

**T.C.
ISTANBUL AYDIN UNIVERSITY
INSTITUTE OF GRADUATE STUDIES**



**ENGLISH LANGUAGE TEACHERS' EXPERIENCES OF
ONLINE TEACHING**

MASTER'S THESIS

Sercan ÇETİNKAYA

**English Language and Literature Department
English Language and Literature Program**

JULY, 2022

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(Y1912.020004)

English Language and Literature Department
English Language and Literature Program

Thesis Advisor: Asst. Prof. Dr. Hülya YUMRU

JULY, 2022

ONAY FORMU



DECLARATION

Yüksek Lisans tezi olarak sunduğum “English Language Teachers’ Experiences of Online Teaching” adlı çalışmanın, tezin proje safhasından sonuçlanmasına kadarki bütün süreçlerde bilimsel ahlak ve geleneklere aykırı düşecek bir yardıma başvurulmaksızın yazıldığını ve yararlandığım eserlerin Kaynakça ‘da gösterilenlerden oluştuğunu, bunlara atıf yapılarak yararlanılmış olduğunu belirtir ve onurumla beyan ederim (21.07.2022)

Sercan ÇETİNKAYA

FOREWORD

I would like to thank myself first, and then my father, mother, and family for their help and support during this difficult process. Then, I would like to express my gratitude to my advisor, Asst. Prof. Dr. Hülya YUMRU.

January 2021

Sercan ÇETİNKAYA



ENGLISH LANGUAGE TEACHERS' EXPERIENCES OF ONLINE TEACHING

ABSTRACT

Being widely used today, online teaching is recognized as a central phenomenon among researchers, educators, and students. Particularly, during the Covid-19 epidemic, which is experienced on a global scale, almost every institution around the world has felt the need to provide education services to their students by using fast online education opportunities. In addition, the convenience and innovations brought by online education have gained the satisfaction of students and teachers, in short, all users. It seems that educational institutions will continue to use such facilities after the education and the importance and use of online teaching applications will gain speed. In this study, we aimed to examine the online teaching experiences of English language teachers. The perceptions of English language teachers about online teaching have been examined in terms of the technical, pedagogical, and institutional problems they faced. A survey-based study was used with a participant group consisting of 50 English language teachers working at private secondary schools in Istanbul, Turkey. At the end of the study, we found out that English language teachers think that they are adequately supported institutionally by the schools they work for and that they are encouraged and emotionally supported by colleagues, but they think that online education imposes an excessive workload on them. Also, teachers have faced mostly internet connection problems and finding expensive technological tools such as laptops for technical issue, students' low-level of attention span during the lessons, conducting assessments, and students' language proficiency level as a pedagogically issue, more meetings, less cooperation, and schools' internet connection load as institutional/workplace issues. Finally, although English language teachers consider themselves sufficient for online education, it is among the other important findings

of the research that the majority of them still have to deal with the problems and that this situation has a negative impact on their performance.

Keywords: English Language Teaching, Online Teaching, Technical, Pedagogical, and Institutional Problems



İNGİLİZCE ÖĞRETMENLERİNİN ONLINE EĞİTİM DENEYİMLERİ

ÖZET

Günümüzde yaygın olarak kullanılan çevrimiçi öğretim, araştırmacılar, eğitimciler ve öğrenciler arasında merkezi bir fenomen olarak kabul edilmektedir. Özellikle küresel ölçekte yaşanan Covid-19 salgını sırasında dünyadaki hemen hemen her kurum bu kadar hızlı online eğitim olanaklarını kullanarak öğrencilerine eğitim hizmeti verme ihtiyacı hissetmiştir. Ayrıca online eğitimin getirdiği kolaylık ve yenilikler öğrencilerin ve öğretmenlerin kısacası tüm kullanıcıların memnuniyetini kazanmıştır. Eğitim kurumlarının eğitim sonrasında da bu tür olanakları kullanmaya devam edeceği ve çevrimiçi öğretim uygulamalarının önemi ve kullanımı hız kazanacağı görülmektedir. Bu çalışmada, İngilizce öğretmenlerinin çevrimiçi öğretim deneyimlerinin incelenmesi amaçlanmıştır. İngilizce eğitimcilerinin çevrimiçi öğretime yönelik algıları yaşadıkları teknik, pedagojik ve kurumsal sorunlar açısından incelenmiştir. Araştırma, İstanbul ilinde özel ortaokullarda görev yapan 50 İngilizce öğretmeninden oluşan bir katılımcı grubu ile anket uygulaması şeklinde gerçekleştirilmiştir. Çalışmanın sonunda, uzaktan eğitim faaliyetlerinde İngilizce öğretmenlerinin çalıştıkları okullar tarafından kurumsal olarak yeterli düzeyde desteklendiklerine, kendilerinin iş arkadaşları tarafından cesaretlendirildiklerine ve duygusal olarak desteklendiklerine yönelik algılarının bulunduğu, ancak, uzaktan eğitimin öğretmenlere aşırı iş yükü getirdiğini düşündükleri belirlenmiştir. Ayrıca, öğretmenlerin, çoğunlukla internet bağlantı sorunları ve dizüstü bilgisayarlar gibi teknolojik araçların pahalı olması gibi teknik sorunlar, öğrencilerin derslere çok az ilgi göstermeleri, öğrencilerin dil yeterliliğine yönelik değerlendirme yapamamaları ve öğrencilerin daha önceki dil düzeyleri gibi pedagojik sorunlar ve çok fazla toplantı yapılması, daha az işbirliği kurulması ve kurumsal eğitim için okulun internet alt yapısının eksik olması gibi teknolojik/iş yeri sorunları yaşadıkları tespit edilmiştir. Son olarak, İngilizce öğretmenlerinin

kendilerini her ne kadar uzaktan eğitim için yeterli görseler de, çoğunluğunun halen bu tür sorunlarla uğraşmak zorunda kaldıkları ve bu durumun performanslarına olumsuz yansıdığı araştırmanın diğer önemli bulguları arasındandır.

Anahtar Kelimeler: İngilizce Öğretimi, Çevrimiçi Öğretim, Teknik, Pedagojik ve Kurumsal Sorunlar



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ABBREVIATIONS

App	: Application
CALL	: Computer Assisted Language Learning
EIN	: Education Information Network (EBA in Turkey)
ELT	: English Language Teaching
ESL	: English as a Second Language
ICT	: Information and Communications Technologies
MALL	: Mobile Assisted Language Learning
RCT	: Randomized Controlled Trial
SPSS	: Statistical Package for Social Sciences

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I. INTRODUCTION

A. Introduction

Foreign language learning is an active process of acquiring the necessary levels of understanding a language other than the native language in various dimensions throughout an individual's life. Students learn a foreign language for their communication needs for their ideas, feelings, and experiences (Naasan, 2020).

Considering the purposes of online education, it can be said that it is an important tool in fulfilling the right of people to receive education without time and place limitations (Uluğ, 2017).

Educational radio broadcasts began in the USA in 1923. School radio has been used successfully in England. The British Broadcasting Corporation (BBC) has been producing school radio programs since 1925, and these programs are accessed by 90 percent of public schools. Today, as educational material, radio programs are widely used in many countries, and now the internet and computer technologies have been used increasingly. After computers experienced a fast advancement in multi supplemental aspects such as audio and visual, computers are started to be used for educational purposes in the late 1950s. Today we have many CDs, DVDs, software programs and web pages in different educational areas (Kaya, 2006).

Today's life is affected by technology in many aspects. Technological tools are used by individuals in almost every field for different purposes. In this respect, it has become increasingly important to conduct research to benefit from the opportunities offered by computer and information technologies in education (Söğüt, 2019).

Online education is considered a fairly new phenomenon. In spite of the fact that the concept of online education is not new in the literature, it has gained momentum again with the Covid-19 pandemic and has become widespread in the world. With the emergence of Coronavirus Disease 19 (COVID-19) as a global

epidemic, education has been disrupted all over the world. Governments in many countries have implemented physical or social distancing protocols to reduce COVID-19 transmission. Among these, in the education dimension, since online education is an inevitable choice in schools to reduce the density of students in classes, schools were closed and online education was started. In Turkey, as in many countries, the online education process has been started since September 2020. Since then, many educational institutions have continued education with online or blended education systems. This created new challenges for both students and teachers (Yıldırım, 2021).

In this regard, in Turkey, the latest updates for the improvement of technological infrastructure in public schools by the Ministry of Education, effective integration of the latest technological tools for school training process, equal opportunities for development and student's technological infrastructure includes the provision. These studies are announced at the Education Information Network, or simply the name EIN (EBA) project in Turkey (MEB, 2020).

Informatics Network, or EBA for short, established by the Ministry of National Education of the Republic of Turkey during the COVID 19 pandemic period, is a good example of online education applied in secondary education institutions. In higher education institutions and universities, online education has been successfully carried out using many video conferencing applications, particularly ZOOM.

In addition, many online teaching applications, especially “zoom”, were used, and continue to be used in this period. However, it is a fact that determining whether the system is successful or not will play a key role in shaping the developments in this context in the future. For this reason, it is thought that this study is important as it is an attempt to examine English language teachers' experiences in online teaching and what the teachers' views about the effectiveness of the system.

B. Statement of the Problem and the Significance of the Study

Online teaching applications are widely used today, especially during the Covid-19 global epidemic disease. However, it is still a matter of debate how effective results were achieved due to the sudden and unprepared implementation of

the system.

Major problems were encountered in the first online teaching activities. However, it can be stated that these problems have been resolved over time with the efforts of teachers, students, and parents, and as a result relative success has been achieved. Now, the question is how to direct the future of online teaching practices. We can find an answer to this question by evaluating the views of the teachers who have experienced this subject.

During the Covid-19 global epidemic disease, major problems were encountered in the first online teaching activities. However, it can be stated that these problems have been resolved over time with the efforts of the teachers, the students and the parents, and a relative success has been achieved. As a result, we need to find ways of directing the future of online teaching practices by evaluating the teachers' views who have experienced this way of teaching.

More specifically, the findings of this study is important as the focus is on identification of potential problematic areas such as the lack of technical equipment for online classrooms, a rise in teachers' workload and little financial support provided to teachers by institutions, whether the teachers' have emotional support from colleagues, opportunities for interaction in virtual classrooms, students' motivation, students' autonomy status, standardization status at the faculty, and general internet connection status related to online teaching.

In this way, an important contribution has been made to fill the gap in the literature. This nature of the study further increases its importance.

C. Purpose of the Study

In this study, the aim is to examine the online teaching experiences of English language teachers. Thus, teachers' views on whether they see online teaching as sufficient and whether it can be used as an effective tool in achieving the intended teaching goals are determined in terms of the technical, pedagogical, and institutional problems. The sub-objectives of the study are to define the main problems experienced in online teaching, to determine the positive and negative aspects of the system, and to determine the recommended applications for future use.

D. Research Questions

To achieve the purpose of the research, the answers to the following questions have been investigated in the study:

1. What are the teachers' experiences in relation to institutional assistance provided, their workload and well-being during online teaching?
2. What are the teachers' views about online teaching?

E. Limitations of the Study

This study is limited to the responses given by 50 secondary school teachers to the questions in the data collection tool during the fall semester of the 2021-2022 academic year. The findings on English language teachers' experiences of online teaching and the difficulties they experience in online education are stated in this study, but the limited number of the participants may not be enough to generalize the findings of the study.

