

ELT Students' and Instructors' Perceptions About Online Teaching and Assessment during Covid-19

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ABSTRACT

This study aimed to identify the perceptions of undergraduate students and instructors in the Department of Foreign Language Education regarding the emergency online education and assessment in ELT during the Covid-19 pandemic. The research specifically examined the advantages and disadvantages of online education, the efficacy of emergency training models at universities, and students' practical performance. Employing a qualitative methodology, data were gathered through semi-structured interviews. The participants included 40 students (ten from each academic year) and twelve faculty instructors in the Department of Foreign Language Education.

The interviews revealed both disparities and commonalities concerning teaching and assessment during the Covid-19 pandemic. While most undergraduate students expressed positive perceptions, they also acknowledged the comparative ease of passing online exams however, technical hurdles hindered their grasp of course content, resulting in decreased motivation. Instructors shared similar perceptions, recognizing the potential benefits of online education for language teaching, yet also acknowledging technical challenges. In contrast to student perceptions, instructors emphasized that online exams' reliability was lower compared to face-to-face assessments.

Instructors and students shared similar viewpoints regarding the importance of face-to-face education for comprehensive comprehension and communication of course content. Both groups acknowledged the positive impact of online education on language learning within the Department of Foreign Language Education. Improved knowledge accessibility was notably reported. Furthermore, online exam scores significantly exceeded those of traditional face-to-face settings. On the other hand, this presented a challenge for ELT instructors who perceived online test outcomes as less reliable. Instructors believed they could adapt better to online exams, potentially leading to more feasible academic success. This study also highlighted undergraduates' struggles with communication and technical issues in online courses, favoring face-to-face learning for better understanding.

Keywords: Emergency Online Education in English Language Education, Advantages and Disadvantages of Emergency Online Education, Advantages and Disadvantages of F2F Education, Positive and Negative Perceptions of ELT Instructors on Assessment, Positive and Negative Perceptions of ELT Students on Assessment

ÖZ

Bu çalışma, Covid-19 salgını sırasında İngiliz Dili Eğitimi Anabilim Dalı'ndaki lisans öğrencilerinin ve öğretim görevlilerinin çevrimiçi eğitimin değerlendirilmesi ve çevrimiçi değerlendirmeye ilişkin algılarını araştırmayı amaçlamıştır. Araştırma özellikle çevrimiçi eğitimin avantajlarını ve dezavantajlarını, üniversitelerdeki acil eğitim modellerinin etkinliğini ve öğrencilerin pratik performansını incelemiştir. Nitel bir metodoloji kullanılarak veriler yarı yapılandırılmış görüşmeler yoluyla toplanmıştır. Katılımcılar arasında 40 ELT bölümü öğrencisi (her akademik yıldan on) ve on iki fakülte eğitmeni yer aldı.

Çalışmanın bulguları, eğitmenlerin kolayca benimseyebilecekleri sınav yöntemlerinde, eğitim modellerinde ve öğretim stratejilerinde pratik ve etkili alternatiflere duyulan ihtiyacın altını çizdi. Görüşmeler, Covid-19 salgını sırasında öğretim ve değerlendirmeyle ilgili hem eşitsizlikleri hem de ortak noktaları ortaya çıkardı. Çoğu lisans öğrencisi pozitifliği ifade ederken, çevrimiçi sınavları geçmenin karşılaştırmalı kolaylığını da kabul ettiler. Bununla birlikte, teknik engeller ders içeriğini kavramalarını engelleyerek motivasyonun azalmasına neden oldu. Eğitmenler, çevrimiçi eğitimin dil öğretimi için potansiyel faydalarını kabul ederken, aynı zamanda teknik zorlukları da kabul ederek benzer algıları paylaştılar. Eğitmenler, öğrenci algılarının aksine, çevrimiçi sınavların güvenilirliğinin yüz yüze değerlendirmelere kıyasla daha düşük olduğunu vurguladılar.

