English Language Teachers' Perceptions of Online Teaching During the Covid-19 Pandemic Period: A Case Study

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ABSTRACT

The fundamental goal of the present study is to explore English language teachers' perceptions of online language learning who are working at Eastern Mediterranean University (EMU) Foreign Languages and Preparatory School (FLEPS) in TRNC. This study also investigated participants' awareness of contemporary technologies, their perceptions of Information Communication Technology (ICT) and their attitudes regarding the use of computer technology in classroom environments.

The current study is an embedded single-case study, which employs correlation analysis using descriptive statistics to identify English language teachers' perception of online language teaching, specifically during the Covid-19 pandemic period. In this study, mixed method research was used in order to ensure triangulation, by combining both qualitative and quantitative research methods. More specifically, a Likert-based online questionnaire was conducted with 91 in-service English teachers, and face-to-face semi-structured interviews were conducted with 17 English teachers. In this study, non-probability sampling technique was used in order to select participants. More specifically, the researcher benefited from snowball sampling as well as purposive sampling methods to add new respondents who had experienced emergency remote teaching during the coronavirus pandemic period.

It is observed that the perceptions of the respondents regarding ICT, computers in general and the use of computer technology in educational context, especially in classroom environments are highly positive. However, they are somewhat hesitant of online language instruction. The participants agreed that the use of computer

technology in education is considered as beneficial. Furthermore, they believe that computer technology can improve the quality of the language learning and teaching. However, based on the results of the quantitative analysis, it was revealed that they do not strongly support online language teaching and learning, that is almost half of the participants *(45,1%)* prefer traditional face-to-face education for language instruction instead of online language teaching. Based on the qualitative data analysis, it was revealed that the sudden instructional shift from traditional education into fully online language teaching resulted in decrease of the quality of the courses delivered. Therefore, teachers believe that online courses should be prepared carefully and systematically before they are conducted.

Keywords: Emergency Remote Teaching, Online Language Teaching, Distance Education, English Preparatory School, English Language, ICT, Embedded Sing-case Study, Snowball Sampling, Mixed Methods Research, Covid-19, Pandemic

ÖZ

Mevcut çaşlışmanın temel amaçı KKTC'de bulunan Doğu Akdeniz Ünüversitesi (DAÜ) Yabancı Diller ve İngilizce Hazırlık Okulu'nda (YDİHO) görev yapan İngilizce öğretmenlerinin çevrimiçi dil öğretimi ve öğrenimine yönelik algılarını araştırmaktır. Bu çalışma aynı zamanda katılımcıların çağdaş teknolojilere ne denli hakim olduklarını, Bilgi İletişim Teknolojileri (BİT) algılarını ve bilgisayarı eğitimde, özellikle sınıf içi eğitim ortamında, ne derece kullandıklarına ışık tutmaktadır.

Mevcut çalışma, İngilizce öğretmenlerinin özellikle Covid-19 pandemi dönemindeki çevrimiçi dil öğretimi algılarını belirlemek için tanımlayıcı ve korelasyon analizini kullanan, iç içe geçmiş tekli durum çalışmasıdır. Bu çalışmada nitel ve nicel araştırma yöntemlerinin birlikte kullanıldığı üçgenleme yöntemini sağlamak için karma yöntem araştırması kullanılmıştır. Daha spesifik olarak, 91 İngilizce öğretmenine Likert ölçekli çevrimiçi anket verilmiş ve 17 İngilizce öğretmeni ile yarı yapılandırılmış yüz yüze görüşmeler yapılmıştır. Bu çalışmada, katılımcıları seçmek için olasılıksız örneklem tekniği kullanılmıştır. Daha spesifik olarak, araştırmacı, koronavirüs pandemic dönemindeki acil durum uzaktan eğitim tecrübesi olan yeni katılımcıları eklemek için kartopu örneklminden ve amaçlı örnekleme yöntemlerinden yararlanmıştır.

Anketin nicel verilerine göre, katılımcıların BİT, genel anlamda bilgisayar ve bilgisayar teknolojisinin sınıf ortamında kullanımına ilişkin algıları oldukça olumlu olup, çevrim içi dil öğretimine karşın tereddütte oldukları gözlemlenmiştir. Katılımcılar bilgisayar teknolojisinin eğitimde kullanılmasının faydalı olduğu

konusunda hemfikirdirler. Ayrıca, bilgisayar teknolojisinin dil öğrenme ve öğretme kalitesinini artırabileceğine inanmaktadırlar. Ancak nicel araştırmanın verilerine göre, çevrimiçi dil öğretimi ve öğrenimini güçlü bir şekilde desteklemedikleri, dolayısıyla katılımcıların neredeyse yarısının (%45,1) geleneksel yüz yüze eğitimi tercih ettiği tespit edilmiştir. Nitel veri analizine dayalı olarak, Covid-19 nedeniyle geleneksel eğitimden tamamen çevrimiçi dil öğretiminine ani ğeçişin, verilen derslerin kalitesinin düşmesine neden olduğu, bu nedenle öğretmenlerin çevrimiçi derslerin daha dikkatli ve sistematik bir şekilde hazırlanması gerektiğine inandıkları ortaya çıkmıştır.

Anahtar Kelimeler: Acil Durum Uzaktan Eğitimi, Çevrimiçi Dil Eğitimi, Uzaktan Eğitim, Yabancı Diller ve İngilizce Hazırlık Okulu, İngilizce Dersi, BİT, Tek Gömülü Vaka Çalışması, Kartopu Örneklemi, Karma Yöntem Araştırması, Covid-19, Pandemi

DEDICATION

To My Beloved Family

I am dedicating this thesis to my beloved father Cemal Davulcu, my beloved mother Bilgin Davulcu and my beloved brother Kani Davulcu. This thesis would not have been completed without their support, endless care and motivation. My special thanks also go to my other half Kübranur Doğruöz for her love and care during my journey.

I love you.

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LIST OF ABREVIATIONS

ANOVA	Analysis of Variance
EFL	English as a Foreign Language
EMU	Eastern Mediterranean University
EPS	English Preparatory School
ERT	Emergency Remote Teaching
ESP	English for Specific Purposes
F2F	Face-to-face
FL	Foreign Languages
FLEPS	Foreign Languages and English Preparatory School
ICT	Information and Communication Technology
IWB	Interactive White Board
LMS	Learning Management System
M	Mean
MOO	Multi Object Orientation
MOODLE	Modular Object-Oriented Dynamic Learning Environment
MUD	Multi User Domain
SD	Standard Deviation
SPSS	Statistical Package for the Social Science
TRNC	Turkish Republic of Northern Cyprus

Chapter 1

INTRODUCTION

1.1 Background of the Study

Online education is an alternative way of teaching and learning process that helps teachers and students access the course contents at the same time (synchronous) or at their own pace (asynchronous) by using digital devices. In other words, it is an electronic delivery mechanism which uses smartphones, computers and/or internet to deliver a course online. Numerous scholars identified online education as effective as face-to-face (F2P) learning (Moneypenny & Aldrich, 2016; Goertler & Gacs, 2018; as cited in Gacs, Goertler, & Spasova, 2020). As Gacs, Goertler and Spasova (2020) mentioned, online education is flexible, it can be adaptive, offers authentic materials, can foster and take advantage of autonomous learning and learner corpora. Gacs et al. (2020) also mentioned that many studies conducted between F2F and online education have shown that there is no significant difference and even online courses had more positive impact on teachers' and students' perceptions (Goertler & Gacs, 2018; Grgurovic, Chapelle, & Shelley as cited in Chapelle, 2010; Means, Toyama, Murphy, Bakia, & Jones, 2009 as cited in Gacs et al., 2020).

It could be mentioned that online education courses get benefits from the distance education where the roots of distance education date back to the 18th century. As Kentnor (2015) mentioned, distance education is a method of teaching where the pupils and instructors are physically separated. In many sources the evidence of Pitman

Shorthand is accepted as the first two-way communication of distance education when Isaac Pitman, who is recognized as the pioneer of distance education, began to offer courses on shorthand by correspondence (which the teachers receives students' work and gives feedback accordingly) via weekly mailed lessons by the 1840s at Bath, England (Kentnor, 2015; Holmberg 2008; Summer, 2000; Balzano, 2020; Verduin & Clark, 1991).

Especially, when the World Health Organization (WHO) proclaimed coronavirus disease or known as Covid-19 as a worldwide pandemic on March 11th, 2020, the topic "Online Education" had become a major area of interest for many scholars since the way of teaching and learning has resulted in the shifting of what is usually done in the classroom to fully online learning in order to slow down the spread of the Coronavirus in the community. As Hodges et al,. (2020) mentioned, many institutions had opted to cancel all face-to-face classes and have mandated that faculty move their courses online to help prevent the spread of the virus that causes Covid-19. The rapid and unexpected transition brought new experiences for teaching and learning situation for the students as well as teachers who were practically new to this system. More specifically, it would be better to distinguish planned online teaching from emergency remote teaching (or crisis-prompted online teaching).

In numerous studies, the situation of sudden shift from face-to-face traditional education into a remote education has been mentioned as Emergency Remote Teaching. The fact that various scholars mentioned this situation in different patterns such as *emergency online education*, *emergency e-Learning* (Murphy, 2020), *emergency online learning* (Aguilera-Hermida, 2020), *emergency online teaching and learning* (Erarslan, 2021), *crises-prompted online language teaching* (Gacs et al.,

2020), they are all synonyms and referred to emergency remote teaching. In this regard, it is remarkable to discuss the changing perceptions of what learning and teaching is all about.

As Hodges et al,. (2020) stated, well-planned learning and teaching experiences from the beginning that are designed to be online are meaningfully different from courses offered online in response to a crisis. Emergency remote teaching involves the use of fully remote teaching solutions for education that would otherwise be delivered F2F and will return to that format once the crises has abated (Hodges et al,. 2020).

This pandemic also causes the fully online language learning to occur in a sudden and completely unprepared situation (Atmojo & Nugroho, 2020). There have been many research studies conducted about online English language education but very rare research investigating fully online English language learning and teaching, especially during Covid-19 pandemic period (Sun, 2014, cited in Atmojo & Nugroho, 2020).

Kibar and Özer (2020) conducted a research study with 150 pre-service language teachers and found out that pre-service language teachers have positive attitudes towards online education. Further analysis of mean scores indicated that most of the participants agreed that online instruction reduces the workload of the teachers (Kibar & Özer, 2020).

Furthermore, Krishnapatria (2020) stated that online education can promote flexibility, offer personalization where learners can choose their learning path and pace. Likewise, Anwar and Wahid (2021) found out that students also have positive attitude toward

the online learning experience in general. This shows that students as well as the teachers have positive perception regarding online language learning and teaching.

Another research study conducted by Todd (2020) with 52 English language teachers aimed to understand the impact of the sudden shift from the F2F classroom to online education. The results of the study revealed that '*flexibility*, *anywhere*, *independent, traveling*, *convenient, save*, *time* and *commute*' were the advantages of online teaching, whereas the disadvantages were '*difficult*, *cannot*, *devices*, *see* and *unstable*' (Todd, 2020).

On the other hand, despite the advantages of online education, many other studies indicated that there are some disadvantages of fully online education from the students' and teachers' perspectives. Most influential factors are bad internet access, insufficient preparation, poor interaction and potential distractions which may affect the learning success (Anwar & Wahid, 2021; Zboun & Farrah, 2021; Atmojo & Nugroho, 2020; Sukman & Mhunkongdee, 2021; Bailey & Lee, 2020).

In one of the studies with 68 students of the English Education Study Program, the results showed that students have positive attitudes towards the online learning experience despite that they faced bad internet access, poor interaction and engagement between students and teachers (Anwar & Wahid, 2021).

Atmojo and Nugroho (2020) conducted a study with 16 Indonesian English as a Foreign Language (EFL) teachers to find out how EFL teachers carry out online EFL learning and its challenges during the Covid-19 Pandemic period. The findings showed that, one of the major obstacles teachers encountered was a lack of preparation and

readiness in carrying out online learning. The researchers concluded that planning and preparation should inevitably be done for better online learning experience since online learning requires more time than F2F class to be well-prepared (Atmojo & Nugroho, 2020).

As Atmojo and Nugroho (2020) stated in their study, some of the teachers were not capable of making the distinction between F2F and online teaching since they were not knowledgeable and skillful enough to teach English online, therefore, online learning does not run well. In this regard, it is important to understand teachers' perception of online education when exploring the issue of emergency online education.

1.2 Statement of the Problem

The fact that distance education and e-learning were categorized as formal type of education extensively, it was not like this before the Covid-19 pandemic crises as they were considered as non-formal type of education. The World Health Organization (WHO) proclaimed Covid-19 as a worldwide pandemic on March 11th, 2020 and a variety of action plans have been taken by countries because of it. The decision to suspend educational programs is one of the steps taken to help prevent the spread of the virus that causes Covid-19 (Erdoğan, 2020). Thus, the way of teaching and learning has resulted in the shifting of what is usually done in the classroom to fully online learning.

It is worth to mention that for EMU it was the crises-prompted online language teaching which was the new norm rather than planned online language education. There is therefore an ideal research situation to investigate teachers' perception of

computer use and online teaching during the pandemic period. The rapid and unexpected transition brought new experiences for the students as well as teachers who were practically new to this system. Similarly, as Atmojo and Nugroho (2020) stated, this pandemic causes the fully online language learning to occur in a sudden and completely unprepared situation. Many students and instructors in the past were much more likely to pursue traditional education and were biased in online education. Despite the fact that some of the teachers and students were inexperienced about online education, they somehow were adapted the situation they faced and now they appreciate the benefits of online education.

More specifically, it would be better to distinguish planned online teaching from emergency remote teaching (or crisis-prompted online teaching). As Hodges et al,. (2020) stated, well-planned learning and teaching experiences from the beginning and designed to be online are meaningfully different from courses offered online in response to a crisis. Emergency remote teaching, in other words crises-prompted online teaching, involves the use of fully remote teaching solutions for education that would otherwise be delivered F2F and will return to that format once the crises has abated (Hodges et al,. 2020). Therefore, in the context of Eastern Mediterranean University Foreign Languages and English Preparatory School (FLEPS) in North Cyprus, the sudden instructional shift seems to be problematic and there is a lack of research related to fully online education regarding crises-prompted online teaching. Therefore, the present study attempts to fill this gap in the literature.

1.3 Purpose of the Study

The aim of this study was to explore the English language teachers' perception of online learning and teaching during the Covid-19 pandemic period at Eastern

Mediterranean University Foreign Languages and English Preparatory School (FLEPS) in North Cyprus. This study would not only find that whether online language learning and teaching is efficient or inefficient from the perspective of English teachers, but also spot the light on their awareness of contemporary technologies In language education, their perceptions of Information Communication Technology (ICT) and toward computers, how they consider computers in educational context and their in-depth perceptions toward e-learning environments respectively.

1.4 Research Questions

In the light of the above-mentioned aims, the following research questions are addressed in the current study:

1. What are the English language teachers' perceptions of the role of computer technologies in education and language instruction during the Covid-19 pandemic period?

2. What are the English language teachers' attitudes toward online education during the Covid-19 pandemic period?

3. To what extent are the following factors influential on teachers' attitudes toward ICT, online language teaching, computer attributes and their access to the Internet?

a. Age,

b. Gender,

c. Teaching Experience,

d. Degrees that English teachers hold.

1.5 Significance of the Study

The shift to online learning was so sudden that the fully online education became the new norm for the Eastern Mediterranean University (EMU) because of the Covid-19 pandemic. The fact that distance education and e-learning were categorized as formal

type of education extensively, it was not like this before the Covid-19 pandemic crises as they were considered as non-formal type of education. There is therefore an ideal research situation to investigate teachers' perception of online teaching and computer use during the pandemic period. In this study, English teachers' perceptions of the role of computer technologies in education as well as language instruction and their attitudes toward online education are investigated. Combining both quantitative and qualitative research methodology within the study would help to gain deeper understanding of English Teachers' perception toward computer technology and online education. The gathered data would be triangulated and corroborated by using both quantitative and qualitative research methodologies. The data was collected from the instructors of Foreign Languages and English Preparatory School (FLEPS) of Eastern Mediterranean University in North Cyprus. There are more than 160 English lecturers working at EMU FLEPS which makes this institution most crowded preparatory school among other universities in Turkish Republic of Northern Cyprus. In addition, the availability of data is limited in terms of English teachers' perceptions of the role of computer technologies in education and language instruction as well as their attitudes toward online education, especially during the Covid-19 pandemic period. From this perspective, the current study could be considered significant in several ways.

First of all, the data gathered from this study would provide participants' perceptions regarding the computer technologies in education and language instruction and their attitudes toward online education as well as how they utilize computer technologies in their fully online teaching experiences. Secondly, the results of this study may help administrators to gain and understand the overall faculty perception of online teaching.

Thirdly, based on the findings, the institution may provide in-service training program based on participants' needs that provides English teacher training on how to use technology in language education. Fourthly, this study can help administrators to recognize faculty members' needs and perceptions of online teaching and computer technology. Lastly, findings can provide recommendations for future research.

Chapter 2

LITERATURE REVIEW

2.1 Distance Education

According to Kentnor (2015), the seeds of variety of methods used to deliver instruction in today's world evolved and progressed with the distance education. To be more specific, Kentor (2015) stated that the development and evolution of distance education "*run parallel with innovations in communication technology*" (p.2). Although e-learning (or online teaching and learning) and distance learning seem to be synonyms, there is a distinction between the two (Garrison, 2009; Falcone, 2018). According to the relevant literature, distance education is prominent term when referencing distance learning (Moore et al., 2011). Moreover, Moore et al. (2011) defined distance education as "*effort of proving access to learning for those who are geographically distant*" however, when computers were introduced into education, "*a proposed definition identified the delivery of instructional materials, using both print and electronic media*" where instructor and learners were physically separated (p.1). Falcone (2018) highlighted the key term of distance education as the "*independent learning*" (p.27). It was also mentioned that, at distance education is the autonomy of the learner whereas speaking with the instructor or other students was considered as optional (Garrison, 2009; cited in Falcone, 2018). According to scholars, there are numerous reasons for the evolution and establishment of the distance education such as the need for education in rural and isolated areas, politics, industrial revolution, First World War, discovery of radio/television/computer/internet and so on (Garrison, 1989;

Jonasson, 2001). Similarly, Kentor (2015) defined distance education "*as a method of teaching where the students and teachers are physically separated*" (p.22).

Garrison (2009) stated that distance education is used to overcome geographical barriers to education through independent and self-place courses (cited from Falcone, 2018). Moreover, Garrison argued that the distance education is "*an independent form of study that relied on the self-instructional course package produced through industrial approaches that addressed issues of access, efficiency and scale*" (p.2). As Jonasson (2001) mentioned, distance education is an alternative way of educational opportunity for those without access to a traditional institution. Of course, when education taken into consideration, there should be a two-way communication, as known as correspondence education, where the teachers receives students' work and gives feedback accordingly, otherwise it will not be appropriate to talk about education without two-way communication. Distance Education, however, is an old concept.

According to Conceicao-Runlee (2001), a correspondence education program is the oldest and most accessible form of distance education. Although the exact date and year of the first distance education provision is hidden because of lack of evidence and different definitions of it (Jonasson, 2001), the first ever known reference is that a person, named Caleb Phillips, offering weekly mailed lessons in shorthand simply putting an advertisement in the *Boston Gazette*, a Buston weekly newspaper, stating that the participants would receive the training of shorthand art by way of postal service in 1728 (Kentnor, 2015). However, there was no evidence of two-way communication between the instructor and the pupils during the training since it was only the teacher who sends mails for the students and there were no grading and

criticism as a response, therefore this cannot be formally recognized as distance education (Verduin & Clark, 1991; cited in Kentnor, 2015).

A hundred year later more conclusive evidence of correspondence education in a form of distance education has been found (Holmberg, 2008). In many sources, the evidence of Pitman Shorthand has been accepted as the first two-way communication of distance education (Verduin & Clark, 1991; Summer, 2000; Jonasson, 2001; Kentnor, 2015; Holmberg, 2008; Balzano, 2020). Isaac Pitman, regarded as the pioneer of distance education, thought shorthand for the students by postal service (Kentnor, 2015) and as a means of practice and feedback, students were asked to transcribe passages from the Bible into shorthand and send it back to the Pitman by postal in 1840, in England (Verduin et al., 1991; Holmberg, 2008).

2.2 Information and Communication Technology (ICT)

The term information and communication technology (ICT) refers to digital tools used for data management and communication (Ingemarsson, 2021). Moreover, Afshari et at. (2009) stated that information and communication technology (ICT) is more than just a tool that "*can be added or used as a replacement of existing teaching methods*" but rather an "*important instrument to support new ways of teaching and learning*" (p.2). ICT could be recognized as a set of tools (or a computer technology) in the production and reception of information (Kennewell et al., 2000). Due to rapid technological developments, the view of education is also changing as the information society enters various areas of life (Strbo, 2021) The innovation of internet, for example, is an essential component of modern education (Strbo, 2021). With the help of modern ICT, people could communicate with each other, anywhere, at any time. The term technology does not only related to the tool internet but also refer to radio,

television, computer, e-mail, digitization, video-conferencing programs and many other modern ICT tools (Strbo, 2021, cited in Ingemarsson, 2021). According to Strbo (2021), integrating ICT tools into teaching and learning process make teaching more effective, flexible and efficient. However, the successful use of modern ICT much likely depends on the instructors' higher level of computer literacy skills (Strbo, 2021; Ingemarsson, 2021).

2.2.1 Advantages and Disadvantages of using ICT

Strbo (2021) stated that there are several advantages and disadvantages of using ICT in education.

2.2.1.1 Advantages of Using ICT in education

According to Strbo (2021), advantages of using ICT in education could be considered as:

- enables content flexibility,
- supply variety of materials,
- encourages student-centered education,
- provides student-to-student or student-to-teacher communication,
- enables teachers and students to improve their digital world literacy,
- encourage both synchronous and a synchronous teaching and learning,
- corroborates anywhere and anytime individualized teaching and learning.

2.2.1.2 Disadvantages of Using ICT in education

According to Strbo (2021), disadvantages of using ICT in education could considered as:

- online data can be stolen or lost,
- people can become dependent on ICT,
- some teachers may have insufficient computer literacy to work with,

- technological tools and/or systems may cost more compared to traditional education,
- the entertainment value of computers outweighs the educational value for students,
- unexpected technological problems may be experienced (communication breakdown, electricity, or internet connection issues, etc.)

2.2.2 Use of ICT in Language Education

Young (2003) stated that the evolution and use of computer technology (or more specifically ICT) in education has changed the dynamics of language learning and teaching environment as well as the context of literacy acquisition. According to Wang et al. (2019), one of the ideal ICT tools for English language teaching is an interactive whiteboard, ranging from primary schools to university (Strbo, 2021). For example, the use of computer-mediated communication and socio-cognitive computer-assisted language learning (CALL) approach has made language teaching and learning more interactive, collaborative and student centered (Young, 2003).

2.2.2.1 Interactive Whiteboard

Strbo (2021) stated that the interactive system is an integral part of ICT in which teaching and learning process could be supported by connecting an interactive whiteboard, a projector and a laptop or personal computer. These ICT tools are referred as interactive elements (Strbo, 2021). An interactive whiteboard (IWB) can be defined as a touch sensitive large board that works with 2 main parts; a computer and a projector (Wang et al., 2019; Strbo, 2021). Basically, the projector directly shoots the computer screen onto touch-sensitive smart board that can be either operated by mouse, finger-touching or with a tool such as electronic smart pen and/or digital eraser (Wang et al., 2019; Strbo, 2021).

According to Wang et al. (2019), the main focus of interactive whiteboards (IWBs) is to increase interactivity among teacher-to-student and/or student-to-student. Wang et al. (2019) also reported that the use of IBWs are much easier than a computer use which encourage flexibility as well as reduces teachers' workload and saves time and effort in teaching (Wang et al., 2019). By using IWBs, teachers; can re-use materials; can instantly share of materials or software (word or PowerPoint presentation) with the whole classroom; can work on wide range of web-based activities and resources; and can save and/or print what is on the board (Wang et al., 2019). It is also reported that the students are more attentive and more engaged in the learning process as a result of IWBs use (Olivares et al., 2018; cited in Wang et al., 2019).

However, according to Wang et al. (2019) research study, the interactive functions of IWBs are rarely utilized by teachers since they only use it as a simple presentation (projector) tool in teaching practices (p.5). In this sense, Wang et al. (2019) concluded that it is essential that the teachers improve their technological competences and abilities in the classroom.

2.3 Online Education

Numerous scholars have defined online education as an electronic delivery mechanism using available technologies and tools such as applications, smartphones, computers, virtual reality and/or augmented reality in order to deliver education or training (Eklund et al., 2003; Abbas et al., 2005; Todorova, 2010; Bonner, 2018; Alqahtani et al., 2020). Similarly, Nguyen (2015; cited from Rojabi, 2020) clarified online learning as delivering all distance learning courses exclusively online. Moreover, Alqahtani and Rajkhan (2020; as cited in Stjerberg, 2021) stated that e-learning, e-education, remote teaching, distance education, blended learning and hybrid education are all different

but connected terminologies of online education (p.3). Todorova (2010) stated that technology (such as wireless and mobile technologies) has huge impact on e-learning since it is easily available to be applied anytime, anywhere, any way (p.153).

Moreover, Abbas et al., (2005) argued that "from web-based learning to innovations such as online conferences, E-learning has progressed a long way" (p.11). However, delivering educational contents or materials via online education involves more than just uploading files (Bozkurt et al., 2020). An effective online education teaching requires careful planning, designing and determination of aims in order to foster and take advantage of autonomous learning and provide flexibility (Gacs et al., 2020; Bozkurt et al., 2020). According to Falcone (2018), a course's design and the characteristics of the students have an impact on the accountability of online education.

Similarly, it has been mentioned that effective online course design requires more time compared to traditional course design (Falcon, 2018). According to study conducted by Allen and Seaman (2014), results showed that about 44% of academic leaders believed it took more time and effort for teaching online compared to face-to-face education (cited from Falcon, 2018, p.33). The fact that web-facilitated, blended, hybrid and fully virtual classes has their unique advantages and disadvantages, online language education has been found to be effective as face-to-face (F2F) education (Moneypenny et al., 2016; as cited in Gacs et al., 2020). To be more specific in terms

of course classifications, Allen and Seaman (2008) loosely identified type of courses into four categories as illustrated in Table 1 below.

Table 1: Type of course definitions (Allen & Seaman, 2008, p.4)

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used — content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course that uses web-based technology to facilitate what is essentially a face-to-face course. May use a course management system (CMS) or web pages to post the syllabus and assignments.
30 to 79%	Blended/Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically uses online discussions, and typically has a reduced number of face-to-face meetings.
80+%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

As Allen and Seaman (2008) mentioned, at least 80% of the course content must be given as online by the means of computers and the Internet as the delivery mechanism to be considered as online instruction. On the other hand, courses with 0% online content (or zero online technology) were considered as traditional instruction. The second category called 'Web Facilitated' courses includes both traditional and web-based technology within the course syllabus by using learning management system (LMS), course management system (CMS) or web pages in order to post materials and assignments. Last but not least, blended or hybrid courses had the mixture of both F2F and online instruction within the range of 30 to 79 percent.

In a nutshell, online teaching and learning differs from traditional F2F learning where learners are expected to be in the classroom physically (Rojabi, 2020). In online

learning, F2F interaction is totally replaced by virtual interaction which provides unique opportunities for students such as convenience and flexibility with an engaged learning environment (Bakerson et al., 2015; Hoi et al., 2018; Landrum et al., 2020; Smith et al., 2019; as cited in Rojabi, 2020).

2.3.1 Synchronous and Asynchronous Online Courses

Within the context of online education, interaction methods can be classified as either synchronous or asynchronous (Falcone, 2018; Shoepe et al., 2020; Lin et al., 2020; Amiti, 2020). According to Skylar (2009) and Amiti (2020), synchronous learning environments are settings where instructors and learners meet on a particular online platform at the same real time for sharing of knowledge and learning. In synchronous environment, the teacher could use virtual classrooms, instant messaging, video and/or audio teleconferencing (Ruiz et al., 2006). Transmission and receipt of information occurred at same time, simultaneously and immediately within the synchronous learning environments (Ruiz et al., 2006), however, the requirement of a set date and time for meetings "*contradicts the promise of "anytime, anywhere" learning that online courses have traditionally promoted*" (Skylar, 2009, p.71).

On the other hand, asynchronous environments provide materials via email, online discussion boards, Learning Management System (LMS) or Virtual Learning Environments (VLE) in different forms such as audio/video lectures, handouts, articles and power point presentations that is accessible anytime anywhere for the students (Perveen, 2016; cited from Amiti, 2020). Within the asynchronous environments, "*transmission and receipt of information does not occur simultaneously*" (Ruiz et al., 2006, p.208; cited from Shoepe et al., 2020). According to Parsad and Lewis (2008), the most widely used method for online education is the asynchronous environment

since learners are not time bound and can work on their assignment, lesson and homework at their own pace (cited in Perveen 2016).

2.3.2 The Learning Management System (LMS)

Kasim and Khalid (2016) defined LMS as platforms, web-based or cloud-based software programs/applications that is designed to support learning and teaching content, to increase student-to-student and student-to-teacher interaction, and for reports of learning process and student activities online (p.55). Similarly, Ellis (2009; as cited in Amirkhanpour, 2011) defined LMS as a web-based application used for managing, tracking and reporting on E-learning activities. According to Cavus (2015), LMS could be useful for educators since it provides virtual platforms to enhance e-learning by managing, monitoring, delivering course materials and instructions, testing and communication online. It has been mentioned that adopting or using LMSs in the education sector is essential because of; the increased number of students in education; the multiple learning styles; the need to obtain knowledge is on a 7/24 basis, the learning process is self-placed and self-directed (Amirkhanpour, 2011; Cavus, 2015). In this sense, several universities has developed "t*heir own LMS; others either utilize an open source or purchase an LMS*" (Perveen, 2016, p.22).

Ellis (2009; as cited in Amirkhanpour, 2011) stated that the main functional characteristics of LMS could be categorized into 9 main parts as administration tools, content accessibility, content development, content integration, skills management,

assessment capabilities, reporting, standards adherence and security as illustrated in Figure 1 below.

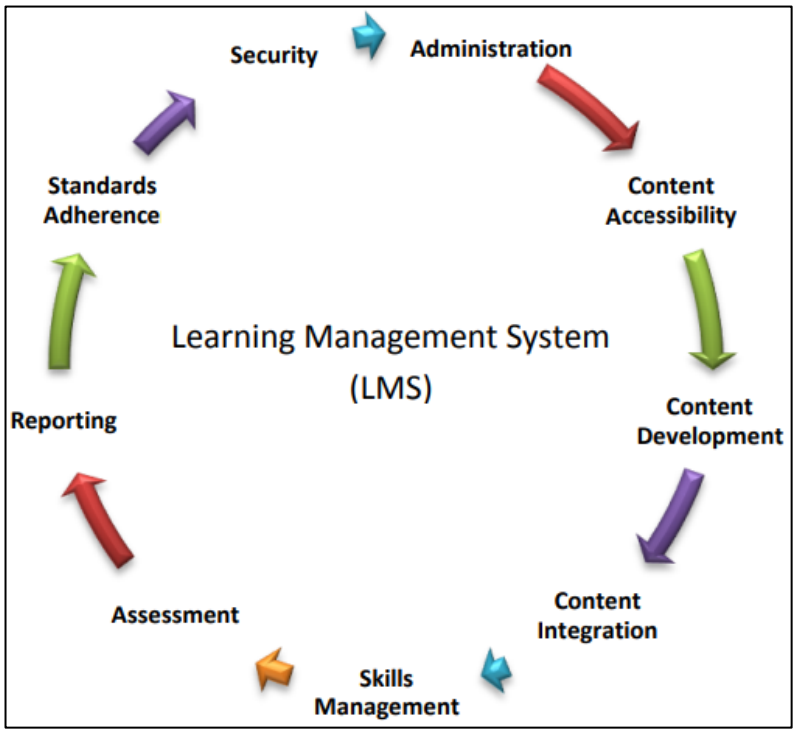

Figure 1: Typical LMS and Functional Elements (Amirkhanpour, 2011, p.2)

According to Kakasevski et al., (2008) web-based technological improvements have led to the creation of efficient software systems known as Learning Management System (LMS). Using LMS, in other words electronic learning system, offers a lot of advantages for teachers and students (Kakasevski et al., 2008). However, Kakasevski (2008) also stated that, it is almost impossible to use all of the available LMS tools and modules in a single content, hence "*the most effective method of approach for any given situation*" should be considered in order to improve effective usage of certain system (p.613). Moreover, Dobre (2015) highlighted that the popularity of information and communication technology (ICT) in late 1990s had a huge influence on the evolution of the software and hardware resources such as LMS. Moreover Todorova (2010) stated that LMS has various synonyms such as Learning Management System

(LMS), Course Management System (CMS), Learning Content Management System (LCMS), Virtual Learning Environment (VLE) and Content Management System (CMS).

According to Kakasevski (2008) and Dobre (2015), regardless the type of LMS tools, the interaction between people and the system (application or web-based system) is done through electronic and virtual means such as internet, computer, laptop, tablet and smartphone that allow communication between their teacher as well as to view lectures, download course materials, submit assignments and take quizzes. Similarly, Rice (2006) and Kasim et al. (2016) indicated that each of the educational LMSs' tools, modules or platforms has its own uniqueness (or own characteristics) that shapes the user experience and encourage learning by providing unique features specifically for a course that supports and handle the learning needs of the users. So, choosing an appropriate educational LMS for institutions has never been more important than before.

2.3.2.1 Types of Tools in LMS

According to Kasim (2016), LMS tools could be categorized into three main types as:

- Learning skills tools,
- Communication tools and,
- Productivity tools.

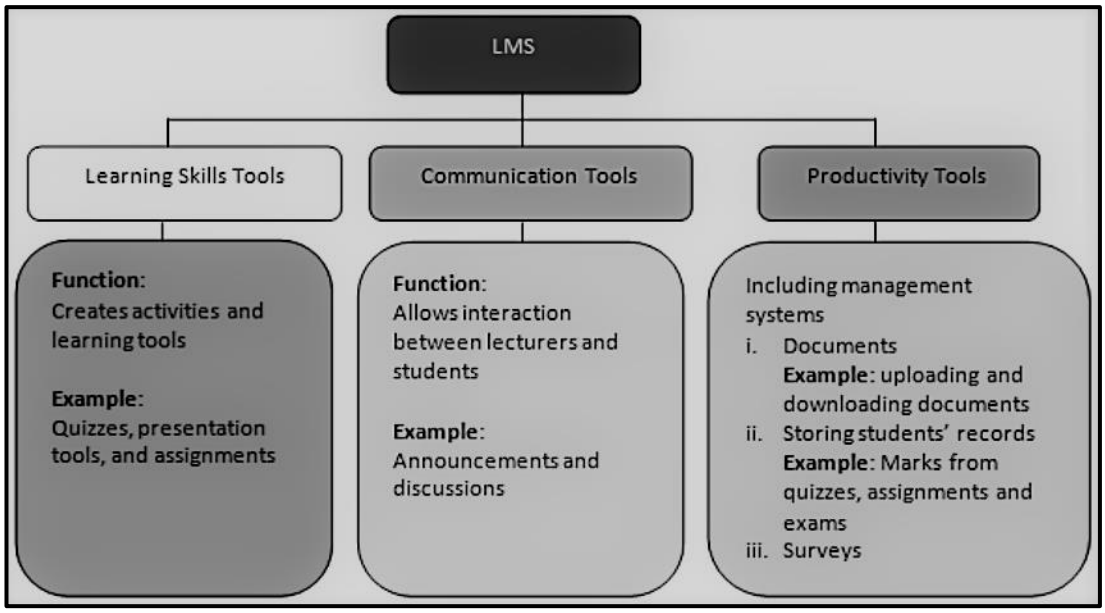

Figure 2: LMS Tool Types (Kasim, 2016, p.56)

As illustrated with the Figure 2 above, Kasim (2016) stated that designing exercises and uploading learning tools for students are an example of learning skills tools. For instance, teacher can upload an online assignment to the LMS and students can work on it as online, edit and upload it again until the deadline. Another example could be the submission of online presentations to the LMS by the students and facilitating students' performance.

