who generally perform well in class might become unmotivated when learning is conducted entirely online (Di Pietro et al., 2020).

A study proving this data came from Poland by Machlik et al, 2021. They looked at how instructors of English as a second language used ICT and distance learning when working with preschoolers and younger primary school students in three different types of settings: (1) public (preschools and primary schools), (2) private (preschools and primary schools), and (3) language schools. The authors aimed to provide an answer to the primary study question, "Is there any difference in the way instructors working in three different types of settings cope with (the exceptional circumstance of) distance education caused by the expansion of COVID-19?"

The findings showed that regardless of the kind of institution where they taught, the interviewed English language instructors had previously employed a range of tools as part of their classroom instruction. However, teachers' traditional encounters with students in the classroom had to be redefined, which presented challenges for educators. Most importantly, the majority of respondents stated that they were not technologically ready to switch from in-class technology-rooted instruction to distance online teaching, despite having at least basic skills in using ICT during classes, such as playing songs from

YouTube or playing games on an interactive whiteboard. Therefore, one of the causes of the initial worry appears to be a lack of experience in this area.

However, the challenge was not only the conduct of lessons, Alberth (2011) said that instructors' IT expertise is crucial for ensuring that students have a great online experience. When using the internet, students frequently run across technical issues that need a quick reaction from the teacher. A delayed answer can hinder their drive in this situation. However, to be able to respond quickly, the teachers themselves must have at least some IT survival skills. Teachers must have a fundamental understanding of both hardware and software to do some easy troubleshooting or make required changes to the course material or exams. Furthermore, he suggested that the success of an online mode of instruction depends on the qualities of the teacher, which include a positive attitude toward technology, teaching methods that encourage interaction between students and between the students and the teacher, strong facilitation skills, and mastery of fundamental IT survival knowledge. Therefore, teachers were not only required to conduct their lessons using ICT; but they were also responsible for the technological challenges they or their students might face during the lessons.

In relation to the theme of professional development in the educational sector, the case of Turkey presents an interesting perspective. The country has implemented a school-based professional development approach, which empowers schools to identify and fulfill their own professional development needs. This approach comes with added budgetary resources for schools. However, implementation challenges persist. For instance, new responsibilities that accompany the approach, such as the planning and organization of teacher training programs, can be substantial.

The Turkish Minister of National Education pointed out that while the government has allocated sufficient funds for these programs, only a small percentage is actually utilized by schools (MEB, 2022). This raises important questions about the efficacy of such approaches and the types of additional support that schools might need to effectively implement professional development initiatives, such as improved coordination, planning assistance, help with budget utilization, and additional organizational aid. As such, exploring practical solutions to these challenges can be a critical part of enhancing professional development strategies in the educational sector (TEDMEM, 2023).

Therefore, TEDMEM (2023) suggested that in order to prepare the conditions necessary for training, and managing the budget for professional development activities effectively, until clear roles, responsibilities, and authorities are established in line with the transformation in approach, school administrators should be informed and supported by provincial and district national education directorates. This observation could form a crucial part of the discussions and recommendations for improving the effectiveness of professional development initiatives in schools.

Therefore, in Turkey, the transition to distance learning presented a unique set of challenges, particularly highlighting disparities in access and support across different demographics. For many educators, this period marked a complete detachment from their students, as the conventional channels of communication and oversight were replaced with remote education platforms like EBA TV. The assumption that students were actively engaging with this content was not always substantiated, and in many instances, teachers found themselves unable to monitor student activities or provide necessary support (Aydın, 2020).

2.7. Psychological Challenges of Teachers and Teacher Support

Today, the conventional hierarchies and connections between instructors and learners are altering, and new hierarchies and relationships are continually being formed, thus as a consequence, online teachers are faced with unprecedented problems in a state of flux (Bertin & Nancy-Combes, 2012).

The COVID-19 crisis has brought to light the need for changes in both pre-service and in-service teacher education to better prepare instructors for modern forms of instruction. When compelled to give in-person instruction for the children of essential workers and vulnerable youngsters, teachers' physical health was put in danger. In addition to the fear of contracting the virus, individuals were also worried about losing their jobs and benefits and having to balance growing workloads and family obligations. This is especially true for female teachers who had to keep working while shouldering a disproportionate amount of household duties (United Nations, 2020).

Furthermore, stress affected families, students, and teachers. In some instances, instructors who may have previously been exposed to the virus were attempting to control

their anxiety as a result of being told to work in places where there is an increasing danger of contracting COVID-19. Others were facing the pressure of providing high-quality instruction using resources for which they have gotten little to no training (UNESCO et al., 2020).

It was also stated that teachers were under pressure to use some distance education methods and tools without consulting them and without providing the necessary training opportunities, even though they are at the forefront of ensuring the continuity of learning in this process (Ertuğ, 2020). Additionally, only 33% in low-income countries report having given teachers content that is adapted for remote instruction and only one in three nations said they gave teachers free access to the internet and technological resources to help them work during school closures (UNESCO et al., 2020). Due to the lack of efficient materials and the necessary training, the duration of class preparation time had significantly increased, which was one of the greatest issues the teachers had (Marchlik et al., 2021).

According to the survey by UNESCO et al. (2020) many countries stated that teachers were required to continue teaching during school closures. At least three-quarters of the countries surveyed required teachers to work during breaks in classes, and the majority of those countries said that perks or pay for teachers remained the same. Approximately 50% of high-income countries claimed that teachers may teach and work from the school. For teachers in upper secondary, and especially for those assisting in national test preparation, teaching outside the school was more common. Aside from their routine teaching duties, on a global scale, the majority of nations encouraged educators to communicate with students and parents using messaging apps. Thus, teachers were perhaps the most crucial part of the process, especially when working with underprivileged pupils for whom families frequently have few resources (Di Pietro et al., 2020).

The effects of COVID-19 on salaries and employment have also varied. While only a small number of nations failed to pay mandatory teachers; laying off employees and late salary payments were more frequent. Teachers on temporary contracts in the public sector were particularly impacted because their contracts were not extended and those paid by the hour lost their jobs. In addition to the challenges mentioned before;

relevant content, adequate instructional models, efficient teaching strategies, and a positive learning environment are requirements for digital solutions. To make sure that teachers are appropriately qualified, compensated, and prepared, development and professionalization of the profession were mentioned to be essential (United Nations, 2020). Therefore, to enable remote learning or reopening, more than half of high-income countries have hired more teachers. However, one in five low-income nations did not provide support for teachers, while the majority of the countries that answered the survey (89 percent) did. This assistance was typically provided in the form of guidance on how to conduct classes via remote learning (UNESCO et al., 2020).

In addition to the new altering connections between teachers and the students, the limitations brought on by the particularities of working with young children were a further problem. To assist classroom activities up until now, teachers have relied on ICT resources, but it has been difficult for them to employ real-time teaching platforms or to create materials that are appealing and easy enough for the youngest students to understand (Marchlik et al., 2021).

Due to the reduced physical connection between teachers and students during online classrooms, participation was more difficult and challenging, and this made collaboration tough (Willging & Johnson, 2004). Many of the teachers emphasized how difficult it was to teach young learners without including them in physical activity, which is typical for teaching this age group, according to the technique of teaching young learners (Marchlik et al., 2021). Without the physical connection, students' attitudes toward online learning may have been impacted by emotions of isolation and disconnection and making online education tough for the teacher (Nor et al., 2012).

In a research by Wakui et al. (2021), the COVID-19 pandemic's psychological impact on primary and middle school educators was examined, highlighting teachers' anxiety concerning infection risks and educational challenges.

Regarding educational anxiety, teachers were particularly worried about their students' home situations, potential delays in education, parents' reactions, and the widening academic gap among students due to differing access to remote learning resources. The disparities in students' access to at-home education and distance learning

resources were of particular concern, revealing the socioeconomic inequities exacerbated by the pandemic (Wakui et al., 2021).

Also, teacher characteristics and anxiety affected the delivery of online lessons. Alberth (2011) said that various teachers might see technology-enhanced learning differently. While some teachers could have a good attitude toward online forms of delivery, others might have severe concerns about it. In some circumstances, teachers only participated in online delivery since it was a requirement of the institution's policy. In this situation, it is only reasonable to assume that teachers who believe in the value of new technology will likely be more enthusiastic and motivated in their instruction than those who do not, as well as better able to handle the difficulties of online learning. Moreover, he stated that students may pick up on these attitudes as a result.

Therefore, teachers' facilitation abilities and attitudes were particularly crucial in this respect since they had a big influence on students' motivation, involvement, and engagement in online activities. Supporting this, (Finardi et al., 2014) also said that students' or teachers' lack of technological skills, computer anxiety, students', or teachers' negative beliefs about distance education, particularly for distance language learning and teaching, could hinder the efficacy of online education.

Similarly, a recent study has identified four major areas that presented challenges during the implementation of online learning policies: teachers' technological and pedagogical proficiency, students' readiness and aptitude, support from education stakeholders, and the availability of supporting infrastructure and facilities (Rifa'i, 2023).

This research pinpoints not only the areas of concern but also suggests targeted policy implementations to optimize outcomes and learning quality during such crisis situations. These include enhancing educators' capacities in technology and design, optimizing stakeholder support through socialization, ensuring equitable distribution of student readiness in distance learning, and improving the supporting facilities and infrastructure. This understanding aligns with previous research conducted during the early stages of the pandemic, affirming the ongoing relevance of these challenges and the need for targeted solutions.

In response to the difficulties associated with distance learning, several strategies have been proposed to improve the situation. Firstly, schools are advised not to rush to

adopt new tools, but to utilize existing textbooks and online materials for smoother transitions to online education. Also, maintaining small groups or individual sessions can ensure the effectiveness of remote teaching and meet students' various needs. Encouraging peer collaboration and involving families and caregivers in students' learning can enhance both academic and social benefits. Meanwhile, educators should take care of their own social and emotional needs, so they can better support students. Lastly, schools must mind the most vulnerable students by providing necessary devices, internet access, and materials to ensure equal learning opportunities for all (Hamilton, n.d.)

In this respect, some nations included psychological help in their emergency preparations, manuals, and instructions for schools and local organizations; NGOs were also organized to offer further support. To satisfy the demands of their students, a lot more teachers required psychological assistance. Without it, the pressure was reported to potentially result in burnout, which raises absenteeism rates, and it can even cause some teachers to quit their professions, undercutting efforts to strengthen school resilience (United Nations, 2020).

CHAPTER III

METHOD

3.1. Participants

The present study aimed to investigate English teachers' difficulties in teaching online during the COVID-19 pandemic in Turkish middle schools. To achieve this goal, a total of 40 in-service teachers from private and state schools in Ankara, Turkey, were recruited as participants in this study. The sample was designed to be balanced, with 20 teachers from each type of school to ensure comparability between the two groups. Participants were aged between 25 and 52 years. This age diversity ensured that the sample included both younger teachers, possibly more adept with technology but newer to the profession, and more veteran educators, bringing in-depth pedagogical experience but potentially facing steeper technology learning curves.

The range of teaching experience spanned from novice teachers with just 1 year under their belt to seasoned professionals boasting over 21 years. This spectrum was instrumental in highlighting how the challenges of online teaching might shift based on one's familiarity and comfort with traditional classroom dynamics. All participants were fluent in English and had received education and training in teaching English as a foreign language. They were recruited through purposive sampling, in which we targeted teachers who had experience teaching English and were currently teaching online due to the pandemic. The following criteria were meticulously set to select these participants.

Geographic Specificity

All participants were actively teaching in schools located in Ankara. The city was specifically chosen to gain an in-depth understanding of the socio-cultural, infrastructural, and regional educational policies affecting teachers' experiences during the pandemic. The geographic specificity can provide precise insights while also considering the possibility that results might differ in diverse Turkish regions.

Affiliation with the Ministry of National Education (MEB)

The study specifically targeted teachers affiliated with MEB. This was vital to ensure a consistent educational policy background, curricular standards, and training modules among the participants. By focusing on MEB teachers, we hoped to uncover challenges resulting from centralized education directives, especially in the challenging environment of the COVID-19 pandemic.

Educational Background - ELT or Pedagogy Education

Since the research was concerned with English teachers' experiences, a background in English Language Teaching (ELT) or related pedagogy was deemed essential. This would ascertain that participants could offer insights that stemmed from the intricacies of English teaching, rather than generalized teaching challenges.

Adhering to the established criteria, a purposive sampling approach was employed. This non-randomized technique, based on judgment, was aptly chosen due to its capability to align with the research's aims. By focusing on educators who fit the criteria, the research aimed to uncover insights deeply contextualized to the unique challenges faced by English teachers in Ankara affiliated with MEB during the pandemic.

The study received ethical approval from TED University's Ethics Committee, and all participants provided informed consent before taking part in the study. The data collection process involved an online survey that was distributed to the participants via email. The survey contained questions related to teachers' experiences of teaching English online, the challenges they faced, and their opinions on the effectiveness of online teaching. The survey was anonymous, and the data collected were kept confidential to ensure participants' privacy.

In summary, the participants in this study were in-service English teachers from private and state schools in Ankara, Turkey, with varying levels of experience and age. The sample was designed to be balanced, with 20 teachers from each type of school to ensure comparability between the two groups. The data were collected through an anonymous online survey, and all participants provided informed consent before taking part in the study.

3.2. Study Procedure

The study involved 20 participants from both state and private schools, who completed a 30-item online questionnaire that included open-ended and short-answer questions. In addition, four participants (two from state schools and two from private schools) were selected for an interview. Before participation, all participants were provided with a consent form and provided their informed consent to participate in the study.

For the data collection, a 30-item online questionnaire was developed. The questionnaire included open-ended and short-answer questions and was designed to gather information about participants' experiences with and perceptions of the use of technology in education. Participants were given access to the questionnaire through a link sent to their email addresses. They were asked to complete the questionnaire within a week of receiving the link. The questionnaire took approximately 15 minutes to complete.

In addition to the questionnaire, four participants (two from state schools and two from private schools) were invited to participate in an interview. The purpose of the interviews was to gather more in-depth information about their experiences and perceptions regarding technology use in education. The interviews were conducted online and lasted approximately 30 minutes each. The interviews were audio recorded with participants' permission and later transcribed for analysis.

The data collected from the questionnaire and interviews were analyzed using content analysis and thematic analysis, which involved identifying patterns and themes within the data.

Overall, the study aimed to explore the experiences and perceptions of state and private school participants regarding online English teaching practices in Turkey. The findings of this study will contribute to the understanding of teachers' challenges and suggestions for further practices of online English teaching methods.