F. Outline of the Study

Chapter I introduces the study to the reader. It presents the content, problems, data collection and analysis of the study. Chapter II is the literature review. It reviews the related literature in detail. Chapter III presents the research methods and the procedures that the present study employed. That is, it presents the data collection tools and procedures, participants, sample selection and sample selection methods. Chapter IV presents the findings of the study and the interpretation of the findings. Finally, Chapter V summarizes the study, presents the conclusions, and makes some recommendations.

G. Definitions of the Terms

ELT: Abbreviation for English Language Teaching: the teaching of English to students whose first language is not English (Online Cambridge Dictionary, 2022).

Online Teaching: Online learning is “the access and exchange of information as part of the learning activities in a course delivered through the network”

Online Learning: The term “online learning” refers more specifically to an approach to teaching and learning that includes the use of Internet technologies. Learners use the online learning environments not only to access information and course content but also to interact and collaborate with other participants in the same course

Computer Assisted Language Learning (CALL): The adoption of technology in language learning has advanced from Computer (Tai and Ting, 2011)



II. THEORETICAL FRAMEWORK AND RELATED RESEARCH

A. Introduction

This section of the study presents preliminary data regarding the study subject.

With this regard, initially, general teaching theories in English language education were analyzed so as to comprehend the subject clearly. Thereafter, the technologies, tools, and equipments used in language education and online education were mentioned. Then, advantages and disadvantages, in other words Pros & Cons of online education in language learning were examined. The contents of additional research in the literature are mentioned in the related subject at the conclusion of this chapter.

B. Cognitive Theory Applied in Education

Different learning theories have been developed over time for the learning-teaching processes. In studies within this scope, answers to questions about the effects of different methods on learning and teaching and how they can be applied to learning-teaching processes were sought by experts. Since the 1950s, attempts have been made to establish theoretical foundations for the implementation of learning models to education and specifically for utilization of new technology in classroom. It is a fact that the explanation of basic learning theories and their reflection on educational practices will contribute to an improved comprehension of the difficulties surrounding the use of technology tools and possibilities in foreign language instruction (Uzunboylu, 2002).

Social learning theory was first proposed by Rotter in the 1950s. Rotter stated that man is a cognizant creature who can affect his life's events. Man's behaviors are influenced by external stimuli and reinforcements. Personality, according to the theory, represents the individual's interaction with his surroundings. In order to

understand how people behave, both the experience of the individual and the environment must be considered together with their experiences. Bandura and Mischel made significant later contributions to social learning theory (Reis and Sprecher, 2009).

Albert Bandura is the first person that comes to memory whenever theory of social learning is addressed. Bandura based theory of social learning describes the human learning process. Bandura realized that imitation and observation were not enough to reveal how people learn, and he included cognitive processes in his theory. Accordingly, Malone (2002) stated that thinking and memory processes are predicted and evaluated, as well as linguistic and behavioral results.

As per Bandura, how humans are capable of governing their relationships in their social world and this cognitive processing process directly affect the individual's actions and development process. According to the theory, each person analyzes and combines the social information that takes place around him. The individual gains the ability to externalize himself and the world with the help of both abstraction and integration (Grusec, 1992: 781).

Investigations concerning cognitive process in education, that began with Gestalt psychologists, were further expanded by scholars and experts that united under the umbrella of "cognitive sciences" including Ausbel, Bruner, and Piaget (Erdem and Akman, 1995).

As per the cognitive theory, learning is about what the learner knows and how to reach it. The theory focuses on the cognitive processes that the learner uses internally, not on external factors as in behaviorism (Alkan et al., 1995).

When humans encounter an issue, they learn about it through engaging with certain patterns, as per cognitive perspective. Learning takes place in three main steps, as per cognitive learning theory: making new linkages with existing knowledge, preserving information on the issue, and producing acceptable answers. To put it another way, learning is linked to cognitive structures and processes. The cognitive idea describes mental actions in which sensory information is processed and transformed into output. As a result, in cognitive learning theory, a process is dependent on an individual's ability to obtain new experiences and knowledge via encounters (Aydın, 2001).

As per cognitive theory, contextual impressions and the insights acquired from them impact people's activity, feelings, and actions. People analyze their environment and engage with it using the patterns they acquire from it while making judgments about their future conduct. In this case, the ability to observe, which helps people reach a conclusion faster, is important. Observing good interactions and unfortunate events help people to increase their emotional response, while observing others engage in irritating activities can lead to behavioral limitations (Bandura, 1986).

C. The Teacher Factor in Language Education

In the study of Jia et al. (2006), it is accepted that teachers' beliefs and desires help predict teaching and performance activities in the classroom and make an important contribution to the educational process. Tscihannen-Mooran and Hooy (2001) stated that Instructors who have a strong sense of self-efficacy are good at coping with problems in the classroom, completing tasks with more substance, and providing an educational atmosphere that encompasses diverse intelligence types. Still, these learners are more patient and more willing. Adopt new perspectives, but it is accepted that teachers with low self-efficacy beliefs about teaching practices may occasionally fail to increase the motivation of their students, prefer teacher-centered lessons and display a pessimistic approach (Henson, 2001).

Evaluation of the teaching effectiveness of foreign language teachers also finds an important place in the literature. It is a concrete fact that learning and speaking English is a must in today's globalizing world, as English is the worldwide language of business, literary works, and sports. In this direction, there is a requirement for structured and well-organized education programs by better-educated language instructors in teaching and learning English. Language teachers must be qualified in both theoretical and practical knowledge in order to effectively transfer knowledge to English language learners. In this process, it is stated that teachers' self-efficacy plays a vital role. In the literature, there are no gender, educational level, experience, etc., which focus on the self-efficacy of English language teachers. There are many studies examining performance based on various factors (Yıldırım, 2021).

In a study conducted in this context, the self-efficacy comments of teachers

whose mother tongue are not English were tried to be evaluated. In the study, it was revealed that language teachers' expectations about their own proficiency and their linguistic proficiency levels are in a positive relationship. Therefore, it can be said that instructors who have a high level of linguistic competence feel extra productive in their classrooms (Eslami and Fatahi, 2008).

In another study, in addition to the department graduated from, the effect of teaching experience on perceived self-efficacy was investigated. At the end of the study, it was determined that although the departments from which the teachers graduated did not have an effect on their education experience, it had a meaningful effect on teachers' self-efficacy expectations (Güven and Çakır, 2012).

In a similar way, Çankaya (2018) investigated the impact of practice on English language instructors' self-efficacy beliefs, finding that instructors with greater experience in English Language Teaching (ELT) had higher self-efficacy beliefs.

Tscihannen-Maoran and Hoy (2007) found in their study that self-efficacy views of teachers increase when they gain more experience in their fields.

D. Online Education in ELT

Students and teachers are now more knowledgeable about online education. The possibility of creating and acquiring different learning opportunities is recognized. Learning experiences implemented through a network of knowledge sharing and accessibility are called 'online education'. This concept was developed to describe a learning and teaching method that include the use of internet, computer and smart mobile phone technologies (White, 2008).

Students can utilize the educational setting to communicate and work with one another as well as access resources and information (Krish, 2008). Online learning is described as learning by attending courses through the internet and is aided through the use of technological devices (Gonzalez and Luouis, 2018).

The widespread usage of information technologies nowadays has a significant impact on the lives of individuals. Everything we do now is influenced by technology, from our social connections to our jobs (Yıldırım, 2021).

With the development of new technology, online courses have taken on new forms. The most important ones of those formats are the internet and web technologies. People's learning preferences have changed considerably thanks to these new learning environments that offer incredible opportunities for collaborative activities and knowledge exchange (Hall, 2015).

In the 21st century, many universities and educational institutions at different levels have started to offer online education opportunities to increase their student populations (Allen and Seaman, 2010). The growth and development of online education has also affected many innovative approaches. These developments are expected to continue and grow in the future (Lee, 2010).

With the rapid development of information, computer and communication technologies, online education has become more applicable technologically and operationally. It has now become a preferred education method in many educational institutions. As the usage of online teaching has expanded across the planet, it has proven that online teaching is an important alternative to school education. Nations all around the globe are experimenting with how to use the internet to successfully teach children. In this regard, numerous successful online teaching experiences and training examples have emerged (Palivia et. al., 2018).

Blended or hybrid learning, as well as virtual learning, are examples of studying modifications utilized in online education, which have been made possible by the development of the internet. Blended education, that is defined as the mixture of asynchronous and synchronous education applications, is accepted as the most common model applied in online education. In this learning, teachers do online exercises for students to understand a certain skill or concept by using similar practices performed in synchronous and asynchronous learning forms in physical classroom environments (Kanuka and Garrison, 2004).

Simultaneous learning takes place in a virtual classroom environment with the help of certain online platforms. Simultaneous learning includes a live conference character that makes learning more feedback-friendly, exciting, and dynamic. Simultaneous learning is criticized for not being as realistic as a face-to-face school environment, despite the actual practices it provides. Asynchronous education, on the other hand, allows students to view pre-recorded videos, webinars, or online courses, or participate in discussion boards, write emails, etc. (Şener et al., 2020).

Most elementary and secondary schools throughout the world have organized online courses to reduce interruptions in teaching during the COVID-19 epidemic (Tanhan, 2020). Education programs at colleges were also shifted to online delivery as a result of the pandemic circumstances, and administrators rushed to adapt to the unexpected change (Liguouri and Weinkler, 2020)

Academics, parents, students, educators, and especially those with special needs have all been affected by the COVID-19 epidemic. Because of the transition to online classes, at first, teachers and academics were not able to decide which approach to use. The severe restriction of a course in this period made interaction with students very difficult (Tanhan, 2020). Teachers and academics have been able to adapt to this process over time.

Various studies have shown that online education can be powerful and successful, as in the traditional education environment (Lack, 2013; Wu, 2015). However, it is stated that although online education is beneficial for teachers and students, it also has some drawbacks and limitations due to the use of simulation technologies (Allen et al., 2002). Some studies reveal that academic attainment is not coordinated between face-to-face and online teaching. While all technical support systems influence how individuals think about online education (Helgesen and Nasset, 2007; Rovai, 2003), face-to-face teaching emphasizes efficiency, adaptability, and sensitivity (Allien et al., 2002i; Allein and Seamean, 2010i).

In a study conducted to reveal the distinctive features of face-to-face and online teaching (Paechter and Maier, 2010i), it was seen that learners were willing to learn online. As a result, the use of ethics in online teaching was seen as reliable (Seingh and Huerley, 20117). It is stressed that while online teaching facilitates learning chances for certain pupils during the pandemic period, while others cause many obstacles (Tanhan, 2020).

Especially with the emergence of the COVID-19 pandemic, there appears being a significant need at institutions for adequate online education infrastructure (Tanhan et al., 2021). For example, in a study conducted to find out how faculty members at a Philippine State College felt about online teaching, university noted that there may be greater lack of emotion and intellectual dishonesty online. In addition, it has been claimed that it will be difficult to conduct the courses due to technological problems that may arise. As a result, it was determined that the

participants were still unsure whether they supported online education. Significant differences were observed in the support given by faculty members to online education depending on age, gender, academic achievement, and teaching experience (Moralista and Oducado, 2020).

In online education research, online education tools and teaching strategies are mostly examined, and the education actions applied in face-to-face and online education are compared. In these research, students' evaluations, perceptions, attitudes, happiness, and success degrees are often emphasized (Lin and Zheng, 2015).

According to studies, there are links between educators' self-efficacy perceptions and their use of technology and applied teaching practices. In a study to measure whether teacher attitudes change as a result of participating in an online teaching training program and then offering an online course, it was concluded that teachers found online education more valuable than they had previously estimated. In addition, it was stated that these changes in teacher perceptions developed after teaching an online course (Lee et al., 2015).