Secondly, communication tools support the student-to-teacher and student-to-student interaction. An example of a tool for communication could be the announcements which teacher could post any information or upcoming activities related to course (Kasim, 2016). Another example for communication could be the discussions which allow both students and teachers to post and comment messages.

Thirdly, productivity tools include document management systems, calendars and surveys (Kasim, 2016). Uploading and downloading documents, information about

students' grades regarding assignments and exams could be the examples of productivity tools.

2.3.2.2 Types of LMS

According to Awang et al. (2012) and Dobre (2015), the LMS software could be categorised into 3 main types as proprietary LMSs, open-source LMSs and cloud-based LMSs. Following this, Awang and Darus (2012) stated that most of the higher education organizations (HEOs) has been using open-source LMS that is available with little or no cost instead of proprietary LMS since some of the proprietary softwares attract proprietary license fees that cost a lot of money to get for each student. Moreover, Ülker and Yılmaz (2016) stated that, determination of which LMS type that best suits for the institution is related with its quality and features. In this sense, cost of the LMS, technical support provided by LMS, capacity of users on the same server, features and updates provided by the LMS, and the security system powered by the LMSs has huge impact while choosing appropriate LMS (Ülker & Yılmaz, 2016). Based on the 2021 United States LMS market statistics, Canvas is the present leader on the marketplace (Edutechnica, 2021, https://edutechnica.com/2021/11/).

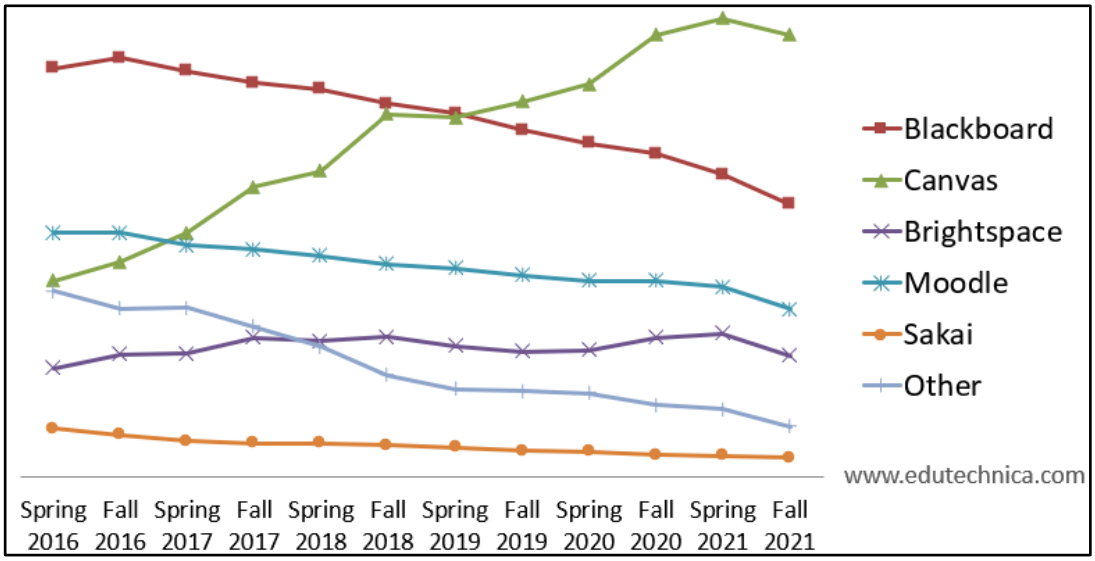

Figure 3: United States LMS market statistics (source: https://edutechnica.com/2021/11/)

As illustrated in the figure 3 above, Canvas, Blackboard, Moodle and Brightspace (Design2Learn) are the four most popular LMSs operating in US (Edutechnica, 2021).

2.3.2.2.1 Proprietary LMSs

According to Dobre (2015) and Ghilay (2019) this type software has been referred to be proprietary since these systems have been licensed by their creators. If the number of students higher than two thousand in a HEOs then a proprietary LMS has to be purchased in order to use it effectively (Dobre, 2015). In this sense, from HEOs point of view, proprietary LMSs are not effective solutions. Moreover, the proprietary LMSs (or sometimes called commercial or closed-source LMS) has been closed off to modification for their users, "*so the goal of the proprietary LMS vendors is to produce profits*" (Ghilay, 2013, p.30). According to the Dobre (2015) and Ülker et al., (2016) most well-known and used softwares with closed-source codes are Blackboard, Canvas and D2L (Desire2Learn or Brightspace).

2.3.2.2.2 Open Source LMSs

According to Feller et al., (2000; cited in Awang et al., 2012), open source software (OSS) "*is developed, tested and improved through public collaboration and*

distributed with others" (p.2). Similarly, Dobre (2015) stated that, open-source LMSs have their source code accessible under a public free license, granting users the freedom to use, modify and develop their works according to their needs. In this sense, the users (such as teachers) of open-source LMS are free to make modification within the software in order to serve their particular learning and teaching needs (Dobre, 2014). Most well-known open-source LMSs are Moodle and Sakai (Dobre, 2015; Edutechnica, 2021)

2.3.2.2.2.1 Modular Object-Oriented Dynamic Learning Environment (Moodle)

Moodle is the most popular and efficient open source free courseware product in the current market in terms of flexibility and user-friendliness which enables teachers to create powerful e-learning experiences (Al-Ajlan, 2012; Cavus, 2015; Rice, 2016; Kumar and Sharma, 2016). According to Amirkhanpour (2011), Moodle is widely used within Cyprus universities. Based on Moodle statistics, there are 243 countries using Moodle with 178,000 registered sites, which 164 of the sites had been registered in Cyprus (Moodle, 2022, https://stats.moodle.org/). Moodle is originally stands for Modular Object Oriented Dynamic Learning Environment and it could be used as a tool to enhance teaching (Rice, 2016). According to Cavus (2015), Moodle has plenty of features that interest educators. Some of these features are as follow:

- The core of Moodle is the social constructivist Pedagogy (Cavus, 2015; Rice, 2016)
- Moodle could be integrated in to F2F education as well as into fully online education (Cavus, 2015)
- As Moodle is a web-based LMS, without the need for an app simple search engines (such as Google or Firefox) with a low internet connection speed could help users to reach courses (Cavus, 2015)

- The interface of the Moodle could be considered as user-friendly since unlimited materials, sources and lessons could be uploaded under different topics or categories and could be controlled in organized and desired way.
- Different sources or materials such as video, PowerPoints, MP3, PDF, word etc. could be uploaded on Moodle.

As Chaubey et al. (2015) stated, two major functions of LMS could be associated with the management of the course and the exchange of information between instructor and learners. Management of the course is purely the responsibility of the instructor. On the other hand, the exchange of information allows learners and teachers to interact actively to achieve specific learning goals, making the teaching-learning process efficient and effective (Chaubey et al., 2015)

2.3.2.2.2.1.1 Extending Moodle

Although standard modules such as questionnaires, forums, lessons and assignments are distributed with Moodle, installation of new modules based on teaching and learning needs is possible with Moodle (Rice, 2016). Holmes et al., (2010; cited from Amirkhanpour et al. 2014) stated that, it is not feasible to develop a LMS with all the required modules within a single sofware, however, since Moodle is an OSS system, it presents rich module archive (Cavus, 2015). According to Amirkhanpour et al., (2014), a modular LMS such as Moodle supports active learning since the learners can read, think, speak and listen throughout their learning process "*whereas traditional LMS is simply based on presentational formats (passive learning)*" (p.7). According to Cavus (2015), there have been plenty of new modules in Moodle such as learning modules, survey modules, examination modules, forum modules, assignment modules and wiki modules which enhance learning activities that are developed and contributed

regularly by Moodle community and shared on official Moodle web site (www.moodle.org) for free of charge and who would like to benefit from these modules can simply download and use it on their server computer.

Within Moodle, the module developed for examination is of paramount importance for several reasons (Cavus, 2015). The benefits of the examination module, according to Cavus (2015), may be summed up as follows:

- It is possible to set-up different type of questions since examination module has included a variety of question types such as multiple choice, filling gaps, pairing answers and true-false questions.
- The questions and answers can be rearranged by the Moodle system in order to avoid answering by remembering.
- Availability of instant feedback in terms of students' marks and mistakes.
- It is also possible to turn these examinations into learning activities. For example, if a students' initial response turns out to be incorrect, they are given the chance of reviewing the questions and of repeating the answer again.

2.3.2.2.3 Cloud-based LMSs

Cloud-based LMSs are representatives of software as a sevice (SaaS) that integrates traditional LMS and the functions of cloud services in order to deliver education over the internet to any student, anywhere in the world using cloud computing technology (or cloud system) simply without the requirement of any installed software on a local or server PC (Angelova, 2015; Dobre, 2015; Chaubey et al., 2015). The only requirements of existence of an internet connection and of a tool such as computer, tablet and/or smartphone (Dobre, 2015; Chaubey et al., 2015). According to Aldheleai et al., (2017) cloud-based technology or clou-based computing refers to the concept of

linking people to online services for storing, retrieving and manipulating the data via the internet. Some of these cloud-based LMSs are cost-free, while others may charge users depending on the number of students. As reported by Aldheleai et al., (2017), lower start-up cost, enhanced data security, improved accessibility, faster deployment, cost predictability, be up-to-date with technology, more storage space and fully customizable and scalable are some of the benefits of using cloud-based LMSs. Most well-known cloud-based LMSs could be named as DigitalChalk, WizIQ, Doceba SaaS LMS, TalentLMS, Firmwater LMS and Litmos (Dobre, 2015; Chaubey et al., 2015; Aldheleai et al., 2017).

2.3.3 Online Assessment

Rodchua, Yaiadom-boakye and Woolsey (2011) stated that, one of the most challenging factors in online instruction is the examination that the inability to control a learner's environment. Researchers stated that there is a clear correlation between the number of dishonest acts and the failure of institutions to monitor and enforce cheating policies at online examination (Rodchuna et al., 2011). Similarly, Trenholm (2007) argued the factors affecting online cheating as: growth of online learning, growing competitive environment in education, research factors, faculty factors, student factors, technological factors and cultural factors.

According to Allen (2003) and Trenholm (2007), proctored online assessments present reliable and most intuitive means for instructors to ensure that their learners' skill level reflects the grade they received. Similarly, in order to "*reduce the temptation to be dishonest*", Rodchua et al. (2011, p2) stated some popular stop-gap measures such as proctored testing centers, time restricted tests and randomly selected test questions from an online assessment. Balash et al. (2021) defines proctoring system as the use "*of webcam and microphone, sharing computer screens, monitoring the network, eye*

tracking and/or other behavioral tracking" (p.634). The main advantage of distant supervision system (proctoring systems) is letting students take tests and exams from their home while being watched by proctor, without a requirement to come to a school (Belashenkova et al., 2015). However, some of the challenges of proctoring system, as Trenholm (2007) stated are, i) it does take time, ii) it does cost more money, and iii) students may fail to complete a proctored assessment.

2.4 Emergency Remote Teaching

When the World Health Organization (WHO) proclaimed coronavirus disease or known as Covid-19 as a worldwide pandemic in March 2020, the topic "Remote Education" has become a major area of interest for many scholars since the way of teaching and learning resulted in the shifting of what is usually done in the classroom to emergency remote teaching (ERT) in order to slow down the spread of the coronavirus in the community. Schools and universities in about 130 countries were closed and educational institutions experienced a digital transformation as a result of the coronavirus crisis (UNECO, 2020, as cited in Can and Silman-Karanfil, 2022). Cahyadi et al. (2021) said that this transformation was quick and realistic solution for sustainable education in the time of crisis or disaster, however, it should be separated from pre-designed online education. As Achen and Rutledge (2022) stated, the term Emergency Remote Teaching (ERT) was coined by academic community to make a clear distinction between the rapid shift from face-to-face (F2F) courses to an online platform and well-planned online education. In numerous studies, the situation of sudden shift from face-to-face traditional education into a remote education has been mentioned as Emergency Remote teaching. The fact that various scholars mentioned this situation in different patterns such as *emergency remote instruction (ERI) (Lam, 2021)*, *emergency e-Learning* (Murphy, 2020), *emergency online learning* (Aguilera-

Hermida, 2020), *emergency online teaching and learning* (Erarslan, 2021), *crises-prompted online language teaching* (Gacs et al., 2020) and *fragility of the education system* (Davies & Bentrovato, 2011); they are all synonyms and referred to the discussion on education in emergencies (EiE) or emergency remote education (ERT). In this manner, we cannot put these two terms "online education" (or online distance education) and "ERT" in the same vessel (Bozkurt, & Sharma, 2020). It would not be appropriate to consider what is currently being done as online education or distance education, therefore, it is distance educators' responsibility to speak truthfully, to provide terms carefully and intentionally (Bozkurt, & Sharma, 2020). Therefore, it is important to define what Emergency Remote Teaching is.

2.4.1 Definition of Emergency Remote Teaching

Hodges et al. (2020) described emergency remote teaching (ERT) as fully remote teaching solutions for education that provides quick access to instruction and instructional supports which is a temporary sudden shift from what is usually done in the classroom to the fully remote teaching due to crises circumstances. The main reason of this rapid shift from traditional education system to fully remote instruction is for the continuity of education that provide access to instruction and instructional supports until the end of emergency state (Hodges et al., 2020). Once the crisis over, everything is supposed to go back to normalcy (Affouneh, 2020). Similarly, Affouneh (2020) has described ERT as it is not well-designed experience of educational system but rather sudden shift from traditional teaching into remote teaching because of emergency crises such as the Covid-19 outbreak. In this sense, the transition from face-to-face or blended courses to the fully online education during the Covid-19 pandemic era can be categorized as emergency remote teaching for many educational institutes since those were not ready for this shift. The main reason behind this shift is for the

continuity of education since every human being, especially each student, is treated with equity and has access to education even in times of crisis, disaster and violence (Affouneh, 2020).

Lam (2021) defined Emergency Remote Instruction (ERI) as a temporary shift from traditional modes of instruction to a remote mode of instruction as response to pandemics or disasters, which would require a school to be shut down for an extended amount of time. “The term ERI is used to contrast sudden moves to remote instruction from high-quality online education specifically designed for success in distance education” (Lam, 2021, p.20).

Bozkurt and Sharma (2020) stated that ERT was not an option but rather an *obligation* for learners and teachers. More specifically, when ERT is considered as a sudden shift because of Covid-19, it can be clearly stated that ERT is an obligation to protect the educational community from spreading the virus (Bozkurt, & Sharma, 2020; Mısırlı & Ergüleç, 2020; Cahyadi et al., 2021). All students and teachers were obligated to be exposed to online learning all over the world (Ali, 2020). Similarly, Cahyadi et al. (2021) said that ERT is an obligation and a realistic solution during the crisis circumstances. “While a well-planned online course creates flexible and alternative learning environments for students, this new situation with the emergency remote teaching caused an obligation for students to take all of their courses online” (Bozkurt & Charma, 2020, as cited in Erğüleç and Eren, 2021, p.61).

2.4.2 History of Emergency Remote Teaching

Emergency remote teaching involves fully remote teaching solutions for sustainable education and does not necessarily have to be in online mode, hence there could be teaching and learning models in a form of blended learning, radio, mail or mobile

learning solutions according to the circumstances as it could be seen in many examples of other countries responding to school and university closure when a crisis occurs in the past (Hodges et al., 2020).

2.4.2.1 The Case of Afghanistan

For example, the Inter-Agency Network for Education in Emergencies (INEE) reported a four case studies and presents an analysis of education's role in emergency situations at Afghanistan, Bosnia and Herzegovina, Cambodia and Liberia (Davies & Bentrovato 2011, as cited in Hodges et al, 2020). The INEE is an open, global network of members working together within a humanitarian and development framework to ensure that all individuals have the right to a quality, equitable, relevant, and safe education in emergencies and post-crisis recovery (Davies et al., 2011). In their study, researchers Davies and Bentrovato (2011) extensively use the words "education" and "fragility" together as reference to education's role affected by conflict, crisis and/or poor governance as in the emergency education mode. The reason of selection four different geographical areas and locations in their study was to point out complex relationship between education and fragility as well as to assist the development of recommendations for planning and programing strategies and best practice at the country level (Davies et al., 2011).

Davis et al. (2011) explicates five common characteristics (domains) of fragility in the contexts of Afghanistan, Bosnia and Herzegovina, Cambodia, and Liberia in Table 2. The table below highlights and summarizes the common impacts of education on fragility in the countries under review as, governance, security, economy, the social domain, and the environment.

As Table 2 summarizes the common characteristics (domains) of fragility in the cases of four countries on the next page, the impact of social domain in terms of education in Afghanistan case would be analyzed and discussed only in relation to present study. Thus, for additional information, the researcher suggest Davis and Bentrovato's (2011) study as a further reading.

Table 2: Five Common Characteristics of Fragility

Five domians of fragility in the contexts of Afghanistan, Bosnia and Herzegovina, Cambodia, and Liberia				
Governance	Security	Economy	Social domain	Environment
● weak governance institutions and ineffective exercise of political power; ● political and administrative structures fragmented along identity lines; ● power interests linked to inequality and discrimination in resource allocation; ● lack of political will and/or capacity to ensure the basic well-being of the population and foster inclusion; ● widespread corruption; ● undemocratic and repressive state; ● concentration of power; ● limited legitimacy	● legacy of war; ● ongoing intra-state conflicts linked to identity and resources; ● presence of rebel, criminal, and terrorist and violent extremist organizations requiring ongoing military activity and high military spending; ● widespread lawlessness, crime, and human rights violations; ● ineffective security-sector reform	● widespread poverty and static or declining national growth; ● high levels of debt and of dependence on foreign aid; ● weak, undeveloped, unproductive economy, vulnerable to global shocks; ● high levels of unemployment; ● widespread inequalities in resource and income distribution	● history of distrust, grievance, and violent conflict; ● weak national identity, and ethnic, religious, and class-based divisions, polarizations and tensions; ● alienated, aggrieved, and disempowered youth, leading to juvenile delinquency; ● grievances among the poor and the marginalized; ● widespread gender inequality and violence; ● widespread attitudes of passivity; ● high levels of illiteracy and limited access to education;	● weak environmental management and unsustainable exploitation of natural resources; ● environmental degradation, generally affecting the poor and powerless disproportionately

Davis et al (2011) stated that, education in Afghanistan was mostly affected by social domain in terms of gender discriminations and sexual harassment. There was a discrimination in education along gender, therefore girls were targets because they were trying to access education (Davis et al., 2021, as cited in Hodges et al, 2020). There was a violence in streets as well as in schools through corporal punishments "encouraging student acceptance of violence as a normal way of solving problems" (Davis et al., 2021, p. 30). In order to secure safety for children and keep children off the streets, distance education, radio education and the distrubition of DVDs were used to enable expanded and safe access to education in the sense of emergency distance education.

As in the example case of Afghanistan, the shift of what is usually done in classroom to the distance education model was a realistic solution for generalized and safe access to education in the time of crisis. Digital tools such as DVDs, radios and televisions were the tools as a technological solution in order to communicate and get information in case of Afghanistan. It was, again, an obligation instead of a choice for learners and educators but -thank god- if people can go on with their lives and education during a crisis, it is because of digital technologies (Coeckelbergh, 2020)**.**

2.4.2.2 The Case of Los Angeles

Stern et al. (2009) stated that, in 1919 because of H1N1 influenza pandemic cases, U.S. communities were taking actions such as public gathering bans and school closure. Los Angles city was one of them that took the decision of school closure and the closure lengthened for 15 weeks (19 weeks for some schools). Mail correspondence instruction was created by public educators working with other officials which teachers sent lessons to students, and students returned homework and

assignments for feedback and credits in the sense of mail-in correspondence courses in which 50 subjects were successfully covered by this model (Stern et al., 2009; as cited in Lam, 2021). As Stern et al. (2009) and Lam (2021) stated, Los Angeles has achieved success at "creative responses to school closure" by establishing the interesting model of "mail correspondence courses" because instructors were given the opportunity to collaborate with their colleagues as well as they were given enough time in order to prepare and re-design the materials and course instructions that best served their students. In addition, during the preparation period, teachers were given a chance to take teacher courses in order to expand their subject knowledge and pedagogical skills (Stern et al., 2009).

2.4.2.3 The Case of Texas - Learning at Home

In their study, Ash et al. (2009) highlighted the importance of technological infrastructure and resources in times of communicable disease outbreaks (such as H1N1 influenza) in order to 'provide online instruction and keep lines of communication open' at learning and teaching at a time of school closure.

During the flu pandemic in 2009, local schools located at Fort Worth Independent School District in Texas were closed for one weeklong because of the peak number of H1N1 cases. Ash et al., (2009) noted that the communication system, determining how to deliver instructions and the familiarization with independent study guidelines were the crucial points in preparation for such emergencies for the schools. In the case of Texas for example, the district and the local teachers did their best in order to ensure that students felt secure and were focused to their lessons by creating a website contained news about the emergency information which the teachers also posted online instructions and materials related to courses for the students on the same website.

Teachers were also broadcasted at local television stations while reviewing lessons so that the learners could receive instructions at home, securely. In addition, it is also reported that students were created a study group with their classmates as well as their teachers using their phones in order to stay in touch with each other where they share course related information through text messages.

2.5 Emergency Remote Teaching, Online Distance Education and Technology

During the Covid-19 pandemic period, the terms “emergency remote teaching” and “online teaching” have both been used and need to be appropriately defined for the purpose of this research. What becomes apparent is that, emergency remote teaching in time of crisis get “many creative temporary solutions benefit from the experience of online distance education, and they sound and look alike; however, it would be unfair to put online distance education and emergency remote teaching in the same equation” (Bozkurt & Sharma, 2020, p.2).

In sum, it is true that online teaching and emergency remote teaching has some shared roots (e.g., technology) however, it should be clarified that ‘emergency remote teaching’ and ‘online teaching’ are two different terms and cannot be mixed (Bozkurt, & Sharma, 2020). Online teaching, or E-Learning, is well-designed experience of educational system and it is an alternative way to deliver course instruction. On the other hand, emergency remote teaching should be considered as inevitable solution to a crisis-prompted problem, involves the use of fully remote teaching solutions for education that would otherwise be delivered face-to-face and will return to that format once the crises has abated (Hodges et al,. 2020). Hence, it would not be appropriate to consider what has been done in coronavirus crisis as online education, therefore, it is

distance educators' responsibility to speak truthfully, to provide terms carefully and intentionally (Bozkurt, & Sharma, 2020). To this end, it is worth to scrutinize these both terms deeply and compare one to another.

2.6 Language Teachers' Perceptions of Online Teaching and Learning During Covid-19 Pandemic Period

Atmojo et al. (2020) did a study with 16 EFL teachers from 11 different cities and 16 distinct secondary school in Indonesia. In this study, researchers asked participants to make written reflection regarding their practices in carrying out online classes and the challenges they encounter during the ERT period. On the other hand, five of them have been interviewed in order to obtain more detailed results. Atmojo et al. (2020) found out that "the online learning does not run well since it lacks of preparation and planning" (p.72). The researchers concluded that, to be well-prepared for online learning in the future, it is inevitably necessary to plan and prepare in advance. Online learning requires more time than F2F classes, so it is essential that teachers are properly trained and prepared to carry out online learning in a way that maximizes their knowledge and skills (Atmojo & Nugroho, 2020).

Similarly, Bailey and Lee (2020) carried out a study with 43 EFL university instructors in South Korea in the midst of Covid-19 pandemic period. The aim of the research was to explore benefits and challenges of online instruction for EFL university lecturers. Researchers found out that "novice teachers who are not familiar with online teaching have expressed frustration with e-learning and other computer-based classroom activities" (Baily & Lee, 2020, p.187). On the other hand, researchers stated that "instructors with experience teaching EFL online use a wider array of online teaching activities and expect fewer challenges during the process" (Baily & Lee, 2020, p.191).

Another research study conducted by Todd (2020) with 52 English language teachers working at King Mongkut's University of Technology Thonburi (KMUTT), in Thailand, aimed to understand the impact of the sudden shift from the F2F classroom to online education. The results of the study revealed that the instructors encountered several serious problems in the first week of teaching online courses.

Şen et al. (2020), on the other hand, carried out a study with 39 ELT instructors working at a private university in Istanbul, Turkey. The aim of the study was to explore the perceptions of English lecturers about online teaching and learning by using both Likert-scale and open-ended questions. The results of the study summarized as: internet connectivity and audio-visual issues, learner motivation, autonomy and interaction, lack of standardization and communication in faculty, financial issues and increased workload.

Lastly, Mavridi (2022), who work as a digital learning specialist and lecturer in English language teaching conducted a study in order to share her own experiences and perceptions during ERT. She concluded her study as "ERT had a transformative impact on me as a professional, challenging me to find my inner voice, expose my positionality and develop new skills." (p.460).

2.7 Summary

In this chapter literature on distance education, Information and Communication technology (ICT), online education and emergency remote teaching has been discussed. More specifically, use of ICT in classroom settings, advantages and disadvantages of using ICT, synchronous and asynchronous online courses, learning management system, online assessment, the relationship between e-learning and ERT,

and several studies that examine language teachers' perceptions of online education during the Covid-19 pandemic period have been presented.

Chapter 3

METHODOLOGY

In this study, a descriptive case study is used as design research which employs correlation analysis using descriptive statistics to identify and describe the English language teachers' perceptions of online (language) education during the Covid-19 pandemic period. The present study is a mixed method case study which implements qualitative and quantitative data collection procedure in order to address the research questions.

This chapter presents the details of the methodology used in the study. The research design, research questions, context of the study, participants, sampling method, data collection instruments, data collection procedures and data analysis procedures are described thoroughly.

3.1 Research Design

Dörnyei (2007) defines *research* as it is simply a means of trying to find answers to specific questions. As Brown (1988) stated, research is one way of finding answers to questions -which the present study also focuses on is 'primary research'- which involves "conducting one's own date-based investigation, which involves collecting some sort of information (or 'data') and then drawing some conclusion from it" (as cited in Dörnyei, 2007, p.16). Similarly, Goddard and Melville (2004) stated that *research* is the discovery and the creation of knowledge. Thus, research is *disciplined inquiry*, in other words, organized, carefully designed, systematic search for answers

to the questions researcher asked (Goddard & Melville, 2004; Hatch & Lazaraton 1991, as cited in Dörnyei, 2007). By doing so, confidential results (or data) could be achieved by researcher with systematic research design (Dörnyei, 2007). In the present study, the researcher decided to conduct a mixed methods single-case study research which implements quantitative and qualitative data collection procedures with a view of gathering more valid findings and in-depth investigation related to the research title "English Language Teachers' Perceptions of Online Teaching".

According to Zainal (2007), case study research could be considered as robust research method when holistic in-depth investigation is required. Creswell (2004) defines case studies as qualitative design in which the process, activity or an event need to be analyzed deeply by the researcher. Mackey and Gass (2005) stated that numerous second language research studies conducted case studies in order to provide holistic description of language learning within a specific setting. Moreover, Yin (2003) argued that case studies are used when a researcher "has little or no control over events and when the primary focus is on a contemporary phenomenon within some real-life context" (p.1). Case study method allows researcher to explore and understand the complex issues within a specific context (Zainal, 2007). Data gathered with case study could present contemporary real-life situations, phenomenon through detailed contextual analysis of an event(s) or condition(s). In addition, some scholars consider case study, either single-case or multiple-case design, as research method rather than a specific technique since the researcher is able to go beyond quantitative statistical results and understand the participants' perspective (Tellis, 1997; Zainal, 2007; Dörnyei 2007).

Although a common definition of case study discussed above, “one may encounter various types of case studies” (Scholz & Tietje, 2002, p.9). By following the steps and definitions made by Scholz et al. (2002) and Yin (2003), the researcher formed the present study and explained the procedures accordingly. Determining which type of case study methodology could be used in research is “determined by the case and problem to be investigated and the objectives of the investigation” (Scholz & Tietje, 2002, p.1). In this sense, selection of method “depends on the characteristics of the sub-units whether they require: a) a description of the problem or an evaluation of possible solutions, b) a determining perspective of the study team or the case agents, or c) a mainly objective scientific attitude towards the case.” (Scholz & Tietje, 2002, p.1). In order to make clear distinction among various types of case studies that the researchers could deem for their unique study, Scholz & Tietje (2002) summarized dimensions and classification of case studies accordingly (see Table 3).

Table 3: Dimension and Classification of Case Studies (Scholz & Tietje, 2012, p.10)

Dimensions	*Classifications*
Design	Holistic or embedded Single case or multiple case
Motivation	Intrinsic or instrumental
Epistemological status	Exploratory, descriptive, or explanatory
Purpose	Research, teaching, or action/application
Data	Quantitative or qualitative
Format	Highly structured, short vignettes Unstructured or groundbreaking
Synthesis	Informal, empathic, or intuitive Formative or method driven

First of all, the characteristics of a case study need to be specified whether the research design is single case or multiple case (Scholz & Tietje, 2002). Yin (2003) differentiated single case studies and multiple case studies as: a single-case study design deals with one set of contextual conditions while multiple case study is used when analyzing situations from multiple context (as cited Baxter & Jack, 2008). According to Scholz and Tietje (2002), the reason(s) for choosing a single-case design should be considered through if the case is "unique, prototypical, salient or revelatory to understanding of a phenomenon or problem" (p. 11). Similarly, Yin (2003) argued that single-case study commonly used by the researchers when the case is representative or typical case. In this case, the researcher believed that the present case study best fitted a single case study methodology based on the reasons "salient", "revelatory to understand of a problem" and "representative".

Secondly, Yin (1994, p.41) argued that the crucial distinction between holistic and embedded case study methodologies should be made while designing research (as cited in Scholz et al., 2002) (see Figure 4)

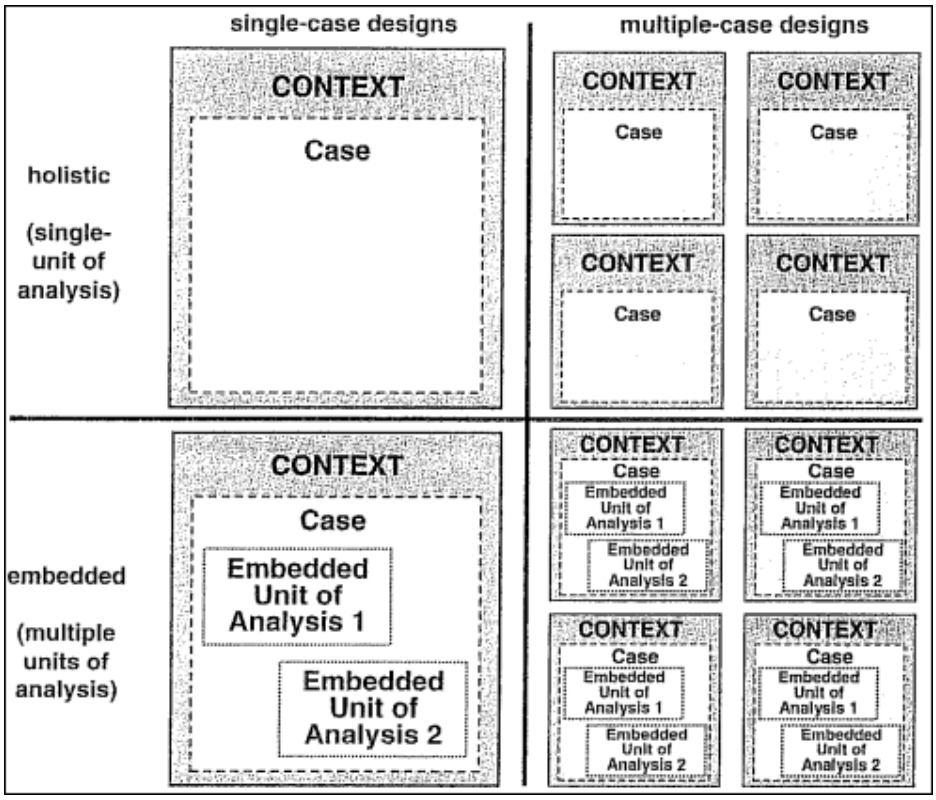

Figure 4: Holistic versus Embedded Case Study (Yin, 2003, p.40).

With a holistic case study, the case is studied as a whole and is limited to qualitative approach whereas embedded case study involves more than one unit (also called sub-units) of analysis (Scholz & Tietje, 2002; Yin, 2003). Embedded case studies provide integration of multiple methods (usually qualitative and quantitative methods) into a single research study, thus enables the researcher investigate multiplicity of evidence (Scholz & Tietje, 2002). Similarly, Yin (2018) mentioned that single-case studies are useful when embedded units of analysis (sub-units) are taken into consideration (as cited in Başer, 2021).

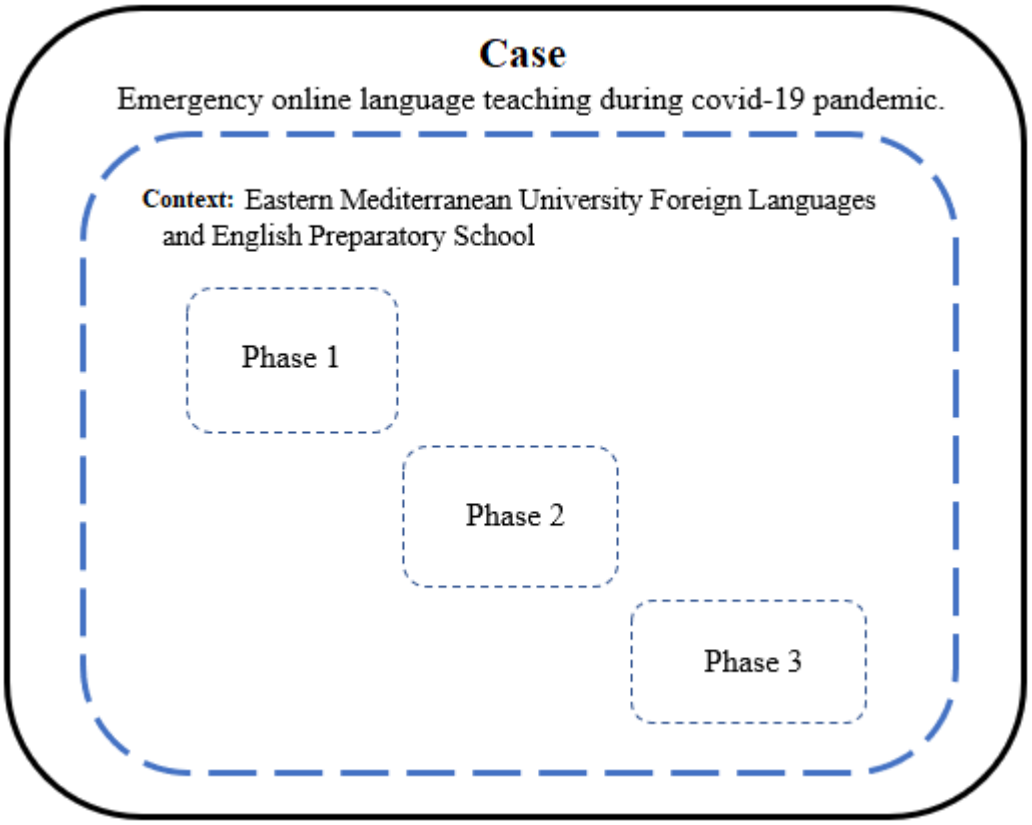

Figure 5: Single-Case (Embedded) Study Model of the present study

From that point of view, this study adopts embedded single-case study design because it investigated three phases (sub-units) in order to examine English language teachers' perceptions of online teaching during Covid-19 pandemic period, as illustrated in Figure 5. Three within case units in the above figure represents the initial lockdown (phase 1), get used to (phase2) and back to the campus stage (phase 3) of the study. More specifically, phase 1 represents the 'initial lockdown' stage starting with the first Covid-19 case in Northern Cyprus (March 10, 2020) until the end of the Spring semester (May 22, 2020) as illustrated in Figure 6. During this period (one semester), face-to-face education model have shifted to fully online education model (temporary) within 10 days in order to help prevent the spread of the virus that causes Covid-19 at Eastern Mediterranean University. This phase is crucial since the university staff was not ready for that sudden instructional mode shift (which is also called emergency

remote teaching) and may reveal the experiences and perceptions of English language teachers have had during that period.