3.3. Data Collection Instruments

For the data collection, a 30-item online questionnaire was developed. The questionnaire included open-ended and short-answer questions and was designed to gather information about participants' experiences with and perceptions of the use of technology in education. Participants were given access to the questionnaire through a link sent to their email addresses. They were asked to complete the questionnaire within a week of receiving the link. The questionnaire took approximately 15 minutes to complete.

The questionnaire was designed to be open-ended and short answer, allowing participants to express their opinions and experiences in their own words. The questions were carefully crafted to ensure that they covered a range of relevant topics, such as the frequency and types of technology used in education, the advantages and disadvantages of technology use, and the participants' level of comfort and familiarity with technology.

In addition to the questionnaire, four participants (two from state schools and two from private schools) were invited to participate in an interview. The purpose of the interviews was to gather more in-depth information about their experiences and perceptions regarding technology use in education. The interviews were conducted online and lasted approximately 20 minutes each. The interviews were audio recorded with participants' permission and later transcribed for analysis.

The interview process provided an opportunity to delve deeper into some of the topics raised by the questionnaire. By speaking directly with a subset of the participants, the researcher was able to gain a more nuanced understanding of their experiences and perspectives. The interviews were conducted with participants from both state and private schools, allowing for a more diverse range of perspectives to be captured.

Overall, the combination of the questionnaire and interviews allowed for a multifaceted approach to data collection, ensuring that a broad range of information was captured. This approach enabled researchers to gain a comprehensive understanding of the participants' experiences and perceptions of technology use in education and provided valuable insights for the study.

3.4. Reliability

The reliability of this research was substantially enhanced through a carefully planned pilot study and the incorporation of expert views on the instruments implemented to collect participant views and data. The pilot study, conducted with 5 English language teachers who work at MEB Schools. These teachers were also middle school teachers as their valuable feedback would be more in line with the real participants of the research. Piloting period involved a comprehensive process that included preparation, implementation, feedback gathering, and revision. Teachers were briefed on the research objectives, asked to complete the preliminary versions of the questionnaire and interview questions, and then invited to provide feedback. Based on their insights, necessary revisions were made to the instruments, tailoring them to the main study's target population.

In addition to the pilot study, two Professors of English Language Department in TED University were engaged for their expert views. Assoc. Prof. Dr. Erdem Aksoy, Vice Dean of the Education Faculty; and Prof. Belgin Elmas, Head of Master of Arts Program English Language Education were asked for their expert views. They were consulted and provided with an overview of the research, including the objectives, methodology, and proposed instruments. A critical review was conducted by these experts, who evaluated the instruments against theoretical frameworks and existing research in the field. Their constructive feedback identified potential biases, suggested refinements, and ensured alignment with the research goals. Following this expert input, final modifications were applied to the instruments to meet rigorous academic standards including the semi-structured questions in the interview part.

The combination of the piloting with experienced teachers and the expert academic review ensured a robust testing phase for the research instruments. It not only helped refine the tools but also instilled confidence in their validity and reliability. These rigorous preparatory stages assured that the main study was built on a solid foundation, enhancing the overall integrity and reliability of the research.

Data handling was also a focus, with meticulous measures put in place to ensure consistency and accuracy. A structured and standardized format was employed for data

collection, recording, and coding. Specialized software and tools were utilized for data entry and analysis to minimize human error, coupled with a robust data validation process.

Overall, the combination of these measures, encompassing both the preparation and execution phases of the research, helped to ensure the reliability of the study. The findings accurately reflect the experiences and perceptions of the participants, lending significant credibility and trustworthiness to the research outcomes.

3.5. Research Design

The research design of this study is characterized by a sequential explanatory method, which is a method where the researcher first collects and analyzes the quantitative data, followed by qualitative data collection and analysis (Creswell & Clark, 2007). It enabled a multifaceted exploration of online English teaching practices within Turkey's educational landscape. This approach was chosen to attain a comprehensive understanding by combining both quantitative and qualitative methods in two distinct phases.

In the initial phase, data was collected through a 30-item online questionnaire completed by 40 educators from both state and private schools. This part of the research aimed to gather generalized insights into teachers' experiences and perceptions of technology in education. The questionnaire was systematically developed, including open-ended and short-answer questions, and sent to the participants' preferred digital addresses, ensuring an anonymous and uniform response environment.

The second phase employed a qualitative approach, consisting of in-depth interviews with four selected participants (two from state schools and two from private schools). These interviews allowed for a more nuanced understanding of individual experiences and perceptions, thus complementing the findings from the questionnaire. Conducted online and lasting approximately 30 minutes each, the interviews were audio recorded with the participants' consent and later transcribed to ensure accuracy in the analysis.

The sequential method's advantage was its ability to integrate both broad, generalized insights and specific, detailed experiences. The data from both phases were

subjected to comprehensive analysis, leading to the identification of patterns and themes that provided a comprehensive view of the subject matter.

Overall, the sequential design facilitated a rich and complex understanding of online English teaching practices in Turkey, highlighting the challenges and recommendations for future practices. By encompassing a broad range of data collection tools and analytical techniques, this design ensured reliability and provided insights that are both broad in scope and detailed in nature.

3.6. Data Analysis

The study employed a sequential explanatory which is a method where the researcher first collects and analyzes the quantitative data, followed by qualitative data collection and analysis (Creswell & Clark, 2007). Therefore, the research combines quantitative and qualitative approaches to generate a more comprehensive understanding of the research problem.

The first phase of the sequential explanatory method is the quantitative stage. In this study, this involved the administration of a 30-item online questionnaire to 40 participants from state and private schools. The purpose of this phase was to collect generalized data regarding teachers' experiences and perceptions of online English teaching practices in Turkey.

The second phase, the qualitative stage, built upon the findings of the quantitative phase. Four participants were selected for in-depth interviews to explore particular aspects of their experiences and perceptions in more detail. This phase aimed to provide explanations and deeper insights into the patterns and themes identified in the quantitative phase.

Thematic analysis is a method used in qualitative research to identify, analyze, and report themes within data. It is a flexible approach that can be used across various datasets, research questions, and theoretical frameworks Braun and Clarke (2006). It was employed to identify common themes and nuanced insights from the four selected participants.

Triangulation is the practice of using multiple sources, methods, or researchers to cross-validate research findings, enhancing the credibility and validity of the results

(Denzin, 1979). Hence, the qualitative analysis was triangulated with the quantitative findings, offering a deeper and more context-specific understanding of the research problem. By comparing and contrasting the findings from both phases, the study was able to draw connections between the generalized trends identified in the quantitative data and the detailed, individual experiences explored in the qualitative data.

The process of triangulation in the data analysis served to enhance the validity and reliability of the study's findings. By integrating the broad perspectives obtained from the quantitative data with the in-depth insights gleaned from the qualitative data, the study provided a comprehensive and well-rounded understanding of online English teaching practices in Turkey. The sequential and interconnected nature of the two phases allowed for a continuous dialogue between the quantitative and qualitative findings, ensuring that the final conclusions were both statistically grounded in the lived experiences of the participants.

In conclusion, the sequential explanatory method facilitated a detailed exploration of online English teaching practices in Turkey, providing a rich, multifaceted view of the subject. The quantitative phase offered a broad overview, while the qualitative phase added depth and context, resulting in findings that are both wide-ranging and finely textured. By linking the quantitative and qualitative phases, the research design ensured that the findings were not only statistically valid but also grounded in the real-world experiences and perceptions of the participants.

CHAPTER IV

FINDINGS AND DISCUSSION

4.1. Study Group

The study focuses on the experiences of 40 in-service English teachers from both state and private schools within Ankara, Turkey. The selection of participants for this study was meticulously structured using a purposive sampling approach, emphasizing three pivotal criteria. Firstly, a strong geographical affinity was maintained by ensuring that all educators in the study were actively teaching within Ankara as it serves as a microcosm capturing a blend of cultural, economic, and institutional dynamics, offering a comprehensive perspective on the broader national context. Secondly, an affiliation with the Ministry of National Education (MEB) was paramount; this was to ensure that participants shared a standardized perspective on the curriculum and pedagogical requirements. Lastly, the educational backdrop of the participants was pivotal; every educator involved had either a foundational background in English Language Teaching (ELT) or had delved into more expansive pedagogical studies.

Study Group - Teacher Demographics

		State Schools		Private Schools	
		f	%	f	%
Experience	0-5 years	5	25,0	8	40,0
	6-10 years	4	20,0	4	20,0
	11-20 years	8	40,0	4	20,0
	21 years and more	3	15,0	4	20,0
	Total	20	100,0	20	100,0
Age	Mean/Standard Deviation	37,05	8,57	34,40	7,80

Regarding the experience of teachers, in state schools, 25% of the teachers have less than 5 years of experience, 20% have 6-10 years of experience, 40% have 11-20 years

of experience, and 15% have 21 years or more of experience. In private schools, 40% of the teachers have less than 5 years of experience, 20% have 6-10 years of experience, 20% have 11-20 years of experience, and 20% have 21 years or more of experience. In terms of age, the mean age for teachers in state schools is 37.05 years with a standard deviation of 8.57. For teachers in private schools, the mean age is 34.40 years with a standard deviation of 7.80.

4.2. Quantitative Results of the Questionnaire

The distribution of the answers given to the item "I feel confident about solving the technological problems of the teacher and students" according to the teachers working in private and public secondary schools is given in Table 1.

Table 1. Confidence in Problem-Solving

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	3	15,0	2	10,0
Disagree	3	15,0	1	5,0
I am not sure	3	15,0	4	20,0
Agree	10	50,0	10	50,0
Strongly agree	1	5,0	3	15,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,15	1,226	3,55	1,146

When Table 1 is examined, it is seen that both teachers working in public schools and teachers working in private schools mostly answer "Agree" to the item "I feel confident about solving the technological problems of the teacher and students". The average score given to the item by the teachers working in the public school is 3.15, and the average score given by the teachers working in the private school is 3.55.

Table 2 shows the distribution of answers given to the item "I feel confident about developing and adopting online teaching sources into my lessons (worksheets, homework, assessment, etc.)" according to teachers working in private and public secondary schools.

Table 2. Including Teaching Resources in the Lesson

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	0	0	0	0
Disagree	1	5,0	0	0
I am not sure	1	5,0	4	20,0
Agree	10	50,0	7	35,0
Strongly agree	8	40,0	9	45,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	4,25	0,786	4,25	0,786

When Table 2 is examined, the item "I feel confident about developing and adopting online teaching sources into my lessons (worksheets, homework, assessment, etc.)" is the most common answer of "Agree" by teachers working in public schools, and teachers working in private schools answered "Strongly Agree" to the question. It is seen that the average score given to the item by the teachers working in the public school and the teachers working in the private school is 4.25.

Table 3 shows the distribution of answers given to the item “I feel confident about communicating with students, parents or with school through online platforms” according to teachers working in private and public secondary schools.

Table 3. Communication

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	1	5,0	0	0
Disagree	1	5,0	2	10,0
I am not sure	3	15,0	1	5,0
Agree	11	55,0	12	60,0
Strongly agree	4	20,0	5	25,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,80	1,005	4,00	0,858

When Table 3 is examined, it is seen that both teachers working in public schools and teachers working in private schools mostly give "Agree" to the item "I feel confident about communicating with students, parents or with the school through online platforms." It is seen that the average score given to the item by the teachers working in the public school is 3.80, and the average score given by the teachers working in the private school is 4.00.

The distributions of responses to the item "I feel confident about catering to different learning styles of the students online" according to teachers working in private and state middle schools are presented in Table 4.

Table 4. Using Different Learning Styles

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	0	0	0	0
Disagree	2	10,0	2	10,0
I am not sure	5	25,0	7	35,0
Agree	11	55,0	8	40,0
Strongly agree	2	10,0	3	15,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,65	0,813	3,60	0,883

When examining Table 4, it is observed that both teachers working in state schools and teachers working in private schools mostly answered "Agree" to the item "I feel confident about catering to different learning styles of the students online." The average score given to the item by teachers in state schools is 3.65, while the average score given by teachers in private schools is 3.60.

The distributions of responses to the item "I feel confident about providing efficient online feedback to students" according to teachers working in private and state middle schools are presented in Table 5.

Table 5. Online Feedback

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	0	0	1	5,0
Disagree	2	10,0	1	5,0
I am not sure	5	25,0	10	50,0
Agree	10	50,0	7	35,0
Strongly agree	3	15,0	1	5,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,70	0,865	3,30	0,865

When Table 5 is examined, it can be observed that teachers in state schools mostly responded with "Agree" to the item "I feel confident about providing efficient online feedback to students," while teachers in private schools mostly responded with "I am not sure." The average score given to the item by teachers in state schools was 3.70, while the average score given by teachers in private schools was 3.30.

The distributions of responses to the item “I feel confident about maintaining the online classroom management” according to teachers working in private and state middle schools are provided in Table 6.

Table 6. Classroom Management

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	1	5,0	0	0
Disagree	1	5,0	3	15,0
I am not sure	4	20,0	6	30,0
Agree	10	50,0	8	40,0
Strongly agree	4	20,0	3	15,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,75	1,020	3,55	0,945

When Table 6 is examined, it can be seen that both teachers working in state schools and teachers working in private schools mostly responded with “Agree” to the item “I feel confident about maintaining the online classroom management.” The average score given to the item by teachers in state schools was 3.75, while the average score given by teachers in private schools was 3.55.

The distributions of responses to the item “I feel confident about motivating the students to participate in the online lessons.” according to teachers working in private and state middle schools are provided in Table 7.

Table 7. Motivating Students

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	1	5,0	0	0
Disagree	2	10,0	1	5,0
I am not sure	5	25,0	4	20,0
Agree	8	40,0	14	70,0
Strongly agree	4	20,0	1	5,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,60	1,095	3,75	0,639

When Table 7 is examined, it can be seen that both teachers working in state schools and teachers working in private schools mostly responded with “Agree” to the item “I feel confident about motivating the students to participate in the online lessons.” The average score given to the item by teachers in state schools was 3.60, while the average score given by teachers in private schools was 3.75.

The distributions of responses to the item "I feel confident about protecting and maintaining my well-being" according to teachers working in private and state middle schools are provided in Table 8.