Whereas many studies have concentrated on the effect of online education, there are few studies examining online language instruction at the times of pandemics, particularly ELT education applied at higher levels (Gonzalez and Louis, 2018). According to the findings of a study to explore the language teaching preferences and challenges faced by ESL teachers (Atmojo and Nugroho, 2020), teachers implemented various activities to track student absenteeism, assessed their students' work asynchronously or synchronously, and they used a variety of learning management apps and technologies. However, due to scheduling issues, many student and teacher-related problems arose, which prevented the online education from running smoothly.

In the study conducted by Şener et al. (2020) in order to investigate the perceptions of English language teachers towards online teaching from technological, pedagogical and institutional perspectives, it was determined that the majority of teachers were interested in online education. However, teachers stated that in this process, in addition to the financial support they received from their institutions, they encountered some difficulties such as lack of technological equipment and increasing workload.

ESL instructors have to deal with some difficulties in countries where there is no internet access required for the successful implementation of online education and there is a lack of technological infrastructure such as the necessary power supply. Even in high-tech countries, some difficulties may be encountered in online education from time to time, listed as technological and pedagogical in nature (Hazaea et al., 2021).

1. Objectives of Online Education

Formal education programs are systems that take relatively long time and entitle people to receive diplomas. Open Education programs are also educational institutions that direct people to get a diploma. These programs provide diplomas like other programs.

Even if there are programs based on the application and execution, there are differences. The conditions for enrolling in Open Education programs, the process covering education and training activities, the evaluation and the feedback received are slightly different from formal education. Online education programs may be the same as other programs in terms of content, but there are differences in terms of their aims and scopes. Online education generally aims to carry out the activities listed below (Chander, 1991:16):

- To carry out additional or parallel programs to the formal education system,
- To implement more flexible, open and diverse programs compared to the formal education system,
- Creating an egalitarian society by reaching individuals of all ages, genders, economic classes and remote areas,
- Providing opportunities for in-service training and lifelong learning,
- Using communication technologies to provide broader education
- To create innovative environments by making continuous development a common culture,
- To open certificate programs for adults within the scope of lifelong learning

Wegen and Urdan (2000) argue that the online education model emerged as a result of necessity and explained their reasons as follows.

- Technological progress causes current information to become obsolete rapidly.
- The fierce competition in the world pushes companies to cut their training costs.
- More and more adults are forced to become “students”.
- Learning ceases to be an occasional activity and becomes a continuous action.
- The importance of timely and instant access to the necessary information is increasing.
- Students can organize the program according to their own learning speed.
- It increases the productivity of students with certain personality traits (shy, those with speaking difficulties, etc.).
- Significantly reduces tuition costs

E. Main Terminologies of Online Education

1. Technical Issues in Online Education

Infrastructure deficiencies are one of the most prevalent issues encountered by teachers and students, especially in simultaneous online education. Among these problems identified through ethnographic research and reported by both teachers and students, problems such as hearing problems, inability to communicate, and sound and image quality in virtual lessons stand out. These seemingly insignificant problems have a negative impact on students' and teachers' attitudes towards online education. As a result, a decrease in motivation to learn and teach may inevitably occur (Olt and Teman, 2018).

Similar problems with technological infrastructure are observed in online education. The most common problems mentioned are; the objects are related to sound settings, sound quality and internet connection problems (Webb et al., 2017).

It is known that problems related to technological infrastructure such as

internet connection and audio-visual quality problems are the most prevalent and detecting factors that harm the effectiveness and efficiency of online education (Şener et al., 2020).

It is recommended that educational institutions take due precautions to solve such technological problems with appropriate financial investments. Improvements to the internet infrastructure and information systems can solve prevalent issues in online education and far-reaching increase educational efficiency (Bates, 2001).

2. Pedagogical Issues in Online Education

There are few studies examining the pedagogical problems that teachers encounter in the online education process in the literature. The most pedagogically challenging issues for English language teachers are sometimes students' unwillingness to listen to the lesson, assessing the student, and making excuses quickly. Technology provides many benefits to us in foreign language education, however, it is difficult to control what students do in the lesson. In addition, in online education, while skills such as reading, listening, and speaking develop, writing skills decrease (Şener et al., 2020).

Although conducting the online education process as student-teacher or teacher-student seem to be the best way, it may be essential the effect of school administration and parents to the lessons and to strengthen online parent-student-administrative meetings.

Teachers' perceptions of online education were investigated by 'Comas-Quinn (2011). The results of the research conducted in the form of scales, interviews and observations showed that the transition to online education requires more work on the form of interaction and content. This requires both learners and teachers to learn the necessary technical information.

3. Institutional Issues in Online Education

There are studies in the literature that delve into the increasing workload of teachers in online teaching. Tynan et al. (2015) concluded that online education increases the workload of teachers. In the interviews held within the scope of the research, the main reasons for this increase in the workload of teachers; he states that the rise in communication time with students, technical problems, insufficient help

from the informatics departments, and the administration, practice and moderation of online teaching platforms are complicated. In a quantitative study, it was determined that there is a statistical relationship between workplace-related stress and teachers' emotional well-being (Cenkseven-Önder and Sarı, 2009). According to the findings of the study, it was emphasized that teachers' emotional well-being should be supported by the management and general school climate, because it is the main determinant of learning. In addition, it is argued that the general job satisfaction of teachers increases with the provision of a suitable work environment, and this is deeply affected by their commitment to the institution (Mauno et al., 2009).

It is stated that the environments where the teacher's motivation is high provide an ideal working environment. Providing financial security to teachers is another determining factor. The inability of the institutions to offer reasonable salaries to the teaching staff negatively affects the motivation of the teachers. With the addition of the current quarantine conditions, it carries the risk of increasing stress and demotivation levels. Considering all this, the emotional health of teachers is potentially affected in online education (Kızıltepe, 2008).

The other institutional problem encountered by teachers in online education is the rise in academic workload and the increase in work stress. As e-learning environments start to replace traditional teaching practices, students are expected to be more autonomous in following online teaching. Therefore, a more student-centered approach is required. This situation causes an increase in teachers' work-related responsibilities and causes them to feel more stressed (Mamun et al., 2015).

It is stated that in online education, more workload is placed on teachers compared to face-to-face teaching, which is currently used, and the amount required for uninterrupted time in online studies is much higher. In face-to-face education, the student in the classroom can more easily consult the instructor before, during or after the assigned task. However, an additional burden is placed on teachers in an online environment where more asynchronous work needs to be done. Because many e-mails or calls from students at different times of the day need to be answered. In order to prevent this workload, it is recommended to determine these contact hours with students in advance (Lorenzetti, 2004).

F. Technologies, Equipment and Tools in Online Education

Technology and education are the two most significant instruments in human's life. Technology and education have a good impact for human progress, acculturation, and perfection and have become the main factor in the fight over the environment and nature (Alkan, 1997).

The proper functioning of “Education-Training” activities on the internet is achieved by providing an efficient and effective interaction. In order for the interaction to be at the highest level, there is a need for a technological infrastructure where the instructors and students can communicate effectively and share information. Access to these environments, which are prepared over the internet, is often provided with the help of computers. Today, smart phones, tablet computers and portable devices, which are increasingly used, and mobile devices with easy internet access have taken their place in the mobile world. Appropriate technology and materials should be used in online education program applications. We should pay attention to the compatibility of this technology and material that we will use with online education. Therefore, rich and accurate material should be presented to the learner in this program. In addition, online education is a system that requires technology knowledge. Trainees and learners who do not use these technologies before or learn before entering the system may experience serious difficulties (Uluğ, 2017).

1. Use of Printed Materials

Teaching through printed materials can be expressed as “the execution of learning and teaching activities with printed materials specially prepared and sent to students at regular intervals” (Gökdağ, 1985).

In other words, printed materials are cheap and easy-to-use educational materials that are used when interaction with the student is not possible or necessary, when individual studies of the text and figurative expressions are sufficient (Uluğ, 2017).

2. Audio and Visual Resource Usage

Through online and offline courses used in online education, course contents can be given audibly and visually. While audio and visual resources consist of

materials such as tape, radio, video, power-point presentation, the people who take the course attend the classes by listening and watching instead of reading. These are online education methods that are cost-effective, easy-to-access and easy-to-use. At the same time, the lecture sections given through television broadcasts are presented to the students at certain time intervals and used as a visual and auditory resource (Uluğ, 2017).

Video conferences are environments where individuals in various places and have to attend classes at different times can share audio, video and information by participating through technological opportunities. Due to these features, video conferencing method is also widely preferred in various business sectors and fields in many countries in the online education system (Uluğ, 2017). Many competitions have been held among students in online education processes via videoconferencing, and even today, leaders are using it. Job interviews can also be handled quickly with the video conferencing method, without the distance problem.

3. Internet Based Online Education

Computer networks have developed and become widespread very quickly. Faster communication is achieved by connecting computer networks, educational institutions, school and home computers. A computer network is a data transport or telecommunication system made possible by linking many computers. In this way, learning-teaching processes gained a new dimension. The internet is the most well-known and widely utilized network infrastructure, characterized as a "network of networks" within these networks (Cagiltay, 1995).

In a nutshell, the "World Wide Web," often known as "Web" or "WWW," is an Internet hypermedia/hypertext information and communication network. Information from all around the world that is kept electronically is connected thanks to this network. Day by day, the internet has evolved into a dynamic, powerful, and engaging electronic world. Users may quickly contact with one another and transmit or exchange information thanks to the internet. The internet has invaded our lives as a cutting-edge innovation with the promise to bring the "world" to our homes, offices, or wherever we connect to the internet through an electronic communication network (Kurubacak, 1999).

Websites prepared to support educational activities consist of content such as subject summaries, educational games, sample questions, exercises or assignments. Students and teachers gained the opportunity to solve problems and repeat the topics covered in the lessons (Driscoll, 1998).

Internet based online education is an activity that includes the activities that instructors and students carry out through internet supported infrastructures, regardless of place and time (Uluğ, 2017). English as a lingua franca is in a more advantageous position than other branches or languages in the online education process, for both teachers and students, because it contains many educational and instructional resources. While it offers teachers the opportunity to prepare lesson plans faster, it also gives students the opportunity to learn in more visual ways.

Today, with the developing technology, mobile phones have become a technological product that can be obtained by every individual thanks to the smarter and portable feature and the cheaper prices. Ways to get the most out of the conveniences and advances that mobile phones provide to daily life are being investigated, as they are in every industry. Individuals may now make fast e-shopping by taking advantage of the benefits given by smartphones and tablets and access educational opportunities wherever they want. Smart phones have been adapted to foreign language education thanks to applications developed under the name of Mobile Assisted Language Learning (MALL) in order to benefit more and more efficiently from their visual and audio features (Uzunboyu, 2002).

G. Advantages and Disadvantages of Online Education in Language Learning

It is thought that the use of information technologies such as smartphones, internet and computers in foreign language teaching provides great advantages. However, it is stated that the systems used in online education may also have some disadvantages when compared to traditional foreign language education. In other words, online language education has “Pros and Cons” compared to traditional foreign language education. This section compares the pros and cons of online language education compared to traditional foreign language education.

1. Advantages

Although online education has been offered for many years, it has become

more possible today to prepare and serve its purpose in real terms. Especially with the use of internet technologies, it became easier to access and share information, which has been the main reason for turning to online education (Uluğ, 2017). English language teachers can prepare lesson plans faster. Classroom management can be much more efficient. Students can attend classes more quickly. Students can quickly look up unfamiliar English words from electronic dictionaries.