Eğitmenler ve öğrenciler, ders içeriğinin kapsamlı bir şekilde anlaşılması ve iletişimi için yüz yüze eğitimin önemine ilişkin benzer bakış açılarını paylaştılar. Her iki grupta, çevrimiçi eğitimin Yabancı Diller Eğitimi bölümündeki dil öğrenimi üzerindeki olumlu etkisini kabul etti. Geliştirilmiş bilgi erişilebilirliği özellikle rapor edildi. Ayrıca, çevrimiçi sınav puanları geleneksel yüz yüze sınav puanlarını önemli ölçüde aştı. Ancak bu, çevrimiçi test sonuçlarını daha az güvenilir olarak algılayan ELT eğitmenleri için bir zorluk teşkil etti. Eğitmenler, çevrimiçi sınavlara daha iyi uyum sağlayabileceklerine ve potansiyel olarak daha uygulanabilir akademik başarıya yol açabileceklerine inanıyorlardı. Bu çalışma ayrıca, lisans öğrencilerinin çevrimiçi dersler de iletişim ve teknik konularla mücadelelerini vurgulayarak daha iyi anlaşılması için yüz yüze öğrenmeyi destekledi.

Anahtar Kelimeler: İngiliz Dili Eğitiminde Acil Çevrimiçi Eğitim, ELT, Acil Durum Çevrimiçi Eğitiminin Avantaj ve Dezavantajları, ELT Eğitmenlerinin Değerlendirmeye İlişkin Olumlu Olumsuz Algıları, ELT Öğrencilerinin Değerlendirmeye Yönelik Olumlu ve Olumsuz Algıları

DEDICATION

I want to dedicate this thesis to my lovely family.

I would like to thank my mother and father for their unconditional love and patience.

This thesis is dedicated to my dear brother Oguz Umut Zeren, whom we sent off to
eternity in 2001.

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LIST OF ABBREVIATIONS

BA	Bachelor of Arts
COP	Community of Practice
EFL	English as a Foreign Language
ELT	English Language Teaching
EMU	Eastern Mediterranean University
F2F	Face to Face
FLE	Foreign Language Education
MA	Master of Arts
MT	Microsoft Teams
TA	Thematic Analysis
TPCK	Technological Pedagogical Content Knowledge

Chapter 1

INTRODUCTION

This chapter primarily focuses on the background of the study regarding online emergency education, the statement of the problem, the aim of the study, the research questions, the significance of the study, the definition of the keywords, and a summary of the chapter.

1.1 Background of the Study

The emergence of the unexpected pandemic known as Covid-19 was announced by the World Health Organization (WHO, 2020). This crisis affected higher education institutions such as universities and colleges (e.g., face-to-face courses and classes) and stakeholders such as instructors, students, and families.

According to UNESCO (2020), school cancellations and emergency online learning affected more than 90% of students worldwide, either directly or indirectly. According to new UNESCO data (2021), approximately 1.5 billion students worldwide were affected by this sudden shift in the delivery of instruction and more than eight hundred million students have had significant issues regarding disruptions to their education (Erarslan, 2021).

Online emergency education at the university-level refers to the abrupt shift from traditional classroom instruction to online learning platforms prompted by unforeseen circumstances like the Covid-19 pandemic. This sudden change presented

various challenges and opportunities for students and instructors, necessitating the adaptation of teaching and learning strategies to the online environment.

The emergency shift to online education in the area of English Language Teaching (ELT) also occurred with its challenges and benefits. In a study conducted by Chen, Huang, and Chang (2021), Taiwanese ELT instructors were surveyed to identify the challenges encountered during online emergency education. The study highlighted issues such as technological difficulties, maintaining student engagement, and ensuring effective language learning outcomes.

Zhang and Gao (2020) conducted a case study in China to explore the perceptions and practices of college English teachers during the transition to online teaching. The study focused on instructional design, student interaction, and assessment methods, providing insights into instructors' experiences, concerns, and strategies. Gül (2021) conducted a mixed-methods study that examined university EFL students' perceptions of online learning during the pandemic. The research investigated their experiences, attitudes, and challenges related to the online learning environment, engagement, and the effectiveness of online ELT instruction. Similarly, Gao and Derakhshan (2021) conducted a case study in China that explored the challenges faced by university English language teachers during the pandemic. The study investigated technological challenges and the pedagogical approaches adopted to ensure effective ELT instruction in the online setting. Furthermore, Pham and Tran (2021) conducted a study that explored the perceptions of Vietnamese tertiary EFL students regarding online learning during the pandemic. The research focused on their experiences, advantages, and challenges in the online learning environment, student-teacher interaction, and assessment methods in ELT courses.