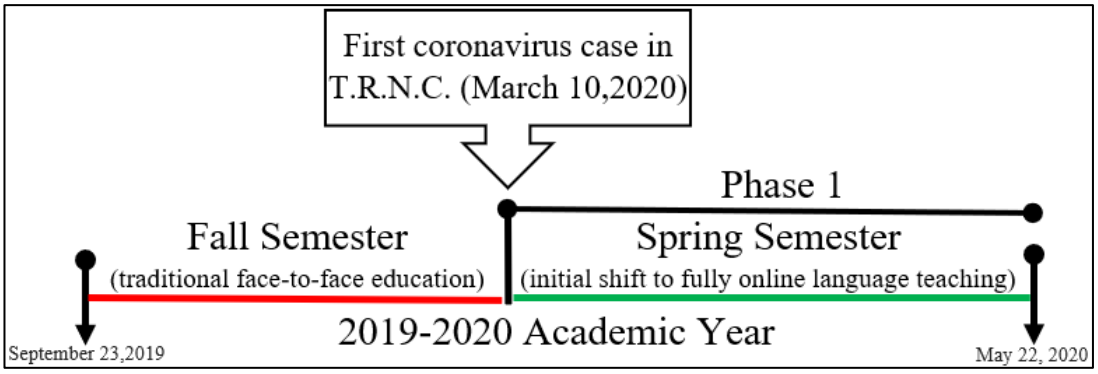

Figure 6: Initial Lockdown Stage (Phase 1)

Phase 2 represents the stage of 'get used to', 2020-2021 academic year including both semesters -fall and spring semester- starting from 21st of September 2020 until 28th of May 2021, as illustrated in Figure 7. EMU has officially announced that fully online education model would be implemented during the 2020-2021 academic year period (two semesters) in order to prevent Covid-19. Phase 2 may reveal how teachers adopted to the online education model after the first phase.

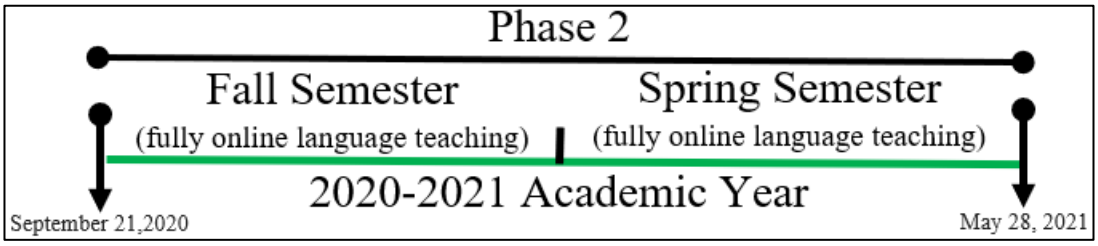

Figure 7: Get Used to Stage (Phase 2)

Lastly, phase 3 represents 'back to campus' stage including Fall semester of 2021-2022 academic year, as illustrated in figure 8 below. On the 1st of September, 2021, EMU announced that face-to-face education model would be implemented during the 2021-2022 academic year, Fall semester therefore, 'back to campus' stage may reveal

the experiences of English language teachers being in a real classroom after having three consecutive semesters of fully online.

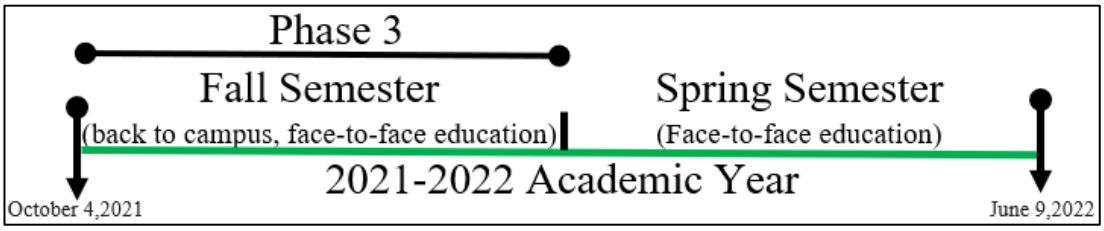

Figure 8: Back to Campus Stage (Phase 3)

The researcher of the present study has consulted to an expert in order to formulate the embedded case design discussed above "as it allowed for an extensive analysis" (Yin, 2014, p.52).

Once the case is identified and its borders are framed, the researcher should decide on the type of case study design (Creswell,2013; Yin, 2014; as cited in Elmas, 2020). Scholz et al. (2002), Stake (1995) and Yin (2014) suggested six types of motivational and epistemological classifications of a case study: *intrinsic, instrumental, collective, descriptive, explanatory,* and *exploratory*, however, the intrinsic and descriptive would be the main focus of interest in this section. First, the researchers need to be conscious about the motivational feelings related to why conducting a case study. Does the researcher feels a genuine interest to investigate a certain case or is it just mission-oriented research? (Gibbons et al., 1994; Baxter & Jack, 2008). According to Stake (1995), researchers who have a genuine interest to investigate a certain case and the intent is to better understand the case should use intrinsic approach (as cited in Baxter & Jack, 2008). Similarly, Scholz et al. (2002) stated that, a case study researcher with an intrinsic motivation is personally interested to "*investigate a certain case for nonscientific reasons*" and therefore "*takes responsibility and is accountable for the*

analysis and its consequences", but; "*if the objective of the study is something other than understanding the particular case, then the inquiry is an instrumental case study*" (p.11). For the present study, the researcher feels intrinsically motivated (curiosity-oriented) to investigate, understand, learn, and examine English language teachers' perception of online teaching during Covid-19 pandemic period working at EMU FLEPS (Gibbons, 1994; Stake 1995; Scholz et al., 2002). Moreover, the present study accepted descriptive model that directs data collection and case description (Scholz et al. 2002). More specifically, in the present study descriptive analyses were conducted in order to realize if age, gender, the qualifications teachers have and their teaching experiences are influential factors that affect their overall perceptions regarding computer access, ICT, computer attributes and online language instruction. Stake (1995) refers intrinsic case study when the researcher is interested in a given case and wanted to learn about that particular case. Likewise, in this study, a single-case study methodology was used in order to provide in-depth and embedded explanations of the research questions.

Although there are many approaches to dealing with research, most common methods are known as quantitative and qualitative (Mackey & Gass, 2005). Creswell (2004) states that both methods, qualitative and quantitative method, have their unique strengths and weaknesses. For example, quantitative research seeks "meaning in the general", whereas qualitative research seeks deeper understanding of the "meaning in the particular" (Dörnyei, 2007, p.27). In addition, quantitative research usually presents some sort of numerical analysis and allows researchers to make generalization, however quantitative research cannot provide in-depth findings of the participants' viewpoints. On the other hand, qualitative analysis is interpretive rather

than statistical that allows scholar to dig deeper and reach uncovered perceptions of the respondents (Johnson & Christensen, 2004; Mackey & Gass, 2005; Karakaya, 2010). Therefore, it is possible to see "peaceful coexistence of qualitative and quantitative methods in the same research" (Dörnyei,2007, p.31). The combination of both qualitative and quantitative research methods in a single study is widely used by the researchers because it brings more valid and confident results in order to address the research questions (Karakaya, 2010). According to Johnson, Onwuegbuzie and Turner (2007) mixed methods research is recognized as the third major research approach since it is becoming increasingly articulated to research practices. Similarly, Dörnyei (2007) argued that gathering data from different sources (called mixed methods) has great potential in most research contexts since it creates "complementary strengths" and "nonoverlapping weaknesses" (Johnson, Onwuegbuzie & Turner, 2007, p.127). Therefore, the researcher decided to use mixed methods, both qualitative (interview) and quantitative (questionnaire), research in the present study in order to get full advantage of both methods' strengths and to overcome the weaknesses as well as to avoid the limitations of monomethod studies (Karakaya, 2010).

There could be various reasons why a researcher conducts mixed methods research in a study. According to Greene, Caracelli and Graham (1989), "triangulation, complementarity, initiation, development and expansion" were five major reasons of conducting a mixed methods in a research study (as cited in Karakaya, 2010, p.45). According to Greene et al. (1989) triangulation could be defined as; use of more than one research methods in a single study in order to strengthen the validity and reliability of inquiry results (p.256). Mackey and Gass (2005) came up with 3 different types of triangulation: "theoretical (using multiple perspectives to analyze the same set of data),

investigator (using multiple observers or interviewers), and methodological (using different measures or research methods to investigate a particular phenomenon)" (p.181). In the scope of this study, only "methodological triangulation" and "across method triangulation" (type of methodological triangulation) briefly elaborated and the term "triangulation" has been used a reference to "methodological triangulation" since other two types of triangulations were not integrated in the present study. Mackey and Gass (2005) defined triangulation as a collection of data using two or more methods in order to "provide adequate support to the study and its conclusions" (p.181). Similarly, Yeasmin and Rahman (2012) stated that triangulation is the combination of more than one data source (for example, quantitative and qualitative methods) in a single study that allows researcher to gather proven data. In addition, Denzin (1989) identifies two types of methodological triangulation as "across method" and "within method". Across method triangulation, which this study is based on, studies combine qualitative and quantitative methods of data collection in the same research study in order to strengthen the results whereas within method studies use more than one method of data collection (quantitative or qualitative, but not both) from the same design is used in a study to measure the same variables (Denzin, 1979; Casey & Murphy, 2009; Bekhet & Zauszniewski, 2012). To this end, in this study mixed methods were used to benefit from triangulation and complementarity as well as to strengthen the results and to avoid overlapping weaknesses of monomethod studies. The basic triangulation research model can be seen in Figure 9 below.

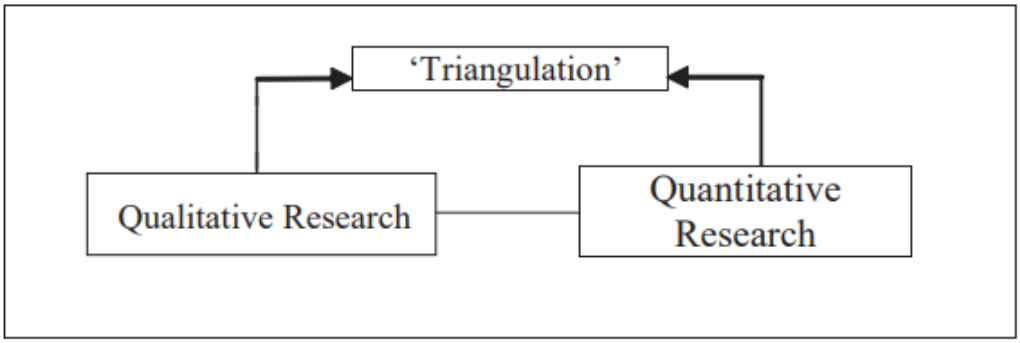

Figure 9: Basic Triangulation Research Model (Yeasmin & Rahman, 2012, p.156)

Each method has different advantages and disadvantages, however methodological triangulation balances them out. As Yeasmin and Rahman (2012) state that, using data from different sources can help researchers overcome the weakness or intrinsic biases and the problems that come from single method, single-observer, and single-theory studies.

To sum up, in this study, an embedded single-case study was used as design research which employ correlation analysis using descriptive statistics to identify English language teachers' perceptions of online (language) education during the Covid-19 pandemic period. "*Descriptive statistics try to describe the relationship between variables in a sample*" (Ali & Bashkar, 2016, p.55). More specifically, descriptive statistics presents a summary of data in terms of mean, median and mode (Ali & Bashkar, 2016). On the other hand, in this study both semi-structured interview and teacher questionnaire were conducted in order to gather rich data and to overcome the weaknesses as well as to avoid the limitations of monomethod studies (Karakaya, 2010). The primary aim of using mixed methods is for the triangulation, to ensure completeness of the data in order to identify any similarities and differences (Boyd, 2001; Casey et al., 2009; Bekhet et al., 2012).

3.2 Research Questions

Three research questions were developed to achieve the study's purpose:

1. What are the English language teachers' perceptions of the role of computer technologies in education and language instruction during the Covid-19 pandemic period?

2. What are the English language teachers' attitudes toward online education during the Covid-19 pandemic period?

3. To what extent are the following factors influential on teachers' attitudes toward ICT, online language teaching, computer attributes and their access to the Internet?

a. Gender,

b. Age,

c. Teaching Experience,

d. Degrees that English teachers hold.

3.3 Context of the Study

The current study was conducted at Eastern Mediterranean University Foreign Languages and English Preparatory School (EMU FLEPS) in Northern Cyprus during 2021-2022 Academic year (spring and fall semester). Eastern Mediterranean University (EMU) is an international university that was founded in 1979 as public university however, FLEPS continues its existence since the establishment of EMU (EMU, 2018). The university provided only English-medium education until the late 1990s but then, FLEPS changed its function based on the global changes and the new vision and missions adopted in EMU. One of the prominent visions FLEPS provides to their students is the opportunity for them to develop themselves as autonomous learners by establishing learner-centered approach based on the constructivist view (EMU, 2018). FLEPS offers courses under two main divisions. One of them is the

English Preparatory School Division (EPS) and the other one is Foreign Languages Division (FL) (see Figure 10). Since the focus of this study is the perceptions of English Language Teachers working at FLEPS, in the following section the researcher presents a general picture of EPS and FL divisions.

EPS Division provides intensive English education for students those registered to English-medium programs without adequate level of English or have failed the English Proficiency Exam established by EPS (EMU, 2018). In other words, the number of students attending the English Preparatory School program varies based on the number of student enrollments each academic year and based on the results they have had from the EPS Proficiency Exam. Hence, depending on the student number, EPS decide the number of teaching staff needed for their division. There are beginner, elementary, intermediate, pre-intermediate and upper-intermediate courses taught at EPS Division. More specifically, students who have passed the University Entrance Examination, but who are unable to pass EPS English proficiency (PROF) exam stage 1 are allocated into one of the courses in the EPS which is appropriate to their language needs (EMU, 2018). The EPS courses arranged in two semesters, namely A1, A2, B1 and UB1 (EMU, 2018). So, some of the English language teachers at EPS division teach English at beginner level (A1), elementary level (A2), pre and intermediate level (B1) and intermediate and above level (UB1). Once the students have successfully passed the English proficiency exam stage 2 (at the end of a semester or a year), they are allowed to enter their main department (for EPS course flow, see Appendix G). On the other hand, Foreign Languages Division (FL) offers more than fifty English courses (compulsory and elective courses) at department level for students those who successfully completed preparatory school education

(https://fleps.emu.edu.tr/en/about-us/handbooks). These courses include general English, English for Specific Purposes programs (ESP), Academic English, complementary English programs, elective courses and English post graduate courses (see Table 4 for FL course flow).

The academic staff working at FLEPS have Bachelor's, Master's and Doctorate degrees in language teaching as well as international language teaching qualification certificates and diplomas such as Cambridge COTE (now ICELT) and DOTE (now DELTA). By running an induction programme which is coordinated by the Teacher Training and Development Unit at the beginning of each sesmester, newly recruited full-time or part-time staffs familiarized with the organization and its practices. The purpose of the induction program is to monitor their performance and progress for a smooth adaptaion process into new instructional system. Besides, teachers can engage in professional development activities throughout the semester to ensure and maintain effective teaching such as; internal or external training seminers, workshops and conferences.

Table 4: Foreign Languages Division Course Flow (EMU,2018)

<table>
<tr><td></td><td colspan="2">FACULTIES</td><td colspan="4">COURSE(S)</td></tr>
<tr><td rowspan="8">ENGLISH-MEDIUM PROGRAMS</td><td colspan="2">Engineering</td><td colspan="2" rowspan="8">ENGL191* → ENGL182

*Students who get 60 and above from English Proficiency Exam Stage II)</td><td colspan="2" rowspan="8">ENGL181** → ENGL182

**Students who get between 50 – 59 from English Proficiency Exam Stage II)</td></tr>
<tr><td colspan="2">Business</td></tr>
<tr><td colspan="2">Communication</td></tr>
<tr><td colspan="2">Arts & Sciences</td></tr>
<tr><td colspan="2">Pharmacy</td></tr>
<tr><td colspan="2">SCT</td></tr>
<tr><td colspan="2">Health Sciences</td></tr>
<tr><td colspan="2">Tourism & Hospitality</td><td colspan="4">ENGL105 → ENGL106</td></tr>
<tr><td colspan="2">Medicine</td><td colspan="4">ENGL131 → ENGL 133
TUSL191 → TUSL192 → TUSL291 → TUSL391</td></tr>
<tr><td rowspan="2">2-year TURKISH-MEDIUM PROGRAMS</td><td colspan="2">SCT</td><td colspan="4" rowspan="2">ENGL161 → ENGL162</td></tr>
<tr><td colspan="2">Health Sciences</td></tr>
<tr><td rowspan="9">TURKISH-MEDIUM PROGRAMS</td><td colspan="2">Education</td><td colspan="4">ENGL151 → ENGL152</td></tr>
<tr><td colspan="2">Health Sciences</td><td colspan="4" rowspan="6">ENGL171 → ENGL172</td></tr>
<tr><td colspan="2">Arts & Sciences</td></tr>
<tr><td colspan="2">Communication</td></tr>
<tr><td colspan="2">Business</td></tr>
<tr><td colspan="2">SCT</td></tr>
<tr><td colspan="2">Engineering</td></tr>
<tr><td colspan="2">Tourism (Culinary Arts)</td><td colspan="4">ENGL107 → ENGL108</td></tr>
<tr><td colspan="2">Law (School of Justice)</td><td colspan="4">ENGL153 → ENGL154</td></tr>
<tr><td colspan="2">Law</td><td colspan="4">ENGL155 → ENGL156
ENGL255 → ENGL256</td></tr>
<tr><td rowspan="2">ELECTIVES</td><td>UNIVERSITY (English-medium Programs)</td><td>UNIVERSITY (Turkish-medium Programs)</td><td>AREA</td><td colspan="2">FOREIGN LANGUAGES</td></tr>
<tr><td>ENGL101
ENGL112
ENGL115
ENGL301
ENGL302
ENGL304
ENGL312
ENGL401
MLDE117
MLDE118</td><td>MDBS117
MDBS118</td><td>ENGL201
ENGL203
ENGL304
ENGL309
ENGL315
ENGL352
ENGL353
ENGL452
ENGL453</td><td>UNIVERSITY
FREN111
FREN112
GERM111
GERM112
GERM211
GREE111
GREE112
GREE211
RUSS111
RUSS112</td><td>AREA
FREN101
FREN102
GERM101
GERM102
GERM201
GREE101
RUSS101</td></tr>
<tr><td>POSTGRADUATE PROGRAMS</td><td colspan="3">ENGL509 →ENGL511 →ENGL513 →ENGL515</td><td colspan="2"><u>Elective</u>
ENGL521
ENGL523
ENGL525</td></tr>
</table>

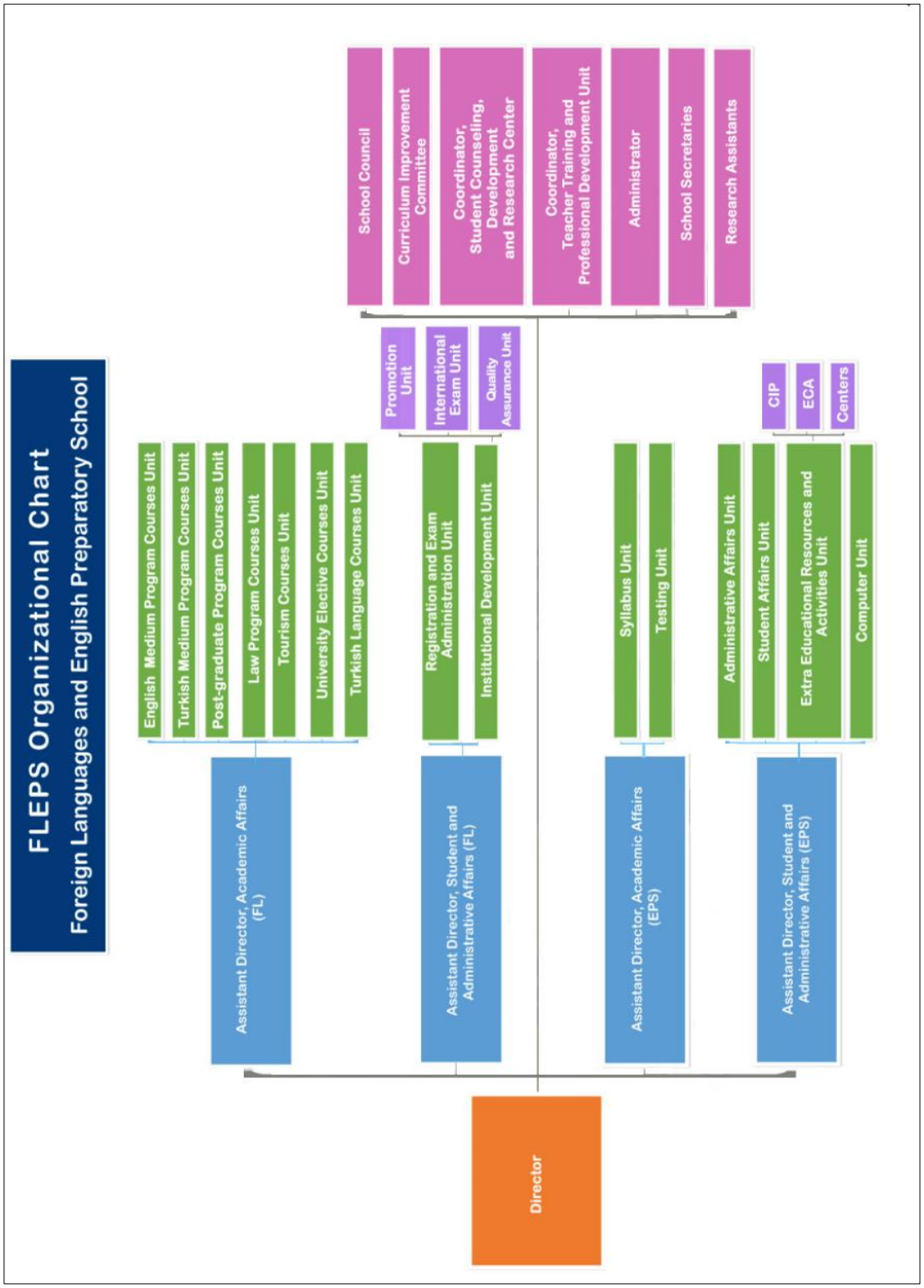

Figure 10: FLEPS Organizational Chart (EMU, 2018)

3.4 Participants of the Study

The participants (sample) of this study were (n=*91*) English language teachers who work at Foreign Languages and English Preparatory School (FLEPS) of Eastern Mediterranean University in Famagusta, North Cyprus. Approximately 160 instructors working at FLEPS were invited for the present study during the Fall and Spring Semesters of 2021-2022. Quantitative data were collected in 2 months. The participants of the current study were chosen based on the researcher' judgment (purposive sampling). Thus, all participants in the current study had fully online language teaching, more specifically ERT, experience for at least three semesters because of the coronavirus pandemic -lockdown- therefore, respondents yielded rich-information for the present research.

There were total of 115 English language teachers who responded to the online questionnaire however, only responses of 91 participants were used in the statistical analysis due to some missing responses and for the sake of sampling method (purposive sampling technique). Therefore, as Figure 11 displays, 91 English language teachers constituted the sample of the present study, 68 of whom were female *(74.7%)* and 23 of whom were male *(25.3%)*.

One of the fundamental goals of the present research was to discover whether gender, age, teaching experience and degree that the participants hold were dominant factors that effects participants' access to the internet and computers, their perceptions regarding Information and Communication Technologies, their awareness regarding computer attributes and toward online language instruction. Therefore, it is worth to mention that, because of the number of male English language teachers were too few

at EMU FLEPS, the gender distribution was not well balanced. Therefore, great majority of the teacher participants (*n=68*) consisted of female *(74,7%)*, while male participants *(25,3%)* were minority (*n=23*).

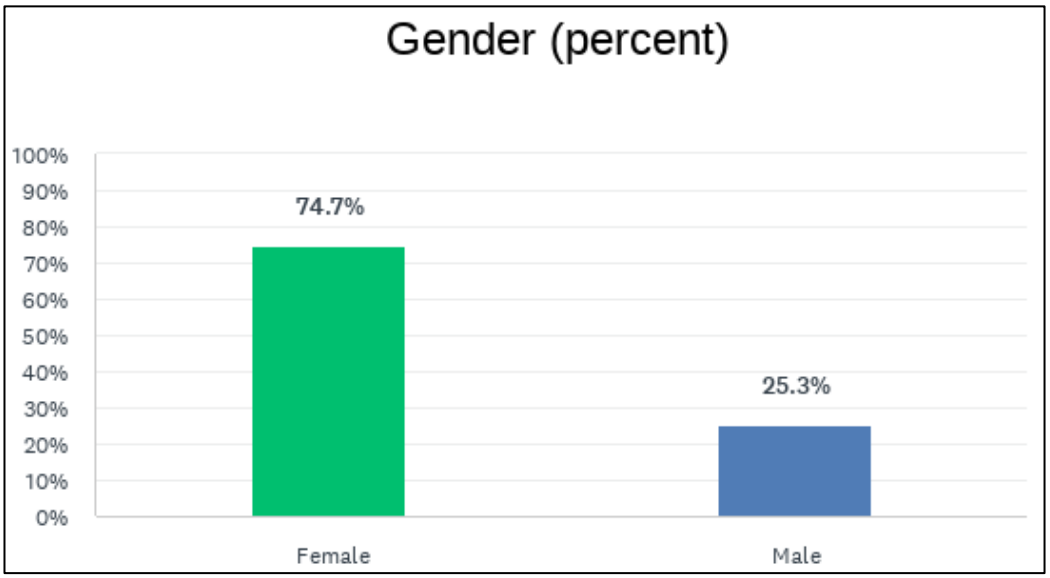

Figure 11: Gender Statistics of the Participants

Regarding the respondents' age group, it is clearly seen in Figure 12 that English language teachers belong to 46 years old and over group compose the majority of the study. On the other hand, it is seen that 21-35 age group constitutes a small fraction of the total population when compared with the other groups. To illustrate, as figure 12 indicates below, more than half of the participants *(57,1%)* are 46 years old and over (n=*52*). Secondly, *(29.7%)* of the participants (n=*27*) belong to the 36-45 age group, and finally, *(13,2%)* of the participants (n=*12*) constitute the 21-35 age group.

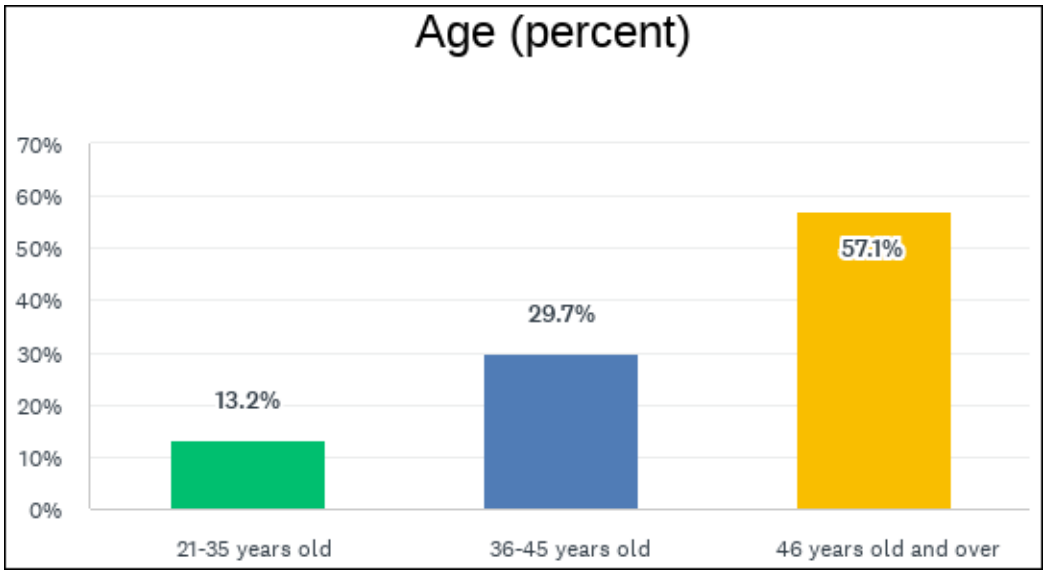

Figure 12. Age Statistics of the Participants

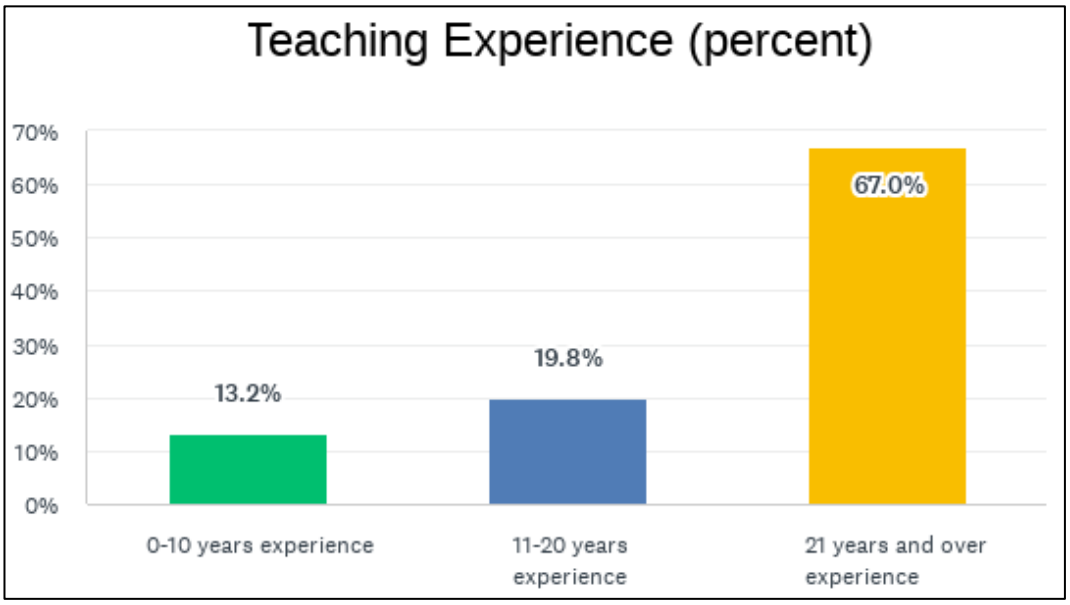

Figure 13. Teaching Experience Statistics of the Participants

Moreover, according to Figure 13, when teaching experience of the respondents were analyzed, it is clearly seen that great majority *(67.0%)* of the participants (n=*61*) belong to the category of 21 years and over years experience. This group *(67,0%)* constitutes 2/3 of the total population. Secondly, *(19,8%)* of respondents (n=*18*) belong to 11-20 years experience group. Lastly, *(13,2%)* of the respondents (n=*12*)

constitute the 0-10 years experience group. When comparing age and experience distribution of the participants, it is clearly seen that both statistics shows a correlation. Before the calculation of the statistics, 9 participants have "*less than a year experience*" were eliminated since they did not experience fully online language teaching that was the criteria for the purposeful sampling that the current study relies on.

When the degrees that English teachers hold taken into consideration, according to Figure 14 below, the majority *(59,3%)* of the participants (n=*54*) hold a master's degree. On the other hand, *(28,6%)* of the respondents (n=*26*) hold a bachelor's degree and *(12.1%)* of them (n=*11*) hold doctoral degree.

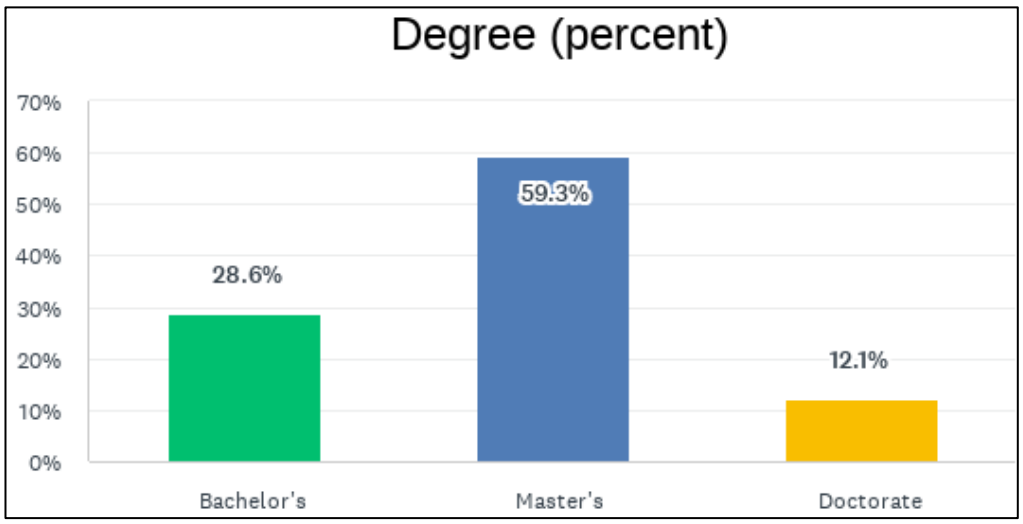

Figure 14: Degree Statistics of the Participants

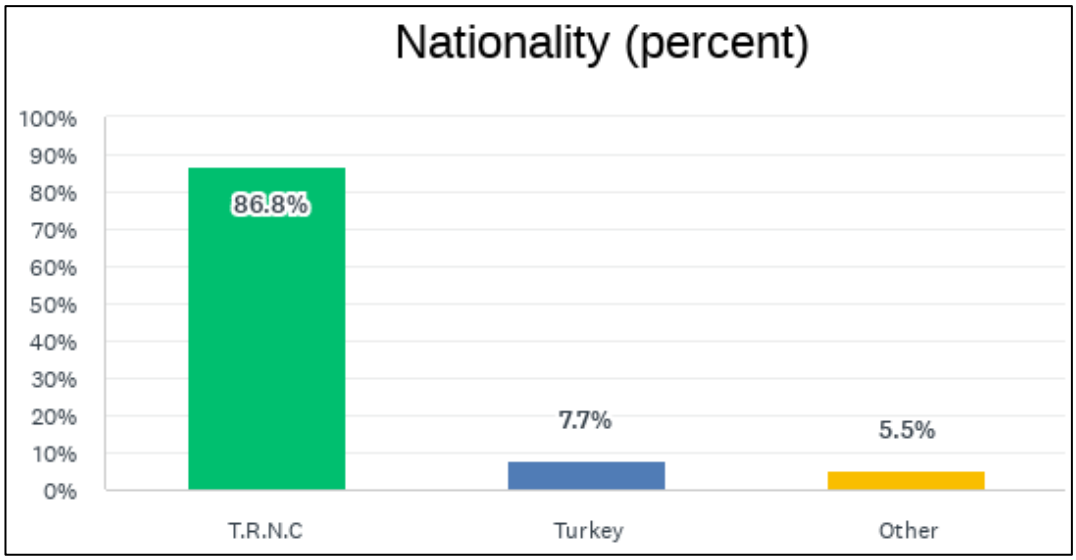

Figure 15: Nationalities of the Participants.

It is explicitly seen in Figure 15 that most *(86,8%)* of the participants (n=*79*) in the current study were from Turkish Republic of Northern Cyprus (T.R.N.C). On the other hand, *(7.7%)* of the participants (n=*7*) are from Turkey and *(5,5%)* of them (n=*5*) from other countries (Syrian, Hungarian, Iran and Jordan). Based on the statistics of the participants' nationalities, it can be concluded that all most all of the participants (T.R.N.C and Turkey) in the current study speaks Turkish language as their mother tongue.

The participants of this study in terms of FL and EPS divisions are almost well balanced. According to Figure 16, *(44,0%)* of the participants (n=*40*) are working at EPS division whereas *(56,0%)* of the participants (n=*51*) are working at FL division at EMU, Northern Cyprus.