Since there is no obligation to attend classes in online education programs and they have flexible course hours, learners also find the opportunity to work in a job. At the same time, it gives the opportunity for older people or married people with children to study. We can list the benefits of online education for both the institution providing education and those who want to benefit from this service as follows (Kaya, 2002; Weggen and Urdan, 2000):

- Cost savings,
- Saving in terms of time and space,
- Being able to interact with more people than the person reached in the classroom environment,
- Being able to receive education for physically handicapped individuals,
- To provide uninterrupted and unlimited education,
- Providing independent and individual learning,
- The possibility of instant access to information, which is a necessity of our age,
- It is not a problem to work in a job during education,
- Increasing the participation of students in e-learning,
- Personalized learning, improving the performance of learning,
- Reduction of student travel and expenses,
- Accelerating the distribution of teaching material

In addition, online education makes it possible to open certificate programs (Computer Technologies and Programming, etc.) that will be given through e-learning within the University (Uluğ, 2017).

2. Disadvantages

In online education, students and their teachers may feel socially isolated owing to the lack of face-to-face interaction. Excessive e-mail, chat rooms, video conferencing, discussion boards, etc. are one of the examples of this situation. Communicating with other students and teachers over the web is pretty different from face-to-face education with regards to classroom interaction. When students' reluctance to open the camera and inability to make effective evaluations are added, solving this situation requires serious work (Demircan, 2020: 12-13).

Online education has some advantages as well as some disadvantages. The main disadvantages are that the problems encountered in online education cannot be solved immediately, problems encountered due to system-related or power cuts during online lessons and exams, insufficient computer literacy, and reduced interpersonal communication. Possible disadvantages of online education can be listed as follows (Nagar, 2010):

- Bringing more workload than face-to-face training,
- Not a good way for overly independent learners and often requires self-motivation,
- The importance of the ability to use the time well,
- Because of the high level of technology use, it requires technology knowledge,
- Inability to get instant information and feedback in offline lessons,
- Not very suitable for very young students,
- Time difference in synchronized lessons due to the fact that the instructor and the student are in different countries,
- Health problems caused by long-term computer use,
- Problems arising from the instructor's lack of knowledge about teaching techniques that are different from normal teaching,
- Inability to intervene immediately to the difficulties encountered in the learning process,
- Experiencing problems in areas such as guidance or feedback,

- As the learners in business life allocate their time outside of business life to online education courses, they cannot spare time for leisure and relaxation activities.

H. Literature Review

In the literature review, it was seen that the experiences of teachers and students on technical issues in online education were examined (Hara, 2020; Papod, 2020) and there were studies focused on the experiences of both teachers and students (Olt and Teman, 2018; Webb et al., 2017). However, few studies have focused solely on teachers' experiences with the subject.

Furlong and Christenson (2008), information technologies are related to technologies that get access to information through telecommunications. In this respect, technology, which has an important place in life, also has an important role in education.

To explore the technical, pedagogical and institutional problems faced by English language teachers during online education, Şener et al. (2020), it was determined that teachers lack technical equipment in virtual classrooms, their workload increased, and the financial support of the institution were insufficient. In addition, very little motivation of students, lack of autonomy of students, lack of standardization and internet connection problems were the most problematic areas. Despite all the problems, teachers had a positive attitude towards online teaching.

Crook (1994) emphasizes that technology can transform learning and teaching in a variety of existing curriculum areas. In this respect, technology is a very general educational resource. In education, practitioners attach great importance to the effectiveness and pleasure of the teaching process, and therefore technology becomes more and more important in educational sciences.

Webb et al. (2017) stated that there are some problems in online sessions related to infrastructure in the field of online education. In the study investigating the use of online library resources for online education in a university, the most common problems were related to sound settings, sound quality and internet connection problems.

In a study conducted by Stefanova et al. (2009), it has been suggested that there are numerous studies suggesting that computer environment and multimedia tools can be useful in learning the vocabulary of the target foreign language. However, in these studies, primarily materials produced by teachers were used. It has been found that computer-based materials designed for foreign language learning, enabling students to write, aid vocabulary learning. Online discussions and information are also recommended as an excellent tool for building the social development of the individual.

The focus of Canals and AL-Rawashdeh's (2019) work is to assess the effectiveness of the course as well as assessing potential stumbling blocks and problems that can be utilized to improve and develop the online lectures. Teachers were asked to fill out a survey on their experiences, attitudes, and ideas with technology in ELT. At the end of the study, it was found that teachers perceived more appropriateness in using application technology than generative skills (speaking, writing), receptive skills (listening, reading). In addition, English language teachers have some conflicting attitudes towards using technology for the decision-making process behind the pre-course and preparation, language training that must be seen within the context of the technological adoption, and institutional mindset.

According to research by Elia (2007), ICT plays a critical part in the improvement of intercultural competence, which is a part of ELT. The main function of ICT is to provide learning styles that strengthen the material by giving the opportunity for a variety of different approaches and multiple formats. It is significant to enjoy the effective learning activities that online teaching includes. As a result, it is stated that the basis of online teaching is to start an interest in attracting students 'attention, increasing personal discovery, creating enthusiasm and desire to learn, thus improving students' motivation.

In the study conducted by Compton (2009) to evaluate online language teaching competences, the difficulty of defining online language teaching skills was emphasized. Online language educators must have sufficient technological equipment in this online environment. While technological and software-specific competencies are simple to master, others, such as aiding online socializing and community building, might be challenging.

Windeatt et al., (2000) stated in their study that the internet is seen as a tool with high potential in language classrooms, but its impact is largely dependent on the desire to use the internet by teachers and students.

It is stated that online technology plays an enticing role in foreign language instruction, and behaviors and ideas about learning and teaching should be rigorously examined in order to stay up with technology. It is said that some teachers are also afraid of this phenomenon. The reasons are sometimes fear of change, sometimes lack of time and support, etc. (Çakır, 2016).

The literature review shows that infrastructure (internet connectivity, audio-visual quality issues) issues related to online teaching are the most common and decisive factors that undermine the effectiveness and efficiency of online education. It is recommended that governments and educational institutions take necessary measures to address these problems with appropriate financial investments (Bates, 2001).

Arbaugh (2004: 179) researched pupils' mindsets of technology, course management and course results because they attended the online course. Accordingly, online education requires a significant amount of design and preparation. It has been suggested that subject experience and subject effects are key issues, although students' impressions fluctuate significantly depending on aspects including adaptability, interactivity, and happiness with the presenting setting.

"Collaboration, interaction, reflection, experiential learning, and feeling of community" are among the educational design elements for online education, according to Ke (2010: 808). When it comes to "subject experience and subject matter impacts," online education can be as basic as online chatting, or it can be as complicated as involving several variables and elements.

In an online education, Ke and Xie (2009: 136) claim that an "integrated" course model focused on content and assistance increases learner satisfaction. They advocate for "deep learning," which they define as " application-centered, self-reflective, very collaborative, and integrative " (Ke and Xie, 2009: 137). They see learning as a "continuum spanning from surface learning, in which the learner merely memorizes new concepts, to deep learning, in which the learner actively incorporates fresh concepts into his or her cognitive system by learning in a social negotiating

setting." They say that deep learning should "involve the complete individual in the learning process - intellectually, socially, and affectively" (Ke and Xie, 2009: 137).

This chapter provides a brief review regarding the research subject.

In this study, it is revealed that there are various techniques in faculties of education, each with its unique set of characteristics. While behavioral education theories are in the front in some aspects, in some situations, it is aimed to achieve desired results with cognitive theories.

In this context, it is evaluated that informatics and computer technologies can be used in online environments in the application of the aforementioned theories in foreign language teaching. Today, it has become inevitable to benefit from these technological conveniences, called Mobile Assisted Language Learning (MALL), WEB Assisted Language Learning (WALL), and Computer Assisted Language Learning (CALL) in education and training processes.

III. METHODOLOGY

A. Introduction

This chapter presents the methods and the procedures that were used in this study. It starts with the research design, then the participants and the procedures used in data collection and analysis.

B. Research Design

In this study, we aimed to examine the online teaching experiences of English language teachers. Thus, teachers' views on whether they view online teaching as sufficient and whether it can be used as an effective tool in achieving the intended teaching goals were determined in terms of the technical, pedagogical, and institutional problems.

This survey-based research employed both quantitative and qualitative research methodologies. During the data collection process, the study was conducted with 50 English language teachers who work at private secondary schools in Istanbul, Turkey.

In survey-model field research (survey) studies, information is usually collected from a sample group representing a large universe using certain scales (Fraenkel and Wallen, 2006; Gürbüz and Şahin, 2014).

In this study, first, a comprehensive literature review was carried out and a general conceptual framework prepared with descriptive methods. Then, a survey containing 12-items based on Likert-type rating scale and 13-items open ended questions were applied to English language teachers who have had experience in online education.

C. Participants of the Study

The study was carried out with the English language teachers who work in private secondary schools in Istanbul. Necessary permissions for English language teachers were collected before the initiation of the study from their schools. The sample of the study was randomly selected from among the teachers who are voluntary for the participation of the research, and the scale of the research was applied to the participants.

Fifty secondary school English language teachers voluntarily accepted to participate in the research. The teachers who made up the study group were formed as a single group.

The socio-demographic characteristics of the participants were examined through the frequency and percentage distributions. In this regard, the findings of the data on the descriptive characteristics of the participants are shown in the Table 1. below.

Table 1 Descriptive Characteristics of the Participants

Variable	Group	f	%
Gender	Female	30	60,0
	Male	20	40,0
	Total	50	100,0
Age	20-25 age	7	14,0
	26-30 age	19	38,0
	30 and more age	24	48,0
	Total	50	100,0
Years of teaching experience	1-5 years	16	32,0
	6-10 years	20	40,0
	11 and more years	14	28,0
	Total	50	100,0
Do you currently teach online?	Yes	31	62,0
	No	19	38,0
	Total	50	100,0
Have you ever taught English online before?	No	10	20,0
	Mixed (Online and face-to-face)	37	74,0
	Online only	3	6,0
	Total	50	100,0
Are you currently teaching online?	Yes	30	60,0
	No	20	40,0
	Total	50	100,0
Have you ever taught online before?	No	14	28,0
	Blended (Face to face + Synchronous / Asynchronous Online Component)	31	62,0
	Fully online	5	10,0
	Total	50	100,0

As shown in Table 1, the total number of the participants was 50. Thirty of them were females (%60) and 20 of them were males (%40). The participants who are in the age group of 20-25 was 14%, in the age group of 26-30 was 38%, and the age group of 30 and over was 48%. When the educational experiences of the participants were examined, it was observed that 32% of the participants had 1-5 years, 40% of them had 6-10 years and 28% of them had 11 years or more teaching experience. Ten participants did not give any online English training, three participants gave only online English, and 37 participants have ever taught mixed (online and face-to-face) English training before. Thirty-one participants taught English online at the time of the study. Fourteen participants did not give any online training, five participants gave fully online, and thirty-one participants have ever taught blended (face to face + synchronous / asynchronous online component) online training before. At the time of the study, thirty participants taught online.

D. Data Collection Instrument

The data of the current study was collected using a scale shown in Appendix 1. The scale was developed by Şener et al. (2020). The original scale used in the study consists of four parts. I adapted the scale by adding the first part. The first part elicited demographic data of English language teachers. It consisted of 5 items including age, gender, years of teaching experience. This section was prepared by the researcher. The items in the second part of the scale aimed to elicit whether the teachers currently provide online training with 2 items (yes & no).

The third part aimed to elicit whether the participants taught online before or not with a 3-point Likert type question (No, Blended (Face to face + Synchronous / Asynchronous Online Component, Fully online).