Smith et al. (2020) investigated to evaluate the effectiveness of online teacher training initiatives in equipping ELT instructors with the essential competencies and pedagogical techniques necessary for remote teaching. This research critically assessed the influence of these training programs on instructors' self-assurance and proficiency in delivering online English Language instruction. Brown and Lee (2021) conducted an extensive comparative analysis of assessment methodologies in online ELT courses as compared to traditional face-to-face settings. Their study rigorously evaluated the soundness and dependability of online evaluation techniques, as well as their alignment with predefined educational objectives. Johnson and Smith (2021) delved into the realm of ELT instructor well-being amidst the pandemic. This research delved into the formidable challenges experienced by educators, encompassing heightened workloads and stressors, and explored the repertoire of mechanisms for coping and the systems of support established to bolster their resilience. Gupta and Sharma (2021) executed an empirical study focused on the assimilation of educational technology tools and digital platforms within online ELT courses. Their research meticulously scrutinized the ramifications of technology integration on the attainment of language learning objectives and the dynamics of interaction between instructors and students. Kumar and Patel (2021) orchestrated a comprehensive survey among ELT instructors with the express aim of ascertaining their requisites in terms of training and readiness for online teaching. This research aspired to provide discerning insights into domains necessitating supplemental support and avenues for professional development. Hernandez and Kim (2020) conducted an extensive inquiry into the equitable assessment of English language proficiency in virtual settings. Their study broached topics of impartiality and

accessibility within online assessment approaches designed for English language learners.

These studies collectively contribute valuable insights into the experiences and perspectives of students and instructors in the ELT area during online emergency education. They shed light on the challenges faced and strategies employed during the transition to online learning, informing future practices and improvements in online ELT instruction. Moreover, these studies collectively offer a comprehensive view of the multifaceted challenges and opportunities presented by the shift to online education in the field of English Language Teaching during the Covid-19 pandemic. They highlight the evolving pedagogical practices, technological innovations, and support structures essential for effective ELT instruction in an ever-changing educational landscape.

1.2 Problem Statement

The Council of Higher Education in Turkey, which is called HEC, declared that universities had to be closed for at least a week from March 16 2020 due to the spread of the coronavirus across the world. Following weeks, HEC declared that universities would resume implementing online/distance education on March 23, 2020. The challenging task of shifting their academic courses to the online world had to be completed by all Turkish universities in the brief period of one week allowed for preparation. Moreover, universities had to use what they had previously, due to the rapid and radical alterations that occurred in face-to-face education, thus, all the materials needed to be transformed into an online version such as curriculum syllabuses and materials (CoHE, 2020).

According to Moser et al. (2021), remote teaching methods were implemented during the Covid-19 pandemic, which were fully online. Consequently, the phrase "emergency online teaching or learning" (EOT-L) was applied, which refers to the emergency remote-based online teaching model.

Varying levels of digital literacy among students and educators posed challenges in effectively navigating online platforms and tools (Bozkurt et al., 2020). Online learning experienced reduced student engagement compared to face-to-face instruction, influenced by factors such as distractions at home, a lack of personal connection, and difficulties in maintaining focus (Dhawan, 2020). The sudden shift to online learning, coupled with the stress and uncertainty of the pandemic, harmed students' mental health and well-being, leading to feelings of isolation, increased anxiety, and decreased motivation (Cao et al., 2020).

Ensuring the fairness and integrity of online assessments proved challenging, with concerns surrounding preventing cheating, verifying students' identities, and maintaining exam security (Artino et al., 2020). According to Kuswanto and Rakhmawati (2021), the implementation of online assessments in the ELT context during the Covid-19 pandemic has encountered various challenges. These challenges include ensuring the validity and reliability of assessments, addressing technical difficulties associated with online assessments, and maintaining academic integrity.

In a case study conducted by Almarzouqi and Almahbali (2021) in an ELT context, the authors identified several challenges in online assessments during the Covid-19 pandemic. These challenges encompassed monitoring students during assessments, ensuring fair grading practices, and maintaining the security and authenticity of

online assessments. Another case study conducted in the ELT context revealed the challenges faced in implementing online assessments during the Covid-19 pandemic (Rahayu and Wulan, 2021). These challenges involved ensuring the reliability and validity of online assessments, addressing technical issues, and adapting assessment methods to suit the online learning environment.