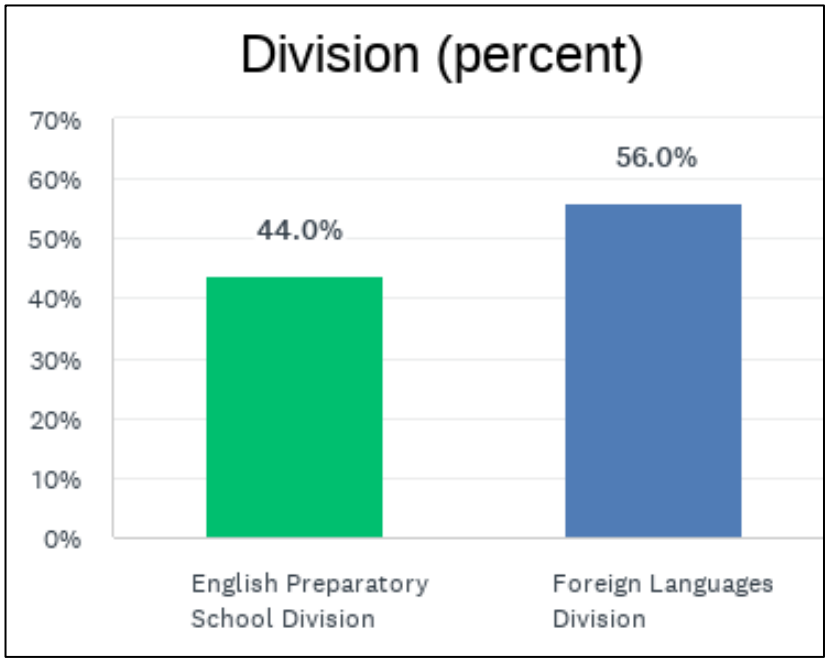

Figure 16: Departments (Division) Statistics of the Participants

3.4.1 Sampling Method

The researcher used nonprobability sample technique in order to choose a sample of units from the population (Etikan, Musa & Alkassim 2016). More specifically, non-probability sample derives from the researcher targeting a sample of units from the population, as it was a single university in the present study where the researcher have also worked as a research assistant at Alumni Communication and Career Research Directorate office in the campus, and were considerably less expensive in terms of accessibility, resources and time for the context (Cohen et al., 2007; Etikan et al., 2016). Non-probability sampling technique is also useful when there is large population that randomization is almost impossible (Etikan et al., 2016). In the present study, the aim of the researcher was not to generalize the results for the population but rather to identify, describe and represent the English language teachers' perceptions of online teaching within a specific case -EMU FELPS- therefore, non-probability technique was used.

To be more specific, the quantitative data was gathered from 91 English language teachers who work in Foreign Languages and English Preparatory School at EMU by using an online questionnaire. However, when they were asked to take part in the qualitative study, only 3 participants out of 91 accepted to take part in the qualitative study. The main reasons behind this was i) the researcher had difficulty in gaining access to the participants because the researcher had only e-mail addresses of the participants and it was hard to emphasize the importance of the study using only e-mail as a communication tool and ii) the researcher did not want to compel teachers to participate in the interviews. As Creswell (2007) mentioned, it is important for a researcher to determine specific participants of a study and whether the sampling method is suitable for his/her study. Therefore, by using snowball sampling technique, the researcher could first identify specific number of participants who have the characteristics in which the researcher interested -in this case, 3 participants who were willing to participate- and these people were then used as the seeds who help to recruit second group of participants and the subject of the study grow like a snowball (Heckathorn, 2001; Cohen et al., 2007; Bilgin, 2022). In addition, this research was conducted with a judgmental (purposive) selection of respondents; those who experienced emergency remote teaching during the coronavirus pandemic period. To this end, the researcher benefited from snowball sampling in order to increase participant number for interview sessions as well as purposive sampling method among the several types of non-probability sample (convenience sampling, quota sampling, dimensional sampling, purposive sampling and snowball sampling) in order to gather rich data.

To sum up, since there was a unique case, emergency remote teaching because of Covid-19 pandemic, all the participants in the current study experienced for at least 3 semesters of fully online language teaching. In this sense, participants who did not experience ERT period and fill-in the survey were eliminated. By conducting snowball sampling method for the qualitative study -interviews-, first, the researcher identified 3 participants who have the characteristics in which the researcher interested and then they were asked to identify other participants who are information-rich for the current study.

3.5 Data Collection Instruments

The data for this study were collected using both quantitative and qualitative methods. More precisely, in the present study, two different sources of data were used: online questionnaire and semi-structured face-to-face interviews.

3.5.1 The Questionnaire

As a quantitative data collection tool, an online survey software Survey Monkey was used. The main reason of using online questionnaire instead of paper-pen style was the limitations due to the coronavirus pandemic (social distance and lockdown). The quantitative data obtained for the present study was on voluntary basis. In other words, firstly, the researcher got the necessary permission from the Board of Scientific Research and Publication Ethics (see Appendix A). Secondly, the aim and the importance of the study was explained to the FLEPS administration in order to have their approval for collecting data and finally, after having several meetings with the assistant director of English Preparatory School, the survey link has been shared with the participants via e-mail. On the other hand, qualitative data was gathered through face-to-face semi structured interviews with the participants who were already

participated in the survey (n=*17*). The researcher conducted interview sessions in an office and a coffee shop located in the campus.

The online survey used in the present study is divided into 6 main sections; background information, computer use and literacy scale, ICT scale, computer attributes scale, online language teaching scale and computers and internet usage scale.

Participants were asked to provide background information about themselves in the initial part of the online survey, which included the following statements:

- Age
- Gender
- The last degree completed
- Teaching experience
- Nationality
- Status
- Division
- Online community use

Next section of the online survey named as Computer Use and Literacy was originally generated by Karakaya (2010). There are four main item categories in this section. The first item aim to investigate the purposes of computer use by respondents. The second item investigate the participants internet usage amount in a day (hours). Last but not least, open-ended questions about in-service training and computer technologies are included in the third and fourth items. Overall, the aim of the second part of the online survey is to find out why English language teachers utilize computers and to explore

their awareness regarding the contemporary technologies in language instruction (Karakaya, 2010).

The third section of the online questionnaire, ICT scale, consisted of 5-point Likert-type scale (respectively, 1-strongly disagree, 2-disagree, 3-neutral, 4-agree, 5- strongly agree) with twenty items and have developed by Albirini (2004). The purpose of this scale is to examine the participants' views of computers in general as well as their perspectives of ICT (Karakaya, 2010).

The fourth part of the online questionnaire, Computer Attributes Scale, consisted of 5-point Likert-type scale with 18 items and was developed by Albirini (2004) in order to explore perceptions of the participant regarding the use of computers in classroom setting and language instruction (Karakaya, 2010). A selection of options ranging from "strongly disagree (1)" to "strongly agree (5)" was available to respondents.

The fifth section of the online survey, online language teaching scale, was developed by Karakaya (2010), aimed to find out perceptions of participants towards e-learning environments. This part consisted of 26 items in a 5-point Likert-type scale from "strongly disagree" to "strongly agree".

The sixth and last section of the online survey, computers and internet usage scale, was developed by Karakaya (2010) to obtain information about the English language teachers' access to the Internet and computers at their home, their school and from other places.

3.5.1.1 Reliability of the Questionnaire

According to Johnson and Christensen (2004, p.240), "*reliability refers to the consistency or stability of a set of test scores*" and Cronbach's Alpha coefficient (also known as coefficient alpha) is one of the best approaches among several ways of assessing internal consistency reliability. Dörnyei (2007) and Johnson et al. (2004) stated that the size of coefficient alpha is ranging between 0 and 1, and the acceptable coefficient alpha size in terms of reliability should be equal or greater that 0.70 (*r=.70)* for a research purpose. The reliability analysis for any scale can be conducted with SPSS (Statistical Package for the Social Sciences) which provides the Cronbach Alpha (Dörnyei, 2007).

As mentioned before, there were total of 3 main scales adapted from Albirini (2004) and Karakaya (2010) for the present study. For the current study, the online language teaching scale was adapted from Karayaka (2010) whereas the ICT and Computer Attributes scales were adapted from Albirini (2004). Karakaya (2010) and Albirini (2004) reported that the coefficient alpha for their scale was done by using 'Reliability' procedures of SPSS. Karakaya (2010) reported that the reliability analysis for online language teaching scale was done by using SPSS. 16 and the coefficient alpha was reported as 0.87 in the original study which is far beyond the acceptable level. Additionally, the coefficient alpha sizes for ICT and Computer Attributes scales reported as 0.90 and 0.86 respectively (Albirini, 2004). According to Albirini (2005), reliability analysis for ICT and Computer Attributes Scale was done by using SPSS. 12 and the results are far beyond the acceptable level (Karakaya, 2010).

3.5.2 Semi-structured Interviews

In this study, semi-structured face-to-face interviews were administrated in order to triangulate and corroborate the quantitative data. Moreover, semi-structured interviews were employed in order to gain in-depth and rich information about participants' viewpoints of online language teaching.

Although the interview questions were created in accordance with the research questions, it is worth to mention that the importance has also been given to the difference between emergency online education and online education while designing the interview questions (Hodges at el., 2020; Bozkurt et al., 2020). Bozkurt and Sharma (2020) stated that, online education is an *option* whereas emergency online education is *obligation*. Similarly, Hodges et al. (2020) mentioned that online education and emergency online education are two different terms. Therefore, the researcher decided to go into deep during the interview sessions in order to speak "*truthfully"* (Bozkurt and Sharma, 2020, p.2). In this sense, designing the interview questions under wrong assumptions and farming them around wrong definitions would be avoided. According to Bozkurt et al. (2020), putting emergency remote teaching (ERT) and online distance education in the same category would be unfair, therefore, "*it is distance educators' responsibility to use terms carefully and intentionally*" (p. ii). Rushing into emergency remote teaching, calling it online education should be approached with caution (Bozkurt et al., 2020) unless "we start to divorce ERT from online teaching" (Hodges et al., 2020).

In this sense, the interview questions were organized into 3 phases; the 'initial lockdown' phase, 'get used to' phase and 'back to the campus' phase.

Phase 1 represents the ‘initial lockdown stage” starting with the announcement of first Covid-19 case in Northern Cyprus (March 10,2020) until the end of the Spring semester (May 22, 2020). The first phase is crucial since the university staff was not ready for the sudden instructional mode shift (emergency remote teaching) and may reveal totally different experiences and/or perceptions of English language teachers towards online language teaching in relation to other 2 phases.

Phase 2 represents the ‘get used to’ phase, 2020-2021 academic year including both semesters -fall and spring semester-. EMU officially announced that fully online education model will be implemented during the 2020-2021 academic year period (two semesters) in order to prevent Covid-19. This phase is crucial in the sense that the teachers were experienced fully emergency online language teaching beforehand and were more prepared for the upcoming semester(s).

Phase 3 represents the ‘back to campus’ phase including fall and spring semesters of 2021-2022 academic year. Due to the decrease in the number of Covid-19 cases, on the 1st of September, 2021, EMU has officially announced that face-to-face education model will be implemented during the 2021-2022 academic year. The ‘back to campus’ phase is crucial in the sense that the participants had experienced three consecutive semesters of fully emergency online education before coming to the face-to-face campus education and may reveal different perceptions of English language teachers towards online language teaching in relation to other two phases.

3.6 Data Collection Procedures

First of all, the researcher got the necessary permission from the EMU Board of Scientific Research and Publication Ethics through an official permission letter, including with the scales, in order to start data collection period. Secondly, the aim and the importance of the study was explained to the FLEPS administration in order to have their approval for collecting data and finally, after having several meetings with the assistant director of English Preparatory School, the survey link has been shared with the participants via e-mail. Quantitative data were collected in 2 months, during the Fall semester of 2021-2022 academic year. On the other hand, qualitative data was gathered through face-to-face semi structured interviews. Quantitative data were collected in 2 months, during the spring semester of 2021-2022 academic year – March and April-. The researcher conducted interview sessions in an office and a coffee shop located in the campus.

3.7 Data Analysis Procedures

3.7.1 Analysis of the Questionnaire

As mentioned before, the questionnaire for the current study is adapted from Albirini (2004) and Karakaya (2010) and was distributed to the English language teachers of EMU FLEPS, in Northern Cyprus. In this study, data were collected through an online survey and was analyzed by the researcher via SPSS. 23 (Statistical Package for the Social Sciences) software. More specifically, descriptive statistics, independent sample t-test and one-way ANOVA data analysis procedures were performed via SPSS 23 software in order to answer the research questions of the current study. First of all, in data analysis procedures, frequency calculations and descriptive statistics were utilized in order to explore the reasons of using computer technologies and the internet in the content of language teaching and learning as well as to determine the computer

usage levels of English language teachers. Secondly, ICT Scale, computer attributes scale and online language teaching scale were analyzed respectively. Last but not least, inferential statistics (ANOVA) and independent sample t-test were calculated in order to explore to what extent *gender*, *age*, *teaching experience* and *degrees that English teachers hold* effects participants' perceptions of Information and Communication Technologies, computer attributes, e-learning environments, and their access to computers.

According to Dörnyei (2007) and Johnson et al. (2004), the acceptable coefficient alpha size in terms of reliability should be equal or greater that 0.70 (*r=.70)* for a research purpose. The reliability analysis for any scale can be conducted via SPSS (Statistical Package for the Social Sciences) software which provides the Cronbach Alpha (Dörnyei, 2007). Therefore, the reliability statistics for the current study calculated using Cronbach's alpha test via the "reliability" command in SPSS 23 software. As shown in Table 5 below, the results of reliability analysis for the current scales are above the acceptable size.

Table 5: Reliability Statistics of the Questionnaire

	Number of Items	**Cronbach's Alpha Coefficient**
ICT Scale	20	.85
Computer Attributes Scale	18	.87
Online Language Teaching Scale	26	.91

3.7.2 Analysis of the Interviews

In this study, semi-structured interview questions were prepared by the researcher in consultation with an expert in accordance with the research questions. In other words,

semi-structured interview questions were prepared before conducting the actual study in order to gain in-depth viewpoints of the English language teachers at FLEPS. The data collected from the semi structured interviews were analyzed using content analysis method. More specifically, every single interview session was recorded using the researcher's smart phone with the consent of the participants in order to transcribe each of the sessions and working on the coding. The coding process was smooth and easy since the questions were pre-determined (Karakaya, 2011). Although the interview questions were generated in accordance with the research questions, it is worth to mention that the importance was also given to the difference between emergency online education and online education while designing the interview questions (Hodges at el., 2020; Bozkurt et al., 2020). Therefore, as mentioned before, the interview questions were organized under 3 phases; 'initial lockdown' phase, 'get used to' phase and 'back to campus' phase.

In order to triangulate and corroborate the quantitative data, seventeen semi-structured interviews were conducted in the current study. The researcher tried to balance the following variables while contacting the participants: age, gender, teaching experience and the last degree teachers hold. To ensure privacy, not all, but some of the information was given in Table 6 below regarding the participants and the interview sessions.

Table 6: Participants of the Qualitative Research

Participant Number	Age	Gender	Experience	Degree	Division	Role	Duration of Interview
Participant 1	46	Male	23	Masters (doctoral candidate)	Foreign Languages	Full-time Instructor	120 Minutes
Participant 2	51	Female	27	Masters	Foreign Languages	Full-time Instructor	66 Minutes

Participant 3	35	Male	9	Masters	Foreign Languages	Part-time Instructor	40 Minutes
Participant 4	49	Male	21	Masters	Foreign Languages	Full-time Instructor	75 Minutes
Participant 5	53	Female	31	Bachelor	Foreign Languages	Full-time Instructor, Teacher Trainer and Professional Development Unit Member	85 Minutes
Participant 6	50	Female	27	Bachelor	Foreign Languages	Full-time Instructor	56 Minutes
Participant 7	54	Female	30	Doctorate	Foreign Languages	Assistant Director, Senior Instructor	69 Minutes
Participant 8	48	Female	25	Bachelor	Foreign Languages	Full-time Instructor	54 Minutes
Participant 9	49	Female	25	Bachelor (master candidate)	Foreign Languages	Full-time Instructor, Syllabus and Testing Unit member, Teacher Trainer and Professional Development Unit member	67 Minutes
Participant 10	43	Female	22	Masters	English Preparatory School	Assistant Director, Syllabus Unit Member, Senior Instructor	56 Minutes
Participant 11	38	Female	17	Masters	English Preparatory School	Syllabus Unit Member (group leader), Full-time Instructor	88 Minutes
Participant 12	52	Male	25	Masters	English Preparatory School	Full-time Instructor	49 Minutes
Participant 13	29	Female	6	Masters (doctoral candidate)	English Preparatory School	Full-time Instructor	56 Minutes
Participant 14	34	Male	10	Doctorate	English Preparatory School	Part-time Instructor	72 Minutes
Participant 15	56	Male	30	Doctorate	English Preparatory School, Foreign Languages	Full-time Instructor, Assisstant Director	57 Minutes
Participant 16	48	Male	26	Masters	English Preparatory School	Full-time Instructor	86 Minutes

Participant 17	44	Female	22	Masters	English Preparatory School	Full-time Instructor, Assisstant Director	47 Minutes

To summarize, seventeen semi-structured interviews were undertaken in this study. The researcher was flexible and adaptable to the participants' schedules, which allowed each interview to be conducted at mutually convenient time. The interviews were conducted in such settings as the participants' office or a coffee shop and were digitally recorded, but with due care to ensure privacy. Additionaly, during the interview sessions, the researcher positioned himself as objective viewer as he listens and records participant responses from their perspectives, without adding his personal views and allowing participants to raise any additional important points regarding the topic (Punch, 1998; Luck et al., 2007; Simon, 2011; Ezeife, 2017).

3.8 My Role as a Researcher

Simon (2011) stated that the role of a researcher while conducting quantitative research is quite different than conducting qualitative research. Researcher's role in quantitative studies is theoretically non-existent since participants' responses independent as the researcher is not there, however in qualitative studies, the researcher become instrument of data collection (Simon, 2011). In this sense, I positioned myself as a mixed methods researcher who experienced both roles, quantitative and qualitative processes. Simon (2011) also stated that keeping a research journal is useful for researcher so that (s)he can express his or her own personal reactions and reflections regarding the journey he/she experienced. Throughout my journey, I have also taken some notes -short notes- into my diary regarding the experiences I have encountered as well as my feelings while conducting the research, especially during the qualitative

process. Before sharing some of my notes with the readers, I would like to say that I chose the topic 'Online Language Teaching' based on my personal interest and with the guidance of my supervisor, especially because it has become a 'hot topic' after the Covid-19 pandemic. Reading Karakaya's (2011) work and adapting his questionnaire with his permission was also my motivation of conducting this research in the context of EMU-FLEPS. I believe that the topic 'Online Language Teaching and Learning' needs to be studied since it is directly related with technology and the technology is rapidly changing.

3.8.1 Quantitative Process

At the beginning of quantitative data collection process, the researcher and his supervisor agreed on using an online questionnaire -Survey Monkey- since there was a (Covid-19) pandemic disease. The main goal of using an online survey was to collect the quantitative data safe and quick from the participants by simply sharing the survey link via e-mail with the participants, without any physical contact. The first step was not challenging because the institution already had an existing e-mail list and the potential participants could have access to the Internet (Ritter and Sue, 2007). However, based on the researcher's notes, the absence of physical contact with the participants while collecting the qualitative data arise the feeling of 'I have missed the opportunity to introduce myself and the importance of the study for the participants -at least-'. Since the researcher was also seeking volunteering participants for the further qualitative study; 'visiting the participant physically, introducing the study and asking for their participation on a voluntary bases could increase their interest related to study'. Hence, only 3 participants among 91 were noted down their contact information at the end of the online survey (that shows they are willing to join in qualitative study -interview). Hereby, conducting an online survey for gathering

quantitative data for the research was so safe and quick as planned, however, the researcher missed the chance to speak with the participants, introducing the importance of the study by being physically there, with participants, in a friendly atmosphere.

3.8.2 Qualitative Process

According to Greenbank (2003, cited in Simon, 2011), "*the qualitative researcher must describe relevant aspects of self, including any biases and assumptions, any expectations, and experiences to qualify his or her ability to conduct the research*" (p.1). For these reasons, following part is allocated to explain researchers' expectations and experiences regarding the qualitative research process.

My role as a researcher in this study was an objective viewer (Simon, 2011). More specifically, during the interviews, in order to gather qualitative data as a qualitative researcher, I positioned myself as an objective observant (Punch, 1998; as cited in Simon, 2011). To achieve this, I listened to and recorded participant responses from their perspectives, devoid of my personal views (Ezeife, 2017).

The journey through qualitative process in this study was the most memorable moment for the researcher. As it was mentioned above, at the beginning of qualitative research journey of my study, there was a gap regarding the number of participants (n=3) who were willing to participate in the quantitative study for the research. Simon (2011) stated that, an effective qualitative researcher should think outside of the box, create ideas and build a picture benefitting from wide variety of sources. As a researcher, I was shocked and panicked at the beginning for three reasons; first, I was aware that for qualitative studies a required minimum sample size was 12 to reach information saturation (Fugard & Potts, 2015); second, the adapted sample interview questions from Karakaya's (2011) work was not sufficient for the present quantitative study in

order to develop a rich picture of the participants' perception of online language teaching since putting emergency remote teaching and online distance education in the same category would be unfair (Bozkurt, & Sharma, 2020); and finally, this was the first study that researcher is conducted. Therefore, the researcher was stuck and felt unmotivated due to above-mentioned problems. For several weeks, the researcher tried his best to find solutions and possible ways about how to add new participants for the study as well as how to redesign interview questions.

3.8.2.1 Pilot Study

Luckily, the second and last participant of the quantitative study was an expert who offered help to the researcher in order to redesign the quantitative questions. Therefore, the researcher felt that there was a need for pilot test which would help him to have accurate insight about both the method of the study (such as using snowball sampling technique in order to add new participant to the study) and other important issues (such as the interview questions) regarding the study (Yin, 2003). To be more specific, the researcher had a chance to gain experience and skill related to how interviews can best be conducted and to see in which parts his skills should be developed, before conducting the main semi-structured interviews.

In addition, according to Creswell (2009), pilot study is crucial to ensure the validity of data collection tools as well as to enhance the language and format. Therefore, a pilot study was conducted in this study for the following reasons; first, the researcher was unexperienced regarding the quantitative study since this was the first study that the researcher conducted (Burhanlı, 2017); secondly, the pilot study was seen as an opportunity in order to improve the validity of data collection tool (Creswell, 2009); and lastly, to have accurate insight about the sampling method (Yin, 2003). For these

purposes, the expert and the researcher spent 2 months together; meeting at a coffee shop regularly, discussing about the research topic and formulating the interview questions. The expert also came up with a solution of snowball sampling technique in order to increase the number of information-rich participants for the current study. Creswell (2012) stated that, in certain situations, the researcher may not find the best people to study with due to some reason, therefore, "researcher asks participants to recommend other individuals to be sampled" (p.209). As the researcher did not have the information about which teachers had experienced online language teaching at FLEPS, this population was hidden before the study. So, the researcher asked the expert (who was also a participant) to identify other participants to become members of the sample. By involving variety of participants with the help of snowball sampling method, the researcher was able to cross-check results and look for evidence disconfirming his findings (Creswell, 2013).

According to the Simon (2011), researcher who conduct a quantitative research first asks probing questions, then listens carefully, then asks further probing questions so that deeper level of conversation during the interviews can be achieved. In addition, a successful qualitative researcher aims to create a picture utilizing ideas and theories from wide range of sources (Simon, 2011). Throughout the pilot study, the researcher's main source was the expert. The expert and the researcher worked collaboratively, not only for designing interview questions but also every detail including every step from start to finish related to the interview sessions. Apart from that, designing interview questions into 3 parts allowed the researcher to conduct interview session in an understandable manner for the interviewees as well as to analyze the results in a smoother way in order to speak truthfully (Bozkurt and Sharma, 2020)

The pilot test was conducted at the beginning of spring semester of 2021-2022 academic year with an actual sample that was planned to use in the present study. In this regard, pilot interviews were carried out with 4 different participants and the data was collected accordingly during the pilot study. The interview questionnaire developed by the expert and the researcher was used during the pilot study. As a result of the pilot study, not major, but minor changes were made for the interview questions and the further participants (17 at total) were interviewed based on the last version of the interview questions (see Appendix D).

Base on the researcher notes, all the participants were happy and satisfied for having participated at the interview sessions in the current study. The overall feedback of the participants were positive who felt thankful that they had the opportunity to remember and make self-reflection regarding their own experiences during the emergency online language teaching because of the Covid-19 pandemic, lockdown period.

3.9 Summary

To sum up, this chapter presented the methodology used for the present study. First of all, research design has been presented in this chapter. Secondly, the present research questions has been presented. Then, the context of the study, participants and the sampling method were discussed in sections 3.3 and 3.4 in detailed way. Data collection instruments, data collection procedures and data analysis procedures were explained correspondingly. Finally, the researcher explained his role as a researcher and the pilot study under the 3.8 ‘My Role as a Researcher’ heading.

Chapter 4

RESULTS AND DISCUSSION

In this study, the data were collected through an online survey as well as from semi-structured F2F interviews. To analyze the results obtained from online survey, descriptive statistics, independent sample t-test, inferential statistics and one-way ANOVA measurements were performed via SPSS 23 application. On the other hand, data collected through interviews was analyzed using content analysis.

4.1 Computer and the Internet Usage

To determine how frequently the participants had access to the computers and internet in the contexts of home, school and other places apart from home or school, they were asked to classify their usage rate based on “daily”, “2 or 3 times a week”, “once a week”, “Once a month”, and “never”.

4.1.1 Access to the Internet and Computers at Home

Table 7 shows that almost all *(98,9%)* of the participants’ homes are equipped with computer and internet. On the other hand, only *(1,1%)* of the participant (n=*1*) was having difficulty in terms of computer access. None of the respondents indicated the second, fourth and fifth statements.

Table 7: The Internet and Computer Access of the Participants at Home

Access to Computers or the Internet at Home	Frequency	Percent %
Daily	90	98,9
2 or 3 times a week	0	0
Once a week	1	1,1
Once a month	0	0
Never	0	0
Total	91	100,0

Overall, the analysis indicates that significant number of English language teachers in the context of EMU FLEPS have access to the Internet and Computers on a daily basis, at their homes (see Figure 17 below). It should be mentioned that the sudden instructional mode shift (emergency online teaching) because of the Covid-19 pandemic crises has increased the usage rate of computers and internet among English language teachers at their home.

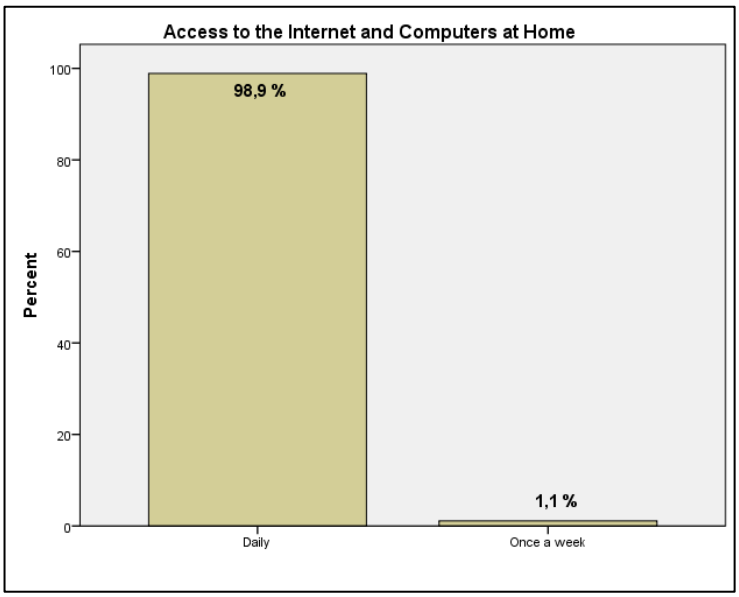

Figure 17: The Internet and Computer (Home) Access Statistics

4.1.2 Access to the Internet and Computers at School

Considering the participants' use of the Internet at their institute, Table 8 indicates that all of the *(100%)* respondents (n=*91*) have access to their personal computers or the internet in their daily lives, more specifically at their institute.

Table 8: The Internet and Computer Access of the Participants at School

Access to Computers or the Internet at School	Frequency	Percent %
Daily	91	100,0
2 or 3 times a week	0	0
Once a week	0	0
Once a month	0	0
Never	0	0
Total	91	100,0

Both home and school computer use statistics indicate that there is no significant differences among the two contexts. Figure 18 below indicates that the FLEP school of EMU is equipped with sufficient internet access as well as provide computer access for the instructors.

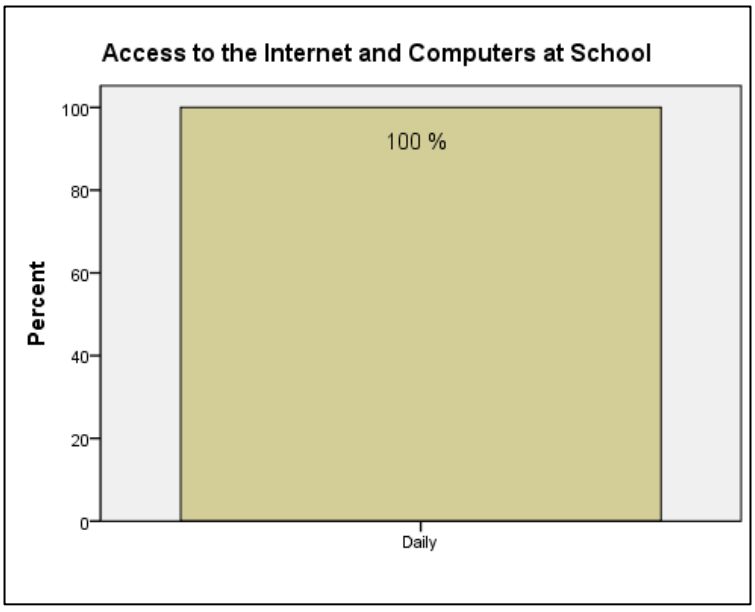

Figure 18: The Internet and Computer (School) Access Statistics

4.1.3 Access to the Internet and Computers at Other Places

As figure 19 displays, as soon as respondents' attitudes toward computer use at other places apart from home and school (such as coffee shops) considered, a decrease in participants' use of internet and computers can be clearly seen when compared to internet and computer usage at home and/or school in a daily basis.

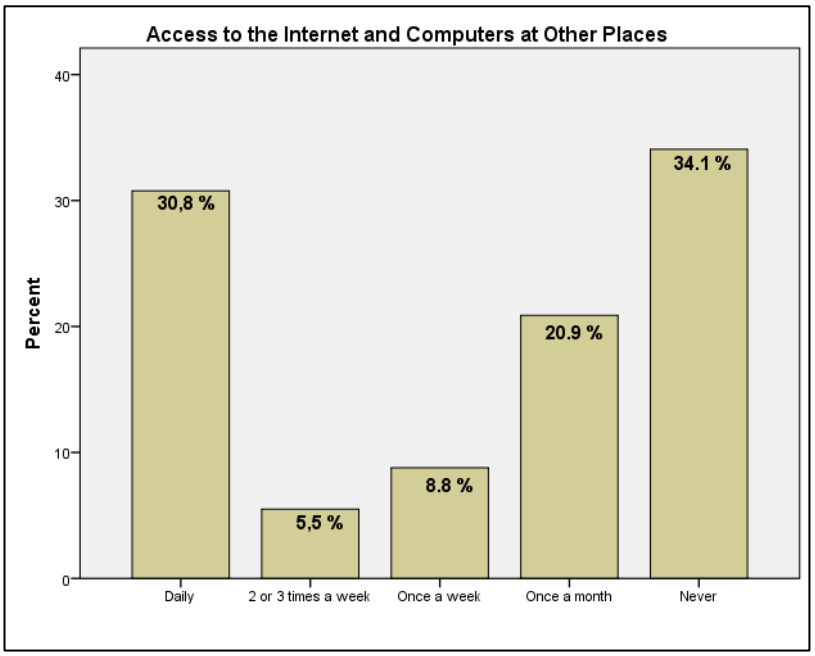

Figure 19: The Internet and Computer (Other places) Access Statistics

First of all, Table 9 shows that "never" (n=*31*) statement is the most frequent. Following this, "daily" (n=*28*) statement has the second highest frequency. Thirdly, *(20,9%)* of the respondents (n=*19*) have access to their computers per month, at other places apart from home and school (such as coffee shops). Lastly, the remaining (n=*13*) participants have access to their personal computers or the internet "2 or 3 times a week" or "once a week" at other places, besides at home and school.

Table 9: The Internet and Computer Access of the Participants at Other Places

Access to Computers or the Internet at Other Places	Frequency	Percent %
Daily	28	30,8
2 or 3 times a week	5	5,5
Once a week	8	8,8
Once a month	19	20,9
Never	31	34,1
Total	91	100,0

4.1.4 The Internet and Computers Usage Amount (hours) in a Day

In order to determine the usage amount (hours) of the participants access to the computers and/or internet in a daily basis, they were asked to state their usage rate based on “less than one hour”, “1-2 hour(s)”, “2-3 hours”, “3-4 hours”, and “4 hours and over”.

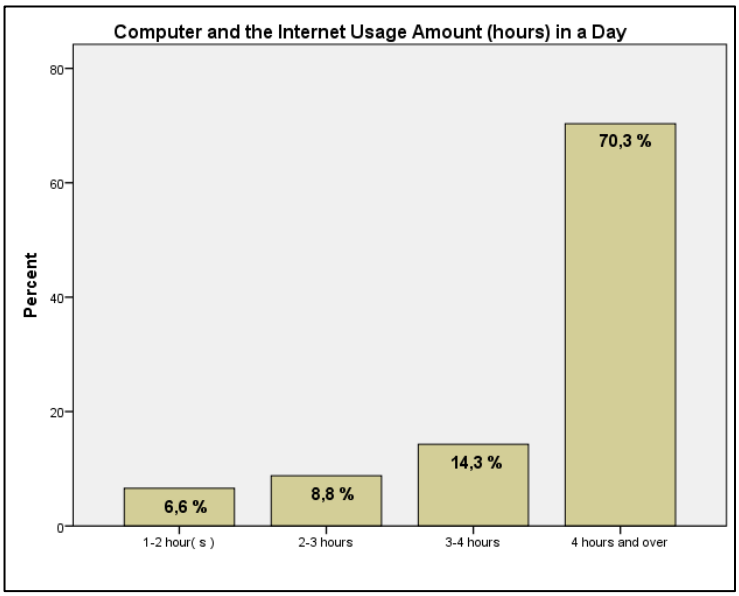

Figure 20: The Internet and Computer (hours) Access Statistics

As Figure 20 shows above, the majority *(70,3%)* of the participants (n=*64)* use the internet and computers for four hours and over in a daily basis. Secondly, it can be

clearly seen that *(14,3%)* of the participants (n=13) use the internet and computers between three to four hours in a day. Thirdly, it is observed that *(8,8%)* of the participants (n=*8*) use the internet and computers between two and three hours in their daily lives. Lastly, *(6,6%)* of the participants (n=*6*) stated that they use internet and the computers for one or maximum two hours in a day. None of the participants (n=*0*) indicated the "less than one hour" statement for the internet and computer usage in their daily routine. It could be mentioned that, based on the interview results, as a result of the corona virus pandemic, traditional classroom teaching and learning has shifted to fully online education in recent years. This shift, however, was an *obligation* rather than *option* (Bozkurt and Sharma, 2020). Therefore, all over the world, English language teachers were pushed into virtual classroom environment in order to protect the educational community from spreading the corona virus. As it can be clearly seen in Table 10 below, in the context of EMU FLEPS, considerable number of participants *(84,6%)* have access to the internet and computers for three hours or over in their daily for educational and other purposes.