The items in the fourth part of the scale are based on a Likert-type rating scale. The Likert scale is a closed-ended psychometric scale that measures the participant's views on a set of statements. After evaluating the survey questions, participants can choose from a variety of answers from opposite ends. Likert scales can have five, seven or nine points, depending on the level of depth requested from the participants. The Likert scale is named after Rensis Likert (1932), who invented this system. This part consisted of 12 items ranging as 1=Strongly Disagree, 2=Disagree, 3=Undecided, 4=Agree and 5=Strongly Agree. The items in the fourth

part aimed to assess the technical, pedagogical, and institutional difficulties that English language teachers encountered during online education.

The items in the fifth part of the scale consisted of 13 open-ended questions. Open-ended questions are those that allow the person asked the right to answer freely. Open-ended questions can elicit long answers. They usually start with what, why, how, for which the answer is not “Yes or No”. An open-ended question asks the addressee about his/her knowledge, opinion, or feelings. Therefore, the phrase “tell me” “describe” can also be used as open questions. The scale items in Part 5 aimed to assess teachers’ additional feelings about online education.

The message is conveyed to the person who is asked the question by explaining the answer. It is a question form where you can get more information. After all, no one wants to be questioned and constantly say yes or no. Open-ended questions take you out of the role of the interrogator and make you the person trying to get the right information (Popping, 2015).

E. Data Collection Procedures

In the study, firstly, an approval was obtained from Istanbul Aydın University Social Sciences Institute and the data collection phase was started (Appendix 2). Before administering the scale, the participant teachers were given information about the research’s aim. Afterwards, the questionnaires were applied to the participating teachers. During the data collection process, the survey was completed by English language teachers. The level of English used in the survey was comprehensible for the teachers who participated in the survey.

F. Data Analysis

The data collected for the purposes of this study was analyzed by using the SPSS v.25 statistical program. The data collected for the purposes of this study were analyzed quantitatively and qualitatively. Likert type scored data obtained in the study were evaluated quantitatively, and the responses given to the open-ended questions were evaluated using descriptive analysis.

IV. FINDINGS AND DISCUSSION

A. Introduction

This study aimed to investigate English language teachers' experiences during online teaching in terms of technical, pedagogical, and institutional aspects. In this context, the experiences of teachers in online English education, which they had to apply intensively especially during the Covid-19 pandemic period, were utilized. This chapter presents the findings of the study. This section presents the findings of the study in two main sections. The first section reveals the findings related to the teachers' experiences regarding technical, pedagogical, and institutional features during online education (Section 4.2), and then the findings regarding the teachers' views about online education (Section 4.3).

B. Findings on the teachers' experiences in relation to institutional assistance provided, their workload and well-being during online teaching

This section presents the findings on English language teachers' experiences during online education. The findings were gathered from the fourth part of the scale that included 12 items based on a 5-point Likert type- rating scale ranging from strongly disagree (1) to strongly agree (5). The findings are presented in three sections: findings on institutional assistance provided (Section 4.2.1), findings on teachers' workload (Section 4.2.2), and findings on teachers' well-being (Section 4.2.3).

1. Findings on institutional assistance

This section presents the findings on the institutional assistance provided for online education. Scale items 1, 2, 3, and 4 are related to the assessment of institutional assistance provided. Table 2. reveals the teachers' responses given to the items related to institutional assistance.

Table 2 Findings Related to Institutional Assistance

Scale Items	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
1. My institution has offered to provide me with necessary technical equipment (internet connection, laptop, camera etc.).	4	8,0	4	8,0	6	12,0	20	40,0	16	32,0
4. My institution has provided me with pedagogical/academic help regarding how to teach online.	5	10,0	3	6,0	7	14,0	19	38,0	16	32,0
2. My institution has provided me with necessary technical equipment (internet connection, laptop, camera etc.).	9	18,0	5	10,0	2	4,0	19	38,0	15	30,0
3. My institution has provided me with necessary technical knowledge (how to use online tools, virtual classroom etc.).	6	12,0	6	12,0	7	14,0	19	38,0	12	24,0

SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, f=frequency, %=percentage

As can be seen in Table 2, Item 1 was strongly agreed by 16 students (32%) and 20 of them (40%) stated that they agreed. This reveals that 36 of the teachers think their schools provided them with the technical equipment. Four teachers (8%) stated that they disagreed while 4 of them (8%) strongly disagreed. Six teachers (12%) opted for neutral. Based on these findings, we might conclude that more than half of the teachers (72%) think they were supported by their institutions regarding technical equipment that is necessary to conduct their lessons.

Item 4 was strongly agreed with by 16 teachers (32%) and agreed with 19 (38%), while 3 of them (6%) disagreed and 5 teachers (10%) strongly disagreed. However, 7 (14%) of them reported that they were unsure. In this case, it can be said that more than half of the teachers (70%) believe their schools supported them academically in conducting online lessons.

The responses given to Item 2 showed that 15 teachers (30%) strongly agreed and 19 of them (38%) agreed. Whilst 5 teachers (10%) disagreed, 9 (18%) of them strongly disagreed. Two teachers (4%) chose to be neutral. Based on these findings, it can be reported that a considerable number of the teachers (68%) feel the institution they work for provided them with the necessary equipment when necessary.

The results from Item 3 indicated that 12 teachers (%24) stated that they *strongly agree*. The number of the participants who *agree* have this item is 19 (%38). The frequency of the participants who cited *undecided* to this item is 7 (%14), while the frequency of the participants who disagree with this item is 6 (%12), and 6 (%12) of the teachers mentioned that they *strongly disagree* with this item. Based on the findings, it can be said more than half of the teachers (%62) got technical knowledge they needed from the institutions they work for, while %24 of the participants did not get any. The analysis of the teachers' responses given to the scale items shows that English language teachers think they are given sufficient institutional support during online education in the schools where they work.

2. Findings on teachers' workload

This section presents the findings on teachers' workload in online education. Scale items 5, 6, 7, and 8 are related to the assessment of teachers' workload. Table 3. reveals the teachers' responses given to the items related to teachers' workload.

Table 3 Findings Related to Teachers' Workload

Scale Items	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
6. My institution's expectations from me have increased compared to face-to-face teaching workload.	2	4,0	7	14,0	10	20,0	16	32,0	15	30,0
8. I think online teaching is more difficult than face-to-face teaching in terms of effective teaching/learning.	4	8,0	4	8,0	14	28,0	16	32,0	12	24,0
5. My institution has taken measurements against the potential increase in teachers' workload. (Reducing class hours/office hours/offering extra help).	6	12,0	4	8,0	8	16,0	20	40,0	12	24,0
7. I think online teaching is more difficult than face-to-face teaching in terms of workload.	5	10,0	7	14,0	9	18,0	20	40,0	9	18,0

SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, f=frequency, %=percentage

As shown in Table 3, out of 50 teachers, 15 of them (%30) stated that they *strongly agree* that their workload increased during online education as compared to face-to-face education. The number of the participants who *agreed* with this item is

16 (%32). The number of the participants who stayed *neutral* to this item is 10 (%20), while the frequency of the participants who disagreed with this item is 7 (%14), and only 4 (%4) of the students mentioned that they *strongly disagree* with this item. The results from Item 6 shows that more than half of teachers (%62) believe that the workload or institutional expectations are higher in online education than in face-to-face education. But on the other hand, less than half (%18) stated exactly the opposite.

For item 8, 12 teachers (%24) stated that they *strongly agree* that online teaching-learning process is more difficult than face-to-face education. The frequency of the participants who *agreed* with this item is 16 (%32). The frequency of the participants who are *neutral* to this item is 14 (%28), while the frequency of the participants who disagree with this item is 4 (%8), and 4 (%8) of the students mentioned that they *strongly disagree* experienced this issue. The responses for Item 8 show that almost half of the teachers (%56) find *online teaching more difficult than face-to-face teaching in terms of effective teaching/learning*, while %16 of the teachers think opposite. In the light of the findings, since online education is a relatively new process in schools, it is observed that teachers have difficulties in bringing students effective learning processes.

As shown in Table 3, twelve teachers (%24) stated that they *strongly agree* experienced item 5 (*Reducing class hours/office hours/offering extra help*). The frequency of the participants who *agreed* that they experienced this item is 20 (%40). The frequency of the participants who are *neutral* to this item is 8 (%16), while the frequency of the participants who disagreed with this item is 4 (%8), and 6 (%12) of the teachers mentioned they *strongly disagreed* with this item. The findings from this item reveals that more than half of the teachers (%64) got the necessary support from the institutions they work for. It is known that some educational institutions support teachers at certain points, for example, the internet bill and laptop support, while 20% of the teachers who participated in the survey think the opposite.

Lastly, 9 teachers (%18) stated that they *strongly agreed* with item 7. The frequency of the participants who *agreed* that they experienced this issue is 20 (%40). The frequency of the participants who are neutral to this item is 9 (%18), while the frequency of the participants who disagree experienced this item is 7 (%14), and only 5 (%10) of the teachers mentioned that they *strongly disagree* with

this item. More than half of the teachers (58%) believe that online education is more difficult in terms of workload than face-to-face education, but less than half the teachers (%24) think the opposite. These findings tell us that online education is a tiring process for teachers. Due to the limitations of online education, it might be thought that it cannot be like face-to-face education. For this reason, the issues that teachers need to deal with may increase more.

Overall analysis of the teachers' responses given to the scale shows English language teachers think that they have more difficulty in online education compared to traditional education and that their workload has increased.

3. Findings on teachers' well-being

This section presents the findings on teachers' well-being in online education. Scale items 9, 10, 11, and 12 are related to the assessment of teachers' well-being. Table 4. reveals the teachers' responses given to the items related to teachers' well-being.

Table 4 Findings Related to Teachers' Well-being

Scale Items	SD		D		U		A		SA	
	f	%	f	%	f	%	f	%	f	%
12. I feel I am currently emotionally supported by my colleagues.	4	8,0	3	6,0	11	22,0	19	38,0	13	26,0
10. I feel I am currently financially supported by my institution.	4	8,0	6	12,0	7	14,0	22	44,0	11	22,0
9. I think online teaching is more difficult than face-to-face teaching in terms of assessment.	3	6,0	8	16,0	10	20,0	15	30,0	14	28,0
11. I feel I am currently emotionally supported by my institution.	7	14,0	4	8,0	8	16,0	16	32,0	15	30,0

SD=Strongly Disagree, D=Disagree, U=Undecided, A=Agree, SA=Strongly Agree, f=frequency, %=percentage

As shown in Table 4, out of 50 teachers, 13 of them (%26) *strongly agree* that they received emotional support from their colleagues during on-line education. The number of the teachers who *agree* this item is 19 (%38). The number of the teachers who are *undecided* with this item is 11 (%22), while the number of the participants

who *disagree* this item is 3 (%6), and 4 (%8) of the teachers mentioned they *strongly disagree* with this item. These findings show that more than half of the teachers (% 64) feel emotionally supported by their colleagues. It has been determined that teachers have interacted a lot with each other in this process. However, less than half of the teachers (%14) do not agree with this view.

The results from Item 10 indicate that 11 teachers (%22) strongly think they were financially supported by their institutions. The number of the participants who *agree* with this item is 22 (%44). The number of the participants who are *undecided* with this idea is 7 (%14), while the number of the participants who disagree with this item is 6 (%12), and only 4 (%8) of the teachers mentioned they *strongly disagree* with this item. The responses from Item 10 show that the majority of teachers (%66) believe they have been financially supported by their institutions even if a small percentage of teachers (%20) think that they are not financially supported by the institutions they work for.