Ristekdikti (2020) further explored the challenges and strategies of distance learning, including online assessments, during the Covid-19 pandemic in Indonesia. The article emphasized challenges such as limited access to technology and the Internet, difficulties in ensuring assessment fairness and security, and the importance of teacher training and support. In a last study with a similar perspective, Fauziati, Rohman, and Pertiwi (2021) discussed the challenges and solutions for online assessments in ELT classes during the Covid-19 pandemic. The challenges highlighted included the lack of face-to-face interaction and immediate feedback, difficulties in conducting practical assessments, and the necessity for teacher training and professional development in online assessment strategies.

The specific research discussed in the provided passage addresses the challenges and issues encountered during the sudden transition to online/distance education in the context of Turkish universities due to the Covid-19 pandemic. The primary problem this research sought to address was the abrupt shift from traditional face-to-face education to online learning within a very short timeframe. Turkish universities had to adapt rapidly to this new mode of education, which presented various challenges and required substantial adjustments in terms of curriculum, materials, and pedagogical approaches.

The study also aimed to examine the broader challenges and issues related to online education during the pandemic, such as digital literacy among students and educators, reduced student engagement, and the impact on students' mental health and well-being. Additionally, it delved into the complexities of online assessment, including concerns about cheating, identity verification, and maintaining exam security.

The gap in the literature that this research aimed to fill was the lack of comprehensive insights and empirical data specific to the Turkish higher education context during the early stages of the Covid-19 pandemic. While there was a wealth of global research on the challenges of online education during the pandemic, this study sought to provide a localized perspective and address the unique circumstances faced by Turkish universities. It aimed to shed light on the practical challenges and solutions encountered in adapting to online learning and assessment within the Turkish higher education system, taking into account the specific needs and constraints of this context. In essence, it aimed to bridge the gap between the global literature on emergency online teaching and the localized challenges faced by Turkish universities during this unprecedented period.

1.3 Aim of the Study

The major aim of the present research was to assess the perceptions of students and lecturers of ELT on the online teaching and assessment processes that took place at EMU during Covid-19; to identify such perceptions obtained from ELT students and lecturers and in the end, to provide theoretical teaching and learning approaches, strategies for future online emergency education.

For future studies, the overarching objective may be to conduct an exhaustive examination of the perceptions and experiences of ELT students and lecturers within the EMU community during the Covid-19 pandemic. This research, firmly rooted in the theoretical framework of a Community of Practice (CoP) (Wenger, 1998), may aim to illuminate how this distinct educational community navigated the challenges and opportunities presented by the abrupt transition to online teaching and assessment. In line with the principles of student-centered teaching and learning (Deci & Ryan, 2000; Hattie & Timperley, 2007), the study may endeavor to scrutinize the strategies employed by this CoP to uphold active student engagement, collaboration, and a focus on individual learning needs, particularly within the demanding context of emergency online education.

Moreover, the research can evaluate the burgeoning scholarship surrounding technological content pedagogical knowledge (TPCK) (Mishra & Koehler, 2006) by delving into how ELT lecturers harnessed and refined their TPCK during the Covid-19 pandemic. This exploration of the fusion of technological knowledge, content expertise, and pedagogical acumen is pivotal, given the exigencies of online teaching (Koehler & Mishra, 2009).

Consequently, the anticipated outcomes of this study are poised not only to advance our comprehension of educational adaptation during crises but also to offer invaluable insights and strategies for future online emergency education in the ELT context.

In summary, the main question about ELT students' and instructors' perceptions of online teaching and assessment during Covid-19 is complemented by a set of essential sub-questions. These sub-questions delve into the advantages and disadvantages of online education, the relationship between teaching and assessment practices, and comparisons between face-to-face and online education and assessment. By addressing these sub-questions, the study aims to provide a holistic understanding of the challenges and opportunities posed by the transition to online learning in the ELT context. It also sheds light on how teaching and assessment practices adapt to this new educational landscape, benefiting both instructors and students.

1.4 Research Questions

This study focuses on one main research question and four sub-questions.

1. What are the ELT students' and instructors' perceptions about online teaching and assessment during Covid-19?

The main question one, "What are the ELT students' and instructors' perceptions about online teaching and assessment during Covid-19?" seeks to understand how both English Language Teaching (ELT) students and instructors viewed and experienced the shift to online education and assessment in the Covid-19 pandemic. This question encompasses a range of sub-questions and areas of inquiry, including:

- 1.a What are the advantages and disadvantages of online education for ELT students and instructors?
- 1.b How do teaching and assessment practice relate to each other?