Table 10: The Internet and Computer Access amount (hour) of the Participants

Access to Computers or the Internet in a Day (Hours)	**Frequency**	**Percent** %
Less than one hour	0	0
1-2 hour(s)	6	6,6
2-3 hours	8	8,8
3-4 hours	13	14,3
4 hours and over	64	70,3
Total	91	100,0

4.1.5 Use of Online Platform

In order to discover the online platform (community) use (for language teaching and learning) of participants in this study, respondents were asked to mention whether they

use or not any kind of platforms as well as which one(s) they use for educational purpose (open-ended question). According to Figure 21, all of *(100%)* the participants (n=*91*) in the context of EMU FLEPS are familiar with online platforms and utilize them for educational purposes.

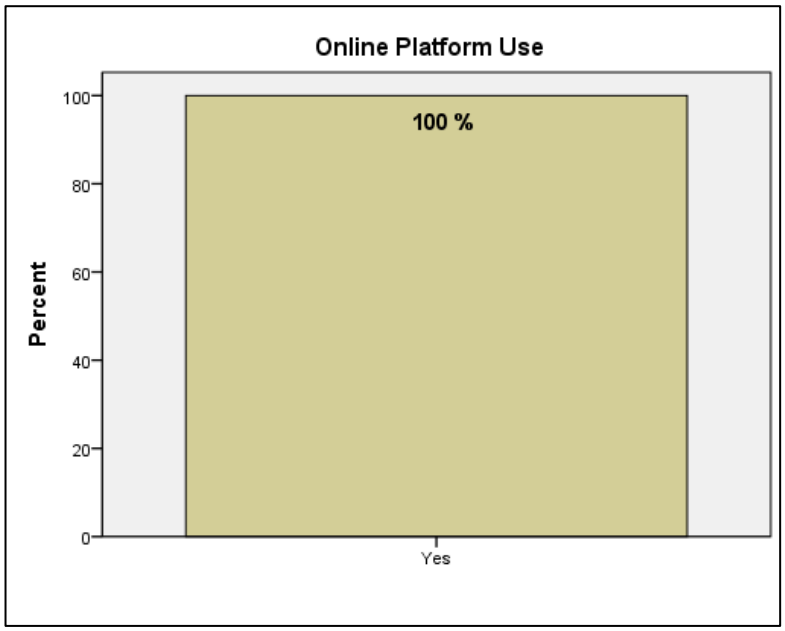

Figure 21: Use of Online Platform statistics

For instance, when the online communities taken into consideration, as Figure 22 displays, the majority of the participants use and/or aware of more than one online application (web-based or software). According to statistics of online platforms, there are 4 main online platforms that English language teachers use for language teaching and learning in the context of EMU FLEPS: Microsoft Teams, Moodle, WhatsApp and Facebook.

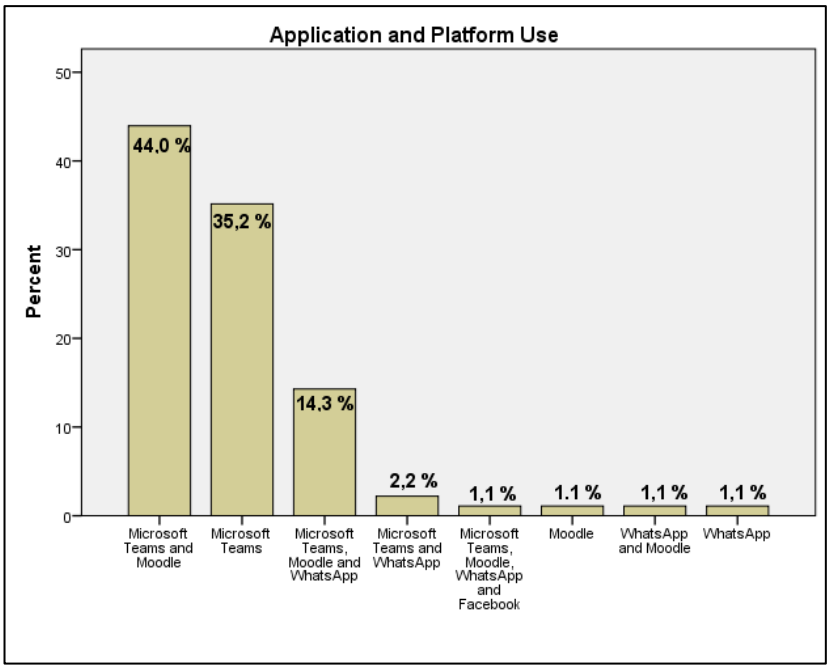

Figure 22: Statistics for the Use of Online Platforms

As table 11 indicates, *(44,0%)* of the participants (n=*40*) use Microsoft Teams along with Moodle for language teaching and learning in their lives. Second, *(35,2%)* of the participants (n=*32*) use only Microsoft Teams in order to teach English language. Third, *(14,3%)* of the participants (n=13) use WhatsApp along with Microsoft Teams and Moodle for educational purpose. Fourth, *(2,2%)* of the participants (n=*2*) use WhatsApp and Microsoft Teams together in order to teach English language. Fifth, *(1,1%)* of participant (n=*1*) use Facebook in addition to above mentioned applications. Lastly, the remaining *(3,3%)* participants (n=*3*) use either only Moodle, only WhatsApp or both Moodle and WhatsApp together for teaching English.

Table 11: Descriptive statistics for Online Platforms Usage

Application and Platform Use	Frequency	Percent %
MS Teams and Moodle	40	44,0
MS Teams	32	35,2
MS Teams, Moodle, WhatsApp	13	14,3
MS Teams and WhatsApp	2	2,2
MS Teams, Moodle, WhatsApp, Facebook	1	1,1
Moodle	1	1,1
WhatsApp and Moodle	1	1,1
WhatsApp	1	1,1
Total	91	100,0

The interview data also revealed that the great majority of the participants are also aware of some other online applications and platforms and use them for educational purpose such as Padlet, Kahoot, Wordwall, Quizlet, Youtube, Voscreen, Canvas, Viber, Liveworksheets, ISL Collective, Quizziz, Slido, AnswerGarden, Google Jamboard and Edmodo. Some participants, based on interview data, claimed that they have used some of the above-mentioned online platforms (e.g., WhatsApp and Moodle) while teaching English before the emergency remote teaching period, however, they claimed that they have found most of the useful educational online platforms and applications after the Covid-19 pandemic period (e.g., Padlet and Kahoot) since they were pushed into fully online language education. In that, the interview data verify this finding by claiming that majority of the participants do feel thankful regarding the emergency remote teaching in terms of *"we have to change ourselves somehow as educators, and it (ERT) was the key opportunity to update ourselves (as language teachers) […] and I believe that we (language teachers) do change (update) ourselves at the end of the day"* (participant 9). In short, the majority of the participants glad that they have experienced some online platforms in the sense of how to integrate them into language teaching in order to enhance language learning.

4.2 Computer and the Internet Usage Purposes

In order to find out for what purpose(s) the participants are using computers and the Internet, they were kindly asked to mention the reasons in the second part of the questionnaire. In this study, the second part of the survey "Computer Use & Literacy scale" was adapted from Karakaya (2010; primarily Arkın, 2003) in order to explore for what purposes participants, use computers and the internet. This section consist of 19 items in which the respondents had the option of selecting more than one answer if applicable.

Table 12: Computer and the Internet Usage (purpose) Statistics

Section 2 Question 1	**What do you use computers for?**		**Frequency**	**Percent %**
1	Chatting	**YES**	**47**	**51,6**
		NO	44	48,4
2	Games	**YES**	**18**	**19,8**
		NO	73	80,2
3	E-mail and mail listing	**YES**	**84**	**92,3**
		NO	7	7,7
4	Webfolios/E-portfolios	**YES**	**37**	**40,7**
		NO	54	59,3
5	Online discussion boards on language teaching	**YES**	**54**	**59,3**
		NO	37	40,7
6	Shopping online	**YES**	**36**	**39,6**
		NO	55	60,49
7	Finding materials related to lessons	**YES**	**83**	**91,2**
		NO	8	8,8
8	Preparing presentations	**YES**	**77**	**84,6**
		NO	14	15,4
9	Course management software	**YES**	**68**	**74,7**
		NO	23	25,3
10	Assigning homework	**YES**	**80**	**87,9**
		NO	11	12,1
11	Video conferencing and net-meeting	**YES**	**68**	**74,7**
		NO	23	25,3
12	Presenting course material	**YES**	**86**	**94,5**
		NO	5	5,5
13	Search engines	**YES**	**78**	**85,7**
		NO	13	14,3
14	Online dictionaries	**YES**	**66**	**72,5**

		NO	25	27,5
15	Web Blogs	**YES**	**8**	**8,8**
		NO	83	91,2
16	Wikis	**YES**	**18**	**19,8**
		NO	73	80,2
17	Moo/Muds	**YES**	**3**	**3,3**
		NO	88	96,7
18	Giving feedback to students	**YES**	**77**	**84,6**
		NO	14	15,4
19	Other	**YES**	**4**	**4,4**
		NO	87	95,6

As shown in Table 12, the highest frequency belong to the item 12. Namely, almost all *(94,5%)* of the in-service teachers (n=*86*) use computers for "Presenting course material". Following this, the majority (92,3%) of the participants (n=*84*) stated that they use computers and the internet for "e-mail and mail listing *(Item 3)*", and *(91,2%)* of the participants (n=*83*) for "finding materials related to lessons *(Item 7)*". On the other hand, Table 12 indicates that the lowest frequency belong to the item 17. Namely, very few (*3,3%*) participants (n=*3*) make use of "MOO/MUDs" for educational purpose. Following this, table 12 revealed that a very small number (n=*8*) of participants *(8,8%)* use "Web Blogs *(Item 15)*" for language teaching and learning.

Moreover, the results at the same time reveal that, most of the *(74,7%)* English language teachers (n=*68*) utilize "learning management software" *(Item 9)*" for language teaching (such as Moodle and MS Teams). Likewise, same amount *(74,7%)* of participants (n=*68*) stated that they use computers and internet for "video conferencing and net meeting *(Item 11)*". This shows that the English language teachers in the context of EMU FLEPS are confident enough of learning management systems (LMS) as well as video conferencing and net meetings in terms of the course delivery. The interview data also confirm that in the context of EMU FLEPS, the

English language teachers were exposed to use course management software(s) (also known as learning management system) due to corona virus pandemic; emergency remote teaching (ERT). Participants stated that the Eastern Mediterranean University took the decision of using Moodle and Microsoft Teams in order to deliver course instructions and materials as online at the beginning of the ERT period; in order to prevent the spread of the virus that causes Covid-19. The fact that the majority of teachers were not experienced and/or fully prepared in terms of how to manage such LMSs and video conferencing programs in order to teach English language as fully online before the Covid-19 pandemic period, they expressed that they get used to it after the *obligation* (Bozkurt & Sharma, 2020).

Furthermore, Table 12 reveals that comparatively higher percentages of teachers use computers and the internet for "assigning homework *(Item 10)*", "giving feedback to students *(Item 18)*", "preparing presentation *(Item 8)*" and for "search engines *(Item 13)*". Namely, remarkable number *(87,9%)* of participants (n=*80*) mentioned that they assign homework (Item 10) via the internet. Additionally, *(%85,7)* of the teachers (n=*78*) state that they use computers and the internet for search engines (Item 13). Similarly, two of the items have the same frequency; item 8 and item 18. Remarkable number *(84,6%)* of the respondents (n=*77*) state that they use the internet and computers for preparing presentations (Item 8), and for "giving feedback to students *(Item 18)*" (n=*77*).

Overall, according to the statistics of the Table 12, English language teachers in the context of EMU FLEPS are highly good at incorporating the internet and the computers in language instruction. In spite of this, participants have obstacles coping with MOO/MUDs, Web Blogs and Wikis. More specifically, very few *(3,3%)*

participants (n=*3*) stated that they utilize their computers for "MOO/MUD". Similarly, *(8,8%)* of the participants (n=*8*) use web blogs for language teaching. When "Wikis" taken into consideration, small amount *(19,8%)* of participants (n=*18*) stated that they utilize "Wikis" for their computer use. According to Karakaya (2010), using computer mediated communication (CMC) tools such as wikis, blogs and MOOs in language learning process may enhance students' productivity. Similarly, Peterson (2001) stated that, as a result of participation in MOOs, learners may develop autonomous learning behaviors.

4.3 Attitudes Toward Computer Technologies for Language Teaching

In this section, the three main scales conducted via the online questionnaire would be investigated: ICT Scale, Computer Attributes Scale and Online Language Teaching Scale.

4.3.1 ICT Scale

The conducted ICT scale in this study is for to examine the English language teachers' views of computers in general as well as to explore their attitudes toward ICT. The Information and Communication Technology (ICT) scale consisting of 20 items in a 5-point Likert-type scale from "strongly disagree" to "strongly agree".

Table 13: ICT Scale Statistics
(1= *Strongly Disagree*, 2= *Disagree*, 3= *Neutral*, 4= *Agree*, 5= *Strongly Agree*)

Item No.	Statements		1 SD	2 D	3 N	4 A	5 SA	Total
1	Computers do not scare me at all.	**Frequency**	**4**	**3**	**8**	**28**	**48**	91
		Percent	4,4	3,3	8,8	30,8	52,7	100,0
2	Computers make me feel uncomfortable.	**Frequency**	**51**	**29**	**6**	**4**	**1**	91
		Percent	56,0	31,9	6,6	4,4	1,1	100,0
3	I am glad there are more computers these days.	**Frequency**	**0**	**1**	**4**	**27**	**59**	91
		Percent	0,0	1,1	4,4	29,7	64,8	100,0
4	I do not like talking with others about computers.	**Frequency**	**37**	**22**	**25**	**5**	**2**	91
		Percent	40,7	24,2	27,5	5,5	2,2	100,0

5	Using computers is enjoyable.	**Frequency**	**1**	**0**	**8**	**43**	**39**	91
		Percent	1,1	0,0	8,8	47,3	42,9	100,0
6	I dislike using computers in teaching.	**Frequency**	**48**	**34**	**4**	**5**	**0**	91
		Percent	52,7	37,4	4,4	5,5	0,0	100,0
7	Computers save time and effort.	**Frequency**	**1**	**6**	**6**	**37**	**41**	91
		Percent	1,1	6,6	6,6	40,7	45,1	100,0
8	Schools would be a better place without computers.	**Frequency**	**54**	**30**	**4**	**1**	**2**	91
		Percent	59,3	33,0	4,4	1,1	2,2	100,0
9	Students must use computers in all subject matters.	**Frequency**	**0**	**6**	**24**	**37**	**24**	91
		Percent	0,0	6,6	26,4	40,7	26,4	100,0
10	Learning about computers is a waste of time.	**Frequency**	**61**	**27**	**2**	**0**	**1**	91
		Percent	67,0	29,7	2,2	0,0	1,1	100,0
11	Computers motivate students to study more.	**Frequency**	**1**	**10**	**28**	**41**	**11**	91
		Percent	1,1	11,0	30,8	45,1	12,1	100,0
12	Computers are a fast and efficient means of getting information.	**Frequency**	**1**	**0**	**1**	**30**	**59**	91
		Percent	1,1	0,0	1,1	33,0	64,8	100,0
13	I do not think I would ever need a computer in my classroom.	**Frequency**	**48**	**40**	**2**	**1**	**0**	91
		Percent	52,7	44,0	2,2	1,1	0,0	100,0
14	Computers can enhance students' learning.	**Frequency**	**0**	**1**	**10**	**53**	**27**	91
		Percent	0,0	1,1	11,0	58,2	29,7	100,0
15	Computers do more harm than good.	**Frequency**	**42**	**44**	**4**	**1**	**0**	91
		Percent	46,2	48,4	4,4	1,1	0,0	100,0
16	I would rather do things by hand than with a computer.	**Frequency**	**30**	**46**	**8**	**7**	**0**	91
		Percent	33,0	50,5	8,8	7,7	0,0	100,0
17	If I had some money, I would buy a computer.	**Frequency**	**2**	**5**	**16**	**34**	**34**	91
		Percent	2,2	5,5	17,6	37,4	37,4	100,0
18	I avoid using computers as much as possible.	**Frequency**	**48**	**39**	**2**	**2**	**0**	91
		Percent	52,7	42,9	2,2	2,2	0,0	100,0
19	I would like to learn more about computers.	**Frequency**	**0**	**4**	**12**	**46**	**29**	91
		Percent	0,0	4,4	13,2	50,5	31,9	100,0
20	I have no intention to use computers in the near future.	**Frequency**	**59**	**28**	**2**	**1**	**1**	91
		Percent	64,8	30,8	2,2	1,1	1,1	100,0

As Table 13 clearly indicates, participants' perceptions regarding information and communication technology are generally positive in the context of EMU FLEPS. According to item 13, almost all *(96,7%)* of the teachers (n=*88*) stated that (SD/D) they need computers in their classrooms. Similarly, high percentage *(92,3%)* of the participants (n=*84*) stated that (SD/D) computers are essential components of a school environment (see Item 8). By the same token, remarkable number *(94,5%)* of participants (n=*86*) expressed agreement (SA/A) with item 13 which shows that the availability of computers to teachers is a source of satisfaction for them. In addition, high percentage *(90,2%)* of teachers (n=*82*) stated that (SA/A) they enjoy using computers in their daily lives as well as in classroom according to item 5 (*Using computers is enjoyable*).

4.3.2 Computer Attributes Scale

Computer attributes scale is the fourth section of the questionnaire and investigates English language teachers attitudes of computer technologies as educational tools, especially in the language teaching and learning settings. The Computer Attributes Scale consisting of 18 items in a 5-point Likert-type scale from "strongly disagree" to "strongly agree".

Table 14: Computer Attributes Scale Statistics
(1= *Strongly Disagree*, 2= *Disagree*, 3= *Neutral*, 4= *Agree*, 5= *Strongly Agree*)

Item	Statements		1 SD	2 D	3 N	4 A	5 SA	Total
1	Computers improve education.	**Frequency**	**0**	**1**	**4**	**54**	**32**	91
		Percent	0,0	1,1	4,4	59,3	35,2	100,0
2	Teaching with computers offers real advantages over traditional methods of instruction.	**Frequency**	**0**	**2**	**12**	**52**	**25**	91
		Percent	0,0	2,2	13,2	57,1	27,5	100,0
3	Computer technology cannot	**Frequency**	**23**	**56**	**6**	**6**	**0**	91
		Percent	25,3	61,5	6,6	6,6	0,0	100,0

	improve the quality of students' learning.							
4	Using computer technology makes the subject matter more interesting.	**Frequency**	**0**	**0**	**10**	**56**	**25**	91
		Percent	0,0	0,0	11,0	61,5	27,5	100,0
5	Computers are not useful for language earning.	**Frequency**	**38**	**48**	**2**	**3**	**0**	91
		Percent	41,8	52,7	2,2	3,3	0,0	100,0
6	Computers have no place in schools.	**Frequency**	**59**	**31**	**1**	**0**	**0**	91
		Percent	64,8	34,1	1,1	0,0	0,0	100,0
7	Computer use fits well into my curriculum goals.	**Frequency**	**0**	**3**	**8**	**58**	**22**	91
		Percent	0,0	3,3	8,8	63,7	24,2	100,0
8	Class time is too limited for computer use.	**Frequency**	**14**	**53**	**15**	**9**	**0**	91
		Percent	15,4	58,2	16,5	9,9	0,0	100,0
9	Computer use suits my students' learning preferences and their level of computer knowledge.	**Frequency**	**0**	**3**	**11**	**65**	**12**	91
		Percent	0,0	3,3	12,1	71,4	13,2	100,0
10	Computer use is appropriate for many language learning activities.	**Frequency**	**0**	**5**	**7**	**62**	**17**	91
		Percent	0,0	5,5	7,7	68,1	18,7	100,0
11	It is hard for me to learn to use the computer in teaching.	**Frequency**	**32**	**52**	**3**	**4**	**0**	91
		Percent	35,2	57,1	3,3	4,4	0,0	100,0
12	I have no difficulty in understanding the basic functions of computer.	**Frequency**	**1**	**3**	**1**	**40**	**46**	91
		Percent	1,1	3,3	1,1	44,0	50,5	100,0
13	Computers complicate my task in the classroom.	**Frequency**	**28**	**49**	**6**	**8**	**0**	91
		Percent	30,8	53,8	6,6	8,8	0,0	100,0
14	Everyone can easily learn to operate a computer.	**Frequency**	**4**	**6**	**14**	**53**	**14**	91
		Percent	4,4	6,6	15,4	58,2	15,4	100,0
15	I have never seen computers at work.	**Frequency**	**80**	**10**	**0**	**1**	**0**	91
		Percent	87,9	11,0	0,0	1,1	0,0	100,0
16	Computers have proved to be effective learning tools worldwide.	**Frequency**	**2**	**1**	**7**	**38**	**43**	91
		Percent	2,2	1,1	7,7	41,8	47,3	100,0

17	I have never seen computers being used as an educational tool.	**Frequency**	**71**	**18**	**0**	**0**	**2**	91
		Percent	78,0	19,8	0,0	0,0	2,2	100,0
18	I have seen some of my colleagues use computers for teaching English.	**Frequency**	**2**	**2**	**2**	**34**	**51**	91
		Percent	2,2	2,2	2,2	37,4	56,0	100,0

Table 14 indicates that English language teachers in the context of EMU FLEPS have highly positive attitudes toward computer technologies as educational tools. To illustrate, according to item 1 (*Computers improve education*), the majority *(94,5%)* of participants (n=*86*) agreed that (SA/A) computer technology is regarded as a beneficial tool in education. Similarly, most of the *(86,8%)* participants (n=*79*) pointed out that (SD/D) the computer technology can improve the quality of the language learning according to item 3 (*Computer technology cannot improve the quality of students' learning*). Item 18 (*I have seen some of my colleagues use computers for teaching English*) also indicates (SA/A) that the most of *(93,4%)* the participants (n=*85*) in the context of EMU FLEPS are aware of computer technologies and how to use them effectively for educational purpose. The other striking finding is that the item 2 (*Teaching with computers offers real advantages over traditional methods of instruction*) shows that most of *(84,6%)* participant (n=*77*) stated that (SA/A) using computer technology over traditional methods gives advantages in terms of teaching and learning English. According to the interview data, similar findings were also found that the participants are aware of the effectiveness of using computer technologies such as interactive white boards while teaching English language. Although some of the classrooms in the context of EMU have interactive whiteboards (IWBs), majority of the classrooms have only projectors and/or whiteboards. *Participant 3* is one of the

teachers who is using IWBs while teaching English for Specific Purposes at Faculty of Tourism. Participant 3 stated that

> *I think technology should be in our lives now, in our classes. So, the teachers have to keep up with this (technology) [...] because we are living in the age of technology now […]. We (educators and/or staffs) need to remove traditional whiteboards from our classrooms […] and we (educators) should start using IWBs instead of traditional whiteboards as it (IWB) increase learners' motivation [….]*

4.3.3 Online Language Teaching Scale

The fifth section of the questionnaire (Online Language Teaching Scale) is adapted from Karakaya (2010) in order to reveal perceptions of English language teachers towards online language teaching. The fifth scale consisting of 26 items in a 5-point Likert-type scale from "strongly disagree" to "strongly agree".

Table 15: Online Language Teaching Scale Statistics
(1= *Strongly Disagree*, 2= *Disagree*, 3= *Neutral*, 4= *Agree*, 5= *Strongly Agree*)

Item	Statements		1 SD	2 D	3 N	4 A	5 SA	Total
1	Online education saves time and effort in teaching.	**Frequency**	**10**	**13**	**25**	**32**	**11**	91
		Percent	11,0	14,3	27,5	35,2	12,1	100,0
2	I would like to implement an online course if I have chance.	**Frequency**	**3**	**12**	**31**	**28**	**17**	91
		Percent	3,3	13,2	34,1	30,8	18,7	100,0
3	Online education is more effective than traditional teaching methods.	**Frequency**	**10**	**31**	**35**	**9**	**6**	91
		Percent	11,0	34,1	38,5	9,9	6,6	100,0
4	Online education does not offer the sense of face-to-face interaction.	**Frequency**	**3**	**3**	**13**	**53**	**19**	91
		Percent	3,3	3,3	14,3	58,2	20,9	100,0
5	Keeping track of the students is rather difficult in online education.	**Frequency**	**7**	**8**	**9**	**48**	**19**	91
		Percent	7,7	8,8	9,9	52,7	20,9	100,0
6	Online education appeals to my interests.	**Frequency**	**3**	**14**	**28**	**32**	**14**	91
		Percent	3,3	15,4	30,8	35,2	15,4	100,0
7	I currently carry out an online instruction in my teaching.	**Frequency**	**3**	**15**	**13**	**35**	**25**	91
		Percent	3,3	16,5	14,3	38,5	27,5	100,0
8	There is less interaction between teacher and students in online instruction.	**Frequency**	**7**	**16**	**12**	**35**	**21**	91
		Percent	7,7	17,6	13,2	38,5	23,1	100,0
9		**Frequency**	**17**	**20**	**27**	**20**	**7**	91

	Totally online courses are not effective in teaching English.	Percent	18,7	22,0	29,7	22,0	7,7	100,0
10	Online instruction offers more communicative practices.	**Frequency**	**3**	**40**	**28**	**14**	**6**	91
		Percent	3,3	44,0	30,8	15,4	6,6	100,0
11	It would be better if the course has both online and face-to-face component.	**Frequency**	**3**	**10**	**13**	**33**	**32**	91
		Percent	3,3	11,0	14,3	36,3	35,2	100,0
12	Online courses does not provide satisfaction for the students.	**Frequency**	**6**	**17**	**30**	**27**	**11**	91
		Percent	6,6	18,7	33,0	29,7	12,1	100,0
13	Online courses create problems in terms of access to the Internet.	**Frequency**	**2**	**6**	**13**	**54**	**16**	91
		Percent	2,2	6,6	14,3	59,3	17,6	100,0
14	The workload is too much in online courses.	**Frequency**	**4**	**12**	**17**	**39**	**19**	91
		Percent	4,4	13,2	18,7	42,9	20,9	100,0
15	I am competent enough to offer an online course.	**Frequency**	**2**	**6**	**9**	**40**	**34**	91
		Percent	2,2	6,6	9,9	44,0	37,4	100,0
16	I can use many more materials in online teaching.	**Frequency**	**2**	**7**	**16**	**41**	**25**	91
		Percent	2,2	7,7	17,6	45,1	27,5	100,0
17	Assigning tasks and homework is easy in online teaching.	**Frequency**	**1**	**3**	**17**	**46**	**24**	91
		Percent	1,1	3,3	18,7	50,5	26,4	100,0
18	Students learn more doing web-based activities than activities on paper.	**Frequency**	**3**	**17**	**40**	**23**	**8**	91
		Percent	3,3	18,7	44,0	25,3	8,8	100,0
19	Designing, updating, managing, and maintaining a website is difficult.	**Frequency**	**9**	**9**	**35**	**33**	**5**	91
		Percent	9,9	9,9	38,5	36,3	5,5	100,0
20	Using e-learning environments is difficult for learners.	**Frequency**	**6**	**29**	**32**	**20**	**4**	91
		Percent	6,6	31,9	35,2	22,0	4,4	100,0
21	E-learning environments are not clear and understandable.	**Frequency**	**10**	**42**	**23**	**15**	**1**	91
		Percent	11,0	46,2	25,3	16,5	1,1	100,0
22	Using e-learning environments is complicated for me.	**Frequency**	**21**	**47**	**14**	**8**	**1**	91
		Percent	23,1	51,6	15,4	8,8	1,1	100,0
23	I have supportive network and internet access at my work.	**Frequency**	**1**	**5**	**7**	**50**	**28**	91
		Percent	1,1	5,5	7,7	54,9	30,8	100,0
24	Online instruction has the potential to empower students in well-designed learning environments.	**Frequency**	**1**	**10**	**14**	**51**	**15**	91
		Percent	1,1	11,0	15,4	56,0	16,5	100,0
25	Students can easily access to a wide range of materials on the web.	**Frequency**	**0**	**2**	**5**	**43**	**41**	91
		Percent	0,0	2,2	5,5	47,3	45,1	100,0
26		**Frequency**	**3**	**16**	**14**	**43**	**15**	91

	It takes much time to prepare materials and activities for online classes.	Percent	3,3	17,6	15,4	47,3	16,5	100,0

Table 15 clearly indicates that English language teachers of EMU FLEPS are somewhat hesitant of online language teaching and learning. To illustrate, almost half *(45,1%)* of the participants (n=*41*) stated that (SD/D) online language teaching is not effective than traditional face-to-face language teaching, according to item 3 (*Online education is more effective than traditional teaching methods*). Likewise, item 9 (*Totally online courses are not effective in teaching English*) displays that, (n=*27*) of the respondents expressed agreement (SA/A) that online education is not effective in terms of teaching English language. That is to say, it is directly connected with the nature of emergency remote teaching (ERT). When respondents were asked about their first experience regarding online education in the interview sessions, they have pointed out that there were problems regarding the ground rules such as the implementation of syllabus and testing at the beginning of educational shift, from face-to-face traditional education into the emergency remote education because of the Covid-19 outbreak. More specifically, when participant 10 was asked about his/her first expression regarding the online language teaching, the answer was *"chaotic and hectic [...] because it wasn't planned"*. Moreover, when participant 17 (who was also the assistant director of EMU FLEPS) was asked about his/her colleagues' motivation regarding the sudden shift of what is usually done in classroom into ERT, the answer was *"[...] at the beginning, the colleagues at EPS, the prep school, they were actually not motivated at all [...] at first they were a little bit hesitant, they were a little bit worried [...]".* That is to say, there were many obstacles that the participants were not happy with the emergency remote education because it was not pre-planned and/or there was

no pre-determined teaching environment beforehand. According to item 24 (*Online instruction has the potential to empower students in well-designed learning environments*), remarkable number (n=*66*) of the participants *(72,5%)* stated that well-designed online language teaching and learning environment may increase learner motivation and interest regarding language learning. According to Table 15, above mentioned item 24, it is clearly seen that the participants were aware of the difference between well-designed online language education and emergency online language teaching. By the same token, the participant 10 also stated that,

> *[...] It's unfortunate that this pandemic broke out, but it was also something that we needed because I don't believe we would ever be ready to move towards trying something like this. So, it was good that everyone was pushed into this (fully online education), because I believe that everyone gained something. Those who wish to move forward and make this an opportunity can, because it's raised awareness [...]*

4.4 The Factors Affecting the Attitudes of English Language Teachers toward Computer Technologies and Their Use of Technology in Language Teaching

In this study, the following aspects were investigated in terms of age, gender, teaching experience and the degrees that participants held:

1) Internet and computer access of English language teachers (Section 2 Question 2)
2) English language teachers' perceptions of computers in general and ICT (Section 3 ICT Scale)
3) Perceptions of English language teachers toward computer use in the context of language teaching (Section 4 Computer Attributes Scale)
4) English Language teachers' perceptions of online language teaching (Section 5 Online Language Teaching Scale)

4.4.1 Age

In order to find out to what extent the age factor is influential on participants' access to computers, their perceptions of ICT, use of computers in classroom environments and online instruction, in this study, one-way ANOVA test was conducted. More specifically, there were three age groups in this study. The first group consist of (n=*12*) teachers who belong to 21-35 years old group. No participants (n=*0*) in this group were between the ages of 21-25. In second group, namely 36-45 years old, there were (n=*27*) participants. Last group, 46 years old and over, consist of (n=*52*) English language teachers.

4.4.1.1 Age and Daily Access of the participants to the Internet

Using one-way ANOVA test via the "Compare Means" command in SPSS. 23 software, daily Internet usage of the participants were analyzed. Cohen (1994) expressed that if the significant value of a test is less than $p < .05$, one would reject the hypothesis that the case is normal (null hypothesis) (p. 998). According to Table 16 and Table 17, there is a Second group, 36-45 significant difference between groups, $F(3,247) = 0.044$, $p < .05$, since the null hypothesis would be rejected at the .05 level of significance (Cohen, 1994; Karakaya, 2010).

Table 16: ANOVA for the Internet Access by Age

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Access to the Internet (daily)	Between Groups	5,136	2	2,568	3,247	0,044
	Within Groups	69,590	88	0,791		
	Total	74,725	90			

Table 17: Descriptive Statistics for the Internet Access by Age

		N	**Mean**	**Std. Deviation**	**Std. Error**
Access to the Internet (daily)	21-35 years old	12	4,92	0,289	0,083
	36-45 years old	27	4,67	0,679	0,131
	46 years old and over	52	4,29	1,054	0,146
	Total	91	4,48	0,911	0,096

More specifically, according to ANOVA with Games-Howell Post Hoc test (multiple comparisons), the significant difference is clearly seen when comparing 21-35 years old group with 46 years old and over *(mean difference=0,628*, Sig.=0,001, see table 18)*.

Table 18. Post Hoc Test for the Internet Access and Age Groups

Age Groups (A)	Age Groups (B)	Mean Difference (A-B)	Std. Error	Sig.
21-3	36-45	,250	,155	,253
	46 and over	**,628***	,168	**,001**
36-45	21-35	-,250	,155	,253
	46 and over	,378	,196	,138
46 and over	21-35	**-,628***	,168	**,001**
	36-45	-,378	,196	,138

Moreover, Figure 23 shows that, 21-35 years old group has the higher mean score (*M=4,92*) comparing the other age groups as it is clearly seen (see Figure 23) that 21-

35 years old group (M=4,92, SD=0,289) is different from the 36-45 years old group (M=4,67, SD=0,679) and 46 years old and over group (M=4,29, SD= 1,054).

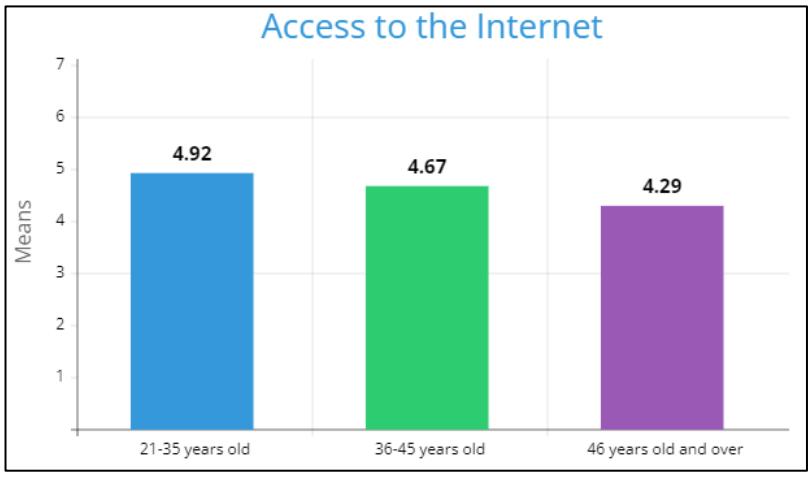

Figure 23: Age and the Internet Access Statistics

4.4.1.2 Age and the Other Constructs

To determine whether the age factor affects English language teachers' attitudes toward ICT, computer attributes and online language teaching, a one-way ANOVA was conducted in this study. However, the results of the analysis did not yield significant difference ($p > .05$). As Table 19 (ANOVA analysis) and Table 20 (descriptive statistics) indicates below, the perceptions of participants regarding ICT, Computer Attributes and Online Language Teaching are almost identical when age factor taken into consideration.