As shown in Table 4, fourteen teachers (%28) stated that they *strongly agree* with item 9. The number of the participants who *agree* with this item is 15 (%30). The number of the participants who are *undecided* with this item is 10 (%20), while the number of the participants who disagree with this item is 8 (%16), and only 3 (%6) of the teachers mentioned that they *strongly disagree* with this item. Overall, %58 of the teachers finds testing student performance difficult as shown in the table 4. The findings from item 9 suggest that the teachers think student assessment is one of the most challenging issues for teachers in online education because this process is not as robust and reliable as in schools.

For item 11, 15 teachers (%30) stated that they *strongly agree* with item 11. The number of the participants who *agree* with this item is 16 (%32). The number of the participants who are *undecided* with this item is 8 (%16), while the number of the participants who disagree with this item is 4 (%8), and 7 (%14) of the teachers mentioned they *strongly disagree* with this item. The findings from this item show that %62 of the teachers think they are emotionally supported by the institutions they work for, but the teachers who aren't supported by the institutions emotionally are %22. As mentioned above, most of the teachers have been able to maintain communication and interaction with the institutions they work in the online process.

Based on these findings from the analysis of the teachers' responses given to the scale show that English language teachers think that adequate material and moral support are provided by their institutions and colleagues for online education.

C. Findings on the teachers' views about online education

This section presents the findings on teachers' feelings about online education. Scale items 13 to 25 are related to the assessment of teachers' feelings about online education. The findings are presented in four sections: findings on technical issues the teachers have faced (Section 4.3.1), findings on teachers' workload (Section 4.3.2), findings on teachers' well-being (Section 4.3.3), and findings on teaching experience in general (Section 4.4.4).

1. Findings on the technical issues for online teaching

This section presents the findings on technical issues for online education the teachers have faced. Scale items 13, 14, 15, and 16 are related to the assessment of technical issues. Table 5 reveals the teachers' responses given to the items related to technical issues.

Table 5 Findings Related to Technical Issues Teachers Faced

Item	f	%
Internet connection problems	18	36,0
Laptop (expensive)	4	8,0
Abruptly being out of the lessons (internet, computer or some home-based problems because we were generally at home.)	1	2,0
Adapting to different technology	1	2,0
App for teaching	1	2,0
Camera and internet problems	1	2,0
Camera problems	1	2,0
Computer skills	1	2,0
Disconnection	1	2,0
Exactly some sudden power cuts in my town	1	2,0
Frozen computer frozen zoom classrooms	1	2,0
High cost of device	1	2,0
High cost of technological tools	1	2,0
Lack of different tools	1	2,0
Little internet connection or sudden power cuts	1	2,0
Low internet connection at home	1	2,0
Maybe power cut	1	2,0
My laptop because carrying it is tiring	1	2,0
No strong internet access, no electricity and no computer	1	2,0
Online security	1	2,0
Parents observing the classroom and there were no enough privacy between students and teachers in terms of that.	1	2,0
Poor connection, updates	1	2,0

Table 5 (con) Findings Related to Technical Issues Teachers Faced

Item	f	%
Quality of laptop or audio clarity	1	2,0
Some students were turning off the camera in class and I couldn't do anything about it	1	2,0
Sometimes it was confusing	1	2,0
Students who have no idea about the applications	1	2,0
Students who refuse to turn on their cameras	1	2,0
Talking	1	2,0
Voice	1	2,0
Wi-fi problems	1	2,0
Total	50	100,0

When Table 5, is examined, it can be seen that, English language teachers faced internet connection problems (%36) mostly during online education. Also, the teachers stated that, they experienced problems in getting expensive technological products such as laptop (%8). Home-based problems, camera problems, security problems and lack of English applications and tools are seen as technical issues.

As seen in in Table 5, the most obvious problems the teachers experienced during on-line teaching are internet connection, technological materials such as laptops and power cuts caused by city infrastructure.

Table 6 Findings Related to Technical Problems

Item	f	%
Yes	20	40,0
Sometimes	4	8,0
Often	1	2,0
Usually possible	1	2,0
All the time and this is possible for everybody	1	2,0
Seldom	3	6,0
Maybe	1	2,0
Rarely	1	2,0
Confused	1	2,0
Due to camera problems, I cannot see the students in the lessons	1	2,0
No	14	28,0
No because there is no online lesson this year.	1	2,0
Total	50	100,0

When Table 6 is examined, it becomes clear that the almost half of the teachers (%40) still face many technical problems. In this regard, one third of the teachers stated (%28) that they have not experienced any problems, while very few of them have experienced this problem "*sometimes*".

Findings on the teachers' views as to how to solve the technical problems in online education are presented in Table 7.

Table 7 Findings on the Solutions to Technical Problems in Online Education

Item	f	%
Solved	21	42,0
Not solved	12	24,0
No because I sometimes teach at school	1	2,0
There is no solution	2	4,0
After internet infrastructure	1	2,0
Face to face teaching	1	2,0
Getting highest internet wi fi	1	2,0
I learned something about technic	1	2,0
I taught my online lessons at school	1	2,0
I teach online at school	1	2,0
I took a laptop from my institution	1	2,0
Infrastructure was strengthened	1	2,0
It is better now	1	2,0
My workplace lent me a laptop during online lessons	1	2,0
Since I talked to their parents and they were much aware of its importance	1	2,0
The government of turkey decided that there will fully be lessons at the schools this year	1	2,0
The school supported me	1	2,0
We started face to face education	1	2,0
Total	50	100,0

Table 7 shows that the technical problems in online education are mostly solved by continuing the education as face-to-face at schools (in other words, it has not been solved yet), receiving technical support from the institutions, developing the teachers in a technical sense, or improving the infrastructure. The findings of this table suggest that forty percent of the teachers believe their problems are solved relatively, but 24% of the teachers think that their problems are not solved. It can be inferred from these findings that online education is not only a pedagogical issue, but also requires strong technical infrastructures.

The opinions of teachers about what causes the current technical problems in online education are shown in Table 8

Table 8 Findings on the Causes of Current Technical Problems in Online Education

Item	f	%
Yes	15	30,0
By using old one	1	2,0
Country	1	2,0
I do not like Zoom but we need it however we need another different effective app	1	2,0
I guess yes it does	1	2,0
I have no any idea	1	2,0
I haven't too much knowledge in tech.	1	2,0
I rarely face it	1	2,0
I think nothing to do because this is very common problem here or World	1	2,0
It can seldom be	1	2,0
It happens in any case again	1	2,0
It is bad	1	2,0
It is so difficult	1	2,0
It is too bad	1	2,0
It is unbearable for me	1	2,0
It may become while everybody is on the online lessons.	1	2,0
infrastructure	1	2,0
It is like a necessary nowadays	1	2,0
It would be substructure	1	2,0
Laptop is expensive and because we work at home, the workplace's laptops I used at home	1	2,0
Less hours	1	2,0
Need having it courses	1	2,0
No answer or no info	1	2,0
Not sure	1	2,0
Not sure because internet must be fast	1	2,0
Nothing to do this is obligation it is small	1	2,0
Poor internet quality	1	2,0
Students' shyness	1	2,0
Students' excuses and real problems	1	2,0
There is a must well-organized online lesson plans	1	2,0
They don't have enough knowledge for those tools. I must help and explain one by one	1	2,0
This is normal for me	1	2,0
Very different people might take part in the lessons like my students. (Pretending as if they were my students)	1	2,0
We need very different and adequate meeting program	1	2,0
When a teacher and student talk, it is hard to catch who talks	1	2,0
When many people on the lessons, there can be burden on WIFI	1	2,0
Total	50	100,0

When Table 8 is examined, it becomes clear that only thirty percent of the teachers think that the problems are solved. In fact, there is no consensus on this

issue among the participant teachers. The teachers pose variety of reasons. For example, the problems caused by the internet or computer, technical infrastructure, and the students themselves. It is possible to deduce from the table that the necessary and sufficient technological knowledge and equipment should be provided to teachers and the students to promote effective teaching/learning.

2. Findings on pedagogical issues

This section presents the findings on pedagogical issue for online education English language teachers have faced. Scale items 17, 18, 19, and 20 are related to a pedagogical issue. Table 9 reveals the teachers' responses given to the items related to pedagogical issue.

Table 9 Findings Related to Pedagogical Issues Teachers Faced

Item	f	%
Little students' attentions on the lessons	6	12,0
Conducting assessments	3	6,0
Students' language level background	2	4,0
Book exercises that take a lot of time	1	2,0
Camera	1	2,0
Controlling a lot of students at the same time on the zoom	1	2,0
Disciplining students	1	2,0
Effective teaching	1	2,0
Encouraging and feedback	2	4,0
Encouraging learning English	1	2,0
Families could have been a little more cooperative	1	2,0
For me, some students who care the lessons less do not care the lessons at all because we cannot push him or her to do something on the screen	1	2,0
Homework	1	2,0
Isolation	1	2,0
It was very difficult and tiring to deal with students who generally had a low desire to learn especially in online classes	1	2,0
Lack of motivation in students	1	2,0
My students didn't get some technological devices.	1	2,0
No communication no eye contact	1	2,0
Not enough student participation in the lessons	1	2,0
Not seeing kids' faces	1	2,0
Observing the classroom	1	2,0
Online education has its own set of advantages. Students don't have to travel to school. They move on their own phase.	1	2,0
Short attention span	1	2,0

Table 9 (con) Findings Related to Pedagogical Issues Teachers Faced

Item	f	%
Shy students	1	2,0
Since students are at the beginning of adolescence, they may not want to show their faces on the camera in the online lesson	1	2,0
Sometimes my students didn't join in my lesson because of online	1	2,0
Staying focused	1	2,0
Students could be distracted quickly.	1	2,0
Students didn't hear very well.	1	2,0
Students didn't join sometimes	1	2,0
Students were so nervous.	1	2,0
Students who need special care	1	2,0
Students' enthusiasm	1	2,0
Students' lesson motivation	1	2,0
Teaching options for special needs of students	1	2,0
The kids were more excited especially if they met you online firstly. Getting involved with kids was hard	1	2,0
The students don't care online classes as they are at school	1	2,0
They got bored sometimes.	1	2,0
Time management	1	2,0
Well-interaction among students	1	2,0
Writing skills cannot develop online	1	2,0
Total	50	100,0

When Table 9 is examined, it is seen that English language teachers faced variety of problems related to pedagogy. These pedagogical issues include students' low level of attention during the lessons, conducting assessments, and students' language level. One important issue that the teachers think that caused problems during online education is the teachers' lack of or weak control mechanism (%12). This finding might suggest that there are many things that can distract students at home because the control mechanism in online education is quite weak. Another important challenge that the teachers' raised is student assessment. The teachers mentioned that they faced serious difficulties in this process. For example, some teachers (%6) stated that they mostly gave homework to the students and the mechanism to control the completion of homework was also very weak. Language proficiency of the students seems to be one of the issues that tire and challenge English language teachers in online lessons (% 4). The teachers believe it is very difficult to develop writing skills in online courses, it is inevitable that students with low language proficiency will be affected by this process.

Table 10 presents whether the teachers are still experiencing pedagogical problems or not in online teaching.

Table 10 Findings on Current Pedagogical Problems

Item	f	%
Yes	24	48,0
Of course	2	4,0
Often	1	2,0
Sometimes	7	14,0
Everybody probably	1	2,0
It depends on the books	1	2,0
This is very normal problem even at the schools	1	2,0
No	11	22,0
Generally, specifically unconcerned students	1	2,0
Actually, no because even if the students took online lessons, they came to school once a week at the end of the term (after 10 months)	1	2,0
Total	50	100,0

The responses from Table 10 shows that almost half of the teachers (%48) faced pedagogical problems at the time of the study, while %22 of them didn't have any problems. In addition, there are some teachers (%14) that sometimes faced pedagogical problems. These findings indicate that more than half of the teachers had to deal with pedagogical problems during online education.