Table 8. Health Preservation and Maintenance

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	0	0	0	0
Disagree	3	15,0	2	10,0
I am not sure	5	25,0	4	20,0
Agree	8	40,0	10	50,0
Strongly agree	4	20,0	4	20,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,65	0,988	3,80	0,894

When Table 8 is examined, it can be seen that both teachers working in state schools and teachers working in private schools mostly responded with "Agree" to the item "I feel confident about protecting and maintaining my well-being." The average score given to the item by teachers in state schools is 3.65, while the average score given by teachers in private schools is 3.80.

The distributions of responses to the item "I feel confident about protecting and maintaining my students' well-being" according to teachers working in private and state middle schools are provided in Table 9.

Table 9. Health Preservation and Maintenance of Students

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	1	5,0	0	0
Disagree	3	15,0	2	10,0
I am not sure	7	35,0	6	30,0
Agree	6	30,0	11	55,0
Strongly agree	3	15,0	1	5,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,35	1,089	3,55	0,759

Upon examining Table 9, it can be observed that teachers working in state schools mostly responded with "Not Sure" to the item "I feel confident about protecting and maintaining my students' well-being" while teachers working in private schools mostly responded with "Agree." The average score given to the item by teachers in state schools is 3.35, while the average score given by teachers in private schools is 3.55.

Table 10 presents the distributions of responses to the item “I am satisfied and happy with my online English teaching during COVID-19” according to teachers working in private and state middle schools.

Table 10. Satisfaction

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	2	10,0	1	5,0
Disagree	7	35,0	1	5,0
I am not sure	6	30,0	6	30,0
Agree	4	20,0	9	45,0
Strongly agree	1	5,0	3	15,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	2,75	1,070	3,60	0,995

Upon examining Table 10, it can be observed that teachers working in state schools mostly responded with “Disagree” to the item “I am satisfied and happy with my online English teaching during COVID-19” while teachers working in private schools mostly responded with “Agree.” The average score given to the item by teachers in state schools is 2.75, while the average score given by teachers in private schools is 3.60.”

The distributions of responses to the item “I feel burnt out after teaching English online during COVID-19 pandemic” according to teachers working in private and state middle schools are presented in Table 11.

Table 11. Feeling of Exhaustion

	State Schools		Private Schools	
	f	%	f	%
Strongly Disagree	3	15,0	1	5,0
Disagree	4	20,0	5	25,0
I am not sure	2	10,0	5	25,0
Agree	8	40,0	7	35,0
Strongly agree	3	15,0	2	10,0
Total	20	100,0	20	100,0
Mean/Standard Deviation	3,20	1,361	3,20	1,105

Upon examining Table 11, it can be observed that both teachers working in state schools and teachers working in private schools mostly responded with “Agree” to the item “I feel burnt out after teaching English online during COVID-19 pandemic.” The average score given to the item by teachers in state schools is 3.20, while the average score given by teachers in private schools is also 3.20.

The distributions of responses to the item "If you taught English online, which platforms did you use to conduct your lessons?" according to teachers working in private and state middle schools are presented in Table 12.

Table 12. Used Platforms

	State Schools	Private Schools
	f	f
Zoom	19	10
EBA	2	0
Google Classroom	1	3
Microsoft Teams	2	4
Google Hangsout	1	2
VCloud	0	2
Google Meet	0	1
I did not conduct online education	0	1

Upon examining Table 12, it is observed that both teachers working in state schools and teachers working in private schools mostly used the Zoom platform. Among teachers working in private schools, 10 teachers used the Zoom platform, no teachers used the EBA platform, 3 teachers used Google Classroom, 4 teachers used Microsoft Teams, 2 teachers used Google Hangouts, 2 teachers used VCloud, and 1 teacher used Google Meet. One teacher in private schools reported not using any online education platform.

The distributions of responses to the item "English teaching methods used during the COVID-19 pandemic" according to teachers working in private and state middle schools are presented in Table 13.

Table 13. Used Methods

	State Schools	Private Schools
	f	f
Face-to-face only	0	1
Mostly through online technological aids	11	16
Mostly hybrid (face-to-face and online at the same time)	9	3

Upon examining Table 13, it is indicated that both teachers working in state schools and teachers working in private schools mostly used the online teaching method during the COVID-19 pandemic.

Table 14 provides the distribution of responses given by teachers regarding their educational background about online teaching before starting online English teaching.

Table 14. Education Background

	State Schools	Private Schools
	f	f
I hadn't received trainings, but I was familiar and confident with teaching online.	12	10
I hadn't received trainings and I was not familiar nor confident with teaching online.	5	9
I had received trainings, but I wasn't confident about teaching online.	2	1
I had already received trainings about online teaching, and I was confident about teaching online	0	0

Upon examining Table 14, it is observed that among teachers working in state schools, 12 teachers had not received formal education but were familiar with online education and felt confident. On the other hand, 5 teachers had not received formal education and were not familiar with online education, resulting in lower self-confidence. Additionally, 2 teachers had received education but did not feel confident in online education.

Among teachers working in private schools, 10 teachers had not received trainings but were familiar with online education and felt confident, while 9 teachers had not received formal education and were not familiar with online education, resulting in lower self-confidence. Only 1 teacher in private schools had received education but did not feel confident in online education. Therefore, the most common response among both teachers in state schools and teachers in private schools regarding their education background before starting online English teaching was "I had not received formal education but was familiar with online education and felt confident."

Table 15 displays the distribution of responses given by teachers working in public and private secondary schools regarding their satisfaction levels during the period of teaching English online.

Table 15. Satisfaction Levels During Online English Teaching

	State Schools	Private Schools
	f	f
I felt helpless about online education.	2	1
Attendance was low, it would have been more effective with a full class. 6-8 students attended.	1	0
I was satisfied with my lessons, but due to socio-economic reasons, student participation was below 50%.	1	0
I was satisfied with my lessons but couldn't fully achieve the goals of the lessons.	1	0
I was satisfied with my lessons and achieved the goals of the lessons.	6	2
Overall, I was satisfied, but I need more practice and training in online education.	6	10
I was satisfied, I achieved the goals of the lessons, but participation in online classes was insufficient.	1	0

Upon examining Table 15, it is observed that teachers working in state schools mostly gave the response "I was satisfied with my lessons and achieved the goals of the lessons" and "Overall, I was satisfied, but I need more practice and training in online education." On the other hand, teachers working in private schools mostly gave the response "Overall, I was satisfied, but I need more practice and training in online education." Teachers working in private schools did not complain about attendance-related issues.

Table 16 shows the distribution of responses given by teachers working in public and private secondary schools regarding the challenges encountered while teaching English online.

Table 16. Challenges Encountered

	State Schools	Private Schools
	f	f
I faced some challenges.	13	15
I faced many challenges (about technology, lessons, teacher satisfaction or more)	5	4
I didn't face any challenges.	2	1

Upon examining Table 16, it can be seen that both teachers working in state schools and teachers working in private schools mostly responded with "I faced some challenges" regarding the challenges encountered while teaching English online.

4.3. Qualitative Results of the Questionnaire

4.3.1. Qualitative Results of the State School Teachers

The qualitative results gathered from state school teachers provide valuable insights into their experiences during the transition to online teaching. These findings shed light on the challenges faced by teachers in adapting to digital platforms and offer a nuanced understanding of the specific issues encountered. The analysis of the data reveals several key themes that emerged from the teachers' responses, including technological limitations, student motivation issues, communication difficulties, inadequate online resources, strategies for adaptation, socio-economic disparities, and professional development needs.

Technological Limitations

Technological constraints posed a significant challenge in the shift to online teaching. A handful of teachers, including Teacher 2, Teacher 5, and Teacher 10, stressed this hurdle, specifically underscoring the lack of stable internet connectivity and the unavailability of appropriate devices. The representative from a public school, Teacher 11, also emphasized this issue, pointing out its more severe implications in lower-income areas. These areas, already disadvantaged, had students who were unable to secure regular access to the resources for online learning. This disparity amplified the digital divide, causing a disproportionately negative impact on students from socioeconomically disadvantaged backgrounds. The teachers found it difficult to compensate for these inherent systemic issues, which heavily affected the teaching and learning processes, thereby reducing the effectiveness of online learning. Teacher 12, for example, stated the following,

“The insufficiency of the technological infrastructure in the region, the majority of students in the classroom being financially unable to access devices to connect online, in addition to the inverse proportion between the number of siblings and the number of devices like phones, tablets, and computers at home. Additionally, even students with internet and devices to connect to online lessons experienced internet connection problems due to infrastructure inadequacies, naturally reflecting on the lesson. For instance, a student continuously getting disconnected from the lesson while speaking. Moreover, frequent power outages in the region were one of the major problems. Along with these, out of a class of 20 students, only an average of 5 students consistently attended the lessons (there were times when it even dropped to as few as 2 students).”

Pedagogical Challenges

In addition to the technological issues, the teachers faced several pedagogical challenges. A significant challenge was adjusting their teaching strategies, previously optimized for a physical classroom, to the online teaching environment. Teacher 4 highlighted this issue, expressing feelings of helplessness and frustration in their inability to effectively impact student learning. Another teacher, Teacher 6, expressed concern about keeping students attentive and engaged during the online sessions. For instance,

Teacher 15 stated the biggest challenges faced as the following, *“(The most difficult challenge was) ...the difficulty in communication, and issues such as not every student having access to technological equipment... The absence of feedback given within the class. Very minimal mutual interaction.”*

Teacher 7 similarly answered the question “Did you encounter specific challenges while teaching English online to middle school students?” as the following, *“Issues with internet data, difficulties in connecting to EBA, sometimes having a lesson with only 1 or 2 students; students who might be connected but are only physically present, similar to those who might physically attend school but are not mentally or emotionally present. Such as students who sleep, eat, or don't engage with the lesson during the class. Despite supposedly being in a pandemic period, the loud and crowded human noises coming from a student's home; not being able to see from their eyes whether they understand or not due to me not making them turn on their cameras to save their data caps; the low and irregular attendance of students, attending one class but skipping another.”*

These pedagogical difficulties were exacerbated by the lack of physical cues and in-person interactions, which usually aid teachers in assessing student engagement and understanding.

Teacher Readiness and Satisfaction

The data also revealed a wide spectrum of sentiments regarding personal readiness for online teaching and satisfaction with their performance. Some teachers, such as Teacher 1, demonstrated commendable adaptability, expressing a positive attitude toward learning on the job, despite the absence of formal training. However, Teacher 2 manifested a contrasting perspective, feeling insecure and overwhelmed, thereby underscoring a need for additional training and professional development opportunities to increase their confidence and competence in online teaching. Satisfaction levels were also closely linked to teachers' perceived effectiveness in managing the online teaching-learning process. While Teacher 3 felt accomplished and satisfied, viewing their online teaching experience as a success, Teacher 4 expressed the opposite sentiment, indicating a correlation between self-efficacy and overall satisfaction.

For instance, Teacher 10 also stated a personal lack of satisfaction and difficulty in conducting online lessons by stating the following, *"I often found myself multitasking during online classes; while trying to teach, I had to feed breakfast to one of my children, breastfeed the other, all without turning on my camera. I pushed myself to teach continuously without taking any breaks, and as a result, my chronic health issues started to resurface."*

Inequality and the Digital Divide

The shift to online learning highlighted the issue of inequality and the digital divide. Teacher 5 and Teacher 11 both emphasized that students in lower-income areas were more significantly affected due to limited access to resources, indicating that the shift to online teaching may have unintentionally exacerbated existing educational disparities. Teacher 7 further explained this by stating *"The lack of internet, phone-tablet-computer among students, if there is more than one child in a family, only one of them being able to join the class at that time, and the lack of motivation and indifference of students and parents."* Teacher 10 stated another point with the following answer, *"I have worked in 5 different stages in various regions, both in big and small cities. Yes, there are smart boards and the internet in all of them, but the children come from low-income families and their interests lie elsewhere. The cleanliness of the teachers' lounge in schools is inadequate, and now we don't even have soap or tissue in our restrooms."* These teachers called for greater support for these disadvantaged students, suggesting the provision of resources or subsidies to ensure that they are not left behind in the shift to digital learning.

Assessment and Feedback

Teachers like Teacher 12 and Teacher 13 shared concerns about the effectiveness of the current assessment methods for online learning. They argued that traditional assessment methods might not accurately measure students' understanding in a virtual environment. These teachers recommended exploring alternative assessment methods that are more suited to the online context. Teacher 12, for example, suggested the use of more interactive and engaging assessment tools, while Teacher 13 expressed the need for more regular and immediate feedback mechanisms. Teacher 5 shared both positives and

negatives of online teaching by saying, *"I liked online lessons because I could get answers from the chat and provide feedback to the students more quickly. I sent screenshots to ensure everyone had the correct version. However, I had to repeat lessons because not the entire class attended, and the ones who attended face-to-face sessions lacked information on what we had covered."*

Overcoming Challenges

When asked how they overcame the challenges faced, the state school teachers shared a range of strategies. Teacher 4 mentioned utilizing additional resources such as online tools and platforms, while Teacher 3 described shifting towards self-study material. Teacher 7, for instance, opted to use interactive PowerPoint presentations to boost student engagement and participation. Teacher 11 provided us with a clear answer, *"For student attendance, we did call their parents as much as possible. This often works quite well for a couple of days, but the parents and the student often lose interest in about a week, and we were back to calling them over and over again which was quite tiresome. For online materials, I mainly created PowerPoint slides, which were mostly interactive with animations, visuals, pronunciation, and all. After the lessons, I sent the PDF version of those slides from our WhatsApp group to the students to take notes and self-study. I also used Socrative to do some online vocabulary quizzes and shared the results with the parents."*

Likewise, Teacher 8 highlighted the role of regular parent-teacher communication in supporting and encouraging students to participate in online learning actively. Teacher 11 highlighted the importance of adaptability, expressing that they learned and adapted as they progressed. These responses illustrate how teachers actively sought out solutions and adapted their teaching methods to address the unique challenges posed by the online learning environment.

Suggestions for Improvement

Some teachers had specific recommendations for improving online teaching. Teacher 2 suggested providing internet access to all students, while Teacher 6 emphasized the importance of training both teachers and students on the use of online teaching tools.

Teacher 9 pointed to the importance of parental involvement in students' learning, and Teacher 19 emphasized the need for training, resource provision, and a decrease in the number of students per class. These suggestions underscore the multifaceted nature of the changes required to enhance online learning, encompassing not just the technological aspect, but also community involvement and structural changes to the schooling system.

In summary, the transition to online learning was not a straightforward process for state school teachers. They encountered numerous technological and pedagogical challenges that impacted their confidence and satisfaction with their teaching abilities. Nevertheless, their suggestions and innovative strategies provide a promising starting point for the improvement and refinement of online teaching practices, potentially leading to a more effective and equitable educational landscape.