Table 19: ANOVA for Age and Other Constructs

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
ICT SCALE	Between Groups	0,201	2	0,101	0,594	0,554
	Within Groups	14,914	88	0,169		
	Total	15,115	90			
Computer Attributes Scale	Between Groups	0,278	2	0,139	0,841	0,435
	Within Groups	14,532	88	0,165		
	Total	14,810	90			

Online Language Teaching Scale	Between Groups	1,194	2	0,597	1,856	0,162
	Within Groups	28,317	88	0,322		
	Total	29,511	90			

Table 20: Descriptive Statistics for Age and Other Constructs

Descriptives					
		N	**Mean**	**Std. Deviation**	**Std. Error**
ICT SCALE	21-35 years old	12	4,2792	0,45048	0,13004
	36-45 years old	27	4,1667	0,35626	0,06856
	46 years old and over	52	4,1356	0,42890	0,05948
	Total	**91**	**4,1637**	**0,40981**	**0,04296**
Computer Attributes Scale	21-35 years old	12	4,3565	0,30746	0,08876
	36-45 years old	27	4,2469	0,31553	0,06072
	46 years old and over	52	4,1912	0,46238	0,06412
	Total	**91**	**4,2295**	**0,40565**	**0,04252**
Online Language Teaching Scale	21-35 years old	12	3,5128	0,72297	0,20870
	36-45 years old	27	3,1709	0,47948	0,09228
	46 years old and over	52	3,1760	0,57034	0,07909
	Total	**91**	**3,2189**	**0,57262**	**0,06003**

4.4.2 Gender

In order to find out to what extent the gender factor is influential on English language teachers' attitudes toward ICT, online language teaching, computer attributes and their access to the Internet, an independent sample t-test analysis conducted in the current study. More specifically the following aspects were investigated by conducting independent sample t-test in terms of gender (female and male) factors:

1) Internet and computer access of English language teachers (Section 2 Question 2)
2) English language teachers' perceptions of computers in general and ICT (Section 3 ICT Scale)

3) Perceptions of English language teachers of computer use in the context of language teaching (Section 4 Computer Attributes Scale)
4) English Language teachers' perceptions of online language teaching (Section 5 Online Language Teaching Scale)

4.4.2.1 Gender and Daily Access of the participants to the Internet

In order to determine whether gender factor is influential on participants access of computers and the Internet (daily), an independent sample t-test was conducted in this study. The result of the independent t-test did not yield statistically significant difference in terms of gender. According to the results of t-test (see Table 21 and Table 22 below), both male and female participants of the study have almost identical statistics of access to the computers and the internet.

Table 21: *t*-test Statistics for Gender and Access to the Internet.

Group Statistics					
	Gender	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Access to the Internet	Female	68	4,5882	0,796172	0,096550
	Male	23	4,1739	1,154130	0,240653

Table 22: Descriptive Statistics for Gender and Access to the Internet.

Independent Sample t-test								
		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Access to the Internet	Equal variances assumed	10,386	0,002	1,913	89	0,059	0,414	0,217
	Equal variances not assumed			1,598	29,402	0,121	0,414	0,259

4.4.2.2 Gender and ICT

In this study, one of the aims was to investigate gender factor in relation to respondents' perceptions regarding ICT. In this study, there were total of 91 participants and (n=*23*) of them were males and (n=*68*) of them were females. In order to uncover whether gender plays a role in attitudes of English language teachers toward ICT, an independent t-test was conducted in this study. The results of the t-test yielded statistically significant difference in terms of gender, $t(89) = 4{,}032$, $p < .001$, for the attitudes toward ICT (see Table 23 and Table 24).

Table 23: Descriptive Statistics for Gender and ICT

Group Statistics					
	Gender	**N**	**Mean**	**Std. Deviation**	**Std. Error**
ICT Scale	Female	68	4,0706	0,39881	0,04836
	Male	23	4,4391	0,31077	0,06480

Table 24: *t*-test Statistics for Gender and ICT

Independent Sample t-test								
		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
ICT Scale	Equal variances assumed	3,404	0,068	4,032	89	0,0001	0,36854	0,09141
	Equal variances not assumed			4,558	48,402	0,00003	0,36854	0,08086

More specifically, as Figure 24 and Table 24 indicates that the male participants (n=*23*) have higher mean scores *(M=4,43 SD= 0.39)* than female (n=*68*) participants *(M=4,07 SD= 0.31)* regarding their perceptions of Information and Communication Technology (ICT).

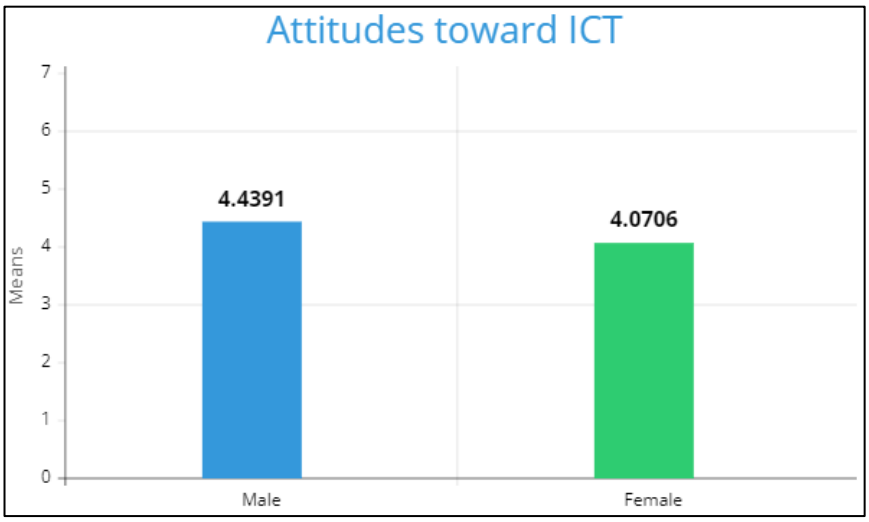

Figure 24: Gender and ICT Statistics

4.4.2.3 Gender and Computer Attributes

In order to find whether gender factor is influential in attitudes of participants toward the use of computers in educational settings, a t-test analysis was conducted in the current study. According to Table 25, the t-test yielded significant difference in terms of gender, *t(89) = 3,306, p= .001*, with regard to their perceptions of computer attributes in the context of classroom.

Table 25: *t*-test Statistics for Gender and Computer Attributes

Independent Sample t-test								
		Levene's Test for Equality of Variances		t-test for Equality of Means				
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Computer Attributes Scale	Equal variances assumed	0,056	0,814	3,306	89	0,001	0,30698	0,09286
	Equal variances not assumed			3,503	42,260	0,001	0,30698	0,08764

Table 26: Descriptive Statistics for Gender and Computer Attributes

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error
Computer Attributes Scale	Female	68	4,1520	0,39525	0,04793
	Male	23	4,4589	0,35185	0,07337

More specifically, as Table 26 and Figure 25 displays, male participants (n=*23*) have higher mean scores *(M=4,45 SD= 0.35)* than female (n=*68*) participants *(M=4,15 SD= 0.39)* regarding to their perceptions of Computer Attributes, especially in educational settings, classrooms.

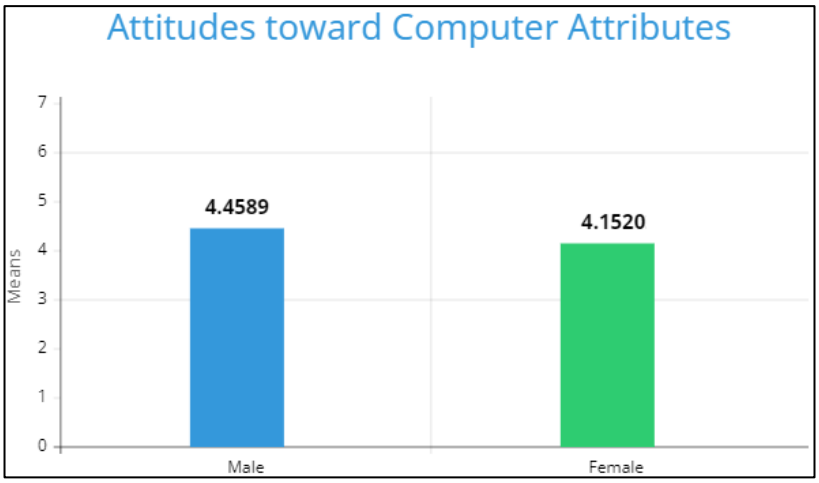

Figure 25: Gender and Computer Attributes Statistics

4.4.2.4 Gender and Online Language Attributes

Within the scope of this study, the gender of the participants were also analyzed using independent sample t-test in terms of online language attributes. The result of the t-test was statistically significant, $t(89) = 3{,}666$, $p < .001$, that there is a significant difference between male and female participants in terms of their perceptions regarding online language education (see Table 27).

Table 27: *t*-test Statistics for Gender and Online Language Teaching

Independent Sample t-test								
		Levene's Test for Equality of Variances		**t-test for Equality of Means**				
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**
Online Language Teaching Scale	Equal variances assumed	2,367	0,127	3,666	89	0,00004	0,47460	0,12947
	Equal variances not assumed			3,169	30,629	0,003	0,47460	0,14977

Figure 26 and Table 28 clearly show that the male participants (n=*23*) of the study have higher mean score *(M=3,5736)* as well as standard deviation *(SD=0,65937)* for online language teaching when comparing with female (n=*68*) participants *(M=3,0990, SD=0,48982).*

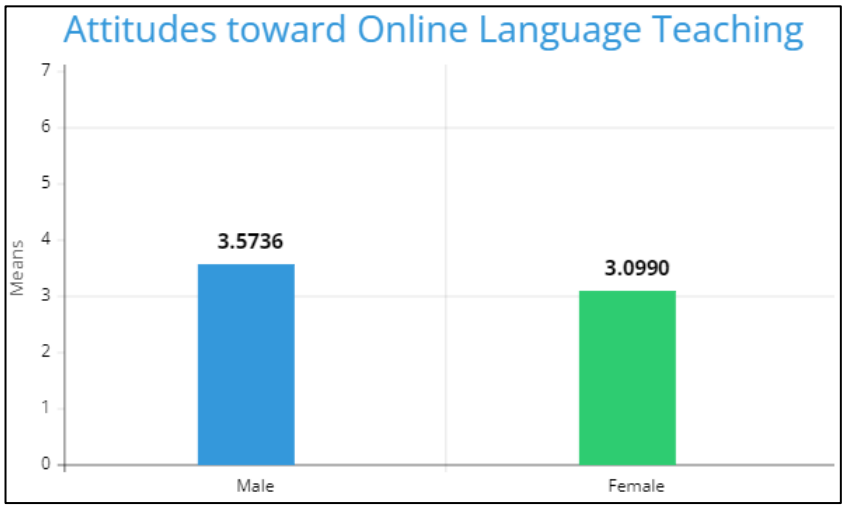

Figure 26: Gender and Online Language Teaching Statistics

Table 28: Descriptive Statistics for Gender and Online Language Teaching

Group Statistics					
	Gender	**N**	**Mean**	**Std. Deviation**	**Std. Error**
Online Language Teaching Scale	Female	68	3,0990	0,48982	0,05940
	Male	23	3,5736	0,65937	0,13749

4.4.3 Teaching Experience

In this study, one of the primary concerns was to uncover whether English language teachers' teaching experience was influential about their perceptions regarding the internet and computer access, ICT, computer use in classroom settings and online language teaching and learning. Based on the online survey results, participants' responses on their teaching experience showed that *(13.2%)* of the participants (n=*12*) had 0-10 years of experience, *(19.8%)* of them had 11-20 years of experience (n=*18*)

and *(67.0%)* of the participants (n=*61*) had 21 years of experience and over. In short, there are three teaching experience groups in this study in which "*21 years of experience and over*" group consist most of the participants *(67.0%)*.

The participants' attitudes toward the internet and computer access, ICT scale, computer attributes scale and online language teaching scale were analyzed in light of their teaching experiences using one-way ANOVA test via SPSS 23. However, based on the results of ANOVA test, there is no significant difference among teaching experience groups regarding the Internet access, ICT, computer use in classroom and online language teaching (see Table 29 and Table 30).

Table 29: ANOVA for Teaching experience and Other Constructs

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Access to the Internet	Between Groups	4,038	2	2,019	2,514	0,087
	Within Groups	70,687	88	0,803		
	Total	74,725	90			
ICT Scale	Between Groups	0,194	2	0,097	0,571	0,567
	Within Groups	14,922	88	0,170		
	Total	15,115	90			
Computer Attributes Scale	Between Groups	0,113	2	0,057	0,339	0,714
	Within Groups	14,697	88	0,167		
	Total	14,810	90			
Online Language Teaching Scale	Between Groups	0,336	2	0,168	0,507	0,604
	Within Groups	29,175	88	0,332		
	Total	29,511	90			

Table 30: Descriptive Statistics for Teaching Experience and Other Constructs

Descriptives					
		N	**Mean**	**Std. Deviation**	**Std. Error**
Access to the Internet	0-10 years experience	12	4,9216	0,28867	0,83333
	11-20 years experience	18	4,6666	0,68599	0,16169

	21 years experience and over	61	4,3442	1,01464	0,12991
	Total	91	4,4835	0,91119	0,09551
ICT SCALE	0-10 years experience	12	4,1750	0,47122	0,13603
	11-20 years experience	18	4,2528	0,30605	0,07214
	21 years experience and over	61	4,1352	0,42596	0,05454
	Total	91	**4,1637**	**0,40981**	**0,04296**
Computer Attributes Scale	0-10 years experience	12	4,2731	0,30194	0,08716
	11-20 years experience	18	4,2840	0,31072	0,07324
	21 years experience and over	61	4,2049	0,44819	0,05739
	Total	91	**4,2295**	**0,40565**	**0,04252**
Online Language Teaching Scale	0-10 years experience	12	3,3526	0,51805	0,14955
	11-20 years experience	18	3,1368	0,58049	0,13682
	21 years experience and over	61	3,2169	0,58444	0,07483
	Total	91	**3,2189**	**0,57262**	**0,06003**

4.4.4 Degrees Teacher Hold

In this study, it is assumed that the last degree earned by the English language teachers may affect their perceptions regarding ICT, computer use in classroom, online language teaching as well as the Internet and computers access in their daily lives. To this end, one-way ANOVA test was conducted in this study.

4.4.4.1 Degrees Teacher Hold and Daily Access of the Participants to the Internet

Based on the results of online survey, among the total number of participants (n=*91*), most of the participants *(59,3%)* holds a master's degree (n=*54*), while *(28,6%)* of them (n=*26*) hold a bachelor's degree and *(12.1%)* of them (n=*11*) hold doctoral degree. In order to find out whether the degrees teachers hold leads to a difference in terms of access to the Internet and computers in a daily basis, one-way ANOVA test was conducted. Based on the results of one-way ANOVA test, there was a significant difference in terms of degrees teacher hold, $F\ (3,396) = .038$, $p < .05$, for the daily access of the internet and computers (see Table 31 and Table 32). So, the result of the

one-way ANOVA ensured the hypothesis that not all three groups (Bachelor's, Master's and Doctorate) groups have the same attitudes toward the Internet and computer access.

Table 31: Degrees Teacher Hold and Test of Homogeneity of Variances for Internet Access

Test of Homogenity of Variances				
	Levene Statistics	**df1**	**df2**	**Sig.**
Internet Access	13,860	2	88	,000

Table 32: ANOVA for Degrees Teacher Hold and Internet Access

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
Access to the Internet	Between Groups	5,354	2	2,677	3,396	0,038
	Within Groups	69,371	88	0,788		
	Total	74,725	90			

With a further analysis, it is seen in Table 33 and Figure 27 that the English language teachers (n= *26*) who had a Bachelor's degree have higher averages *(M=4,8461)* than the (n=*54*) Master's Degree holders *(M=4,2962)* and (n=*11*) Doctorate Degree holders *(M=4,5454)*.

Table 33: Descriptive Statistics for Degrees Teacher Hold and Internet Access

Descriptives					
		N	**Mean**	**Std. Deviation**	**Std. Error**
Access to the Internet	Bachelor's	26	4,8461	0,464	0,091
	Master's	54	4,2962	1,057	0,144
	Doctorate	11	4,5454	0,688	0,207
	Total	91	4,4835	0,911	0,096

More specifically, according to ANOVA with Games-Howell Post Hoc test (Table 34), the significant difference is clearly seen when comparing teachers who hold Bachelor's degree with teachers who hold Master's degree *(MD=0,550*, Sig.=0,005, see Table 34)*. However, Post Hoc test did not yield significant differences among the Master's degree and Doctorate degree holder. To put it in a nutshell, based on the analysis, it can be concluded that the attitudes of participants toward the Internet and computer access on a daily basis are not same among all three groups in terms of degrees teachers hold. English teachers who hold a Bachelor's degree have more access to the internet and computers in their daily lives when comparing with other two groups.

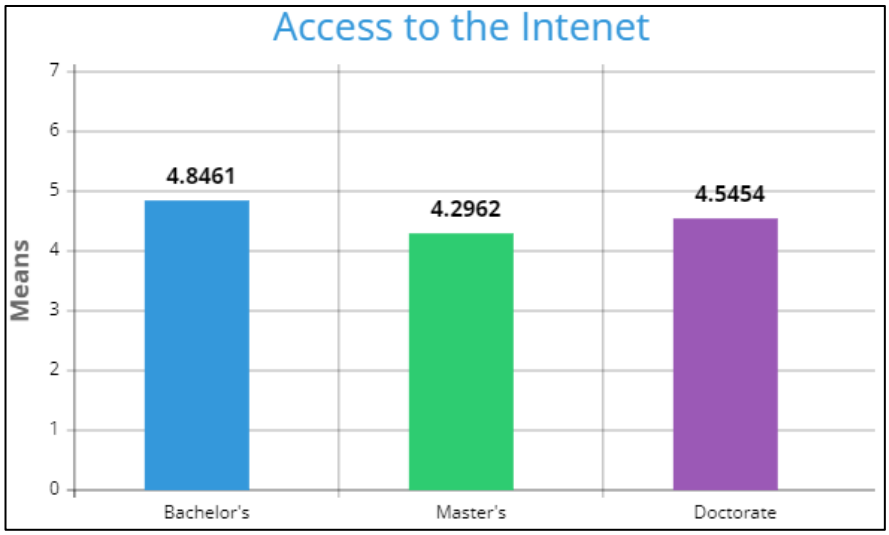

Figure 27: Degrees Teacher Hold and Internet Access (daily) Statistics

Table 34: Post Hoc Test for the Internet Access and Degrees Teachers Hold

Post Hoc Test (Multiple Comparisons)				
Last Degree Completed (A)	**Last Degree Completed (B)**	**Mean Difference (A-B)**	**Std. Error**	**Sig.**
Bachelor's	**Master's**	**0,550***	**0,170**	**0,005**
	Doctorate	0,301	0,226	0,403
Master's	**Bachelor's**	**0,550***	**0,170**	**0,005**
	Doctorate	0,249	0,252	0,593
Doctorate	Bachelor's	0,301	0,226	0,403
	Master's	0,249	0,252	0,593

4.4.4.2 Degrees Teacher Hold the Other Constructs

In this study, teachers' degrees were taken into consideration and analyzed as a factor in order to see whether it affects their attitudes regarding the ICT, computer attributes and online language teaching. However, the analysis of the one-way ANOVA test did not yield any significant differences among the degree groups (see table 35).

Table 35: ANOVA for Degrees Teacher Hold and Other Constructs

ANOVA						
		Sum of Squares	**df**	**Mean Square**	**F**	**Sig.**
ICT SCALE	Between Groups	0,190	2	0,95	0,562	0,572
	Within Groups	14,925	88	0,170		
	Total	15,115	90			
Computer Attributes Scale	Between Groups	0,011	2	0,005	0,032	0,968
	Within Groups	14,799	88	0,168		
	Total	14,810	90			
Online Language Teaching Scale	Between Groups	0,040	2	0,020	0,059	0,942
	Within Groups	29,471	88	0,335		
	Total	29,511	90			

According to Table 36 and Figure 28 below, it is clearly seen that all three degree groups have almost similar mean scores and there is no significant difference between

the teachers holding Bachelor's, Master's and Doctorate degree in terms of ICT, computer use in classroom settings and online language teaching.

Table 36: Descriptive Statistics for Degrees Teacher Hold and Other Constructs

Descriptives					
		N	**Mean**	**Std. Deviation**	**Std. Error**
ICT SCALE	Bachelor's	26	4,2000	0,34900	0,06844
	Master's	54	4,1704	0,44100	0,06001
	Doctorate	11	4,0455	0,39652	0,11955
	Total	**91**	**4,1637**	**0,40981**	**0,04296**
Computer Attributes Scale	Bachelor's	26	4,2393	0,31963	0,06269
	Master's	54	4,2305	0,44134	0,06006
	Doctorate	11	4,2020	0,43834	0,13217
	Total	**91**	**4,2295**	**0,40565**	**0,04252**
Online Language Teaching Scale	Bachelor's	26	3,1893	0,51589	0,10117
	Master's	54	3,2258	0,60459	0,08227
	Doctorate	11	3,2552	0,58691	0,17696
	Total	**91**	**3,2189**	**0,57262**	**0,06003**

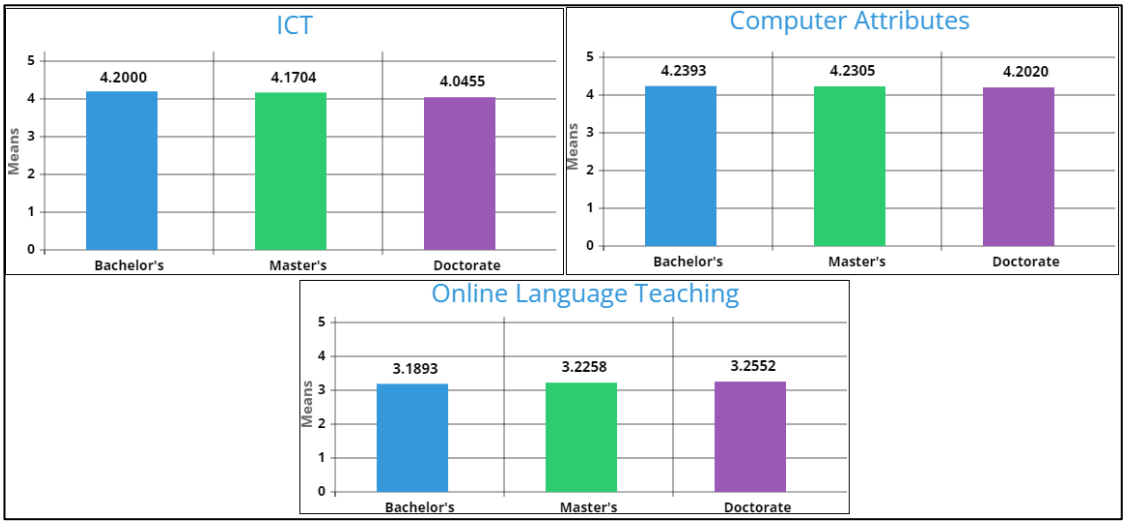

Figure 28: Mean Scores for Degree Teachers Hold and Other Constructs

4.5 Qualitative Analysis

In this study, seventeen semi-structured face-to-face interviews were administrated in order to triangulate and corroborate the quantitative data as well as to address the research questions of the study. The participants for the qualitative study (interviews) were purposefully selected for the implementation of this research. Thus, all the participants in the current study had fully online language teaching experience for at least three semester because of the coronavirus pandemic -lockdown-. Participants who did not experience the emergency remote teaching during the Covid-19 pandemic period had been eliminated in order to avoid misleading data. Moreover, semi-structured interviews were employed in order to gain in-depth and rich information about participants' viewpoints of online language teaching. More specifically, the researcher decided to use mixed methods, both qualitative (interview) and quantitative (questionnaire), research in the present study in order to get full advantage of both methods' strengths and to overcome the weaknesses as well as to avoid the limitations of monomethod studies (Karakaya, 2010).

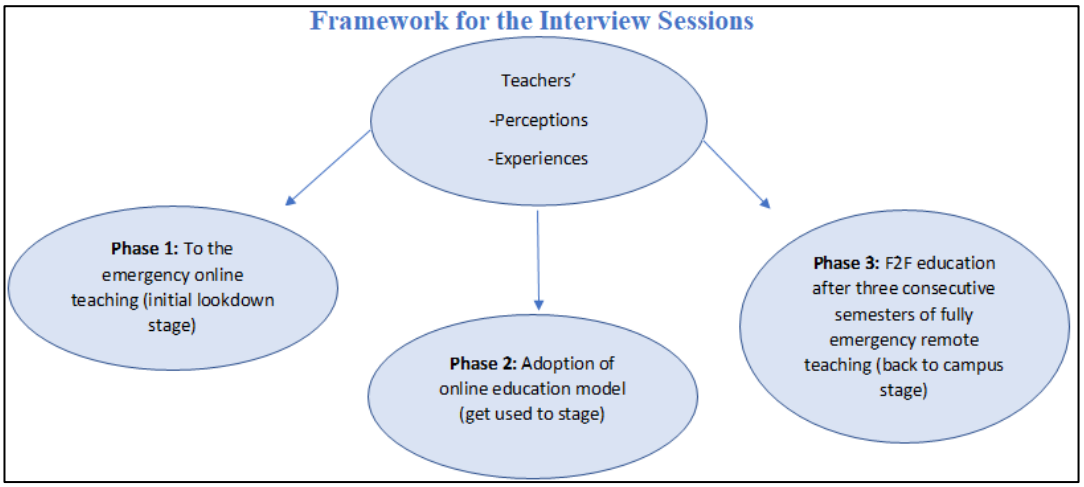

Figure 29: Three Phases of Interview Sessions

As mentioned earlier, the researcher (in consultation with an expert) had pre-determined interview questions under 3 major stages (see Appendix D): initial lockdown phase, get used to phase and back to the campus phase (as illustrated in Figure 29 above). However, within these three phases, the questions were designed by taken into consideration of the difference between emergency online education and online education (Hodges at el., 2020; Bozkurt et al., 2020). Bozkurt and Sharma (2020) stated that, online education is an *option* whereas emergency online education is *obligation*. Similarly, Hodges et al. (2020) mentioned that online education and emergency online education are two different terms. Therefore, the researcher decided to go in deep during the interview sessions in order to speak "*truthfully"* (Bozkurt and Sharma, 2020, p.2). In this sense, designing the interview questions under wrong assumptions and farming them around wrong definitions would be avoided. According to Bozkurt et al. (2020), putting emergency remote teaching (ERT) and online distance education in the same category would be unfair, therefore, "*it is distance educators' responsibility to use terms carefully and intentionally*" (p. ii). Rushing into emergency remote teaching, calling it online education would be approached with caution (Bozkurt et al., 2020) unless "we start to divorce ERT from online teaching" (Hodges et al., 2020).

According to the research purpose and in-depth responses from the participants, the following major themes have been reached and analyzed:

- **Phase 1:** The initial lockdown
- **Phase 2:** Get used to
- **Phase 3:** Back to campus

4.5.1 Phase 1 (Initial Lockdown Stage)

In order to reveal the English language teachers' experiences of first fully online language teaching semester in the context of EMU FLEPS in North Cyprus, during the interview sessions they were kindly asked to describe their own perceptions and experiences in terms of Spring semester period of 2019-2020 academic year starting with the announcement of first coronavirus case in Northern Cyprus on March 10th until the end of the semester, 22nd of May, 2020. According to results of Phase 1, all participants who have been interviewed described the initial lockdown period as "*fiasco*", "*obstacles*", "*unknown*", "*survivor*", "*vagueness*", "*chaotic*", "*hectic*", "*surprised*", "*unrehearsed*", "*unplanned*", "*unprepared*", "*unpreparedness*", "*panicked*" "*hardest moments*", "*unmotivated*", "*inexpert*", "*lack of experience*" and "*excitement*". Moreover, some of the participants even illustrated the sudden shift from F2F education to fully online teaching as the idiom "be lost at sea". More specifically, Participants 2 stated that:

> *[…] Teachers began to ask "what is it", "what is that" even for the simplest things at first. Of course, even a very simple thing can seem like a big problem because you will be swimming in an unknown sea […] it is because everyone's relationship with technology is different. […]*

Similarly, Participant 9 also stated similar words in order to illustrate the initial lockdown of ERT as:

> *[…] it is a feeling as if someone who cannot swim has been thrown into the sea; it was actually what it was. In fact, we were in a situation like this, which way to swim, which arm to throw forward; for all of us it was an unknown situation. So, it was something we had never experienced before […]*

Equivalently, participant 6 stated that "*[…] I felt like I was swimming in the middle of the sea at that time […]"*. Moreover, when the participants were asked to describe how they managed to overcome the temporary shift from traditional mode of instruction to

a remote mode of instruction as response to Covid-19 pandemic, they stated that the most difficult part of the online education was the first couple of weeks of teaching period since not only teachers but also the administration was also not prepared for the sudden shift. To illustrate, Participant 17 (full-time lecturer and assistant director at FLEPS) stated that,

> *[...] we were in between the two ideas of going to school or staying at home [...] we need to make the announcements because we are the administrators. Everyone (instructors) started calling us (administration) and they (instructors) were asking 'what to do' because we didn't know anything; we (administration) couldn't guide them. It was new for us too. We were trying to reach the higher administration and they were saying "wait"; they couldn't provide us any concrete, any solid answer at first. So, it was a really difficult time for us. As an administrator, yeah I really felt that it was one of my hardest moments in my life [...]*

One of the participants who is also a full-time instructor as well as a director in EMU FLEPS (Participant 15) described the limited time of preparation as,

> *[…] during that period, the EMU Senate and ethics committee took the decision of establishment of an online platform which is called Microsoft Teams in order to continue our education via this platform […] after the university Senate took the decision of using Microsoft Teams in order to continue our education from that platform as online, we as administrators reported this to the instructors who were working at EMU FLEPS. At the beginning, there was a chaotic situation, like how and what would happen […] for example, we didn't have the digital books at that time […] for this reason, teachers were taking the pages and photocopies of the books from their mobile phones and other devices in order to transfer them to digital media, Microsoft Teams […] that's how the lessons started through Microsoft Teams […]*

It is seen that, the beginning of the first semester of fully online language teaching, in other words emergency online teaching, was quite complicated for the teachers and administration in terms of adaptation and preparedness because of the Covid-19 pandemic-lockdown-, sudden shift of educational instruction. To be able to go in depth, the participants were asked to describe their technology and computer proficiency related to their teaching experience before the Covid-19 period. According

to results, all of the participants stated that they were familiar with computer technologies, and they were using computers for a long time, even before the Covid-19 period. Participants stated that computer technologies provides flexibility in terms of how they want to teach a specific topic for the learners as well as it makes students more focused on the topic. Overall, they have positive attitudes toward computers. However, they stated that, using computer technologies while teaching F2F education, being physically in the classroom with the students is a totally different experience than teaching English fully online, physically separated from students. One of the respondents (participant 2) reported that,

> *[…] even though you are a teacher, you have always met your students face-to-face [...] so moving to online education [...] how am I going to teach my lesson with this tool (MS Teams)? First I need learn how to use this tool before using it in classroom, however we couldn't find time for it […]*

It is clearly seen that, the *obligation* (Bozkurt & Sharma, 2020) of using certain platforms and tools (such as MS Teams, Moodle) during the emergency remote teaching without instructors' desire exposed the importance of *flexibility*, which is one of most significant advantages of remote education (Gacs et al., 2020). More specifically, Bozkurt and Sharma (2020) stated that, online education is an *option* whereas emergency online education is *obligation*. Meantime, online education gives flexibility (option) for the students and teachers in terms of *how* and *when*, it is totally the opposite when we are talking about ERT (obligation).

In the course of the interview, the participants also pointed out the importance of peer collaboration, peer-support, support from distance education institute as well as support from their divisions. In that, according to interview data, English language teachers reported that they did get help from their colleagues, from related institutes

and even from their students when they have faced such problems during the ERT period (also see Table 13 and Table 14). For example, Participant 4 who was teaching ESP for the department of computer engineering students reported that,

> *[…] I have received the greatest support from my students, from one of my classes, computer engineering students […] they taught me many things. I have also received support from our assistant directors, from our FL department […] basically, I got support from assistant directors and from my students. I should say that the support I have received gave me motivation in that period […]*

Similarly, Participant 5, who is a Teacher Trainer and Professional Development Unit Member at FL division, reported that

> *[…] the distance education institute has been very helpful in that period. We had contact there, the director, who is also a teacher […] and we were in contact with him all the time, he was in touch with us, trainer group, during that period […] and as I said, most of the time we as teacher trainer group has organized and help our collogues at foreign languages unit with the help of distance education institute […]*

And when the participants were asked about what kind of help they received from distance education institute and from their division, the interview data revealed that the distance education institute prepared and offered supportive videos in terms how to use LMS, MS Teams and videos related to material development (visit http://emuonline.emu.edu.tr/). Similarly, FL and EPS divisions created videos specially for their own needs and share them on teachers' MS Teams groups.

In addition to this, the respondents were also asked to describe students' attitudes and motivation toward the initial lockdown. Students' attitudes and perception of online education from the teachers' point of view revealed that, at the beginning of emergency remote teaching period, the students were unmotivated in terms of online education, however the participants stated that the second and third semester of ERT period, the

students were become more confident and happier with the online education although they were not prepared for the ERT at the beginning. For example, participant 1 stated that,

> *[…] the students immediately reacted on this issue (announcement of first Covid-19 case in North Cyprus) […] we (teachers) saw the students with suitcases in their hands. Everyone (students) started to return to their countries. I can say that especially students from Turkey evacuated the campus in almost two days […]*

The respondents also indicated that some of the students did not bring their personal laptops and/or computers when they return to their hometown, because the students were thinking that they would return to their dormitories after a short period of time. However, in reality, because of the increased number of Covid-19 cases in North Cyprus, the face-to-face education was suspended for 3 consecutive semesters which means some of the students who did not bring their PCs and/or laptops with them were forced to download MS Teams application on their smart phones and join their virtual classrooms in this way. The main reason of this, as respondents indicates, was "*[…] no one thought it would take this long […]*". Not only the students, but teachers were also faced some problems in terms of computer access at their homes. For example, participant 1 stated that

> *[…] there were the following problems in my house, for example, I am a teacher, my wife is also a teacher, and my son is a student […] we have faced computer access problem since we had only one computer at our house […] so after a certain time we bought two extra computers for my son and my wife […]*

In order to reveal the perceptions of participants in terms of online language teaching, the respondents kindly asked to describe their in-classroom experience while using Microsoft teams. According to results, it was a unique experience for the teachers to meet with the students in a virtual classroom. Based on the interview data, most

participants reported that keeping track of students in online education is particularly difficult due to being separated from students and lack of eye contact (see also Table 15, Item 5, p.96). To illustrate, Participant 2 stated that,

> *[…] there was no eye contact with the student […] sometimes their cameras, videos are not even open […] some of them have their own photos as profile pictures or of their pets, pictures of flowers, bugs, etc. […]*

In addition, some participants stated that more students you have in your virtual classroom, more difficulties you encounter with internet connection. In that, the participants reported that they wouldn't ask their students to open their cameras at the same time but rather one by one when they were going to talk (see also Table 15, Item 13, p.96). For example, Participant 9 stated that,

> *[…] well, at first, we (teachers) asked them (students) to open their cameras (all of them) at the same time, but then we realized that the overload made some internet connection problems (poor connection) during the meeting […] so I asked them open their cameras and microphones when they were going to talk […] this was the one of methods I tried in order to overcome internet connection problem […]*

Moreover, when the participants were asked about how they felt while teaching English in a virtual classroom as a first time, they reported that the virtual classroom environment was somehow a silent place. More specifically, participant 6 stated that,

> *[...] so, as an experience, I felt like I was speaking to a blank screen. I mean, I have turned on my camera all the time, so I did my hair and make-up as if I were going to school (physically), and that's how I sat down in front of my camera [...] I wanted my students to see a real human, a real teacher in front of them. I wanted it for my students. But from my perspective? I don't know who I saw in front of me. I mean, they did join in the classroom, but their (students) microphones and cameras were muted all the time, so it was something like they (students) would never show (speak) themselves until I call their name […] I felt like they (students) were sleeping in front of their computers or phones while I was teaching them […] as if there was no one in the classroom except me (teacher) […] so, zero reaction and interaction […] there was participation, but little […]*

In addition, when participant 6 was asked about how to increase students' interaction and motivation in the virtual classroom environment, participant 6 stated that,

> *[…] so, asking questions to each one of them (students) was one of the methods I tried in order to increase their motivation and interacting. Also, I could say that it was something like 'trial and error' for me as well […] we (teachers) have learned things as we progressed, for example how to use MS Teams […] for example, how to divide students into several groups via MS Teams in order to do group works with students […] also, I realized that students who were normally silent and embarrassed in the F2F classroom were much more active in virtual classroom […] in online education, the classroom size should not be crowded […] because if the class is crowded, it is more difficult to give every single student a chance to speak, especially in a limited time of 50 minutes […] but, I should say that the second semester of online education (ERT) was much more easier in terms how to manage the classroom. Because we as teachers and the students have learned how to use MS Teams and Moodle (LMS) […] so comparing the first semester, yeah, the second term was much smoother […]*

Similarly, participant 1 stated that,

> *[…] so, you have to keep the student active all the time because of the nature of lesson "English language teaching" […] it is not like lecturing, it is different from other lectures where students listens their teachers passively […] as a teacher you have to keep the students active during the English language lessons, even if it is a face-to-face or online education […]*

When the responses of the interviews are considered, it is clearly observed that the sudden shift from traditional classroom education to fully online education was an unexpected event for the instructors, for the students as well as for the administration in the context of EMU FLEPS because of the Covid-19 outbreak. As Hodges et al. (2020) mentioned, it may take months to properly design a course to be delivered fully online. However, in this situation, rapid approach for ETR, should be accepted as a temporary solution to an unexpected problem(s) (Hodges et al., 2020). Moreover, the interview data also revealed that some of the respondents were not prepared for the fully online education in terms of technological equipment. They stated that their computers' performance were slow related to their age, in that, some of the participants

had to buy new computers or they borrowed computers from their relatives or from school. In addition, it is also observer that the participants were not satisfied in terms of the courses they taught, especially during the first semester of ERT. The participants stated that that the quality of the courses could be better if they were prepared for the online education. For example, Participant 1 stated that,

> *[…] we (teachers) knew that we could do better, but there were other factors that dragged us down at that time (first semester) […] I have tried my best […] this is my self-criticism that I could have done better for the first semester […] but of course, we were not prepared for that […]*

Based on the interview data, it is also observer that the teachers' lack of preparedness resulted in decrease in the quality of the courses delivered (Hodges et al., 2020). However, as the quantitative data also indicates, the participants do feel comfortable (see Table 13, Item 2) using computers and taking help from others (peer-support) in order to improve their computer literacy (Table 13, Item 4). The interview and survey results also indicates that the English language teachers of EMU FLEPS attitudes toward learning new things related to computer technologies is also positive. During the interview sessions, the participants also indicated that the workload for online courses was too much (also see Table 15, Item 14). English language teachers of FLEPS, especially those who were responsible for the syllabus teams, teacher trainer and development teams, group leaders and assistant directors, stated that, during the first semester of ERT they did spend extra hours of work in order to help their colleagues to overcome their obstacles related to computer attributes. To illustrate, participant 7 stated that:

> *[…] as an administrator, for our friends (colleagues), especially who do not use their computers often and who do not use any tools related to the computer in their daily lives such as Word, PowerPoint etc. […] we had to spend a lot of time in order to teach them, in order to help them to became component enough to use Microsoft Teams […] how to open a class via the MS teams or how to organize their classes via MS teams in a very limited time […] we had spent a*

lot of hours at the beginning to make sure that these teachers are ready for this new tool […]

4.5.2 Phase 2 (Get Use to Stage)

Phase 2 represents the stage of get used to, 2020-2021 academic year including both semesters -fall and spring semesters- starting from 21st of September 2020 until 28th of May 2021 in which online education is accepted as the new normal (see also Figure 7). Following the first semester of ERT, during the summer period, EMU officially announced that fully online education model would be also implemented on the following 2020-2021 academic year (including both semesters) in order to prevent the spread of Covid-19. In this sense, the English language teachers were experienced fully emergency online language teaching beforehand and now more prepared for the upcoming semester. So, the researcher decided to go in-depth by asking general topics such as the comparison of the first semester of ERT with the second and the third semesters of ERT in order to uncover the participants' view of online education, *truthfully* (Bozkurt and Sharma, 2020, p.2). The researcher also respected how the participants framed and structured the responses, without adding his personal comments and/or interrupting the participants (Marshall & Rossman, 2006).