Findings on how pedagogical problems in online education could be solved are shown in Table 11.

Table 11 Findings on the Solutions to the Pedagogical Problems in Online Education

Item	f	%
Solved	25	50,0
Not solved	10	20,0
Face to face Education	6	12,0
Buying tools	1	2,0
Got used to online	1	2,0
I had to find a lot of good websites helping me	1	2,0
It was solved because this term we are at school, but I used to use my phone's internet package and it was sometimes costly	1	2,0
Sometimes	1	2,0
Taking attendance	1	2,0
There is no solution	1	2,0
We do exams at school nevertheless it is still a key issue	1	2,0
When getting to know each other, it goes well but hard in the beginning	1	2,0
Total	50	100,0

When Table 11 is examined, we observe that half of the teachers (%50) think the problem is relatively solved. It may be said that the pedagogical problems in online education are mostly solved by continuing the education face-to-face at school (in other words, it has not been solved yet). Thanks to hybrid education (both face-to-face and online education), students might become a bit serious but less than half of the teachers (%20) are unsure. A small amount of teachers (%12) think about solving the problem by going through face-to-face education.

The opinions of teachers on the causes of current pedagogical problems in online education are shown in Table 12.

Table 12 Findings on the Causes of Current Pedagogical Problems in Online Education

Item	f	%
No idea	11	22,0
After online lessons, the students at school are very different. They can forget school rules quickly	1	2,0
Any more the education is face-to-face so that is ok	1	2,0
As they don't see in face-to-face classes, they don't feel enough motivated	1	2,0
Because it is hard	1	2,0
Because of puberty	1	2,0
Because they want physical movements, it can go on	1	2,0
Common problem in the young people at these ages	1	2,0
Every child has got the same problem above (writing/production)	1	2,0
Face to face teaching	1	2,0
Homework may not be serious for learners	1	2,0
I cannot use my hands when I teach English. It is handicap	1	2,0
I encouraged to this process	1	2,0
I have no idea, but blended classrooms can be solution	1	2,0
I have no idea, but it might be better creative online activities	1	2,0
I'll solve it by talking to the students	1	2,0
In my opinion, some of them play computer games when lessons on or in the middle of the lesson	1	2,0
It can cause since there are a lot of excuses for children at home	1	2,0
It is a relatively new sector and there must be some good steps for the students in needs	1	2,0
It is hard for us	1	2,0
It is sad	2	4,0
It is unhappy situation	1	2,0
It is in process and normal. Feedback is hard online	1	2,0
It will always carry on	1	2,0

Table 12 (con) Findings on the Causes of Current Pedagogical Problems in Online Education

Item	f	%
Just sitting on the chair might be boring for the students, especially young learners	1	2,0
Learners can also learn from each other, but online lessons aren't enough themselves	1	2,0
Lessons are 40 min it is enough, but it makes the process stressful more	1	2,0
Students feel uncomfortable	1	2,0
The books ought to be chosen in accordance with online lessons	1	2,0
The parents can talk to their children with the help of the teachers, too	1	2,0
Their characteristics feature	1	2,0
There may not be control by parents at home	1	2,0
There should be maximum 10 students in the classrooms and we teachers can control easily	1	2,0
They are generation z	1	2,0
They don't want to show themselves	1	2,0
They feel embarrassed.	1	2,0
They should be supported by family engagements	1	2,0
This is innate problem	1	2,0
This is just about careless students	1	2,0
Total	50	100,0

When teachers' views on the causes of current pedagogical problems in online education is examined (Table 12), it is seen that some teachers (22%) stated that they had no idea for the solution. The teachers' responses seem to overlap with each other. Since the survey was conducted among secondary school English language teachers, the students who have just reached puberty may have difficulty in getting used to online education.

3. Findings on institutional/workplace issue

This section presents the findings on institutional/workplace issue in online education teachers have faced. Scale Items 21, 22, 23, and 24 are related to institutional/workplace issue. Table 13 reveals the teachers' responses given to the items related to institutional/workplace issue.

Table 13 Findings Related to Institutional/Workplace Issues Teachers Faced

Item	f	%
No	7	14,0
More meetings	4	8,0
Less cooperation	2	4,0
School's internet	2	4,0
Assessment system	1	2,0
Classroom size	1	2,0
Everybody experienced hard problems (health or more) they would keep in touch with me more.	1	2,0
Going to work was not so easy because of high covid cases and there were lots of teachers at the school.	1	2,0
High expectation	5	10,0
I might have been supported by technologically	1	2,0
I think schools make all teachers feel less working	1	2,0
If they gave me enough knowledge of computer and a new computer, I would not have many problems.	1	2,0
Lack of effective communication	1	2,0
Long work hours	1	2,0
Management	1	2,0
Much demand	1	2,0
Much lesson	1	2,0
No Interaction	1	2,0
Online lessons were combined with face-to-face lessons at the same time.	1	2,0
Pressure	1	2,0
Since we were working from home, we couldn't communicate much, sometimes there was a communication breakdown.	1	2,0
Slow wi-fi	1	2,0
Staying organized	1	2,0
Teaching to empty classroom	1	2,0
Tech-materials	1	2,0
Technological competence	1	2,0
There is no helping from my workplace.	1	2,0
There was no helping	1	2,0
They didn't have technological tools.	1	2,0
They may have motivated us more	1	2,0
Very little communication	1	2,0
We have needed cutting-edge teaching materials	1	2,0
We worked from home	1	2,0
Well-prepared lesson plans	1	2,0
Working both home and workplace	1	2,0
Total	50	100,0

Table 13 reveals that some of the teachers (%14) have never had a problem of it. It has been stated that English language teachers (%8) faced more meetings, less cooperation (%4), and school's internet (%2) at most during online education in

terms of institutional/workplace. Teachers stated that they also felt pressure, much demand, no sufficient help besides e-classroom problems.

Table 14 shows whether the teachers are still experiencing institutional/workplace problems or not in online teaching.

Table 14 Findings Related to Current Institutional/Workplace Problems

Item	f	%
No	24	48,0
Yes	14	28,0
Often	2	4,0
Sometimes	4	8,0
Rarely	1	2,0
Better now	5	10,0
Total	50	100,0

According to Table 14; %30 of the teachers still face institutional/workplace problems during online education. It's stated that, half of them not, and %10 of them have better experience for the issues now. Small amount of teachers (%8) stated occasionally.

Findings on the teachers' views about how institutional/workplace problems in online education can be solved are shown in Table 15.

Table 15 Teachers' Views on the Solutions to Current Institutional/Workplace Problems in Online Education

Item	f	%
Solved	17	34,0
It was not solved	7	14,0
There is no solution	4	8,0
After blended education, it has partially changed	1	2,0
After vaccinations, this is better	1	2,0
Because more technological tools are being purchased to practice English online by the school/schools	1	2,0
Because we follow new e-teaching models	1	2,0
Because we meet up at school	1	2,0
By carrying out blended education	1	2,0
Everything was easy because I generally work home	1	2,0
I bought a new computer	1	2,0
I wanted a laptop, and they gave me asap	1	2,0
In the beginning no one had any idea but this year it is perfectly wonderful	1	2,0
Keeping touch all the time	1	2,0

Table 15 Teachers' Views on the Solutions to Current Institutional/Workplace Problems in Online Education

Item	f	%
Me and colleagues organize some online meetings at the weekends any time (being not easy but ok)	1	2,0
No. They are very gentle people so that I could not express any negative statement	1	2,0
The school tried its best and developed valuable e-materials	1	2,0
They got very good internet adaptors or modem	1	2,0
They understood that it is hard period.	1	2,0
We generally go home at this year or after September 2021	1	2,0
We have been great about online teaching	1	2,0
We have worked at home	1	2,0
We used google form quiz or warm-up quizzes or power-point presentations	1	2,0
With turning back to face-to-face education	1	2,0
Zoom and other tools helped us to get integrated much.	1	2,0
Total	50	100,0

When Table 15 is examined, it is seen that the institutional/workplace problems in online education are mostly solved by switching back the face-to-face education. Table 15 shows that 34% of the teachers think that the problem is solved, and this finding indicates that the teachers and institutions have been learning how to adapt to this new environment, but %14 of them think the opposite, moreover, %8 of the teachers state that there is no solution at all.

The opinions of teachers about what hinders institutional/workplace problems in online education to be solved are shown in Table 16.

Table 16 Findings Related to the Causes of Current Institutional/Workplace Problems in Online Education

Item	f	%
No Idea	13	26,0
No	15	30,0
Recently better	2	4,0
It is disturbing	2	4,0
I am getting myself	1	2,0
I may have to teach home in any different or hard case	1	2,0
I would get a lot of seminar or educative videos for better teaching English.	1	2,0
It is challengeable	1	2,0
It is ridiculous	1	2,0
It is so bad	1	2,0

Table 16 Findings Related to the Causes of Current Institutional/Workplace Problems in Online Education

Item	f	%
It was a process, and they can pay for internet bills or fast fiber+ (money policy of online teaching should be determined)	1	2,0
If the classroom size 10 of 10, great for me	1	2,0
It is easy to make a meeting fast thanks to virtual classrooms	1	2,0
It is related to virtual platform	1	2,0
It never ends this is new for world	1	2,0
Not everybody has enough online teaching experiences	1	2,0
Not sure	1	2,0
Our lifestyle has changed after online education, and it is not cool that is being organized very well	1	2,0
People trying to use the same it	1	2,0
Quite easy to open a fast meeting at home or of mobile phone	1	2,0
They tried to help	1	2,0
We do not see each other a lot	1	2,0
Total	50	100,0

Table 16 reveals that % 30 of the participants said no but %26 of them stated they did not have any idea about that. It is understood from the table that most of the teachers still have been dealing with institutional/workplace issues. According to teachers' views as revealed in Table 16, one can infer that virtual classrooms or platform could mainly help to solve the institutional/workplace problems. And, not solving these are disturbing and challenging for the teachers.

4. Findings on teaching experience in general

This section presents the findings on how teachers describe their recent online teaching experience in general. Scale item 25 is related to the assessment of teachers' feelings about it in Table 17.