1.c How do ELT instructors and students compare face-to-face education and online education?

1.d How do ELT instructors and students compare face-to-face assessment and online assessment?

These sub-questions provide a comprehensive framework for exploring the various aspects of online education and assessment in the ELT field and offer insights into the experiences and perceptions of both instructors and students.

1.5 Significance of the Study

This study yielded substantial findings characterized by discernible disparities in responses between instructors and undergraduate students. It represents a scholarly endeavor that extends the boundaries of existing knowledge, providing novel insights, and responses to pertinent questions, and introducing philosophical paradigms pertinent to online teaching practices. Furthermore, a pivotal concept, "perception", assumes a central role in elucidating the process of commenting on and interpreting the multifaceted online learning experiences. The research outcome equips its audience with the capacity to engage in comprehensive comparative analyses of face-to-face and online learning modalities, fostering multifaceted discussions that accommodate diverse perspectives. As a scholarly contribution, this study offers a valuable resource for stakeholders in the domain of education, enabling a more profound comprehension of the intricacies associated with online pedagogy.

Conducting a thorough analysis of students' and instructors' perceptions of online emergency teaching and assessment is crucial for several academic and practical

reasons. Firstly, it aids in improving the quality of online education by identifying areas for enhancement. It enables institutions to fine-tune their practices and delivery methods. Secondly, this analysis informs the development of effective teaching strategies based on feedback from both students and instructors, enhancing overall learning outcomes. Furthermore, it helps identify and address challenges promptly, whether they are technical, communication-related, or pedagogical in nature. Tailoring support services based on the identified needs ensures a smoother learning experience.

Moreover, this analysis ensures that online education remains student-centered by aligning practices with student preferences, resulting in higher satisfaction and success rates. Instructors' experiences and insights are crucial for their professional development, guiding the creation of targeted training programs. It also informs policy decisions at various levels, guiding resource allocation and curriculum development. Additionally, the analysis promotes equity and accessibility by addressing disparities in resource access and impact on different student groups. Lastly, it serves as a means to measure the long-term impact of online emergency teaching on student learning outcomes, providing a foundation for ongoing improvements in education.

To conclude, this study also significantly contributes to the field of online education by exploring its philosophical underpinnings within the frameworks of Community of Practice and Technological Pedagogical Content Knowledge. By referencing seminal works such as Lave and Wenger's concept of Community of Practice and Koehler and Mishra's TPACK framework, this research provides a strong theoretical foundation for understanding the transformative potential and pedagogical intricacies

of online teaching. These insights hold practical implications for educators and policymakers as they navigate the evolving landscape of online education (Koehler & Mishra, 2008; Lave & Wenger, 1991). This study holds paramount importance for future research endeavors in the realm of online emergency education, particularly within English Language Teaching (ELT) contexts. Firstly, it represents a significant departure from conventional approaches by delving into the philosophical underpinnings of online teaching practices. By adopting a holistic perspective that extends beyond practical aspects, this study introduces a novel dimension to the discourse. This philosophical exploration, which aligns with Community of Practice (CoP) and Technological Pedagogical Content Knowledge (TPACK) frameworks, paves the way for future research to delve deeper into the theoretical foundations of online education. Subsequent studies could, for instance, investigate how the principles of CoP could be harnessed to create vibrant and inclusive online learning communities within ELT. Additionally, researchers might explore how the TPACK framework can guide the design of more effective online teaching strategies, striking a harmonious balance between technology, pedagogy, and content knowledge. These avenues for future research are crucial as they offer theoretical frameworks that can drive innovation and improvements in online ELT.

1.6 Definition of Key Terms

Key words of this study are presented below:

Assessment: According to Yu and Han (2021), assessment is a methodical process and it aims to analyze, collect, and lastly express affirmation of students' language and learning and their performances in class. Assessment comprises techniques and devices to assess the language skills of students. For example, language skills are

listening, speaking, reading, and writing, as well as grammar and vocabulary. Assessment in ELT aims to produce results of students' language performance and describe students' weaknesses and strengths (p.1).

Face-to-Face Education: Johnson (2013) and Killen (2013) referred to face- to- face education as a “conventional method of teaching and learning where students physically gather in a classroom.”

Online Teaching: According to Hutchinson and Torres (2020), online teaching in ELT refers to accessing learning material easily, using “flexible scheduling” thus, students communicating with their classmates, attending lectures synchronously, and asynchronously, and lecturers communicating synchronously and asynchronously in online education with “interactive activities” and multimedia extractions.