4.3.2. Qualitative Results of the Private School Teachers

This chapter presents the qualitative findings derived from the responses of private school teachers on the research questionnaire regarding their experiences with online teaching during the COVID-19 pandemic. The analysis of the data revealed several common themes and separate topics that shed light on the challenges, experiences, and perceptions of teachers in the online teaching environment.

Teacher Training and Confidence in Online Teaching

Teachers frequently mentioned the lack of training and confidence in online teaching. Many felt unprepared and unfamiliar with the necessary tools and strategies to effectively facilitate online learning. Teacher 2 admitted, "I hadn't received training and was not confident with teaching online. I needed more practice and training to feel comfortable in the online teaching environment." Similarly, Teacher 8 echoed this sentiment, stating, "I lacked training and confidence in online teaching, which affected my ability to effectively deliver lessons." Teacher 5 similarly defined how it was difficult to make the transition between online and real classroom settings and lack of trainings by stating *"I could not have a real relationship with my students. Also, as it was my first year in teaching when we came back to school, it was hard to manage the class in real life."*

Challenges in Online Classroom Management

One of the prominent themes that emerged from the teachers' responses was the challenges they faced in managing the online classroom. Technological problems and connectivity issues were recurring concerns. Many teachers expressed their difficulties in conducting seamless online lessons due to poor internet connections and technical glitches. For instance, Teacher 4 stated, "Technological problems and low internet connection made it difficult to conduct seamless online lessons." Additionally, the transition to online teaching presented obstacles in organizing and implementing group activities and role plays. Teacher 16 shared their experience, saying, *"It was hard to organize group activities and role plays in the online platform due to connectivity issues, and some students did not attend the session."* Moreover, Teacher 6 said, *"Managing the classroom was the biggest challenge of online teaching as neither the students nor the teachers were familiar with distance education."*

Student Engagement and Motivation

A central concern throughout many of the teachers' responses revolved around issues of student engagement and motivation. Many teachers repeatedly brought up the difficulty of maintaining student interest and participation in an online setting. Distractions like online games and an overall unwillingness to participate were common problems faced. Teacher 6 explained *"One of the biggest challenges was online games. Secondary school learners are extremely into playing online games, so some of them preferred playing online games instead of participating in the lessons."* Moreover, Teacher 10 stated, *"To motivate students was the biggest challenge for me because they were unwilling to participate in the lesson."*

The obstacles of students not joining the lessons or lack of motivation of the students were also mentioned, indicating a larger issue with online learning, and maintaining students' attentiveness. Teacher 13 mentioned, *"One of the problems faced by teachers during online classes is the difficulty with engaging students. Students are forced to move towards online learning these days. It is a new method of learning for students. So, it becomes hard for teachers to engage students in online teaching. Students*

learn from their homes. So, they get quickly distracted and lose their concentration even during the live sessions.”

In response to these hurdles, teachers exhibited creativity and adaptability by integrating online games into lessons, collaborating with parents and school counseling services, or adopting more interactive teaching strategies. However, the struggle with online engagement remained a salient issue and a critical barrier to effective online teaching and learning.

Emotional and Social Impact

Some teachers expressed concerns about the emotional and social dimensions of online learning, which are often overshadowed by the focus on academics. Teacher 1 shared an impactful observation where she noticed a marked difference in the emotional reactions of her students during face-to-face encounters after online teaching, indicating a missing emotional connection in the online teaching environment. Teacher 1 explained how challenging online education is on a social level by saying, *“You can’t touch your student’s heart. I think this the most important point and the biggest challenge”*, Teacher 2 also claimed *“trying to reach the students behind a screen and not being able to help them at all times (was the biggest challenge)”* This emotional disconnect brings attention to the critical issue of nurturing teacher-student relationships and creating an empathetic classroom environment, even in an online setting.

Workload and Working Conditions

Several teachers raised issues related to workload and the conditions of work during online teaching. For instance, Teacher 7 said, *“In a private school you get a low salary and you have at least 35 hours in a week.”* Teacher 15 also stated *“If they (the school management) treat us badly, we feel sad while working. I Just can say that the salary is better in state schools than in private schools. My salary is VERY low.”* Teachers specifically highlighted the blurred boundaries between work and private life, indicating the challenge of maintaining work-life balance during remote teaching. The issue of workload was also emphasized, with teachers describing an increase in tasks due to the need to adapt to a new teaching platform, create new teaching materials suitable for online

delivery, and manage their home life alongside work responsibilities. Teacher 17 said, *“(There were) too many meetings and too much expectation from school and parents!”* This leads to a conversation about the need for supportive policies to manage workload and ensure the mental well-being of teachers during online teaching.

Assessment and Feedback

The shift to online learning brought new challenges related to student assessment and providing feedback. Teachers expressed difficulties with checking assignments, providing efficient and timely feedback, and creating appropriate assessments for an online environment. For instance, Teacher 3 said her biggest problem was “homework feedback and notebook check and feedback” and expressed her solution as *“I wanted my students to take notebook videos and send them to me. Also, I gave the answers to the weekend homework or do the workbook questions during the online lessons.”* Also, Teacher 11 said, *“Using academic and fun assessment activities such as Nearpod, or Kahoot activities helped me a lot (on checking the assessment of target information).”* These concerns underlined the need for training in digital assessment techniques and tools that can facilitate feedback provision in an online setting.

Communication

Communication emerged as a significant issue in the online teaching experience. Communication problems were first identified with students. Teacher 1 said *“I understood (lack of communication) after we came back to school face to face. In previous years when I saw my old students, they all felt happy and smiled and tried to talk to me, but my online students didn’t even react when they saw me face-to-face. I understood that I just taught the lesson, but I didn’t touch their hearts.”* These difficulties were multifaceted, ranging from having communication problems due to the inherent limitations of the online format to dealing with high expectations from parents and schools. This points towards the need for clear and effective communication strategies, as well as managing expectations from all stakeholders involved. Issues such as lack of response, misunderstandings, and high expectations were reported. Teacher 3 mentioned, *“Communication with students and parents was challenging, as there were instances of miscommunication and unresponsiveness.”* Similarly, Teacher 17 said, *“Parents’ high*

expectations created additional pressure, and it was sometimes difficult to meet their demands." Teacher 4 also stated, *"Sometimes parents expect too much from the teachers even when the student can't do more."*

Advantages and Disadvantages of Private School Settings

The advantages and disadvantages of teaching in private school settings were discussed by several teachers. Private schools were seen as having better access to technological resources, which facilitated online instruction. Teacher 18 shared, *"Private schools provided the necessary technological devices and resources, making online teaching more convenient."* Teacher 3 also mentioned, *"Private school is better of course because the students didn't have technological problems and we had free internet access".* Teacher 4 said *"Most students have access to the internet, laptops, and earphones. Everything you might need for an online course."* Teacher 10 stated *"The advantage of working at the private school is that the school supplies you the things that you need like online platform subscriptions."* Also, the economical situations of the families were seen as an advantage, Teacher 11 mentioned *"Economic conditions of a private school family did not see technical difficulties much during that period."* However, concerns were raised about the higher working hours, low salaries, high parental expectations in private schools compared to state schools, indicating potential disadvantages of working in private school settings.

Overcoming Challenges

The private school teachers also shared various strategies to cope with the challenges they encountered. Teachers worked on improving student engagement by making lessons more enjoyable or trying to build stronger relationships with their students. Teacher 4 said *"I tried my best through communicating with them after the lessons and sending them extra material when they needed help."* Many teachers also increased their use of online resources and adopted new teaching techniques. Teacher 5 said *"I tried to talk about their personal lives and hobbies to have a good relationship. I asked my friends and colleagues about how to manage the classroom in real life."* Teacher 10 stated *"I created online games and competitions."* Teacher 15 said *"I changed the activities so that the students were more motivated, and I changed the schedule of*

class time.” In sum, they reached out to students after lessons and provided extra material when needed, while Teacher 18 sought advice from colleagues to manage the classroom. Such strategies reflect their commitment to improving their online teaching practice and willingness to experiment with new methods.

Suggestions for Improvement

In terms of suggestions for improving the online teaching experience, teachers offered a range of ideas. Teacher 1 emphasized the need for a strong bond between the students and the teacher by saying *“I would try hard to make my students love my lesson. Because if they don’t love you and your lesson, they won’t learn; they won’t even try to learn.”* Teacher 11 said, *“I would create fewer working hours for my colleagues and light schedules for my students.”* Similarly, Teacher 6 said, *“I would not tire myself as I did before because now, I am fully aware of sacrificing and tiring that much do not mean a lot to most of the students. I would totally balance my work and my private life and I would not allow/reply to the calls and messages sent untimed.”* Teacher 15 also talked about setting clear boundaries between work and private life to protect her mental health. These suggestions highlight the diverse needs of teachers in an online teaching environment, from technical solutions to addressing work-life balance and mental well-being.

Considering the responses of all the teachers, it is evident that the challenges of online classroom management, student motivation and engagement, establishing emotional connections, teacher training and confidence, advantages and disadvantages of private school settings, and communication challenges with students and parents were prominent themes. The quotations provided offer insights into the specific experiences and perspectives of individual teachers, highlighting the diverse range of challenges they encountered during online teaching.

4.4. Findings from Remote Teaching Experiences in State and Private Schools

Regarding the results of the questionnaire, teachers from both state and private schools identified common challenges related to technological inadequacies, student motivation, and communication issues. Technological problems ranged from poor or no internet connection to a lack of necessary technological aids for effective teaching.

Student motivation was consistently seen as a challenge, with teachers noting that students were often disengaged or distracted during lessons. Communication difficulties were experienced on multiple fronts, including interaction with students/parents and within the school itself.

While commonalities were observed, there were also unique experiences between the two groups. State school teachers specifically pointed out the lack of resources, such as inadequate internet access or devices for students, which posed significant challenges to teaching. Conversely, private school teachers indicated more institutional support in terms of resources. However, they expressed concerns about the blurred boundaries between personal life and professional responsibilities, an issue less pronounced among state school teachers.

Teachers showcased their adaptability and resilience by implementing strategies to navigate through the hurdles. In state schools, collaboration, and resource sharing emerged as essential strategies. Teachers leaned on each other for support, sharing lesson plans, teaching materials, and effective strategies they discovered. Some teachers sought creative ways to engage their students, altering their teaching methods or incorporating games and interactive activities into their lessons.

Similarly, private school teachers took matters into their own hands by enhancing their digital skills and better integrating technology into their teaching methodology. To motivate students, online games and competitions were introduced, making the lessons more interactive and interesting. Communication issues were addressed by establishing clear communication channels and setting boundaries to protect their time.

State and private school teachers alike offered several suggestions for improving the online teaching and learning experience. State school teachers emphasized the need for professional development programs focused on online teaching, better technical support from their schools, increased communication and cooperation among teachers, and a more robust provision of online resources.

Private school teachers suggested making better use of interactive teaching tools, managing class time more effectively, and ensuring a healthier work-life balance. They

also stressed the importance of schools providing more supportive resources such as access to premium online educational platforms, training in their use, and assistance in dealing with the expectations of parents and the school administration.

In conclusion, the challenges experienced by state and private school teachers in the face of online teaching were broadly similar, albeit influenced by different factors. The strategies employed to tackle these issues were diverse and often innovative, reflecting the teachers' dedication to providing quality education in difficult circumstances. These findings offer a valuable perspective on the realities of online teaching during a global crisis and provide a basis for further research on effective solutions and practices.

4.5. Interview Results of State School Teachers

Technological and Internet Access Challenges

The transition to online teaching was not without its issues. The two state school teachers consistently highlighted the problem of limited internet connectivity. This was a substantial hurdle, with both teachers indicating that the digital divide prevented equal access to online learning resources. Teacher A stated, *"Sometimes we faced problems related to the internet. In other words, on some days the internet was not working, or the students were experiencing the same problem. So, there were difficulties due to technical issues."*

These challenges underline the broad implications of the digital divide in education, where learners from lower socio-economic backgrounds often lack access to the internet or digital devices needed for online learning. Teacher A added the following answer, *"Additionally, a special environment is needed for online education. Unfortunately, my students' socio-economic statuses are low, and most do not have a separate room. Generally, our whole families live in the same room because of that. Or there were situations where my students' siblings were using the computer or phone. In those days, participation in classes was not really possible. Overall, we faced such problems."* This divide was further exacerbated by the poor quality of internet connections in certain areas, causing some students to miss online classes. The teachers' experiences

suggest a need for interventions aimed at bridging the digital divide and ensuring that all students have equitable access to online learning resources.

Pedagogical Challenges

The teachers identified significant pedagogical challenges in transitioning to online teaching. For one, the lack of face-to-face interaction made it difficult to execute engaging activities such as games and role-plays, crucial for English language teaching. Teacher B explained this by saying, *"Not being able to conduct dance and movement-based activities and games within the class in an online environment was quite challenging. Especially teaching English vocabulary in front of the screen is hard."* Furthermore, they noticed a stark decrease in students' attention spans during online lessons compared to physical classes. The teachers highlighted the need to adapt their teaching methods to suit the online environment better. They needed to find new ways to engage students, maintain their attention and increase their participation in online lessons.

Socio-economic Disparities

Socioeconomic disparities became more prominent in online teaching. Teacher A pointed out the lack of private study spaces for many students, given their socio-economic status. Teacher A also added, *"As I said before, unfortunately, the children could not consistently attend classes due to a lack of sufficient internet or phone/tablet availability. The fact that they could attend some lessons during the week but not others made it a difficult process for me in terms of their readiness."* This often resulted in students not having a conducive learning environment or even missing out on classes because they shared devices with other family members. Another opinion was shared by Teacher B by stating, *"Teaching in crowded classes at a state school is more difficult. It's hard to reach individuals. To carry out numerous activities, it's necessary to have sufficient materials."* Such socio-economic disparities pose a significant challenge to online teaching and learning, suggesting that addressing these disparities should be a priority for education policymakers.

Changes in Teaching Practices

One of the positive aspects that came out of this challenging situation was the change in teaching practices. Teacher B mentioned integrating technology more in their teaching post the online education experience. Teacher B claimed, *"Sharing information and visual materials on the screen was quite comfortable; there was no need to write. Explanations and activities could be done. The disadvantage, however, was the constant need to reinforce whether the student was engaged in the lesson or not. To understand the subject at hand, the student at the screen needs small gestures and facial expressions."* They acknowledged that the pandemic pushed them to leverage technology in their instruction, leading to an enhancement of their digital skills. This change might have long-term benefits as education worldwide is becoming increasingly digital.