Table 17 Findings Related to Teachers' Description of Online Teaching Experience

Item	f	%
Good	3	6,0
Generally interesting	2	4,0
Although everything was hard, it was perfect experience.	1	2,0
Bad	1	2,0
Colorful and educatory	1	2,0
Content producer in ESL	1	2,0
Creative and active learner	1	2,0
Easy but difficult at the same time	1	2,0

Table 17 (con) Findings Related to Teachers' Description of Online Teaching Experience

Item	f	%
Effective enough	1	2,0
Efficient enough but there are always a lot of ways to be better. I think all teachers should be trained for online teaching in many areas of all different branches	1	2,0
Enjoying with communicative approach	1	2,0
Friendly	1	2,0
Fun	1	2,0
Generally hard	1	2,0
Generally, not bad	1	2,0
Generally excellent	1	2,0
Good but couldn't observe students	1	2,0
Great but not easy with my sons at home	1	2,0
Happy and eager to teach to young learners	1	2,0
Hard	1	2,0
Hard initially later the best	1	2,0
Helpful	1	2,0
I can say neither easy nor difficult, but it was more enjoyable to teach at home.	1	2,0
I can say that I was not so easy	1	2,0
I felt sad about the students in need (if their levels are so bad)	1	2,0
I was very successful teacher	1	2,0
It is much better	1	2,0
It was hard in the beginning, but it wasn't hard afterwards because we got used to it.	1	2,0
It was nice	1	2,0
It was very efficient because online materials helped me quickly when I was teaching. I could find a lot of pictures or subjects shortly	1	2,0
Idealist	1	2,0
Inventor	1	2,0
Mentor	1	2,0
Quieter than classroom	1	2,0
My teaching style can be described as interactive	1	2,0
Passionate about my students everywhere	1	2,0
Patient	1	2,0
Patient and constructive	1	2,0
Positive	1	2,0
Problem solver	1	2,0
So hard especially if you have children	1	2,0
Sometimes good sometimes unbearable	1	2,0
Strange	1	2,0
Tired	1	2,0
Tough	1	2,0
Trying for the best	1	2,0
Useful	1	2,0
Total	50	100,0

According to the teachers' views presented in Table 17, we might state that

English language teachers generally have a positive attitude towards online education. In addition, it can be said that while some English language teachers think online education is useful, but they have to use their individual professional skills at a high level such as creativity, being patience and problem solver etc., and the others think online education is hard, tiring and tough.



V. CONCLUSIONS

A. Introduction

The aim of this study was to examine the online teaching experiences of English language teachers. English language teachers' views about online teaching have been examined in terms of the technical, pedagogical, and institutional problems they faced. The study was conducted with a participant group consisting of 50 English language teachers working at private secondary schools in Istanbul, Turkey with a survey-based research method.

B. Summary of the Study

Survey-based research was employed as using quantitative and qualitative methodologies. The methods were employed to collect and to analyze the data of this study. The data of the current study was collected through a scale developed by Şener et al. (2020).

To achieve the purpose of the research, the answers to the following questions have been investigated in the study:

1. What are the teachers' experiences in relation to institutional assistance provided, their workload and well-being during online teaching?
2. What are the teachers' views about online teaching?

C. Conclusions

The first research question of the study aimed to find out the teachers' experiences in relation to institutional assistance provided, their workload and well-being during online teaching. Based on the findings related to the institutional assistance provided to the teachers, we might conclude that more than half of the teachers (72%) think they were supported by their institutions regarding technical equipment that is necessary to conduct their lessons. We also arrived at the

conclusion that more than half of the teachers (70%) believe their schools supported them academically in conducting online lessons. The analysis of the teachers' responses given to the related scale items shows that English language teachers think they are given sufficient institutional support during online education in the schools where they work. As for the workload during online education, we found out that the teachers think they experienced more difficulties in online education compared to traditional education because of an increase in their workload. They also stated that institutional expectations were higher in online education than in face-to-face education. But on the other hand, less than half (%18) stated exactly the opposite. In relation to the teachers' well-being during online teaching, we found out that more than half of the teachers (% 64) feel emotionally supported by their colleagues. It has been determined that teachers have interacted a lot with each other in this process. However, less than half of the teachers (%14) do not agree with this view. These findings tell us that online education is a tiring process for teachers. Due to the limitations of online education, it might be thought that it cannot be like face-to-face education. For this reason, the issues that teachers need to deal with may increase more.

In addition to the above conclusions, we found out that English language teachers mostly faced internet connection problems during online education. Also, the teachers stated that, they experienced technological problems such as finding expensive products such as laptop, power cuts, camera problems, security problems and lack of English applications and tools. These findings are in line with those of Şener et al. (2020). It was stated in the previous study that they were the most prevalent and detecting factors that harm the effectiveness and efficiency of online education. The current study is also compatible with that of Webb et al. (2017). Similar problems were found in that study such as sound settings, sound quality and internet connection problems. Another study by Olt and Teman (2018) highlighted that infrastructure deficiencies cause difficulties for teachers and students in online lessons. These seemingly insignificant problems have been observed to reduce the motivation of teachers and students to teach and learn. Among these problems identified through ethnographic research and reported by both teachers and students, problems such as hearing problems, inability to communicate, and sound and image quality in virtual lessons stand out. Although this study is compatible with the

current study, the current study only targets teachers.

The second research question aimed to elicit the teachers' views about online teaching. Related to the current technical issues, we found out that most of the teachers still face many technical problems in online education although one third of the teachers stated that they did not experience any problems. Based on this finding, we might assume that the technical problems in online education are mostly solved by continuing the education as face-to-face at schools (in other words, it has not been solved yet). To solve these problems, we may need to highlight the importance of teachers' receiving technical support from the institutions, organizing teacher development programs to train teachers in using technological equipment and programs, in addition to improving the infrastructure. This finding is in line with that of Bates (2001) who concluded that institutions should take due precautions to solve such technological problems with appropriate financial investments and improvements to the internet infrastructure and information systems can solve prevalent issues in online education and far-reaching increase educational efficiency.

Related to the pedagogical issue, we found out that English language teachers mostly faced problems that stemmed from students' low-level of attention during the lessons, conducting assessments, and the students' language proficiency level during online education. This conclusion is in line with some other studies which investigated students' problems in terms of pedagogical issue. For instance, Şener et al. (2020) conducted research on online teaching experiences of ELT instructors. After analyzing the data of their study, they found that the teachers think it is not easy to control what students do in the lesson. In addition, in online education, while skills such as reading, listening, and speaking develop, writing skills decrease. In the current study, teachers stated that they experienced many different pedagogical subjects that it is an obstacle to online education. It has been stated that most of the teachers still face many pedagogical problems during online education. And almost one-fourth of the teachers stated that they did not experience any problems. It is seen that the pedagogical problems in online education are mostly solved by continuing the education face-to-face at school (in other words, it has not been solved yet), buying tools or using good websites. The teachers think the causes of pedagogical problems in online education are student-induced and normal, such as the fact that the students are from the generation Z, puberty, or shyness etc.

Related institutional/workplace issue, virtual classrooms or platforms can mainly help to solve the institutional/workplace problems. And, not solving these are disturbing and challenging for the teachers. This finding is in line with that of Lorenzetti (2004) and that study came up with similar results to those of the current study. Because lots of sudden e-mails were sent to teachers even calls at different times of the day.

Briefly, according to the findings on how teachers describe their recent online teaching experience in general, it was determined that English language teachers generally have a positive attitude towards online education. In addition, it can be said that some teachers think that online education is useful, but they must use their individual professional skills at a high level such as creativity, being patience and problem solver etc., and some think that online education is hard, tiring, and tough.

D. Suggestions for Further Studies

Based on the findings of the study, the following suggestions have been developed for researchers, academicians and students interested in the subject:

In the study, it was revealed that online education activities gained more importance, and such trainings were used effectively, especially in processes such as the covid-19 pandemic period, where traditional face-to-face education could not be done. In this direction, it is recommended that online education is gaining more importance, therefore, educational institutions should create the necessary internet infrastructure for online education. Rapid advances in internet and computer technologies should be followed carefully and adaptation should be ensured. Technical personnel should be employed to support teachers without having to try to solve the problems that may occur in online education on their own. It should be ensured that online education classes in schools are not overcrowded. Virtual classrooms should be organized whenever possible.

Complaints that computer and internet facilities are expensive should be taken into account, and technical resource support should be requested from officials and private institutions or local municipalities in this regard. Tools of educational aids such as software, website, mobile application, etc. used effectively in online education should be provided as licensed products. Teachers should be encouraged

more about online education. Teachers who actively participate in such training should be rewarded financially or morally. In-service training such as seminars, meetings, courses, etc. should be organized in order to improve the knowledge of teachers on online education. It should be taken into account that online training is tiring and difficult, and the pressure and expectations on teachers should be reduced to reasonable levels. It should be noted that teachers, unlike regular education, need additional pedagogical information in order to motivate students and enable them to follow the lessons better in online education.



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APPENDICES

APPENDIX-1 Survey

APPENDIX-2 Istanbul Aydın University Approval Letter



APPENDIX-1 Survey

This survey will be used in a master thesis study named “English Language Teachers’ Experiences of Online Teaching”. Thank you for your participation.

MA Student

Sercan Çetinkaya

Istanbul Aydın University

English Language and Literature Department

Supervisor

Asist. Prof. Dr. Hülya YUMRU

Part 1

Demographic data

1) Age:

A) 20-25 B) 26-30 C) 30 and more

2) Gender:

A) Female B) Male

3) Years of teaching experience:

A) 1-5 years B) 6-10 years C) 11 years or more

4) Do you currently teach online?

A) Yes B) No

5) Have you ever taught English online before?

A) No

B) Mixed (Online and face-to-face)

C) Online only

PART 2: Are you currently teaching online?

A. Yes

B. No

PART 3: Have you ever taught online before?

A. No

B. Blended (Face to face + Synchronous / Asynchronous Online Component)

C. Fully online

PART 4: Please answer the questions regarding your current online teaching experience. (A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree)

1. My institution has offered to provide me with necessary technical equipment (internet connection, laptop, camera etc.)

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

2. My institution has provided me with necessary technical equipment (internet connection, laptop, camera etc.)

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

3. My institution has provided me with necessary technical knowledge (how to use online tools, virtual classroom etc.)

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

4. My institution has provided me with pedagogical/academic help regarding how to teach online.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

5. My institution has taken measurements against the potential increase in teachers' workload. (reducing class hours/office hours/offering extra help).

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

6. My institution's expectations from me have increased compared to face-to-face teaching workload.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

7. I think online teaching is more difficult than face-to-face teaching in terms of workload.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

8. I think online teaching is more difficult than face-to-face teaching in terms of effective teaching/learning.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

9. I think online teaching is more difficult than face-to-face teaching in terms of assessment.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

10. I feel I am currently financially supported by my institution.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

11. I feel I am currently emotionally supported by my institution.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

12. I feel I am currently emotionally supported by my colleagues.

A) Strongly Disagree B) Disagree C) Undecided D) Agree E) Strongly Agree

PART 5: Please write short answers for the questions below.

13. Considering your recent online teaching experience, what was the most difficult technical issue you've faced?
14. Are you still experiencing the issue?
15. If no, how was it solved?
16. If yes, what do you think causes it to continue?
17. Considering your recent online teaching experience, what was the most difficult pedagogical issue you've faced?
18. Are you still experiencing the issue?
19. If no, how was it solved?
20. If yes, what do you think causes it to continue?
21. Considering your recent online teaching experience, what was the most difficult institutional/workplace issue you've faced?
22. Are you still experiencing the issue?
23. If no, how was it solved?
24. If yes, what do you think causes it to continue?
25. How would you describe your recent online teaching experience in general?

APPENDIX-2 Istanbul Aydın University Approval Letter

Evrak Tarih ve Sayısı: 25.04.2022-48779



T.C.
İSTANBUL AYDIN ÜNİVERSİTESİ REKTÖRLÜĞÜ
Lisansüstü Eğitim Enstitüsü Müdürlüğü

Sayı : E-88083623-020-48779
Konu : Etik Onayı Hk.

25.04.2022

Sayın SERCAN ÇETİNKAYA

Tez çalışmanızda kullanmak üzere yapmayı talep ettiğiniz anketiniz İstanbul Aydın Üniversitesi Etik Komisyonu'nun 21.04.2022 tarihli ve 2022/07 sayılı kararıyla uygun bulunmuştur. Bilgilerinize rica ederim.

Dr.Öğr.Üyesi Hüseyin KAZAN
Müdür Yardımcısı

RESUME

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Bachelor :2013-2018 English Language Teaching, Atatürk University, Erzurum, Turkey.

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