Online Assessment: Online assessment refers to creating timely feedback for students and following students' learning process online. It is defined as “making data-driven decisions to optimize the teaching and learning process.” (Reinders & Levey,2021). Bauer (2021) and Egbert (2021) highlight that online assessments comprise online quizzes, tests, and speaking tasks with the help of learning management platforms.

Emergency Remote Teaching (ERT): According to Rose & McKinley in 2021, ERT involves adapting language teaching and learning methodologies, preparing teaching tools, and presenting them to an online classroom environment below difficult conditions such as teaching the English language during the Covid-19 process.

1.7 Summary

This chapter provides an overview of the study's background, problem statement, research questions, significance, and key terms. It begins by discussing the emergence of the Covid-19 pandemic and its impact on higher education institutions, leading to the rapid shift to online emergency education. It highlights the challenges faced by students and instructors during this transition. The problem statement emphasizes the need to address the abrupt shift to online education in Turkish universities and its specific challenges. The study aims to assess the perceptions of ELT students and instructors during this period and provide theoretical approaches for future online emergency education.

The research questions delve into the advantages and disadvantages of online education in ELT, the relationship between teaching and assessment practices, and comparisons between face-to-face and online education and assessment. The significance of the study lies in its contribution to understanding online education's philosophical underpinnings, facilitating future research in CoP and TPACK frameworks, and exploring the role of "perception" in online education.

Key terms such as *assessment*, *face-to-face education*, *online teaching*, *online assessment*, and *emergency remote teaching* are defined to provide clarity within the study's context. Overall, this chapter sets the stage for a comprehensive examination of online emergency education in the ELT field during the Covid-19 pandemic.

Chapter 2

LITERATURE REVIEW

This chapter delves into a comprehensive exploration of the pivotal roles that face-to-face (F2F) and online teaching play within the realm of higher education, with a specific focus on English Language Teaching (ELT) classrooms. The global crisis brought about by the Covid-19 pandemic has ushered in a transformative era in teaching and learning, significantly impacting students and educators alike. Within the purview of ELT, this chapter embarks on a thorough review of prior scholarly works, encompassing critical topics such as online teaching, online assessment, face-to-face education, ELT practices, and the perceptions of students and instructors regarding online education and assessment during the pandemic. Furthermore, the chapter provides an insightful examination of the advantages and disadvantages associated with both F2F and online education in the ELT domain. Drawing from an array of empirical studies and academic discussions, this chapter culminates in a synthesis of findings, offering illuminating comparisons and highlighting key insights from the existing body of research. It sets the stage for a nuanced understanding of the evolving landscape of ELT within the context of higher education, with a particular emphasis on the unique challenges and opportunities presented by the pandemic.

2.1 Adapting to the Digital Age: Comparing Online and Face-to-Face Teaching

The landscape of education has undergone significant transformations in the aftermath of the Covid-19 pandemic, as numerous studies have explored the challenges, issues, and experiences faced by stakeholders in the realm of language learning during these unprecedented times. Recent additions to the literature have largely centered on understanding the pandemic's impact on EFL and ELT courses. In the academic year 2022-2023, online teaching has emerged as a prominent method of instructional delivery, utilizing digital platforms and technologies to facilitate remote learning experiences. This study endeavors to provide a comprehensive framework by examining scientific articles published between 2021 and 2022, with a specific focus on discerning the key differentiators between online teaching and traditional face-to-face (F2F) education.

Online teaching, as elucidated by Madlock (2021), offers a virtual learning environment where students access course materials, engage in discussions, and complete assignments through digital platforms. Asynchronous online classes enhance flexibility, catering to diverse schedules and fostering self-paced learning. In stark contrast, F2F education unfolds within physical classrooms, enabling real-time interactions between students and instructors. Research by Zawacki-Richter et al. (2021) underscored that these face-to-face interactions created a sense of community, promoting active engagement and immediate feedback during class discussions.