Need for Training and Community Support

Both teachers expressed a need for more training and practice in online teaching. Teacher A said, *"We were constantly in communication about the process. Talking about the subject with people who were experiencing the same difficulties felt good at least, and we were sharing what could be done. We were also trying to implement the issues we had mutually agreed upon."* They felt that the shift to online teaching was sudden and did not provide them with enough time to prepare or adjust their teaching methods. Teacher B explained, *"As a school, we provided directives and suggestions through social media, phone calls, or face-to-face meetings regarding student participation in online classes. Efforts were made to increase participation by communicating through groups that were established for this purpose."* Therefore, they also mentioned the importance of community support in overcoming these challenges. Regular communication and sharing experiences with fellow teachers were critical strategies that helped them navigate the transition.

Adaptation Strategies and Recommendations

Despite the challenges, the teachers showed resilience and adaptability. They used different strategies to engage students, such as assigning homework to prepare students for the next lesson. The teachers also underscored the need to modify the curriculum to

include more speaking and listening activities for better language acquisition. Teacher A stated the following answer *"I would like to conduct more speaking and listening activities with the children. Therefore, I would like to change some parts of the curriculum. Specifically, efforts should be made to facilitate access for all students."* Similarly, Teacher B explained, *"It is essential to learn web design applications, and attention must be given to content produced on the computer. Activities should be designed abundantly and utilized frequently."* These experiences and recommendations could provide useful insights for developing strategies and interventions to improve online teaching and learning experiences, particularly in contexts similar to state schools.

4.6. Interview Results of Private School Teachers

Classroom Management and Student Participation

Private school English teachers identified significant challenges in managing the online classroom environment. They encountered difficulty in ensuring student focus during online lessons, as evidenced by students speaking out of turn or playing games during class. The issue of enforcing discipline was exacerbated by the lack of physical presence in the online learning environment. Teacher D explained this by saying, *"Maintaining control and classroom management during lessons was very challenging. Sometimes students would turn on their microphones and speak loudly while I was teaching. Explaining the subject matter was difficult, and we couldn't keep track of the students. There were students who seemed to be listening to the lesson but were actually playing games."* The teachers felt that their authority was limited in this setting, leading to problems with maintaining order and ensuring active student participation. Teacher D stated the following for this topic, *"Teaching middle school students was more difficult than teaching elementary students because they were in adolescence and were away from school, refusing to follow the rules. Many were left alone at home or had no parent to supervise them."*

Moreover, they found it particularly challenging to monitor student involvement effectively and verify whether students were genuinely engaged in learning or merely appearing to be. These issues created a sense of frustration and helplessness as they

struggled to deliver effective instruction and maintain the usual classroom dynamics. Teacher C even suggested that the introduction of sanctions for non-attendance might have been a way to improve student participation by saying, *"In my opinion, communication was the fundamental issue, and it should have been made more disciplined for the teachers as well. For example, there were no sanctions for students not attending class, so they didn't attend. There should have been rewards or penalties to ensure their participation."*

Workload and Job Satisfaction

The transition to online teaching brought about significant changes in the teachers' work dynamics, influencing their workload, job satisfaction, and motivation. Teacher C explained this by saying *"The limitations of remote learning both decreased my motivation and professional satisfaction. Additionally, due to the disorganization, my daily life and work life became intertwined."* Teacher D brought attention to the unfair distribution of work responsibilities, particularly among younger teachers. Teacher D stated, *"As a private school teacher during the pandemic, while all the other school teachers were working from home, we were forced to work from the school. Because of this, we continued to use common areas, and COVID-19 cases occurred frequently. Other teachers had to fill in for those who were absent, and the workload was very high. Additionally, despite working full time, we were included in the government's short-term working payment, and our insurance days appeared to be lower than normal."*

Then Teacher D added, *"The workload generally increased. Younger teachers were burdened with much more responsibility, as many teachers didn't want to take on tasks in groups, using excuses like 'I don't understand technology.'"* The assumption that younger teachers are more technologically adept led to an unequal workload distribution, with these teachers often taking on more responsibilities in the transition to online education. Teachers noted a substantial decrease in job satisfaction and motivation levels, attributing this to various factors such as technical difficulties, increased workload, and the struggle to maintain student engagement in online classes.

Technological Challenges and the Need for Training

The abrupt switch to online education posed technological and technical difficulties, both for the teachers and the students. The teachers encountered issues such as poor internet connectivity, software glitches, and a lack of necessary equipment. They also struggled with their students' diverse technological capacities and access to resources, which impacted the effectiveness of online teaching. Therefore, Teacher C explained how they aimed to cope with this problem by stating *"Friends with higher technology skills helped those with lower skills by sharing their knowledge and experience."*

Both teachers emphasized the need for more comprehensive training to manage these challenges effectively. They believed they would have benefited from practical experience and extensive preparation before transitioning to online teaching. Teacher D said, *"I wish we could have received pedagogical training instead of just technological training."* The training they desired was not limited to handling technological tools but also extended to understanding effective pedagogical strategies for online teaching.

Potential Benefits and Future of Online Education

Despite the many challenges, the teachers identified some potential benefits of online teaching. They appreciated aspects such as enhanced control over classroom noise levels (such as the ability to mute students). Teacher C explained this by saying *"The use of technology allowed me to convey content more efficiently from perspectives like drawing, presenting, and demonstrating. Additionally, the ability to mute whichever student I wanted was a feature I found useful. However, increasing participation in the class was almost impossible."* The appreciation of these benefits seemed to influence their perception of the future of education. For instance, Teacher C also suggested a hybrid teaching model incorporating both online and in-person teaching methods as a viable online teaching path forward with the statement *"I began to think that online education should be made permanent to a certain extent. Additionally, I became convinced that either compulsory education should be fully enforced (students who don't attend should fail), or mandatory education should be abolished. Also, the compensation for processes like a pandemic should be carefully spread over the years."* This teacher's perspective

indicates a recognition of the potential of online education to transform teaching practices in the long term, despite the short-term challenges experienced during the pandemic.

Collaboration and Support Among Colleagues

The teachers highlighted the role of collaboration and support among colleagues in navigating the challenges of online teaching. The sharing of knowledge and experiences, especially from those who were more technologically proficient, helped them to manage the transition better. The importance of a supportive and collaborative working environment was underscored in this period of substantial change and uncertainty.

4.7. Synthesizing Findings: Challenges, Coping Strategies, and Suggestions for Online English Teaching During the Pandemic

The findings from our study provide significant insights into the multitude of challenges faced by English teachers at both state and private schools in Turkey during the pandemic-induced shift to online learning. A broad range of issues were encountered, from technical difficulties and resource accessibility to maintaining student engagement and classroom management in the virtual environment. The teachers' narratives vividly illustrate the struggles they faced, painting a picture of resilience, adaptability, and perseverance.

Technical and logistical problems were a ubiquitous hurdle. Teachers struggled with maintaining a stable internet connection and ensuring all students could participate in the online classes. These issues were exacerbated for students and teachers in lower-income areas, where access to necessary technological resources was often limited. This unequal access to resources highlights the digital divide and its impact on education during the pandemic.

Keeping students engaged in the online format presented another significant challenge. Teachers noted that students' attention spans were shorter online than in face-to-face lessons, often leading to difficulties in conveying new material and ensuring

students' comprehension. Furthermore, the absence of physical, "in-person" cues made it challenging for teachers to monitor their students' understanding and engagement.

Despite these obstacles, teachers exhibited a strong spirit of adaptability and resourcefulness. They sought to keep their students engaged using various strategies, from incorporating more visual aids to implementing games. However, the effectiveness of these strategies was often impeded by the various limitations of online learning, emphasizing the need for continued research and innovation in online teaching strategies.

Regarding overcoming these challenges, teachers relied on their creativity, dedication, and perseverance. They adopted new technologies, sought advice from colleagues, and constantly modified their teaching strategies to fit the online environment. However, the success of these efforts varied, with some issues, like uneven student participation and engagement, persisting throughout the transition period.

The teachers offered insightful suggestions for future online English teaching practices. These included a stronger emphasis on technology training for teachers, more resources and support for students to ensure equal access to online classes, and a revision of the curriculum to better fit the online format. Their experiences and suggestions underscore the importance of preparedness and adaptability in responding to sudden shifts in the educational landscape.

In conclusion, the pandemic has highlighted the complexities and challenges inherent in online teaching, particularly within the context of English language instruction in Turkey. However, it has also underscored teachers' resilience and adaptability. It has shown the necessity for continued innovation in teaching strategies, resources, and infrastructure to ensure effective and equitable online learning. As we move forward, these lessons will be vital in navigating future disruptions and advancing the field of online education.

CHAPTER V

CONCLUSION

5.1. Introduction

The COVID-19 pandemic necessitated a swift transition to online teaching, an unexpected shift that posed significant challenges to educators globally. In Turkey, secondary school English teachers found themselves navigating unfamiliar terrain with often inadequate support or resources. The problem this research sought to address was the lack of comprehensive understanding of the specific challenges these teachers faced, the strategies they employed to adapt their teaching practices for the online environment, and the implications of this abrupt transition on their readiness for online instruction. This gap in knowledge, if unaddressed, could hinder the effective implementation of online teaching strategies in times of crisis and limit the potential for educational continuity and quality learning outcomes.

Therefore, the research journey initiated with a review of the literature addressing various aspects associated with online teaching amidst the COVID-19 pandemic. The study delved into numerous sources analyzing the preparedness of teachers to adapt to digital technologies, the practical challenges they faced during the transition, and the psychological issues that emerged in this period. The literature review unveiled complex nuances involved in the abrupt transition to online teaching. It underlined the need for digital competencies among educators, along with the necessity for teachers to modify their conventional teaching methodologies to facilitate remote learning. This foundation illuminated the direction the research needed to follow.

The research proceeded to the data collection phase using a sequential explanatory method. This approach involved gathering both quantitative and qualitative data from middle school English teachers in Turkey. The intentional inclusion of teachers from both public and private school contexts aimed to explore diverse experiences, challenges, and coping strategies related to the abrupt transition to online teaching. The data analysis followed a systematic approach, utilizing descriptive statistics for quantitative data to gain a clear understanding of numeric information. For qualitative data, a thematic analysis

was performed to identify, analyze, and report patterns within the dataset. By combining both methods, the analysis provided a comprehensive perspective on the research question, blending the richness of qualitative data with the precision of quantitative data. The findings of this study have offered an in-depth look into the experiences of middle school English teachers in Turkey as they navigated the uncharted waters of online education brought on by the COVID-19 pandemic. Drawing from both questionnaire data and personal interviews, the study uncovers the challenges these educators faced, how they adapted, and their subsequent reflections on this period.

It was found that teachers, irrespective of the type of school they belonged to, encountered significant challenges during their transition to online teaching. These included a lack of adequate training and resources, increased workload, difficulties in managing student engagement, and struggles with classroom dynamics in the virtual environment.

However, these challenges did not entirely define the narrative. The research also unveiled the remarkable resilience and adaptability displayed by the teachers. Proactive efforts to overcome technical issues, experimentation with various online tools, modification of teaching strategies, and effective communication with parents to keep them involved in their children's learning process were observed. The research findings shed light on the multifaceted experiences of teachers transitioning to online teaching amidst the COVID-19 pandemic. Through comparing these results with existing literature, insightful correlations and notable discrepancies are drawn. These underscore the seminal role that teachers continue to play in the educational system, especially in the face of a global crisis (UNESCO et al., 2020; Redecker, 2017).

One of the pivotal findings of the study was the considerable difficulty teachers experienced concerning student engagement in online classes. Both public and private school teachers struggled with capturing and sustaining student attention in the virtual environment. This is echoed in the work of Alberth (2011), who underscored the challenges of managing student attention in online educational setups. In public school settings, these difficulties were compounded due to larger class sizes and the challenge of providing individual attention. In contrast, teachers in private schools faced the dual

burden of maintaining their standard high-quality education and managing student engagement in the online format.

Interestingly, despite the similarity of challenges faced, the scale of difficulties diverged between the two school types. Teachers in public schools, where class sizes are typically larger, reported significantly more challenges in terms of individual student attention and overall class management. Private school teachers, while also burdened with challenges, faced a different kind of pressure. They were expected to uphold the standard of high-quality education that private schools are known for, placing an additional strain on their professional duties.

In the face of these challenges, the resilience and adaptability of teachers shone through, as they sought to mitigate the challenges that the transition presented. Teachers demonstrated a capacity for problem-solving and adaptability, often having to learn new software and troubleshoot technical issues themselves or with the help of their colleagues. This aspect mirrors UNESCO et al.'s (2020) emphasis on the adaptability of teachers during the pandemic, with our research providing further empirical support for this observation.

Furthermore, to enhance student engagement, teachers adopted innovative approaches, experimenting with various online tools and resources, and recalibrating their teaching strategies to better suit the online environment. This aspect emphasizes the teachers' adaptability and their willingness to explore new pedagogical methods, underlining their commitment to maintaining the quality of education during these challenging times.

An essential aspect that the research brought to the fore is the role of parent-teacher communication in navigating the challenges of online education. Regular updates and feedback from teachers helped parents stay involved in their children's learning process, motivating students to participate more actively in online classes. This emphasis on parent-teacher communication in the research findings points to a more community-based approach to managing the challenges of online education, underscoring the importance of collective effort in overcoming difficulties.

Notably, despite the multitude of challenges, teachers reported a paradigm shift in their perspectives on technology in education. The experiences of handling an online class

during the pandemic led to an acknowledgment of the potential benefits of technology integration in teaching. This change in perspective is noteworthy, suggesting a silver lining amidst the arduous transition to online teaching.

However, while the research largely aligns with the existing literature, it also reveals some discrepancies. One of the prominent deviations from previous research is regarding teacher readiness and the psychological challenges they faced during the pandemic. While UNESCO et al. (2020) reported that only 20% of low-income countries offered special training to teachers, the research findings suggest a higher proportion of teachers received some form of training. The disparity could stem from regional variations, differences in sample sizes, or the specific demographics of the study.

Despite this training, teachers reported significant struggles with inadequate resources, increased workload, and technological difficulties. These findings suggest a pressing need for effective and comprehensive support structures for teachers during crises, underlining the need for policies that ensure support in terms of resources and training.