Comparing to the first semester of fully online education (initial lockdown stage) at EMU FLEPS, the participants in the interview sessions stated that they were more prepared for the second as well as for the third semester of online education. In addition, the participants reported that, they tried to teach their fully online lessons as they were in F2F classroom during the first semester of ERT due to lack of experience and preparedness however, they updated themselves accordingly for the second semester of online education. As Robles and Braathen (2002) mentioned, "*the idea is*

that if online instructors keep improving their teaching strategies, the student will learn more" (p. 39). More specifically, participant 5 stated that:

> *[…] I did my lessons as I was in the classroom (F2F) at first. In other words, I didn't change my teaching approach at first. But then, I realized that I need to change my approach because there was something missing, something wrong […] you cannot teach at online classes as you teach in real classroom (F2F), they are different in my opinion, at least the way you approach need to be updated […] so, in the second semester I decided to integrate more activities, more group work activities that reduces teacher talking time (TTT) and increases student talking time (STT) […]*

Similarly, Participant 10 who is an assistant director at EPS division stated that:

> *[...] we tried to plan accordingly (for the second semester), and we provided more support for teachers in the sense of how to integrate other applications and tools into their teaching plan. We didn't ask them. We gave them options […] let's say 'Kahoot', using Kahoot in the classroom, how that could involve maybe more vocabulary teaching or controlled grammar if they wish or how they could implement that and try and involve students more [...] breakout rooms were created then, and we gave sessions on how to use breakout rooms. For higher levels (students); we did more projects based. So, we gave them projects where they have to go off, but we give them in a team. So, you (students) have to work in your team, come together, and then present something. So, we (teachers) gave them stages, so we updated accordingly. And we (teachers) asked them(students) to watch videos. We tried to integrate that as well. More watching of videos and more discussion in online classes [...]*

When the participants' teaching experience taken into consideration, it is clearly seen that the majority *(67.0%)* of the participants (n=*61*) in this study has 21 years and over experience (see also Figure 13). In that, most of the participants in this study were quite experienced in terms of traditional F2F education. However, it is also known that the schools and universities in about 130 countries were closed, and educational institutions experienced a digital transformation as a result of the coronavirus crisis (UNECO, 2020, as cited in Can & Silman-Karanfil, 2022). The sudden shift from traditional classroom education into fully remote teaching environment forced teachers

to change their teaching methods as well as their approaches in an unexpected way. In that, the interview data clearly indicates that the English language teachers in the context of EMU FLEPS tried their best in order to adjust themselves in a different environment. Furthermore, the participants stated that, over the course of time, they not only gained the competence to use computer technology, but also they became interested in online education and computer technology over time (see also table 15, Item 6 "*online education appeals to my interests*". To illustrate, participant 8 said that:

> *[…] at the beginning, I felt that I lost my way because of technology. Because I couldn't adapt it so easily. However, now, I feel that I can't do it without technology […], so in a way, I want to integrate online applications, tools, technology, and online teaching into my teaching approach all the time. For example, nowadays, picking up a book as a hard copy and going to class means a lot to me, it feels like old-fashioned. I would like to see it (book) on the screen. I want my students to see what I see, together (with the students), at the same time. Being able to talk with my students on MS Teams all the time, for example, is a great feeling for me, how nice […] I don't even check my e-mails anymore. There is such a thing called MS Teams, where I can reach to my students 24/7. When I think from the students' point of view, it is also same for them since their teacher is accessible on MS Teams, 24/7. I don't know about other teachers' opinion, but I do tolerate, I do respect my students to reach me via MS Teams whenever possible. I believe that students feel more comfortable while talking to their teachers via MS Teams instead of using e-mail […]*

Furthermore, when the participants were asked about their overall experiences and comments regarding the MS Teams and Moodle tools, the participants mentioned that these applications were user-friendly. To illustrate, participant 11 said that

> *[…] at first, I found MS Teams to be very confusing due to lack of knowledge regarding how to use it, but after I got used to it, I became more familiar with it. I really didn't have any problems while using MS Teams, especially during the second and third semesters of online education […] overall, I found it very user-friendly […] on the other hand, I could say that it was easier to use Moodle […] straightforward […] but of course, we had only used Moodle as a means of entering and checking assignments and homework […] for instance, I prefer MS Teams for checking assignments. Because I can give instant feedback on the assignment uploaded by the student on MS Teams. As soon as I give feedback, the student can also see my feedback instantly from there (MS Teams) […] you can give rather written feedback or verbal, recorded feedback on MS teams […] however, in Moodle, you need to download the document uploaded by the student, then I must write my commends on it and then I have*

to reupload it. This process takes a little more time, in that sense, I find MS Teams more user-friendly […]

When interview and survey data were taken into consideration, it was observed that the English language teachers of EMU FLEPS have the competence to teach online courses (see also Table 15, Item 15 *'I am competent enough to offer an online course'*). Furthermore, they believe that online teaching makes it easier to assign homework and tasks, as well as to give feedback (see also Table 15, Item 17 *'Assigning tasks and homework is easy in online teaching'*). However, the participants stated that preparing materials and activities for online courses requires a lot of time (see also Table 15, Item 26 '*It takes much time to prepare materials and activities for online classes',* and Item 14 *'The workload is too much in online courses')*. As Sheridan (2006) stated, "*teaching an online course can be exiting, yet time-consuming to the point of infringing on an instructor's other responsibilities and personal time*" (p. 65). Most of the participants in the interview session stated that there is no significant difference in terms of time saving while preparing online activities and materials when comparing traditional classroom activities. They have stated that preparation of materials and activities for online courses took very long hours due to lack of experience at first. To illustrate, participant 11, who is a syllabus design member and a full-time instructor, said that: "*[...] due to my lack of experience, I had to spend many hours preparing activities and lesson plans at first [...]*"

Despite the fact that preparing materials and activities for online classes takes a great deal of time, participants also mentioned they couldn't find sufficient materials during the emergency teaching period due to lack of experience. However, they stated that, at the end of the day, they have realized that there are wide range of authentic activities

and materials that they can incorporate into their online courses that attract students' attention and motivation, which traditional classroom cannot afford.

As Robles and Braathen mentioned, moving courses from the traditional face-to-face classroom to a remote setting fundamentally shifts interaction, communication, instruction and assessment techniques (2002, p.43). However, in order to achieve a successful assessment system, first, the English language teachers needs to have academic competence in the course content (Robles et al., 2002). In that respect, when the respondents (especially the syllabus design members and assistant directors) asked about weaknesses and strengths of the assessment system of online education, the interview data revealed that the instructors changed the assessment breakdown before starting the new semester -second semester of ERT- for two reasons: i) to balance assessment system and ii) to avoid cheating (copying). More specifically, participant 10, who is an assistant director in EPS division, clearly identified the assessment breakdown process at second semester as:

> *[...] we started for the new semester with the assessment breakdown. We changed the assessment breakdown. We gave more points for speaking. What else did we do? Again, we changed the test progress and the final exams. We brought the grades down. So, let's say we gave writing two points, but whereas we gave speaking ten points. So, we changed the balance to try and at least ensure that passing and failing would not be possible with just a test, let's say, which they (students) could copy (cheat) with [...] also, we try to balance product. Normally we have a balance between production and receptive skills. So, we can say that we have sit exams where students take a sit exam, and they get their grades and then we have a production where we expect them (students) to speak and write and produce something. But with this system, online, we had to change the breakdown. Because we realized that we couldn't have safe browser. Students were copying with the progress and final exams, which we put as multiple choice on Moodle. So, we had to increase the speaking grade, also we couldn't test the writing. Because we realized that they were copying. Because you can't watch them while they write. So, we used Turnitin but that wasn't very helpful either. Because if we realize if they write in their mother tongue and they use Google translate and then translate it, we can't actually identify on the system. So unfortunately, we had to give grades which we knew students didn't write, but that's what they put there, and we couldn't*

identify where they copied it from. But those which we identified because there were some which were copied from other universities which Turnitin found, those which we identified we gave them zero, but we couldn't identify most of them and we knew that this student didn't produce this. Because the student didn't actually take part in any of the lessons or had the videos closed; "My camera is broken" classic, we couldn't prove it. So, we had to give them the grades in the first semester; it was the spring semester. But for the following year, we changed the breakdown, and unfortunately, we had to give more points to speaking, which students found was unfair. But that was the only solution that we (instructors) could find [...]

Similarly, when participant 15, who is full time instructor as well as an assistant director at EMU FLEPS, was asked the about weaknesses and strengths of the assessment system during the emergency remote teaching in the context of EMU FLEPS, he stated that the assessment system was a "*fiasco*" during that period since there was no proctoring systems (also known as distant supervision system) and secure browsers (secure servers) in order to monitor students taking online exams, as Rodchua et al. (2011) also stated. More specifically, participant 15 mentioned that:

[…] the online assessment system was a complete 'fiasco' during that period […] because the students have been able to cheat (copy) so easily. We have never been able to prevent this […] we did realize that the students were cheating even during the proficiency exam which was live where students were supposed to open their cameras during the exam period […] for example, as soon as the students receive their exam questions during the exam, we found out that they were deliberately disconnecting their internet connection following every question(s). So that, he or she could ask the question someone next to them or search it on the internet […] and then s/he reconnects to the exam room again and continues his/her exam […] I do not believe in online assessment […] it's a complete 'fiasco' […] In other words, I believe that these online exams should be done either on secure servers (secure browsers) or by using proctoring systems. Otherwise, I believe that the online assessments are not reliable and valid […]

Rodchua, Yaiadom-boakye and Woolsey (2011) also stated some examples of online exam cheating as:

- Exams being taken by someone other than the enrolled student.

- Copying and collaborating with others during the exam.
- Using prohibited resources, such as textbooks and websites.

The participants also mentioned that the students could easily access to a wide range of resources on the web (see also Table 15, Item 25 *'students can easily access to a wide range of materials on the web'*). The qualitative and quantitative data revealed that the students are confident enough to use computer technologies and the internet in order to access any information on the web. However, some students take this as an improper advantage to cheat during the online exam(s). In order to "*reduce the temptation to be dishonest*", Rodchua et al. (2011, p2) stated some popular stop-gap measures such as

- Proctored testing centers
- Time restricted tests
- Access passwords
- Randomly selected test questions from a database

For instance, Allen (2003) pointed out that "*proctoring assessments presents the clearest and most intuitive means for educators to ensure that their students' skill level reflects the grade they received"* (cited from Trenholm, 2007, p.7). The proctoring system may include "*the use of webcam and microphone, sharing computer screens, monitoring the network, eye tracking and/or other behavioral tracking*" (Balash et al., 2021, p.634). The main advantage of distant supervision system (proctoring systems) is letting students take tests and exams from their home while being watched by proctor, without a requirement to come to a school (Belashenkova et al., 2015). Balash et al. (2021) also stated that, online proctoring has increased by *720%* since the start

of the Covid-19 pandemic (p.634). However, some of the challenges of proctoring system, as Trenholm (2007) stated i) it does take time, ii) it does cost more money, and iii) students may fail to complete a proctored assessment.

Moreover, Participant 15 clarified proctoring systems as,

> *[...] in proctoring systems, proctoring person can observe the classroom (live) with 360 and/or 180-degree panoramic cameras. They (proctors) can easily observe every single student in the exam room [...] the cameras can also scan students' eyes (retinal scanning). There is an eye tracking technique in proctoring systems that alerts the observer(s) when there is an abnormal eye movement in terms of students' eyes. For example, if the eye tracking system detects that the student is not directly looking at his or her monitor and focusing on other things, let say more than three seconds, a warning pops-up on the proctor's screen. Nowadays there are very advanced proctoring systems [...] I believe that the validity and the reliability of an online exam results can be increased by proctoring systems [...]*

4.5.3 Phase 3 (Back to Campus Stage)

Phase 3 represents "back to campus" including fall and spring semesters of 2021-2022 academic year. On the 1st of September 2021, EMU officially announced that the F2F education model would be implemented during the 2021-2022 academic year due to the decrease in Covid cases.

In this part, the researcher focused on the attitudes of English language teachers in the sense that how they felt after they met their students in real classroom, face-to-face. Having experienced three consecutive semesters of fully online education before coming to campus education, the 'back to campus' stage revealed the overall perceptions of English language teachers toward Information Communication Technology (ICT), computer technologies in general and in educational context, their viewpoints about online language teaching and e-learning environments.

One of the most important findings of the interview data revealed that the English language teachers in the context of EMU FLEPS do feel competent enough to use computers in their daily lives, in educational settings as well as to conduct an online course (see also Table 15, Item 2 '*I would like to implement an online course if I have chance*). Most of the participants in the interview sessions indicated that they have experienced fully online language teaching for three semesters, therefore, they have achieved self confidence in terms of how to prepare materials and lesson plans that attracts students' attention and motivation during the online courses. All the participants who have been interviewed also highlighted that it would be better if the course has both online and F2F component in the sense that summative assessments such as quizzes, and exams should be done in real classroom settings rather than in an online environment. (see also Table 15). As stated before, the participants were not happy with the assessment breakdown since they couldn't monitor the students taking online exam. To illustrate, participant 13 stated that,

> *[...] we (teachers) have never been able to evaluate the real performance of the students [...] of course, their phones were in their hands, computers in front of them, maybe their friends next to them, who knows? [...] well, they copied as much as they could do and we couldn't observe them in any way. [...] it was not ethic. Even the lowest performing student, unfortunately, got high marks during that period. In other words, we couldn't find an effective measurement and evaluation system at that time [...] so, in that sense, personally, I was not happy at that time […]*

As it is clearly observer, one of the fundamental reasons of this was *cheating*. Participants said that they couldn't prevent students cheating and copying during the online assessment such as using extra computers in order to search for answers as well as collaborating with their classmates during the online assessment. As Korkmaz (2022) stated, teachers were forced to employ a variety of assessment strategies as a result of sudden Covid-19 outbreak, and online speaking assessment was one of the

useful solutions that the teachers could find. The participants in the context of the EMU FLEPS stated that they gave more point to the speaking tasks in order to prevent cheating and evaluate the students' real performance during the fully online education environment. More specifically, teachers have shifted some of the summative assessment scores to formative assessment which includes e-portfolios and speaking tasks in order to minimize the assessment obstacles such as cheating as students' cameras were open while they were speaking and recording their speech, so that teachers could observe them.

Although the participants support that summative assessments should be done in a real classroom setting, they also stated that formative assessments could be done online. They highlighted that the formative assessment done thorough the online environment saves time and effort (see also Table 15, Item 1 '*Online education saves time and effort in teaching*). The interview data revealed that the most important feature of conducting formative assessments is the feedback given. Participants stated that the feedback given through online formative assessment can be written or verbal so that the students can find their breakdown sample, test specimens for progress and final criteria so that they know what they're graded on. More specifically, when the participants were asked whether they use Moodle and MS Teams for the 'back to campus' stage, they stated although the education happens in a real classroom environment, they are still using MS Teams and Moodle in order to assess formative tasks. To illustrate, participant 10 said that:

> *[...] yes, formative assessment is still on Moodle. So it's still a general question 'where students are expected to write and upload?'. So, basically when I say formative assessment, I'm talking about their (students) portfolios. We expect all portfolio work to be on Moodle. So, even if they (students) choose to write in the classroom, they need to take a picture and upload onto Moodle. A rubric is there 'teacher's grade'. Again, teachers can give written or verbal feedback*

> *using Moodle. So yes, we have Moodle for this purpose. Again, videos and voice recording discussions, students are expected to record and again upload onto Moodle. So, that isn't going to change. No plan for change in the future either, because it's a good checking and recording system on the students. So we have records on the students as well. With Microsoft Teams, students are using Microsoft teams to do the video recordings. We're using Microsoft Teams and Moodle to share information like assessment breakdown. Students can find all this information on the web, but we're also communicating it in Microsoft Teams and on Moodle, so students can find their breakdown sample, test specimens for progress, final criteria so that they know what they're graded on, how they're being graded, etc. So yeah, we do still use MS Teams and Moodle [...]*

As Baleni (2015), Nicol et al. (2006), and Gikandi et al. (2011) stated, online formative assessments not only enhance flexibility around the time and place of taking the assessment task but also:

- Enhance authentic assessment activities.
- Fosters instant interactive feedback between teacher and students.
- Enhance student understanding and supporting achievement.
- Improves learning through self-assessment (reflection).
- Enhances self-esteem and motivation.
- And it clarifies what good performance is.

The interview data also revealed that there is less time and space limitation in online teaching. In other words, English language teachers stated that the online education has eliminated problems such as time and transportation More specifically, they highlighted that the flexibility of being at home has somehow increased teacher and student motivation in the sense that they get more sufficient sleep. Also, the results of a study conducted among 394 students by Shaun et al. (2021) have shown that, the students slept more hours during the lockdown period than the after-lockdown. Participant 1 in the interview also reported that, not only students, but also the teachers

might be able to sleep more because there was no need for the preparation in order to go to the school physically:

> *[…] perhaps the students must get up at 07:00 o'clock in morning in order to attend the F2F classroom which is at 08:30 a.m. […] but for online education, for example, maybe the students got up at 8 o'clock. Maybe they got more sufficient sleep […] me, myself for example, last time I woke up at 08:00 a.m. for my class which was at half past 8 in the morning […] I felt motivated while teaching online because I was energetic […]*

It is also observed that teachers of English in the context of EMU FLEPS are mostly integrating Microsoft Office programs such as Word, PowerPoint, Excel into their teaching practices. In addition to this, they have also stated that they are integrating such web tools into their teaching practices at F2F education which they have familiarized during the emergency remote teaching period. Based on the interview data, participants still gets benefits of using web tools such as Padlet, Kahoot, Wordwall, Quizlet, Youtube, Voscreen, Canvas, Viber, Liveworksheets, ISL Collective, Quizziz, Slido, AnswerGarden, Google Jamboard and Edmodo by integrating them into their teaching practices. More specifically, participant 8 pointed out that using Padlet in F2F classroom education has tons of advantages, especially under the pandemic circumstance. She clarified some of the advantages of using Padlet as:

> *[…] I am still using Padlet in my classroom. Because at first, because of the coronavirus pandemic, we did ask for them (students) to sit separately in the classroom. So, doing group work was almost impossible in that situation. How am I going to group these students for a group task? How are we (teachers) going to keep these kids (students) active in the classroom, or allow them to write something onto white board, especially in a crowded classroom? […] at the beginning of the semester, getting the students up to the whiteboard, asking them to write something onto it, especially using the same marker was a bit scarry because of the coronavirus, so I have decided to use the Share Point via MS Teams so that everyone can easily see and work on the task from their phone, computer or even from LCD Projector without standing up and using the actual whiteboard […] but I felt that using only MS Teams was not sufficient. Using Padlet in that situation was a life saver for me. It's like a regular whiteboard or blackboard, whatever you call it. Everyone can easily*

> *write at the same time using Padlet, you don't even waste time putting student into order. If you have 30 students, you will see 30 comments on Padlet, but using regular whiteboard means that you have to erase once the board is full. That's why I started using it (Padlet) at online environment and still using it in my classroom (F2F), without forcing students to get up, just asking them to type. You know what? I can say that using Padlet enhance students' motivation because they are familiar with phone messaging. They love using their phones. Some of my students even brought their tablets to the classroom because they love using technology. They can easily work on their tasks using their phones, no matter how big or small their phone's screens. I have never heard any complain about 'hocam (in English: teacher) I don't want to use my phone or my computer because it's hard to type', never. They are just happy using their phones and laptops in education. […]*

Based on the interview data, it is also observed that the teachers are themselves decisive of their teaching. As also Karakaya (2010) stated, it is obvious that most of these teachers came from a mechanical and teacher-centered educational system which emerge the idea that "*teachers' pedagogical beliefs is a major factor that affects the implication of computer technologies in language teaching process*" (p.103). When participants were asked about their previous experiences regarding the use of computer technology in educational settings, few respondents stated that they have already used several educational tools such as Moodle and Padlet before the Covid-19 pandemic period, however, most of them stated that they were familiarized with these online educational tools after the Covid-19 outbreak. During the interview sessions, participants 1 and 4 also claimed that 3 of their colleagues were unfortunately retired after the first semester of emergency remote teaching period because of the hard adaptation situation. When the participants were asked about the reason(s) behind the retirement, they stated that these people were over 60 years old and somehow familiar with the computer technology. However, the main reason as participant 1 and 4 stated was the circumstances of the 'emergency remote teaching'. Although these retired English language teachers were professional in their field, English language teaching in a F2F classroom settings, the sudden shift of fully online education and its affects

such lack of preparedness, motivational and psychological dimensions were the reasons of retirement, based on the interview data. It is clearly observed that, the beginning of the emergency remote teaching journey was a 'hard row to hoe' situation, yet, ended up in a 'win-win' situation for the participants. The participants of this study indicated that they have found themselves in a difficult situation at beginning of their online language teaching experience but somehow they managed to adapt and even adopt it in the course of time. The teachers claimed that the experience they gained starting with the unexpected 'push' raised their awareness of how to incorporate online tools into educational settings, and they added that they will keep-up using these tools in the near future. Participant 3 even claimed that he will get upset if his colleagues reject to use technology in their educational settings after all these 'opportunity':

> *[…] some of my colleagues in the mood of 'Oh, Great! we're not going to teach online anymore! I'm going to write on the whiteboard! No more screens! it's over!'. This actually makes me feel bad. But as I said, teachers must learn about technology […] or maybe they should attend more workshops and seminars related to how to make effective use of technology in classroom […]*

4.6 Summary

To sum up, chapter 4 has presented the results and the discussion about the results obtained from online 5Likert-scale survey as well as F2F semi-structured interviews. More specifically, Sections 4.1, 4.2, 4.3 and 4.4 presented the results of the online questionnaire by analyzing the 5 Likert-scale surveys via SPSS 23 and last section has analyzed the quantitative data obtained from the semi-structured interviews. The results also has been discussed in relation to the relevant literature.

Chapter 5

CONCLUSION

This chapter is divided into five sections. First section includes the major findings of the study. Second section discussed the study's conclusion. Third section is related with the pedagogical implications. Limitations of the study is provided under the fourth section and lastly, recommendation for further study is provided under the fifth section.

5.1 Discussion of Results

In this section the results of the study will be discussed under 3 main research questions.

5.1.1 Research Question 1: What are the English Language Teachers' Perceptions of the Role of Computer Technologies in Education and Language Instruction?

In order to explore the participants' attitudes toward the computer technologies in education and language instruction, both quantitative and qualitative study were conducted in this study. Based on the results of the quantitative analysis, it was found out that English language teachers of EMU FLEPS have highly positive attitudes toward computers in general as well as computer technologies as an educational tool. The majority *(87,9%)* of the participants (n=*80*) stated that (SD/D) they do feel comfortable while using computers in their daily lives (see also Table 13, Item 2). Regarding the computers as an educational tool, all most all *(94,5%)* of participants (n=*86*) agreed that (SA/A) computers improve education (see Table 14, Item 1). It was

also found out that all of the participants (n=*91*) had internet and computer access at their school, and a great number *(98.9%)* of participants (n=*90*) have access to the internet and computers on a daily basis, at their home. All of the teachers have their personal computers and an internet connection at their home. The interview data also indicated that the participants' internet and computer usage amount (hours) has dramatically increased after the lockdown than the pre-lockdown period because of Covid-19 pandemic outbreak. The main reason behind this was, as Can and Silman-Karanfil (2022) mentioned, schools and universities in about 130 countries closed and educational institutions experienced a sudden digital transformation as a result of the coronavirus crisis.

Karakaya (2010), Ertmer (2005) and Wozney et al. (2006) expressed that the more teachers have access to computers and the internet, the more they will learn to use technology to carry out complex activities and tasks in their language teaching. The participants in this study reported that they became more familiar with the computer technology once they 'pushed' into the online educational environment, therefore, their awareness has increased in terms of how to integrate complex applications using technology. According to descriptive statistics of the survey data, more than half *(70,3%)* of the participants (n=64) use the internet and computers for four hours and over in a daily basis (see also Figure 20). Computer and the internet usage statistics of the quantitative analysis pointed out that the respondents use computers and the internet mostly for presenting course materials, finding materials related to lessons, assigning homework and for e-mailing (see Table 12). Moreover, the interview data revealed that the great majority of the participants are also aware of other online platforms or applications and use them for educational purposes in their classroom

teaching such as Moodle, Microsoft Teams, Padlet, Kahoot, Wordwall, Quizlet, Youtube, Voscreen, Canvas, Viber, WhatsApp, Liveworksheets, ISL Collective, Quizziz, Slido, AnswerGarden, Google Jamboard and Edmodo.

Another striking finding is that most of *(84,6%)* the participant (n=*77*) stated that (SA/A) using computer technology over traditional methods gives advantages in terms of teaching and learning English (see Table 14, Item 2). In that, the interview data also verify this finding claiming that most of the English language teachers are aware of the effectiveness of using computer technologies such as LCD projectors or interactive white boards while teaching English language. Respondents stated that interactive white boards are user friendly in the sense that they are much easier to use than a computer in the classroom (Wang et al., 2019). Participants also claimed that students becomes more motivated, active, and engaged in the learning and production process as a result of interactive white board (IWB) use. Pertaining to this Wang et al. (2009) stated that IWBs increase interactivity among teacher-to-student and student-to-student in the classroom. Although some of the lecture rooms has interactive whiteboards (IWBs), majority of them has only LCD projector or whiteboard. According to participants, there is limited technological tools in some classrooms that affects their overall use of computers (Karakaya, 2011). More specifically, participants from foreign language (FL) division stated that they are more familiar with using LCD projectors that they make use of PowerPoint presentations for their students since lecture rooms located in the main campus has limited IWBs. At this point, the interview data revealed that the lecture rooms in central lecture halls (known as CL) located on the main campus has only LCD projectors that are usually outdated and sometimes malfunctioned, which makes English language teachers hesitant to use

them. However, majority of the lecture rooms in PREP school, located on the west campus, has IWBs system. Participants from EPS division stated all most all of the lecture rooms located at PREP building were adequate in terms technological equipment such as interactive smart boards, projectors and speakers. In the same manner, Al Mulhim (2014) found out that the main barrier that prohibited teachers from using ICT is the lack of technological access, based on the reseach study '*why novice female teachers in Saudi Arabia do not use ICT in their teaching?*'.

5.1.2 Research Question 2: What are the English Language Teachers' Attitudes Toward Online Education?

In order to explore the in-service English language teachers' perception of online language teaching. both quantitative and qualitative study were conducted in this study. Based on the results of the quantitative analysis, it was found out that they do not strongly support online language teaching and learning. More specifically, the quantitative data analysis revealed that almost half of the participants *(45,1%)* prefer traditional face-to-face education for language instruction instead of online language teaching (Table 15, Item 3). Although some of the participants believe that online language instruction has its own unique advantages, most of (*71,5%*) the participants (n=*65*) stated that "it would be better if the course has both online and F2F component" (see also Table 15). It was also observed that, (72,5%) of the participants (n=*66*) agreed on "online instruction has the potential to empower students in well-designed learning environments". However, the interview data revealed that, because of sudden instructional shift from what is usually done in the classroom to virtual environment, the teachers were somehow 'pushed' into online education environment without given enough time in order to prepare and re-design the materials as well as course instructions that best fit for their language teaching practices and for their learners'

need. Similarly, Affouneh (2020) stated that, emergency remote teaching (ERT) is not well-designed experience of educational system but rather sudden shift from traditional teaching into remote teaching because of emergency crises such as the Covid-19 outbreak. Unfortunately, based on the interview data, it is revealed that the teachers' lack of preparedness resulted in decrease in the quality of the courses delivered due to sudden outbreak of Covid-19 and instructional shift (Hodges et al., 2020).

Another striking finding of the interview data revealed that, online assessment should be done in a F2F classroom environment unless there is no proctoring system. Participants stated that the online assessment was one of the obstacles that teachers faced during the emergency remote teaching period. They stated that students were more willing to cheat and copy throughout the exam periods because there was no secure servers and/or proctoring systems. All of the participants believe that the reliability and validity of the results obtained from summative assessments such as quizzes and exams can be increased by proctoring systems. On the other hand, participants stated that formative assessments such as homework and e-portfolios could be done online as it saves time and effort. It is also observed that the participants support the feedback given as online as it can be written or verbal that the students can instantly receive it. Baleni (2015), Nicol et al. (2006), and Gikandi et al. (2011) also stated that online feedback can foster instant interactive feedback between teacher and students. The participants also believe that, for a successful online language teaching environment there should be two separate teaching bodies that works collaboratively for preparing syllabus (teaching methods) and for designing well-prepared materials for the online instruction.

5.1.3 Research Question 3: To What Extent are The Following Factors Influential on Teachers' Attitudes Toward ICT, Online Language Teaching, Computer Attributes and Their Access to the Internet?

5.1.3.1 Age

In order to find out to what extent is the age factor influential on English language teachers' attitudes toward ICT, online language teaching, computer attributes and their access to the Internet, in this study, the age of participants in the context of EMU FLEPS was considered and analyzed as a factor that might affect their use of above-mentioned constructs. More specifically, there were three age groups in this study (see also Figure 12). The first group consist of (n=*12*) teachers who belong to 21-35 years old group. In second group, namely 36-45 years old, there were (n=*27*) participants. Last group, 46 years old and over, consist of (n=*52*) English language teachers.

First of all, in order to find out whether the age factor is influential regarding the participants' access to the internet and computer on a daily basis, one-way ANOVA test was conducted in this study. The results obtained from the one-way ANOVA test via SPSS. 23 software indicated a significant difference between groups, $F\ (3,247) = 0.044$, $p < .05$, since the null hypothesis would be rejected at the .05 level of significance (Cohen, 1994; Karakaya, 2010). More specifically, the mean scores clearly shows that there is a significant difference between 21-35 years old age group *(M=4,9166, SD=0,289)* and 46 years old and over age group *(M=4,2884, SD= 1,054)* in terms of their use of the internet and computer in their daily lives as well as for educational purposes (see also Table 16, Table 17, and Figure 23). It is observed that the participants (*n*=27) in 36-45 years old group *(M=4,6666, SD=0,679)* have less access to the internet and computer than 21-35 years old group (n=*12*). On the other

hand, 46 years old and over group (*n*=52) have the least amount (hour) of access to computers and the internet *(M=4,2884, SD= 1,054)*. Becker (1999) also came up with similar finding in a study by stating that:

> *What makes young teachers more likely to be Internet users is not their youth per se, but their greater comfort as a result of having grown up with ever-changing computer technology*. (p.32).

Similarly, Karakaya (2010) came up with similar finding in his study by arguing that:

> *It is known that these teachers are at the beginning of their teaching profession. Most of these teachers are recent graduates and they have experienced the contemporary technologies related to computers and the Internet*. (p.86).

Lastly, age of the respondents was also analyzed with regard to teachers' attitude toward ICT, Computer use in classroom settings and online language teaching. However, according to the one-way the ANOVA analysis, there were no significant differences among the age groups ($p > .05$). The results indicated that the perceptions of participants do not show significant difference in terms of ICT, Computer Attributes and Online Language Teaching when age factor taken into consideration (see also Table 19 and Table 20). The result of the current study is compatible with the results of the Karakaya (2010) since the scholar found there is no significance difference between instructors' age and their perceptions toward ICT, Computer use in classroom settings and online language teaching.

5.1.3.2 Gender

There were 91 respondents in this study, 23 of whom were males and 68 of whom were females. As mentioned earlier, the present study also aimed to test the statistical significance between gender of the teachers in terms of their attitudes toward ICT, computer attributes, online language teaching, and their access to the Internet. In this regard, an independent sample t-test was conducted in order to determine to what

extent the gender factor impacts English language teachers' viewpoints toward the above-mentioned aspects.

Regarding the effect of gender on participants' access of to computers and the internet (daily), results of the independent sample t-test did not yield any significant differences, which means both male and female respondents of the current study have almost identical statistics of access to the internet and computers on a daily basis (see also Table 21 and 22), thus this finding is also compatible with the results of Karakaya (2010).

In order to uncover whether gender plays a role in attitudes of respondents toward Information and Communication Technology (ICT) as well as the use of computers in classroom settings, especially for language instruction (Computer Attributes), an independent t-test was conducted in this study. The results of the t-test yielded statistically significant difference in terms of gender, for both ICT and how English language teachers consider computers in educational contexts. This research identified that male respondents have higher mean scores than female participants in terms of ICT and the use of computer technology in the classroom. The statistical significance results of the current study regarding the gender factor and participants attitudes toward ICT and the use of computer technology in classroom settings is not compatible with the findings of Karakaya (2010) since the scholar's independent sample t-test did not yield any significant difference between participants' gender and the ICT as well as computer use in educational environments.