5.2. Summary of the Research Questions

Subsequent sections directly address the pivotal research questions that have guided this research. The findings bring forth the creative, adaptive strategies implemented by these teachers to overcome such challenges and keep the torch of learning aflame in these testing times. The valuable suggestions offered by these front-line educators for further practices of online English teaching will also be expounded, serving as valuable insights for ongoing and future pedagogical planning and decisions. These answers, derived from the rich and diverse data collected, stand as testament to the resilience and dedication of teachers navigating an unprecedented educational landscape. Each research question is dissected in detail, with a comprehensive discussion of the corresponding findings.

Research Question 1: What challenges did secondary school English teachers encounter while teaching English online during the COVID-19 pandemic?

Technological Challenges

Teachers faced a host of technological challenges that ranged from difficulties in handling online teaching platforms to troubleshooting technical issues during online classes. Even simple tasks such as sharing screens or managing breakout rooms posed problems, especially for teachers who were not previously familiar with these digital tools. Furthermore, concerns about internet connectivity and access to necessary digital devices also emerged as major issues.

Pedagogical Shift

The sudden shift from a physical classroom environment to a virtual one posed significant pedagogical challenges. Teachers found it hard to adapt their teaching methods to the online format. They struggled with maintaining student engagement, managing classroom dynamics, and modifying their lesson plans to suit the online environment.

Classroom Management Issues

Online classrooms brought unique challenges in terms of classroom management. Teachers found it difficult to monitor students' activities, maintain discipline, or even ensure consistent student participation in class activities. Issues like students turning off their cameras or microphones, or becoming distracted during classes, added to the complexity of classroom management in the online context.

Increased Workload

The transition to online teaching resulted in an increased workload for teachers. They had to spend more time preparing for lessons, creating digital resources, and learning to use new technological tools. Additionally, the boundary between work and home blurred, leading to extended working hours and less time for personal relaxation and self-care.

Emotional and Psychological Stress

The abrupt transition to online teaching, combined with the overall stress of the pandemic, led to emotional and psychological stress among teachers. Concerns about their own health, the health of their students, job security, and the quality of education they were providing were major sources of stress.

Research Question 2: How did secondary school English teachers overcome the challenges they faced while teaching English online during the COVID-19 pandemic?

Utilizing Technology to Enhance Pedagogy

Teachers actively sought solutions to overcome the technological barriers they faced. They took the initiative to learn new software and digital tools, often relying on online tutorials or peer support. This often involved experimenting with different online platforms and applications to find the ones that best suited their teaching style and curriculum.

Adapting Teaching Methods

Teachers displayed a high degree of adaptability in modifying their teaching methods to suit the online environment. This included redesigning lesson plans, incorporating more interactive elements, and developing new strategies to engage students in the virtual classroom.

Promoting Student Participation

Teachers developed innovative ways to encourage student participation in online classes. They used interactive tools like polls, quizzes, and games to make classes more engaging. They also adopted strategies like assigning roles to students during group activities, promoting peer interaction, and giving students opportunities to express their thoughts and ideas.

Enhancing Communication

Recognizing the importance of clear and regular communication in the online setting, teachers made concerted efforts to enhance communication with students and parents. This included providing regular updates, feedback, and clarifications, as well as establishing open channels for students and parents to share their concerns and suggestions.

Self-Care and Professional Development

In response to the emotional and psychological stress, teachers prioritized self-care and sought professional development opportunities. This involved setting boundaries to maintain work-life balance, participating in webinars and online courses to enhance their digital literacy, and seeking emotional support from peers and professional networks.

Research Question 3: What do secondary school English teachers suggest for further practices of online English teaching?

Professional Development

Teachers highlighted the need for regular and structured professional development opportunities tailored to the demands of online teaching. These could range from workshops on handling digital tools to webinars on adapting various pedagogical techniques for online environments.

Creation of a Collaborative Community

Teachers strongly advocated for a collaborative teaching community where they could share their experiences, strategies, and resources. A collective effort from teachers, students, and parents can potentially ease the transition to online teaching and enhance the learning experience.

School Policy and Administration Support

Teachers suggested that educational institutions should provide greater support, particularly in terms of providing necessary resources and maintaining flexible and

considerate policies. The role of the school administration is crucial in addressing the challenges posed by the online mode of teaching.

Emphasis on Student Engagement

It was suggested that further practices of online English teaching should place substantial emphasis on student engagement. Interactive and engaging activities that mimic in-person interactions can enhance the effectiveness of online teaching.

Mental Health Support

Given the added stress and anxiety associated with the pandemic and the transition to online teaching, teachers stressed the need for mental health support. Providing counselling services and fostering an environment that prioritizes well-being could be integral to effective online teaching.

Improved Assessment Methods

Teachers indicated that traditional assessment methods may not be entirely suitable for online teaching. Therefore, there is a need for developing innovative assessment techniques that are suited to the online environment and accurately measure students' understanding and progress.

In sum, the research provides a detailed understanding of teachers' experiences and the complex dynamics of the shift to online teaching during the pandemic. The resilience and adaptability of teachers, the central role of parent-teacher communication, and the shift in perspective regarding technology integration in teaching are notable findings of the study. These findings bear significant implications for real-world practice, informing educators, policymakers, and educational institutions on the necessary measures to enhance remote teaching practices and develop robust support mechanisms for teachers. The research underscores the need for continual support and training for educators, especially during crises, serving as a crucial reference for future policies and practices in the field of education.

5.3. Implications

The implications drawn from this research provide crucial insights for educators, policymakers, and institutions, especially considering the context of Turkey and the unique dynamics of both state and private middle schools. From an educator's standpoint, this study illuminates the necessity of continuous professional development, especially in the area of digital literacy and the utilization of online teaching methodologies. The importance of adaptability is underscored, particularly in response to the unforeseen and rapid shift to online instruction during the pandemic. Teachers, irrespective of their affiliation with state or private schools, faced challenges in engaging students and managing virtual classroom dynamics. These shared difficulties underpin the necessity for training and support systems to equip teachers with the strategies and tools they need to foster a conducive online learning environment.

For policymakers and administrators, the findings of this research shed light on the significant gaps in the education system's readiness to shift to online teaching and learning. The study underlines the importance of proactive measures in bridging these gaps. Such measures could include amplifying investments in digital infrastructure, facilitating access to technological devices for teachers and students, ensuring reliable internet connectivity, and implementing protocols for online teaching and learning. In terms of support systems for educators, the findings advocate for a comprehensive and easily accessible structure that can provide guidance and assistance in navigating the intricacies of online teaching.

Furthermore, the study's comparative focus on state and private schools offers a nuanced understanding of the different challenges and experiences in these two environments. State school teachers, managing larger classes, have reported intensified difficulties in providing individualized attention to students and overseeing classroom dynamics. Conversely, private school teachers are confronted with the added pressure of maintaining the high standards of quality associated with private education, despite grappling with the challenges of online teaching.

Significantly, this research also highlights the essential role of parent-teacher communication and collaboration in facilitating online education. This points towards a shift from the traditional classroom setting to a community approach involving active

participation from parents in their children's learning process. This is particularly important in the context of different socio-economic backgrounds represented in state and private schools.

From a broader perspective, this research underscores the necessity for long-term strategic planning that considers potential disruptions to the traditional education system. Future scenarios may demand similar rapid transitions to online teaching and learning, and having a resilient system in place, well-equipped to support teachers, students, and parents, is crucial. It is here that the experiences and insights from this study, especially the differentiated experiences of state and private schools, become invaluable.

In essence, this research offers a nuanced understanding of the experiences of teachers during the abrupt shift to online education, marking a significant contribution to the body of knowledge in this area. Its findings have broad implications, with the potential to shape future practices and policies in online education, thereby contributing to the creation of a more resilient education system capable of handling future disruptions.

5.4. Limitation of the Study

While this research has provided valuable insights, it is important to note certain constraints, inherent in any research, that may influence the interpretation of the findings. One of the principal limitations of this study arises from the circumstances under which it was conducted. The COVID-19 pandemic has exerted a profound impact on education globally, and this particular study was conducted within the context of this significant disruption. This could potentially intensify the challenges perceived by teachers and their attitudes towards online teaching. However, rather than viewing this as a limitation, it can be considered an opportunity to understand and analyze the dynamics of online teaching within the backdrop of a crisis.

The scope of this study was restricted to English teachers in middle schools within Ankara, Turkey, including both state and private institutions. While this focus allowed for a detailed exploration of these specific contexts, it may limit the generalizability of the findings to other subjects, educational levels, or cultural and educational settings. However, the findings provide critical insights that can serve as a basis for further research in diverse educational contexts.

The study applied a sequential explanatory approach. While this approach has the advantage of providing in-depth insights and understanding the participants' perspectives, it also implies the influence of personal biases of both the participants and the researcher. Nevertheless, the rich quantitative data obtained adds to the depth and complexity of the study's findings.

Reaching teachers for interviews during the COVID-19 pandemic presented a logistical challenge due to the overall upheaval and the increased workload of teachers. While this may have influenced the number and diversity of participants, it also reflects the realities of conducting research during a global pandemic, adding to the study's contextual relevance. Despite these constraints, it's worth mentioning that this study provides a significant contribution to the existing literature by offering an exploration of teachers' experiences and challenges during a sudden shift to online teaching in the context of a global crisis. It brings to light the areas that require support and understanding, laying a foundation for better strategies and policies for online teaching.

5.5. Suggestions for Future Research

The present study opens several avenues for future research. Firstly, considering the findings, further research could delve deeper into understanding the differentiated experiences of teachers in various types of schools, including public, private, and charter schools, across diverse contexts and countries. This can provide more generalized and comprehensive insights into the challenges and solutions in online teaching during a crisis like a pandemic.

Secondly, future studies could also employ a more balanced mixed-methods approach or even a predominantly quantitative approach. This would allow for a larger sample size and hence, could offer more generalized conclusions. A comparative study could also be conducted to understand the challenges and strategies in face-to-face versus online teaching, providing a nuanced understanding of the pedagogical shifts required.

Thirdly, it would be worthwhile to explore student perspectives on the shift to online learning. As direct beneficiaries, their experiences, challenges, and suggestions could provide valuable insights for improving remote teaching practices.

Lastly, as the present study has underscored the significance of teacher training in digital competencies, future research could focus on evaluating the effectiveness of various teacher training programs for online teaching. Such studies could inform policy and curriculum design for teacher education in the digital age.

In conclusion, the research conducted has not only provided essential insights into the lived experiences of middle school English teachers during the sudden shift to online teaching but has also laid the groundwork for future studies in this critical area of research.

5.6. Conclusion

The current research is particularly significant due to its focus on middle school teachers in Turkey, offering valuable insights into the unique experiences and challenges faced by these educators during the transition to online teaching amidst the COVID-19 pandemic. The findings offer a localized perspective, thereby adding depth to the global understanding of the pandemic's impact on education. The study helps illuminate the conditions and challenges unique to the Turkish context, specifically to its public and private middle schools.

By comparing the experiences of teachers from both public and private schools, the research uncovers how the impact of the transition to online teaching varies across different educational contexts. Public school teachers often manage larger class sizes and must contend with limited resources. Private school teachers, on the other hand, face high expectations for delivering quality education, which can present their own unique pressures in an online format. These variations emphasize the need for differentiated support strategies tailored to the specific needs of different educational environments.

The research further underscores the importance of understanding the complexities of the online teaching experience in both public and private school settings. In doing so, it can inform the development of context-specific policies and strategies that could help mitigate the challenges faced by educators in these settings.

Moreover, this research is significant because it spotlights the resilience, adaptability, and innovation of teachers, which are often under-discussed aspects in the broader conversation about online education. The study highlights how teachers, despite

numerous challenges, adopted creative approaches to enhance student engagement and manage classroom dynamics in a virtual environment.

Thus, the research can guide strategies for strengthening the home-school connection in future educational emergencies as increased parental involvement could be the key in enhancing student engagement and learning outcomes in online classrooms. Ultimately, the research serves as a crucial source of information that can guide policymakers, educators, and stakeholders in the education sector.

The findings provide a deeper understanding of the realities teachers face during such unprecedented shifts and highlight the areas that need immediate intervention and support. In doing so, this research lays the groundwork for future strategies that can enhance the quality and effectiveness of online teaching and learning in Turkey, thereby helping to ensure the continuity of quality education in times of crisis.

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APPENDICES

Appendix A: Ethic Committee Approval of TED University

Evrak Tarih ve Sayısı: 17.01.2022-11934



TED ÜNİVERSİTESİ

TED ÜNİVERSİTESİ
İnsan Araştırmaları Etik Kurulu

Sayı : E-27535802-100-11934
Konu : İnsan Araştırmaları Etik Kurulu
Başvurunuz

17.01.2022

Sayın I Erdem AKSOY
İngiliz Dili Eğitimi Anabilim Dalı Başkanlığı - Öğretim Üyesi

İnsan Araştırmaları Etik Kurulu kararınız ektedir.

Saygılarımla,

Not:

*Koşullu Onay alan başvurular için gereken düznelemeler yapıldıktan sonra bir sonraki ayın 15'ini beklemeden revize edilmiş başvuru yapılabilir. Yapılan düzenlemeler, maddeler halinde belirtilmelidir.

*Revize edilmiş başvurunuzu gönderirken, lütfen tüm revizyon maddeleri ile ilgili ne tür bir düzenleme yapıldığını ve düzenlemenin başvuru formu ve eklerinin hangi kısımlarında yapıldığını açıkça belirtiniz.

.İlgin GÖKLER DANIŞMAN
Kurul Başkanı

Evrak Tarih ve Sayısı: 17.01.2022-11934

İnsan Araştırmaları Etik Kurulu
Etik Kurul Kararları

2021/14

TED ÜNİVERSİTESİ
İNSAN ARAŞTIRMALARI ETİK
KURULU
ETİK KURUL KARARLARI

Toplantı Tarihi	10.01.2022
Toplantı Sayısı	2021/14
Toplantı Yeri	Dekanlık Toplantı Odası
Toplantı Saati	10:00

Raportör Serkan Karaca İAEK Sekreteri

Gündem : Ted Üniverisitesi İnsan Araştırmaları Etik kurulu Toplantıları
COVID-19 salgını nedeni ile online yapılmış olup kararları toplu olarak yazılıp e-imza
ile imzaya açılmıştır.

GÖRÜŞME MADDELERİ

G.13 : TED Üniversitesi Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi
Anabilim Dalı Öğretim Erdem Aksoy'un " COVID-19 Dönemi Çevrim içi
Eğitimde Ortaokul İngilizce Öğretmenlerinin Yaşadığı Zorluklar: Devlet Okulları ve Özel
Okullardaki Öğretmenlerin Deneyimleri" başlıklı çalışmasının araştırma etiğine uygunluğu
görüşüldü.

Karar 2021-14/13 : TED Üniversitesi, Yabancı Diller Eğitimi Bölümü İngiliz Dili Eğitimi
Anabilim Dalı Öğretim Erdem Aksoy'un " COVID-19 Dönemi Çevrim içi
Eğitimde Ortaokul İngilizce Öğretmenlerinin Yaşadığı Zorluklar: Devlet Okulları ve Özel
Okullardaki Öğretmenlerin Deneyimleri " başlıklı çalışmasının başvurunuzun araştırma etiğine
uygun olduğuna,

ONAY KARARI VERİLDİ.

Bu belge,güvenli elektronik imza ile imzalanmıştır.

Appendix B: Consent Form

Dear Participant,

This research is conducted by Ecemnaz Canbaz, a TED University English Language Teaching Master's Degree student. The aim of the research is to shed light on the difficulties experienced by English teachers working at the secondary school level during the COVID-19 process, to investigate how they overcame these difficulties, to analyze the similarities and differences of the experiences of teachers in public and private schools, and to reflect their suggestions for online English teaching for future practices.

If you approve your participation in this research titled "The Challenges of Secondary School English Teachers in Online Education during the COVID-19 Period: The Experiences of Teachers in State and Private Schools", you will be a participant of the research between 05.11.2021 and 01.06.2022. You will be asked to participate in the questionnaire and/or interview applications, which will be communicated to you by the researcher, in line with the predetermined schedule. During and after the research, your personal information will not be shared with anyone outside the research without your permission. The scientific information to be obtained within the scope of this research will only be shared in scientific publications, presentations made by researchers and in an online environment for educational purposes. The collected data will be kept in an encrypted file on the computer for one year by deleting your name and will be permanently deleted from the computer archives at the end of one year. With the consent of the participants, the interviews will be audio-recorded, and these recordings will be stored separately from other data in separate and encrypted files, where their personal information will not be revealed.

Participation in this research is on a voluntary basis. Your participation in this research can contribute to your knowledge of online English language education and support you in your professional development. None of the steps in this application, which will take approximately 35 minutes in total during the questionnaire and the following interview process, are of a nature to cause personal discomfort. However, if you feel uncomfortable for any reason, you are free to leave the study without explaining why. If you choose to leave the study, the use of the information you have provided by the researcher will only be possible with your consent. Thank you in advance for your participation in this research. You can contact Ecemnaz Canbaz (e-mail: ecemnaz.canbaz@tedu.edu.tr), who conducts the research, for more information about the research and for your questions to be answered.

I participate in this work completely voluntarily and I know that I can withdraw from it at any time. I know that I will take part in the necessary questionnaires and interviews within the scope of this research. I accept the use of the information I have provided in scientific publications. I know that audio recording will be taken during the research. I know that audio recordings will never be used outside of scientific articles, academic presentations, and an online educational environment.

I want to participate in the research Yes /
No

I consent to the use of my voice recording for the research Yes /
No

I consent to my audio recording being used in an online educational environment Yes /
No

I allow my audio recording to be used in written or visual materials prepared for Yes /
No
scientific purposes such as scientific reports and articles.

Name surname:

Signature of the Participant:

Date:

Thank you,

Researcher's name, surname and signature:

Ecemnaz Canbaz

E-mail:

Phone:

Name, surname and contact information of the academic advisor:

Erdem Aksoy

Vice Dean / Deputy Head of Department

E-mail:

Phone:

*If you have questions about your participation in the research and the protection of your rights, or if you believe that you are at risk or will be exposed to stress in any way, you can reach TED University Human Research Ethics Committee at or
via*

Appendix C: Official Permission from Ankara İl Milli Eğitim Müdürlüğü

TEDÜ Gelen Evrak Tarihi ve Sayısı: 24.05.2022-16451



T.C.
ANKARA VALİLİĞİ
Milli Eğitim Müdürlüğü

Sayı : E-14588481-605.99-50108511
Konu : Araştırma İzni

23.05.2022

TED ÜNİVERSİTESİNE
(Lisansüstü Programlar Enstitüsü)

İlgi: a) MEB Yenilik ve Eğitim Teknolojileri Genel Müdürlüğünün 2020/2 sayılı Genelgesi.
b) 16.05.2022 tarihli ve 16224 sayılı yazınız.

Üniversiteniz İngilizce Öğretmenliği Tezli Yüksek Lisans Programı öğrencisi Ecemnaz CANBAZ'ın "COVID-19 Dönemi Çevrim içi Eğitimde Ortaokul İngilizce Öğretmenlerinin Yaşadığı Zorluklar: Devlet Okulları ve Özel Okullardaki Öğretmenlerin Deneyimleri" konulu çalışması kapsamında İlimiz Çankaya bağlı okullarda uygulama yapma talebi ilgi (a) Genelge çerçevesinde incelenmiştir.

Yapılan inceleme sonucunda, söz konusu araştırmanın Müdürlüğümüzde muhafaza edilen ölçme araçlarının; Türkiye Cumhuriyeti Anayasası, Milli Eğitim Temel Kanunu ile Türk Milli Eğitiminin genel amaçlarına uygun olarak, ilgili yasal düzenlemelerde belirtilen ilke, esas ve amaçlara aykırılık teşkil etmeyecek, eğitim-öğretim faaliyetlerini aksatmayacak şekilde okul ve kurum yöneticilerinin sorumluluğunda, gönüllülük esasına göre uygulanması Müdürlüğümüzce uygun görülmüştür.

Bilgilerinizi ve gereğini rica ederim.

Harun FATSA
Vali a.
Milli Eğitim Müdürü

Ek:
Uygulama Araçları

Dağıtım:
Gereği:
TED Üniversitesi

Bilgi:
Çankaya İlçe MEM

Appendix D: Questionnaire in English

QUESTIONNAIRE

The Challenges of Secondary School English Teachers in Online Education during the COVID-19 Period: The Experiences of Teachers in State and Private Schools

Dear teachers,

Below is the research questionnaire titled "The Challenges of Secondary School English Teachers in Online Education during the COVID-19 Period: The Experiences of Teachers in State and Private Schools", which is about the difficulties experienced by English teachers working at the secondary school level during the COVID-19 period. This questionnaire was approved by the ethics committee on 10.01.2022. It will take you approximately 15 minutes to complete this survey. It is important that you answer the questions sincerely so that the research reflects the truth. If you want to participate in the research voluntarily, press the NEXT tab, if you don't, you can exit by using the X button.

This research aims to investigate the challenges secondary school English teachers who conducted (or continue conducting) their lessons through online education during the COVID-19 period. The research's purpose is to shed a light on possible challenges secondary school English teachers faced or continue facing during the COVID-19 online education period while conducting their lessons using technological aids in Turkey; analyze the similarities and differences between private and state schools' teachers' experiences during COVID-19; and reflect their suggestions concerning online education challenges for English teachers nationwide and globally.

If you are interested in participating in an interview, please contact the researcher through the following information,

Researcher's Name:

Ecemnaz Canbaz

TED University, English Language Teaching Master's Program with Thesis Student, E-mail:

PART A: DEMOGRAPHIC INFORMATION

This section has questions about the demographic information of the teacher.

1. You are an English teacher in a

Choose only one box.

☐ Private Secondary School

☐ State Secondary School

☐ Other:

2. Your teaching experience

Choose only one box.

☐ 0-5 years

☐ 6-10 years

☐ 11-20 years

☐ 21+ years

3. Your age

4. Your city of workplace (where your current school is located at)

PART B: TEACHING ONLINE

This section includes two multiple choice questions and one short answer question.

5. During the COVID-19 pandemic, I taught English

Choose only one box.

- ☐ Mostly through online technological aids
- ☐ Mostly hybrid (face-to-face and online at the same time)
- ☐ Face-to-face only
- ☐ Other:

6. If you taught English online, which platforms did you use to conduct your lessons?
You may choose more than one.

- ☐ Zoom
- ☐ Google Classroom
- ☐ Microsoft Teams
- ☐ Google Hangouts
- ☐ I did not teach online
- ☐ Other:

7. Which applications did you use to get your students to further engage in the lessons?

You may choose more than one.

☐ Nearpod

☐ Kahoot

☐ Quizlet

☐ Edmodo

☐ Socrative

☐ RazKids

☐ PowerPoints

☐ Online version of the coursebooks

☐ Other

PART C: READINESS OF THE TEACHERS AND CHALLENGES THAT TEACHERS ENCOUNTERED

This section includes four multiple choice and four open ended questions.

8. Before I started teaching English online,

Choose only one box.

☐ I had already received trainings about online teaching and I was confident about teaching online

☐ I had received trainings, but I wasn't confident about teaching online

☐ I hadn't received trainings, but I was familiar and confident with teaching online

☐ I hadn't received trainings and I was not familiar nor confident with teaching online

9. During the time I taught/am teaching English online,
Choose only one box.

☐ I was happy with my teachings, and I could achieve my objectives of the lessons

☐ Generally, I was happy but I needed more practice and trainings about online teaching

☐ I felt desperate about online teaching

☐ Other:

10. While I was/am teaching English online,
Choose only one box.

☐ I faced many challenges (about technology, lessons, teacher satisfaction or more)

☐ I faced some challenges

☐ I didn't face any challenges

11. The challenges I faced during teaching English online were/are about, You may choose more than one.

- ☐ Technological problems or inadequacies faced by the teacher (poor or no internet connection, not having a computer, smart board etc.)
- ☐ Technological problems or inadequacies faced by students
- ☐ Not having enough online resources (copies of the course books, online teaching tools, worksheets, a school Portal system)
- ☐ Health issues of the teacher (stress, anxiety, illnesses, COVID-19 cases, etc.)
- ☐ Health issues of students
- ☐ Lack of motivation of the teacher (too much workload, health concerns, etc.)
- ☐ Lack of motivation of students
- ☐ Communication problems with students/parents or with school
- ☐ Communication problems with school
- ☐ Fulfilling different learning styles of students
- ☐ Creating/following a student assessment plan (projects, exams, presentations, etc.)
- ☐ Providing efficient feedback to students
- ☐ Managing the online classroom
- ☐ I haven't faced any challenges
- ☐ Other:

12. What were the biggest challenges of online teaching for you? Please describe in detail.

13. How did you manage to overcome any of these challenges? Please describe in detail.

14. Were there any specific challenges you faced while teaching English online to secondary school learners? Please describe in detail.

15. Were there any specific advantages of working at a state/private secondary school? Please describe in detail.

16. Were there any specific disadvantages of working at a state/private secondary school? Please describe in detail.

D. REFLECTIONS ON ONLINE ENGLISH TEACHING

Please answer the questions considering your current situation.

17. I feel confident about solving the technological problems of the teacher and students

Choose only one box.

☐ Strongly disagree

☐ Disagree

☐ I am not sure

☐ Agree

☐ Strongly agree

18. I feel confident about developing and adopting online teaching sources into my lessons (worksheets, homework, assessment, etc.)

Choose only one box.

☐ Strongly disagree

☐ Disagree

☐ I am not sure

☐ Agree

☐ Strongly agree

19. I feel confident about communicating with students, parents or with school through online platforms

Choose only one box.

☐ Strongly disagree

☐ Disagree

☐ I am not sure

☐ Agree

☐ Strongly agree

20. I feel confident about catering to different learning styles of the students online

Choose only one box.

☐ Strongly disagree

☐ Disagree

☐ I am not sure

☐ Agree

☐ Strongly agree

21. I feel confident about providing efficient online feedback to students

Choose only one box.

☐ Strongly disagree

☐ Disagree

☐ I am not sure

☐ Agree

☐ Strongly agree

22. I feel confident about maintaining the online classroom management
Choose only one box.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ I am not sure
- ☐ Agree
- ☐ Strongly agree

23. I feel confident about motivating the students to participate in the online lessons
Choose only one box.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ I am not sure
- ☐ Agree
- ☐ Strongly agree

24. I feel confident about protecting and maintaining my well-being
Choose only one box.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ I am not sure
- ☐ Agree
- ☐ Strongly agree

25. I feel confident about protecting and maintaining my students' well-being
Choose only one box.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ I am not sure
- ☐ Agree
- ☐ Strongly agree

26. I am satisfied and happy with my online English teaching during COVID-19
Choose only one box.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ I am not sure
- ☐ Agree
- ☐ Strongly agree

27. I feel burnt out after teaching English online during COVID-19 pandemic
Choose only one box.

- ☐ Strongly disagree
- ☐ Disagree
- ☐ I am not sure
- ☐ Agree
- ☐ Strongly agree

28. If you taught English online again, what would you change in your teachings?

29. Do you want to state any further details to the researcher? You may state them here.

30. Would you like to participate in an interview with the researcher? If yes, please write your e-mail address below so that the researcher will contact you. This information will not be used in any way in the research. If you don't want to participate in the interview, you can skip this question.

Thank you for completing the questionnaire!

If you are interested in participating in an interview, you may contact the researcher via:

Appendix E: Questionnaire in Turkish

ANKET

COVID-19 Dönemi Çevrim içi Eğitimde Ortaokul İngilizce Öğretmenlerinin Yaşadığı Zorluklar: Devlet Okulları ve Özel Okullardaki Öğretmenlerin Deneyimleri

Değerli öğretmenlerimiz,

Aşağıda COVID-19 döneminde ortaokul kademesinde görev alan İngilizce öğretmenlerinin yaşadığı zorlukları konu alan "COVID-19 Dönemi Çevrim içi Eğitimde Ortaokul İngilizce Öğretmenlerinin Yaşadığı Zorluklar: Devlet Okulları ve Özel Okullardaki Öğretmenlerin Deneyimleri" başlıklı ve 10.01.2022 tarihinde etik kurul izni almış olan araştırma anketi yer almaktadır. Bu anketi tamamlamak yaklaşık olarak 15 dakikanızı alacaktır. Soruları içtenlikle yanıtlamanız araştırmanın doğruları yansıtması açısından önemlidir. Araştırmaya gönüllü olarak katılmak istiyorsanız NEXT sekmesine basınız, istemiyorsanız X tuşu ile kapatabilirsiniz.