On the other hand, one of the primary goals of this study was also to investigate whether age of respondents affects their perceptions toward online language teaching

and e-learning environments. The results obtained from the independent sample t-test via SPSS 23. yielded statistically significant difference in terms of gender, for the attitudes toward online language teaching (see also table 27). More specifically, the results of the t-test analysis indicated that male participants of the present study have higher mean scores *(M=3,5736)* than the female participants *(M=3,0990)* in terms of their attitudes toward e-learning environments. The results of the actual study regarding statistical significance between online language teaching and gender is consistent with the findings of Karakaya (2010) in the sense that the researcher found out that male respondents have higher mean scores than female respondents with regard to their perceptions toward online language teaching.

5.1.3.3 Teaching Experience

There were three groups of English teachers based on their teaching experiences in this study, namely 0-10 years of experience, 11-20 years of experience and 21 years of experience and over. Based on the results of the questionnaire *(13.2%)* of the participants (n=*12*) had 0-10 years of experience, *(19.8%)* of them had 11-20 years of experience (n=*18*) and *(67.0%)* of the participants (n=*61*) had 21 years of experience and over. The participants' attitudes toward internet and computes, ICT, computer use in educational settings and online language teaching were analyzed in light of their teaching experiences using one-way ANOVA test via SPSS 23.

Regarding the effect of teaching experience on participants' access of to the internet and computers (daily), results of the one-way ANOVA test did not yield any significant differences, which means three groups of respondents based on their teaching experiences have almost identical mean scores of accesses to the internet and computers on a daily basis (see also Table 30). The findings of the current study in

terms of statistical significance between teaching experience and computer access is not compatible with the results of Karakaya (2010). According to Karaka (2010), the attitudes of teachers with up to six years of experience differ from those with more experience. However, in the present study, the analysis of one-way ANOVA proved that all three groups within teaching experience have the same attitude toward the internet and computer. The main reason behind of the present study's finding could be the sudden instructional mode shift (emergency online teaching) because of the Covid-19 pandemic crises since it has increased the usage rate of computers and internet among English language teachers at their home. The interview data also yielded that the participants' internet and computer usage amount (hours) has dramatically increased after the lockdown than the pre-lockdown period because of Covid-19 pandemic outbreak.

Regarding the effect of teaching experience on participants' perceptions of ICT, computer use in classroom settings and e-learning environments, results obtained from one-way ANOVA test did not yield any significant differences (see also Table 29), thus this finding is also compatible with the results of Karakaya (2010).

5.1.3.4 Degrees that English Teachers Hold

This study also aimed at investigating whether degrees that the teachers hold is an influential factor that affects their attitudes toward internet and computer use, ICT, use of technology especially in language instruction, and online language teaching.

In this study, among the total number of participants (n=*91*), most of the participants *(59,3%)* holds a Master's degree (n=*54*), while *(28,6%)* of them (n=*26*) hold a Bachelor's degree and *(12.1%)* of them (n=*11*) hold Doctoral degree. As there were three factors in terms of degree type, a one-way ANOVA test was conducted in the

current study in order to explore whether the type of degree teachers hold plays a role in the attitudes of respondents toward computers and the internet use, ICT, use of technological tools in language teaching practices, and e-learning environments.

Regarding the daily access of the English teachers to the internet and computer on a daily basis, one-way ANOVA test conducted in this study. Results obtained from one-way ANOVA test yielded significant difference in terms of degrees teachers hold for the daily access of the internet and computers. Based on the results of one-way ANOVA test, there was a significant difference in terms of degrees teacher hold, $F(3,396) = .038$, $p < .05$, for the daily access of the internet and computers (see also Table 32 and 33). It is clearly also observed that English language teachers (n= *26*) who had a Bachelor's Degree have higher averages *(M=4,8461)* than the (n=*54*) Master's Degree holders *(M=4,2962)* and (n=*11*) Doctorate Degree holders *(M=4,5454)* when their Internet and computer usage amount (hours) taken into consideration in their daily lives.. The findings of the current analysis is not compatible with the findings of Karaka (2010). However, as Karakaya (2010, p 87) stated, it is also worth to mention that teachers who have more access to the internet and computers in their daily lives do not have the similar attitudes to the use of computer technology in educational context as some of these teachers may use the Internet for their "own personal use".

On the other hand, in this study, one-way ANOVA test also conducted in order to find out whether degrees that the teachers hold is an influential factor that affects their attitudes toward ICT, computer attributes, and online language teaching constructs. The analysis results obtained from one-way ANOVA test did not yield any significant differences among the degree groups (see also table 35), however, the current study's

results is not compatible with the Karakaya (2010) as the researcher concluded that Masters' Degree holders have higher positive attitudes when comparing with the Bachelot's Degree holders in terms of their perceptions regarding ICT and online language teaching. The present study's interview data yielded that the participants in the context of EMU FLEPS have almost similar feelings regarding the online language teaching, more specifically emergency remote teaching, in the sense that they have experienced three consecutive semesters of fully online teaching during the Covid-19 pandemic period. According to interview data, it was a unique experience for the participants to meet with their students in a virtual classroom, no matter which degree they hold.

5.2 Conclusion

The findings of this study reveal that in-service English language teachers in the context of EMU FLEPS have highly positive attitudes toward ICT as well as for the use of computer technologies as educational tools. Majority of the participants believe that integrating technology into teaching practices enhances language learning and teaching. Moreover, the results of the data analysis yielded that the participants have enough computer literacy skills to integrate ICT tools in to teaching and learning process in order to make teaching more effective, flexible and efficient however, interview data revealed that although some of the classrooms in the context of EMU has interactive whiteboards (IWBs), majority of the classrooms is limited with projectors and/or whiteboards that affects participants' overall use of computer technologies in educational settings. The interview data also revealed that the participants have supportive network and internet access at their work place, in campus. On the other hand, the perceptions of English teachers regarding the online language education revealed that they do not strongly support online language teaching

and learning. The data analysis revealed that almost half of the participants *(45,1%)* prefer traditional face-to-face education for language instruction instead of online language teaching. The participant believe that well-designed online instruction could foster students' learning, increase students' motivation and enhance flexibility. However, sudden shift from traditional teaching into remote teaching because of Covid-19 outbreak forced teachers to continue their teaching practices in a virtual environment within a short period of time. The interview data revealed that the participants were not ready for the fully online language teaching in terms of pedagogical methods and pre-determined materials. Respondents believe that successful online language teaching can be achieved by designing the course materials carefully as well as designing the course syllabus beforehand, otherwise online education would be approached with caution (Bozkurt et al., 2020). The participants also believe that more workshops, seminars or webinars on effective use of technological tools in classroom and effective online language teaching should be provided so that the teacher can attend and improve their teaching practices as well as computer attributes.

5.3 Pedagogical Implications

The present study revealed English language teachers' perceptions of ICT, computer use in language instruction and online language teaching. According to the findings of this research, the following suggestions have been made:

- Workshops and seminars on technology integration and online language teaching should be offered to teachers more frequently.
- Online courses should be planned carefully and systematically by school administrators.

- Online materials for learning activities should be prepared in a such way that they meet the needs of students.
- Summative assessments should be done either on secure servers or using proctoring (supervision) system in order to achieve more reliable and valid results.
- Classrooms must be equipped with interactive white boards (IWBs) in order to increase students' motivation as well as to keep students engaged in the classroom.

5.4 Limitations and Delimitations of the Study

The fundamental aim of this study was to explore the English language teachers' perception of online teaching and learning during the Covid-19 pandemic period at Eastern Mediterranean University Foreign Languages and English Preparatory School (FLEPS) in Turkish Republic of Northern Cyprus (TRNC). Despite the fact that the study's findings could provide valuable information about how English language teachers perceive online language and learning, there are some limitations in the present study.

First of all, Bozkurt et al. (2020) and Hodges et al. (2020) stated that, it would be unfair to put emergency remote teaching (ERT) and online education in the same category, therefore, "*it is distance educators' responsibility to use terms carefully and intentionally*" (Bozkurt et al., p. ii). Rushing into emergency remote teaching, calling it online education would be approached with caution (Bozkurt et al., 2020) unless "*we start to divorce ERT from online teaching*" (Hodges et al., 2020). Although the participants of the current study were purposefully selected for the implementation of the research and the researcher had carefully designed the methodology of the research

and *used terms* meticulously, this research do not address the English teachers' perceptions of a well-designed fully online language teaching.

Secondly, the data of the current study was gathered only from the English language teachers. However, in relevant literature it is also mentioned that there is a gap in terms of students' perceptions of online learning and teaching, especially during the pandemic crises such as Covid-19. Although the students' perceptions of online language learning gained through teachers' point of view in this study, it is essential to gather data from the students in order to speak truthfully.

Thirdly, as Yin (1984) and Zainal (2007) stated, both single-case and multiple-case studies may not allow for the generalization of the results to a bigger population. Therefore, designing research methodology as broader may allow the researchers to provide scientific generalization to a bigger population.

Fourth limitation is related to the limited number of participants and the gender distribution. This limitation was due to limited number of lecturers working at FLEPS. Additionally, the majority of the teachers working at FLEPS were female, therefore the gender balance was not well-distributed in the current study.

Lastly, the current study used questionnaire and semi-structured interviews in order to get full advantage of both methods' strengths and to overcome the weaknesses as well as to avoid the limitations of monomethod studies (Karakaya, 2011). However, in the current study there was a lack of classroom observation. Conducting different type of data collection methods such as classroom observation (direct observation) or

materials analysis could help the researcher obtain more rich-information (Farahi, 2015).

5.5 Recommendation for Future Research

First of all, this research do not address the English teachers' perceptions of a well-designed fully online language teaching. Therefore, conducting similar research under normal assumptions is recommended. Secondly, the data of the current study was gathered only from the English language teachers in the context of EMU FLEPS. Future studies may try to conduct similar research using a larger sample size of participants, which may also include pre-service English language teachers. Lastly, the current study used both questionnaire and semi-structured interviews in order to triangulate the results of the research. However, future research may conduct different type of data collection methods such as classroom observation or materials analysis to gather more in-depth findings.

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APPENDICES

Appendix A: Approval Letter from Ethics Committee of EMU

Doğu Akdeniz Üniversitesi
"Erdem, Bilgi, Gelişim"

Eastern Mediterranean University
"Virtue, Knowledge, Advancement"

Galileo Galilei Sk. / Str.,
99628, Gazimağusa, KUZEY KIBRIS /
Famagusta, NORTH CYPRUS,
via Mersin 10, TURKEY
Tel: (+90) 392 630 1327
bayek@emu.edu.tr

Bilimsel Araştırma ve Yayın Etiği Kurulu (BAYEK) / Board of Scientific Research and Publication Ethics

Reference No: ETK00-2021-0063 05.11.2021

Subject: Your application for ethical approval.

Re: Erbil Davulcu and Prof. Dr. Javanshir Shibliyev

Faculty of Education.

EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of ELT (date: 05.11.2021, issue: 21/102) granting Erbil Davulcu and Prof. Dr. Javanshir Shibliyev from the Faculty of Education to pursue their work titled **"English Language Teachers' Perception of Online Learning: A Case Study.".**

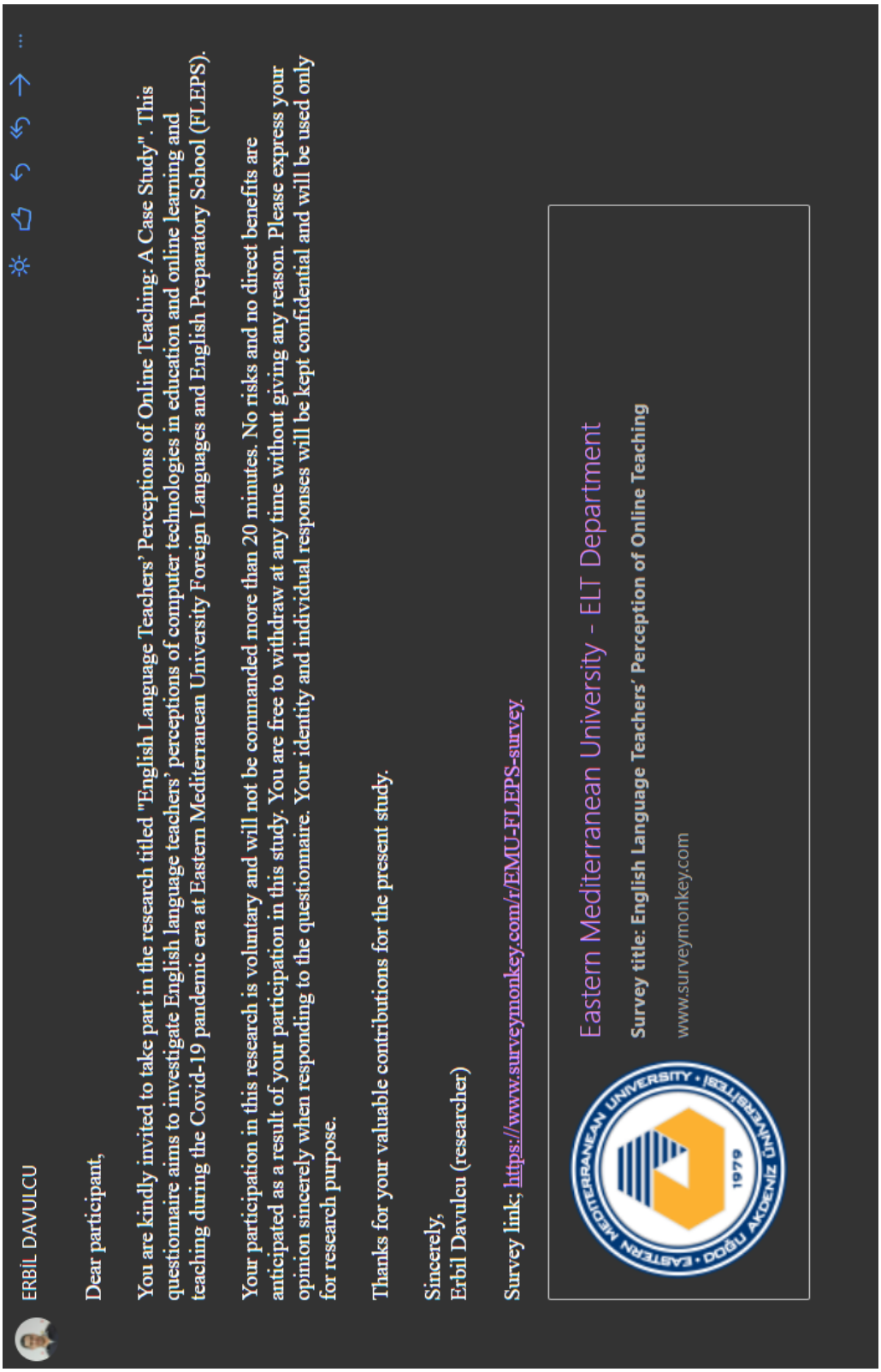
Best Regards

Prof. Dr. Yücel Vural

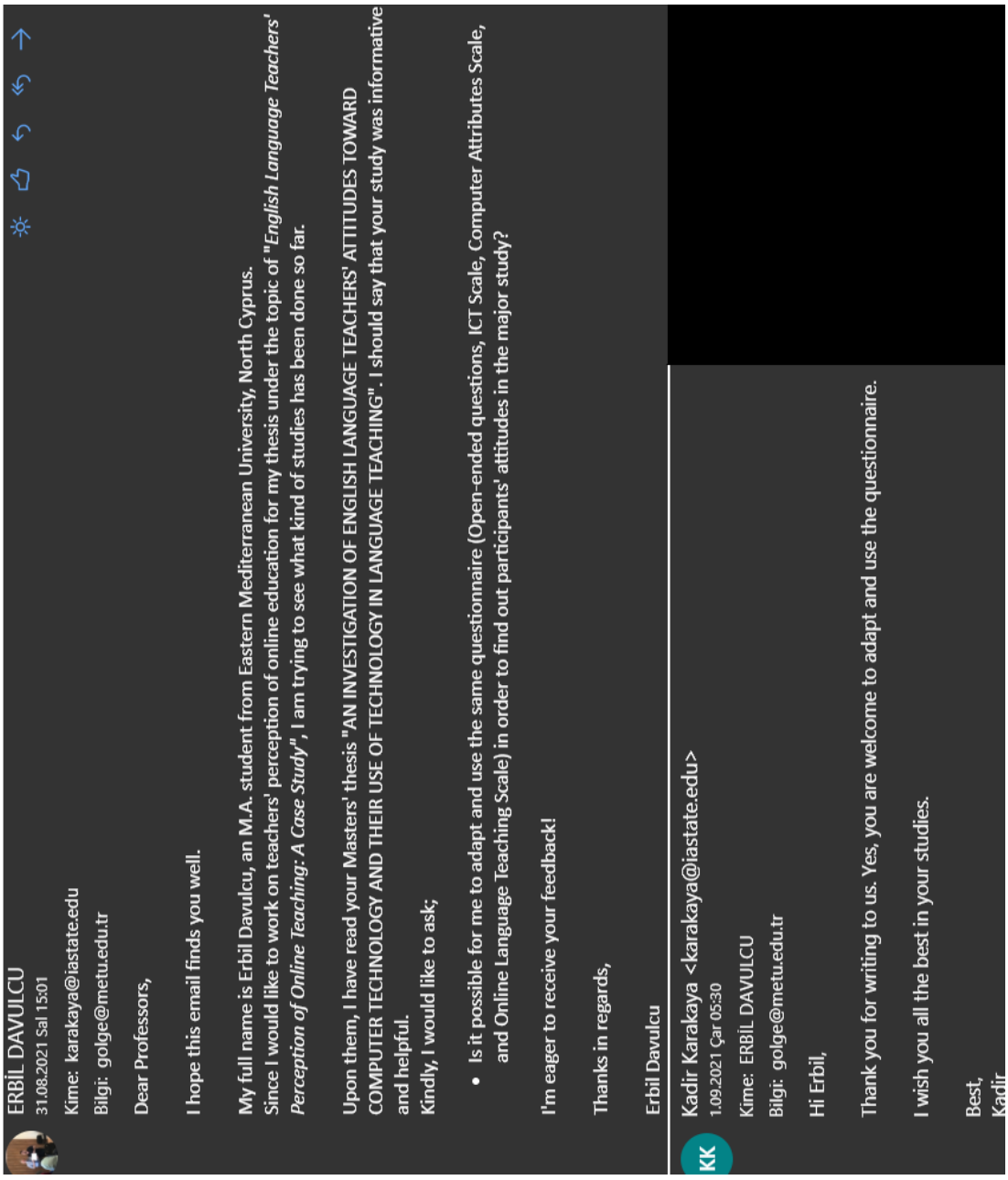
Chair, Board of Scientific Research and Publication Ethics - EMU

YV/ek.

Appendix B: E-mail Invitation for the Questionnaire



Appendix C: Permission of the Questionnaire



ERBİL DAVULCU
31.08.2021 Sal 15:01
Kime: karakaya@iastate.edu
Bilgi: golge@metu.edu.tr

Dear Professors,

I hope this email finds you well.

My full name is Erbil Davulcu, an M.A. student from Eastern Mediterranean University, North Cyprus.
Since I would like to work on teachers' perception of online education for my thesis under the topic of "*English Language Teachers' Perception of Online Teaching: A Case Study*", I am trying to see what kind of studies has been done so far.

Upon them, I have read your Masters' thesis "AN INVESTIGATION OF ENGLISH LANGUAGE TEACHERS' ATTITUDES TOWARD COMPUTER TECHNOLOGY AND THEIR USE OF TECHNOLOGY IN LANGUAGE TEACHING". I should say that your study was informative and helpful.
Kindly, I would like to ask;

- Is it possible for me to adapt and use the same questionnaire (Open-ended questions, ICT Scale, Computer Attributes Scale, and Online Language Teaching Scale) in order to find out participants' attitudes in the major study?

I'm eager to receive your feedback!

Thanks in regards,

Erbil Davulcu

[redacted]

KK
Kadir Karakaya <karakaya@iastate.edu>
1.09.2021 Çar 05:30
Kime: ERBİL DAVULCU
Bilgi: golge@metu.edu.tr

Hi Erbil,

Thank you for writing to us. Yes, you are welcome to adapt and use the questionnaire.

I wish you all the best in your studies.

Best,
Kadir

Appendix D: Last Version of the Interview Questions

First of all, I would like to thanks to you for giving me this opportunity; having sit with you and talking with you, having this meeting and also for your valuable time.

I would like to start our conversation by briefly introducing you about my thesis study. In this thesis study as titled as "English Language Teachers' Perceptions of Online Language Teaching", I am trying to investigate/understand the perceptions of English language teachers regarding online teaching who are working at foreign languages and English preparatory school (FLEPS), in EMU. The first part of my work was based on quantitative data and the second part, namely qualitative data, focuses on your beliefs/perceptions of online teaching that you have experienced in the past two years, more specifically during the covid-19 pandemic era.

In this regard, I examine the pandemic era in 3 main time periods, in other words, I have divided my questions into 3 parts.:

1- First part is related to 2019-2020 Academic Year Spring Semester, staring with the first case of covid-19 on march 10th at salamis hotel until the end of spring semester.
2- Second part is related to 2020-2021 Academic year both Fall and Spring Semester, which was again fully online and,
3- Third part is related to 2021-2022 Academic year both Fall and Spring Semester, starting with previous semester, and this semester.

Related to Ethical Rules, I would like to record our conversation with my smartphone and the audio recording made for this interview will be used only for research purpose and will only be accessible to the researcher and his supervisor. Your name will not be included in the study, instead it will be replaced as participant 1, participant 2, participant 3 and so on.

Before starting, do you have any questions?

I. PERIOD

Starting with first period, with the announcement of first covid-19 case at Salamis hotel on March 10th, 2020, teachers and students were asked to leave their classes, their school and go to their homes until the next announcement.

- Can you please describe your own experience regarding the announcement of first covid-19 case and the lockdown period until the online lessons begin.
- Did you experience online language teaching before covid-19 pandemic?

- Can you please describe your first experiences while teaching English online by using Microsoft Teams?
- Can you please describe your thoughts and feelings about this new pedagogical environment and technology?
- How did you adapt to this new process? What were the challenges you faced as a teacher during this period?
- What can you say about the motivation of the other English language teachers to the new educational environment in this period?
- What can you say about the motivation of the students to the new educational environment in this period?
- What would you like to say about the support systems provided by FLEPS and Distance Education Institute for the English language teachers during this transition period?
- What would you like to say regarding the positive outcomes/ positive developments that this new educational system brought to English language teachers?
- What were the pros and cons (strengths and weaknesses) of the evaluation and assessment methods during this period?
- May I ask what were the attitudes and behaviors of students towards online education and their motivation levels during this period?

II. PERIOD

Now, I would like to continue with the second period. This period covers 2020-2021 Academic Year, Fall and Spring semesters, which online education is accepted as the new normal.

- After the one-term experience of online education, it has been announced that education will continue as online in the second semester. What was your reaction to that decision?
- Compared to the first semester of online education, what did you experience/what were your experiences in online teaching in the second period?
- How did you feel in terms of technical competencies, using Teams and Moodle compared to the first semester?
- What can you say about your motivation level when you compare it with the first semester?
- Did you experience any difficulties/obstacles in getting used to this period called the new normal? And if yes, what were the things that helped you to get used to this change?
- How was the online classroom environment? Can you compare the classroom environment of the first semester with the second period?
- What do you think about your educational technology competencies in the second period?
- Is Microsoft Teams and/or Moodle user-friendly?

- What would you like to say about the support offered by English Preparatory School during that period?
- What would you like to say about the support system offered by Distance Education Institute during that period?
- What would you say about the strengths and weaknesses of both models, when you compared these two eras we experienced, online education and face to face (in classroom) education?
- After having 3 semesters experience of fully online education, what would you like to say about the earnings that the online education brought to you as an English language instructor?

III. PERIOD

Now, I would like to continue with the third period. This period covers 2021-2022 Academic Year, Fall and Spring semesters, starting with previous semester and this semester.

- What was it like to being in a real classroom after a long time? Meeting with your students face-to-face again in the classroom? How did you feel?
- Could you tell me about the difficulties, if any, that you experienced while teaching English in a face-to-face education environment?
- As a teacher, can you share your feelings related to the motivation levels of yours and your students in the face-to-face education environment?
- What kind of differences did you observe when comparing your face-to-face teaching environment with the online education environment that you have recently applied?
- Do you still use MS Teams and Moodle? If yes, in what terms are these platforms integrated in your teaching?
- Can a blended teaching/learning model created by combining online and face-to-face education model with technology? Can you share your ideas regarding blended/hybrid teaching?
- What kind of facilities can online platforms (such as Teams/Moodle) provide to teachers in face-to-face language education?
- Will you continue using online tools in the future?
- Do you think that online tools should be part of the face-to-face education system with a blended approach?
- What would you like to say about the evaluation and assessment practices in both processes, online education, and face-to-face assessment?
- Online education saves time and effort in teaching, do you agree on that? Why/why not?
- Online education does not offer the sense of face-to-face interaction. Do you agree on that? Why? Why not?
- The workload in too much in online courses. Do you agree on that? Why, why not?

- It takes much time to prepare materials and activities for online classes. Do you agree on that? Why/why not?

Appendix E: Consent Form for Interview

Dear participant,

As a part of my MA studies, I am conducting my thesis on the topic of ***English Language Teachers' Perceptions of Online Teaching: A Case Study***. The purpose of this interview is to identify your ideas related to online instruction and use of computer technologies in language teaching.

Your participation in this research is completely voluntary. You are free to withdraw at any time without giving any reason and without there being and negative consequences. In addition, if you do not wish to answer any particular question or questions, you are free to decline.

It is very important that you answer all the questions sincerely. The interview will be recorded. Your response will be kept confidential, and the audio recording made for this interview will be used only for research purpose. Therefore, the recordings will only be accessible to the researcher and his supervisor. No one except the researcher and his supervisor will be allowed to access the original recording. Further information can be obtained directly from me or my supervisor.

Thank you for your participation and cooperation.

Erbil Davulcu
MA Student
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: erbil.davulcu@emu.edu.tr

Prof. Dr. Javanshir Shibliyev
Thesis Supervisor
Department of Foreign Language Education
Faculty of Education
Eastern Mediterranean University
E-mail: javanshir.shibliyev@emu.edu.tr

I have read and understand the purpose of this interview, and how my responses will be used. Therefore, I agree to take part in this interview.

Name-Surname:

Date:

Signature:

Appendix F: Questionnaire

Eastern Mediterranean University

Foreign Languages
and
English Preparatory School

Consent Letter for Questionnaire

Dear participant,

You are kindly invited to take part in the research titled English Language Teachers' Perceptions of Online Teaching: A Case Study. This questionnaire aims to investigate your ideas related to use of computer technologies in general, your perceptions regarding computer technologies in language teaching and online language teaching and learning.

Your participation in this research is voluntary and will not be commanded more than 20 minutes. No risks and no direct benefits are anticipated as a result of your participation in this study. You are free to withdraw at any time without giving any reason and without there being any negative consequences.

Please express your opinion sincerely when responding to the questionnaire. Your identity and individual responses will be kept confidential and will be used only for research purpose. Other identity-related details (such as your age, gender, years of teaching experience) will be only used for research purpose, and no one except the researcher and his supervisor will be allowed to access to the filled-in forms.

Note: If you write your communication information at the end of the survey, I will be grateful to you because I will need to contact you again for further analysis of the study.

If you have any questions, please do not hesitate to contact the researcher through the following e-mail: erbil.davulcu@emu.edu.tr

Thanks for your valuable contributions for the present study.

Sincerely,
Erbil Davulcu (researcher)

* I have read and understood the purpose of this questionnaire and how my responses will be used. Therefore, I agree to participate in this study.

◯ Yes

◯ No

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Foreign Languages
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English Preparatory School

Section 1: Background Information

General Instructions: The purpose of this questionnaire is to investigate your attitudes towards Information and Communications Technology and explore your use of technology in your language teaching practices. The questionnaire consists of six sections. Each section begins with some directions related to that part only. As you begin each section, please read the directions carefully and provide your responses in the format requested.

Instructions: Please indicate your response to the following questions by checking the appropriate boxes:

Age:

- ☐ 21-25
- ☐ 26-30
- ☐ 31-35
- ☐ 36-40
- ☐ 41-45
- ☐ 46-50
- ☐ 51 and over

Gender:

- ☐ Female
- ☐ Male

The Last Degree Completed:

- ☐ Bachelors
- ☐ Master's
- ☐ Doctorate

Teaching Experience:

- ☐ Less than a year
- ☐ 1-3 Years
- ☐ 4-6 Years
- ☐ 7-10 Years
- ☐ 11-15 Years
- ☐ 16-20 Years
- ☐ 21 Years and over

Nationality:

- ☐ T.R.N.C (Northern Cyprus)
- ☐ Turkey
- ☐ Other (please specify)

Status:

- ☐ Full-time lecturer
- ☐ Part-time lecturer
- ☐ Other (please specify)

Department:

- ☐ English Preparatory School
- ☐ Foreign Languages Division
- ☐ Other (please specify)

Class size (Please consider the average size of your classes):

Which Online Platform do you use? (for language teaching and learning): e.g., WhatsApp, Microsoft Teams, Moodle, Facebook etc.: If you use, please write the one(s) you use:

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and
English Preparatory School

Section 2: Computer Use & Literacy

Instructions: Please indicate your response to the following items:

What do you use computers for? Please check the appropriate boxes. You can choose more than one choice.

- ☐ chatting
- ☐ games
- ☐ e-mail and mail listing
- ☐ webfolios/ e-portfolios
- ☐ online discussion boards on language teaching
- ☐ shopping online
- ☐ finding materials related to lessons
- ☐ preparing presentations
- ☐ course management software (e.g., WebCT, Nicenet, Moodle)
- ☐ assigning homework
- ☐ video conferencing and net-meeting
- ☐ presenting course material
- ☐ search engines
- ☐ online dictionaries
- ☐ web blogs (e.g., blogger)
- ☐ wikis
- ☐ MOO/MUDS (multi-object orientation / multi-user domain)
- ☐ giving feedback to students
- ☐ Other (please specify)

How many hours do you have access to the Internet in a day?

- ☐ Less than one hour
- ☐ 1-2 hour(s)
- ☐ 2-3 hours
- ☐ 3-4 hours
- ☐ 4 hours and over

Have you ever attended any course about instructional technology during your undergraduate years? If yes, have those courses contributed to your teaching as an English teacher? How?

Have you ever attended any inservice training, seminar or workshop on instructional technology or integrating technology in language teaching? If yes, was it beneficial? How?

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and
English Preparatory School

Section 3: Information and Communication Technologies Scale

Instructions: Please indicate your reaction to each of the following statements by checking the circles that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) Computers do not scare me at all.	○	○	○	○	○
2) Computers make me feel uncomfortable.	○	○	○	○	○
3) I am glad there are more computers these days.	○	○	○	○	○
4) I do not like talking with others about computers.	○	○	○	○	○
5) Using computers is enjoyable.	○	○	○	○	○
6) I dislike using computers in teaching.	○	○	○	○	○
7) Computers save time and effort.	○	○	○	○	○
8) Schools would be a better place without	○	○	○	○	○

computers.					
9) Students must use computers in all subject matters.	○	○	○	○	○
10) Learning about computers is a waste of time.	○	○	○	○	○
11) Computers motivate students to study more.	○	○	○	○	○
12) Computers are a fast and efficient means of getting information.	○	○	○	○	○
13) I do not think I would ever need a computer in my classroom.	○	○	○	○	○
14) Computers can enhance students‟ learning.	○	○	○	○	○
15) Computers do more harm than good.	○	○	○	○	○
16) I would rather do things by hand than with a computer.	○	○	○	○	○
17) If I had some money, I would buy a computer.	○	○	○	○	○
18) I avoid using computers as much as possible.	○	○	○	○	○
19) I would like to learn more about computers.	○	○	○	○	○
20) I have no intention to use computers in the near future.	○	○	○	○	○

Eastern Mediterranean University

Foreign Languages and English Preparatory School

Section 4: Computer Attributes Scale

Instructions: Please indicate your reaction to each of the following statements by checking the circles that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) Computers improve education.	○	○	○	○	○
2) Teaching with computers offers real advantages over traditional methods of instruction.	○	○	○	○	○
3) Computer technology cannot improve the quality of students' learning.	○	○	○	○	○
4) Using computer technology makes the subject matter more interesting.	○	○	○	○	○
5) Computers are not useful for language earning.	○	○	○	○	○
6) Computers have no place in schools.	○	○	○	○	○

7) Computer use fits well into my curriculum goals.	◯	◯	◯	◯	◯
8) Class time is too limited for computer use.	◯	◯	◯	◯	◯
9) Computer use suits my students' learning preferences and their level of computer knowledge.	◯	◯	◯	◯	◯
10) Computer use is appropriate for many language learning activities.	◯	◯	◯	◯	◯
11) It is hard for me to learn to use the computer in teaching.	◯	◯	◯	◯	◯
12) I have no difficulty in understanding the basic functions of computer	◯	◯	◯	◯	◯
13) Computers complicate my task in the classroom.	◯	◯	◯	◯	◯
14) Everyone can easily learn to operate a computer.	◯	◯	◯	◯	◯
15) I have never seen computers at work.	◯	◯	◯	◯	◯
16) Computers have proved to be effective learning tools worldwide.	◯	◯	◯	◯	◯
17) I have never seen computers being used as an educational tool.	◯	◯	◯	◯	◯
18) I have seen					

some of my colleagues use computers for teaching English.	○	○	○	○	○

Eastern Mediterranean University

Foreign Languages
and
English Preparatory School

Section 5: Online Language Teaching Scale

Instructions: Please indicate your reaction to each of the following statements by checking the circles that represents your level of agreement or disagreement with it. Make sure to respond to each statement.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1) Online education saves time and effort in teaching.	○	○	○	○	○
2) I would like to implement an online course if I have chance.	○	○	○	○	○
3) Online education is more effective than traditional teaching methods.	○	○	○	○	○
4) Online education does not offer the sense of face to face interaction.	○	○	○	○	○
5) Keeping track of the students is rather difficult in online education.	○	○	○	○	○
6) Online education appeals to my interests.	○	○	○	○	○

7) I currently carry out an online instruction in my teaching.	○	○	○	○	○
8) There is less interaction between teacher and students in online instruction.	○	○	○	○	○
9) Totally online courses are not effective in teaching English.	○	○	○	○	○
10) Online instruction offers more communicative practices.	○	○	○	○	○
11) It would be better if the course has both online and face-to-face component.	○	○	○	○	○
12) Online courses does not provide satisfaction for the students.	○	○	○	○	○
13) Online courses create problems in terms of access to the Internet.	○	○	○	○	○
14) The workload is too much in online courses.	○	○	○	○	○
15) I am competent enough to offer an online course.	○	○	○	○	○
16) I can use many more materials in online teaching.	○	○	○	○	○
17) Assigning tasks and homework is easy in online teaching.	○	○	○	○	○

18) Students learn more doing web-based activities than activities on paper.	○	○	○	○	○
19) Designing, updating, managing and maintaining a website is difficult.	○	○	○	○	○
20) Using e-learning environments is difficult for learners.	○	○	○	○	○
21) E-learning environments are not clear and understandable.	○	○	○	○	○
22) Using e-learning environments is complicated for me.	○	○	○	○	○
23) I have supportive network and internet access at my work.	○	○	○	○	○
24) Online instruction has the potential to empower students in well-designed learning environments.	○	○	○	○	○
25) Students can easily access to a wide range of materials on the web.	○	○	○	○	○
26) It takes much time to prepare materials and activities for online classes.	○	○	○	○	○

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Section 6: Compuers and the Internet Usage Scale

Instructions: Please identify how often you have access to computers or the Internet in the following contexts:

	Daily	2 or 3 times a week	Once a week	Once a month	Never
At your home	◯	◯	◯	◯	◯
At school (office, library etc.)	◯	◯	◯	◯	◯
Other (like coffee shops, internet cafes and etc.)	◯	◯	◯	◯	◯

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Contact Information. (This section is not compulsory. The information asked below could be necessary if you are willing to participate interview session related to the current study.)

Name	
Email Address	

Appendix G: EPS Course Flow