Bu araştırma, COVID 19 döneminde çevrim içi eğitim yoluyla derslerini yürüten (veya yürütmeye devam eden) ortaokul İngilizce öğretmenlerinin karşılaştığı zorlukları araştırmayı amaçlamaktadır. Araştırmanın amacı, ortaokul İngilizce öğretmenlerinin Türkiye'de teknolojik araçları kullanarak derslerini yürütürken COVID-19 çevrim içi eğitim sürecinde karşılaştıkları veya karşılaştıkları olası zorluklara ışık tutmak; bu dönemde özel ve devlet okullarındaki öğretmenlerin benzerlik ve farklılıklarını analiz etmek ve ülke çapında ve küresel olarak İngilizce öğretmenleri için çevrim içi eğitim zorluklarına ilişkin önerilerini yansıtmaktır.

Bir görüşmeye katılmakla ilgileniyorsanız, lütfen aşağıdaki bilgiler aracılığıyla araştırmacıyla iletişime geçin,

Araştırmacı Adı:

Ecemnaz Canbaz,

TED Üniversitesi İngilizce Öğretmenliği Tezli Yüksek Lisans Programı Öğrencisi

E-posta:

BÖLÜM A: DEMOGRAFİK BİLGİLER

Bu bölümde öğretmenin demografik bilgileri ile ilgili sorular yer almaktadır.

1. Öğretmenlik yaptığınız okul türü

Sadece bir kutucuk seçin.

☐ Özel Ortaokul

☐ Devlet Ortaokulu

☐ Diğer:

2. Öğretmenlik deneyiminiz

Sadece bir kutucuk seçin.

☐ 0-5 yıl

☐ 6-10 yıl

☐ 11-20 yıl

☐ 21+ yıl

3. Yaşınız

4. İş yerinizin bulunduğu il (mevcut okulunuzun bulunduğu il)

BÖLÜM B: ÇEVİRİMİÇİ ÖĞRETİM

Bu bölüm iki çoktan seçmeli soru ve bir kısa cevaplı soru içermektedir.

5. COVID-19 salgını sırasında İngilizce'yi öğretme yöntemim,
Sadece bir kutucuk seçin.

- ☐ Çoğunlukla çevrim içi teknolojik yardımlar aracılığıyla
- ☐ Çoğunlukla hibrit (aynı anda yüz yüze ve çevrim içi)
- ☐ Sadece yüz yüze
- ☐ Diğer:

6. Çevrim içi İngilizce öğrettiyseniz, derslerinizi yürütmek için hangi platformları
kullandınız?
Birden fazla seçebilirsiniz

- ☐ Zoom
- ☐ Google Classroom
- ☐ Microsoft Teams
- ☐ Google Hangouts
- ☐ Çevrim içi öğretmedim
- ☐ Diğer:

7. Öğrencilerinizi derslere daha fazla dahil etmek için hangi uygulamaları kullandınız?

Birden fazla seçebilirsiniz

- ☐ Nearpod
- ☐ Kahoot
- ☐ Quizlet
- ☐ Edmodo
- ☐ Socrative
- ☐ RazKids
- ☐ PowerPoints
- ☐ Ders kitaplarının çevrim içi versiyonları
- ☐ Diğer:

BÖLÜM C: ÖĞRETMENLERİN HAZIR BULUNUŞLUĞU VE KARŞILAŞTIKLARI ZORLUKLAR

Bu bölümde dört çoktan seçmeli ve dört açık uçlu soru yer almaktadır.

8. Çevrim içi İngilizce öğretmeye başlamadan önce,

Sadece bir kutucuk seçin.

- ☐ Daha önce çevrim içi eğitimle ilgili eğitimler almıştım ve çevrim içi eğitim konusunda kendime güveniyordum.
- ☐ Eğitimler almıştım ama çevrim içi eğitim konusunda kendime güvenmiyordum.
- ☐ Eğitim almamıştım ama çevrim içi eğitime aşinaydım ve kendime güveniyordum.
- ☐ Eğitim almamıştım ve çevrim içi eğitime aşına değildim ve kendime güvenmiyordum.

9. Çevrim içi İngilizce öğrettiğim süre boyunca,

Sadece bir kutucuk seçin.

- ☐ Derslerimden memnundum ve derslerin amaçlarına ulaşabildim.
- ☐ Genel olarak memnundum ama çevrim içi eğitim hakkında daha fazla uygulamaya ve eğitime ihtiyacım vardı.
- ☐ Çevrim içi eğitim konusunda çaresiz hissettim.
- ☐ Diğer:

10. Çevrim içi İngilizce öğretirken

Sadece bir kutucuk seçin.

- ☐ Birçok zorlukla karşılaştım (teknoloji, dersler, öğretmen memnuniyeti veya daha fazlası hakkında).
- ☐ Bazı zorluklarla karşılaştım.
- ☐ Herhangi bir zorlukla karşılaşmadım.

11. Çevrim içi İngilizce öğretirken karşılaştığım zorluklar şunlarla ilgiliydi
Birden fazla seçebilirsiniz

- ☐ Öğretmenin karşılaştığı teknolojik sorunlar veya yetersizlikler (internet bağlantısının zayıf olması veya olmaması, bilgisayar, akıllı tahta olmaması vb.)
- ☐ Öğrencilerin karşılaştığı teknolojik sorunlar veya yetersizlikler
- ☐ Yeterli çevrim içi kaynağa sahip olmamak (ders kitaplarının kopyaları, çevrim içi öğretim araçları, çalışma sayfaları, okul Portal sistemi)
- ☐ Öğretmenin sağlık sorunları (stres, kaygı, hastalıklar, COVID-19 vakaları vb.)
- ☐ Öğrencilerin sağlık sorunları
- ☐ Öğretmenin motivasyon eksikliği (çok fazla iş yükü, sağlık kaygıları vb.)
- ☐ Öğrencilerin motivasyon eksikliği
- ☐ Öğrencilerle/velilerle veya okulla iletişim sorunları
- ☐ Okulla iletişim sorunları
- ☐ Öğrencilerin farklı öğrenme stillerini gerçekleştirme
- ☐ Öğrenci değerlendirme planı oluşturma/takip etme (projeler, sınavlar, sunumlar vb.)
- ☐ Öğrencilere verimli geri bildirim sağlamak
- ☐ Çevrim içi sınıfı yönetme
- ☐ Hiçbir zorlukla karşılaşmadım
- ☐ Diğer:

12. Çevrim içi eğitimin sizin için en büyük zorlukları nelerdi? Lütfen ayrıntılı olarak açıklayın.

13. Bu zorlukların üstesinden gelmeyi nasıl başardınız? Lütfen ayrıntılı olarak açıklayın.

14. Ortaokul öğrencilerine çevrim içi İngilizce öğretirken karşılaştığınız belirli zorluklar oldu mu? Lütfen ayrıntılı olarak açıklayın.

15. Devlet/özel ortaokulunda çalışmanın belirli avantajları var mıydı? Lütfen ayrıntılı olarak açıklayın.

16. Devlet/özel ortaokulunda çalışmanın belirli dezavantajları var mıydı? Lütfen ayrıntılı olarak açıklayın.

D. Çevrim içi İngilizce Öğretimi Üzerine Düşünceler

Lütfen soruları mevcut durumunuzu dikkate alarak cevaplayınız.

17. Öğretmen ve öğrencilerin teknolojik problemlerini çözme konusunda kendime güveniyorum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

18. Çevrim içi öğretim kaynaklarını (çalışma sayfaları, ev ödevi, değerlendirme vb.) geliştirme ve derslerime dahil etme konusunda kendime güveniyorum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

19. Öğrenciler, veliler veya okulla çevrim içi platformlar aracılığıyla iletişim kurma konusunda kendime güveniyorum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

20. Öğrencilerin farklı öğrenme stillerini çevrim içi olarak gerçekleştirme konusunda kendime güveniyorum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

21. Öğrencilere verimli çevrim içi geri bildirim sağlama konusunda kendime güveniyorum
Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

22. Çevrim içi sınıf yönetimini sürdürme konusunda kendime güveniyorum
Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

23. Öğrencileri çevrim içi derslere katılmaya motive etme konusunda kendime
güveniyorum
Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

24. Sağlığımı ve iyi olma durumumu koruma ve sürdürme konusunda kendime
güveniyorum
Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

25. Öğrencilerimin sağlığı ve iyi olma durumunu koruma ve sürdürme konusunda kendime güveniyorum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

26. COVID-19 sırasında çevrim içi İngilizce öğretimimden memnun ve mutluyum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

27. COVID-19 salgını sırasında çevrim içi İngilizce öğrettikten sonra kendimi tükenmiş hissediyorum

Sadece bir kutucuk seçin.

☐ Kesinlikle katılmıyorum

☐ Katılmıyorum

☐ Emin değilim

☐ Katılıyorum

☐ Kesinlikle katılıyorum

28. Tekrar çevrim içi İngilizce öğretseniz, öğretilerinizde neyi değiştirirdiniz?

29. Araştırmacıya daha fazla ayrıntı vermek ister misiniz? Burada belirtebilirsiniz.

30. Araştırmacı ile bir görüşmeye katılmak ister misiniz? Evet ise, e-posta adresinizi aşağıya yazınız. Bu bilgi araştırmada hiçbir şekilde kullanılmayacaktır. Eğer görüşmeye katılmak istemiyorsanız bu soruyu geçebilirsiniz.

Anketi tamamladığınız için teşekkür ederim!

Bir görüşmeye katılmakla ilgileniyorsanız, araştırmacıyla aşağıdaki e-posta adresi aracılığıyla iletişime geçebilirsiniz:

[r](#)

Appendix F: Interview Questions in English

INTERVIEW QUESTIONS

The Challenges of Secondary School English Teachers in Online Education during the COVID-19 Period: The Experiences of Teachers in State and Private Schools

In this part of the research, you are attending an interview with the researcher. In this interview, you are going to answer questions about your experience of teaching English online during the COVID-19 pandemic. The interview consists of three parts and includes 11 questions. The interview will take approximately 20 minutes to complete.

PART A: About the challenges during the COVID-19 period:

While you were teaching English online during COVID-19 pandemic,

- 1) What challenges did you encounter while teaching English online during the pandemic?
- 2) How do you think teaching secondary school learners online was different from other grades?
- 3) How do you think teaching in a state/private school was different from other schools?
- 4) What were the most challenging problems that you encountered while teaching English online?

PART B: Teachers' strategies of overcoming the challenges:

- 5) Were you able to overcome any of the challenges that you encountered?
 - a) If yes, how did you manage the challenge? What strategies did you adopt?
 - b) If no, what were the reasons why you could not overcome the challenges? What other ways do you think you could have adopted to overcome the challenges?
- 6) How did your school, department, or coworkers influence you to overcome the challenges?

PART C: Reflections on online English teaching and suggestions:

- 7) What were the advantages and disadvantages of online teaching for you as a teacher and your students?
- 8) After teaching online, have your teaching practices or beliefs changed?
- 9) Do you believe that you need more trainings or practice for online teaching?
- 10) To enhance online English teaching methods, what strategies or practices should schools and teachers adopt?
- 11) After teaching English online during the pandemic, is there anything that you would like to change as a teacher?

Semi-Structured Questions: (According to the answers of the participants in the questionnaire)

- 1- You mentioned in your questionnaire, could you describe your statement in more detail?
- 2- What did you mean by your answer to question “....”?

Thank you for participating in the interview of the research.

Appendix G: Interview Questions in Turkish

GÖRÜŞME SORULARI

COVID-19 Dönemi Çevrim içi Eğitimde Ortaokul İngilizce Öğretmenlerinin Yaşadığı Zorluklar: Devlet Okulları ve Özel Okullardaki Öğretmenlerin Deneyimleri

Araştırmanın bu bölümünde araştırmacı ile bir görüşmeye katılıyorsunuz. Bu görüşmede, COVID-19 salgını sırasında çevrim içi İngilizce öğretme deneyiminizle ilgili soruları yanıtlayacaksınız. Görüşme üç bölümden ve 11 sorudan oluşmaktadır. Görüşmenin tamamlanması yaklaşık 20 dakika sürecektir.

BÖLÜM A: COVID-19 döneminde yaşanan zorluklar hakkında:

COVID-19 salgını sırasında çevrim içi İngilizce öğretirken,

- 1) Pandemi sırasında çevrim içi İngilizce öğretirken ne gibi zorluklarla karşılaştınız?
- 2) Ortaokul öğrencilerine çevrim içi eğitim vermenin diğer kademelerden hangi açılardan farklı olduğunu düşünüyorsunuz?
- 3) Bir devlet okulunda veya özel okulda öğretmenliğin diğer okullardan hangi açılardan farklı olduğunu düşünüyorsunuz?
- 4) Çevrim içi ders verirken karşılaştığınız en zorlayıcı sorunlar nelerdi?

BÖLÜM B: Öğretmenlerin zorlukların üstesinden gelme yöntemleri:

- 5) Karşılaştığınız zorluklardan herhangi birinin üstesinden gelebildiniz mi?
 - a) Cevabınız evet ise, üstesinden gelmeyi nasıl başardınız? Hangi yolları benimsediniz?
 - b) Hayır ise, zorluğun üstesinden gelememenizin nedeni neydi? Bu zorluğun üstesinden gelmek için başka hangi yolları benimseyebileceğinizi düşünüyorsunuz?
- 6) Okulunuzun, zümrenizin veya iş arkadaşlarınızın zorluklarınızı aşmanız açısından nasıl etkileri oldu?

BÖLÜM C: Çevrim içi İngilizce eğitimi üzerine düşünceler ve öneriler:

- 7) Bir öğretmen olarak size ve öğrencilerinize çevrim içi eğitimin avantajları ve dezavantajları nelerdi?
- 8) Çevrim içi eğitim sürecinden sonra eğitim uygulamalarınız veya inançlarınız değişti mi?
- 9) Çevrim içi eğitim için daha fazla eğitime veya pratiğe ihtiyacınız olduğuna inanıyor musunuz?
- 10) Çevrim içi İngilizce eğitim yöntemlerini geliştirmek için okullar ve öğretmenler hangi stratejileri veya uygulamaları benimsemelidir?
- 11) Pandemi döneminde çevrim içi İngilizce öğrettikten sonra öğretmen olarak değiştirmek istediğiniz bir şey var mı?

Yarı Yapılandırılmış Sorular: (Katılımcıların anket cevaplarına göre)

- 1- Anketinizde bahsettiğiniz, ifadenizi daha ayrıntılı olarak açıklayabilir misiniz?
- 2- “...” sorusuna verdiğiniz yanıtla ne demek istediniz?

Araştırmanın görüşme kısmına katıldığınız için teşekkür ederiz.