Bergamin et al. (2021) illustrated that online teaching incorporates interactive tools like discussion forums, video conferencing, and multimedia content to engage learners. It encourages collaboration and peer interaction, facilitating diverse perspectives and knowledge sharing. In contrast, F2F education relies on direct personal interactions, allowing for active learning, group activities, and dynamic classroom discussions. Instructors in F2F settings employ non-verbal cues to assess student understanding and adapt teaching strategies accordingly. The pivotal role of technology is emphasized in online teaching, as underscored by Garcia et al. (2022). Online education necessitates access to appropriate technology, including computers, stable internet connectivity, and digital literacy skills. Educators must be proficient in utilizing various online tools to ensure an effective teaching-learning experience. Conversely, F2F education requires minimal technological infrastructure, making it more accessible to a broader range of students, including those from underserved areas.

Assessment practices also diverge significantly between the two modalities. Zawacki-Richter et al. (2021) noted that online assessments often encompass online quizzes, exams, and electronic assignment submissions. These assessments facilitate data analytics for tracking student progress and identifying areas for improvement. In contrast, F2F education predominantly features face-to-face assessments, including written exams and oral presentations, which provide immediate feedback and one-on-one interactions to gauge students' learning progress.

In this evolving educational landscape, where online teaching has become increasingly prominent, it is noteworthy that the most crucial issue that both instructors and students faced during the Covid-19 pandemic was the challenge of

speaking skills. Zawacki-Richter et al. (2021) conducted numerous studies that have delved into the pandemic's impact on EFL and ELT classes, it is evident that relatively few have focused on the development of speaking skills. Speaking proficiency is a fundamental component of English education, as it embodies practical communication abilities. The virtual classroom environment introduced unique difficulties, including poor internet connectivity and the absence of direct eye contact, making effective communication challenging. Consequently, a multitude of studies (Aldilah Khaerana et al., 2022; Anugrah, 2022; Arianto, 2021; Djafar, 2020; Drescher, 2022; Efriana, 2021; Gonzalez-Torres et al., 2022; Huang, 2021; İşler & Elmas, 2022; Istiqhomah et al., 2021; Khreisat, 2022; Kuznekoff & Munz, 2022; La'biran & Dewi, 2021; Li, 2021; Menggo, 2021; Mulyani et al., 2021; Nayman & Bavli, 2022; Nurwahyuni, 2020) delved into the challenges, experiences, and perceptions of both instructors and students in this context, addressing the communication hurdles faced in online classrooms.

This synthesis of literature reveals the intricate web of changes, challenges, and adaptations in the field of education, particularly in the context of language learning during the Covid-19 pandemic. While online teaching has emerged as a viable alternative to traditional F2F education, it is marked by its own unique set of advantages and limitations. These distinctions span the realms of technology, interactive tools, accessibility, and assessment practices, reflecting the evolving needs and preferences of learners in the digital age. The paramount significance of speaking skills in the educational landscape, further accentuated by the pandemic's challenges, has prompted extensive research to illuminate the hurdles faced by both instructors and students in achieving effective communication in virtual classrooms.

These collective insights provide a robust foundation for further exploration and adaptation in the ever-evolving landscape of language education.

2.1.1 Revamping Teacher Education for Emergency Teaching: Preparing Educators for the Digital Age

This section presents a detailed comparison of emergency online teaching and face-to-face teaching. The landscape of education has witnessed substantial transformations, especially in the aftermath of the Covid-19 pandemic. One significant development is the emergence of emergency online education, characterized by the utilization of internet-based tools and platforms like video conferencing and learning management systems (Peters, 2022). This approach allowed students to access educational materials remotely, offering self-paced learning and virtual collaboration (McGee & Reis, 2021). Conversely, traditional face-to-face (F2F) teaching in the academic year 2022-2023 remained rooted in in-person interactions within physical classrooms (Johnson, 2023), facilitating immediate feedback, active engagement, non-verbal cues, and hands-on experiences (Gordon, 2022).

Emergency online education during the Covid-19 pandemic was a rapid response to the global health crisis, involving the abrupt shift from F2F to online instruction (Hodges et al., 2020). It aimed to mitigate disruptions and ensure continued education during school closures and social distancing measures. However, online teaching introduced notable differences compared to F2F. Online education offers greater flexibility and accessibility, eliminating the need for commuting and allowing students to balance academic responsibilities with personal obligations (Honeyman & Miller, 2020). It prompted educators to explore a wide array of digital tools,

fostering engagement, interactivity, and dynamic learning experiences (Al-Fraihat et al., 2020). Nonetheless, online teaching came with challenges, including the lack of face-to-face interaction, limited non-verbal cues, and technical issues related to internet infrastructure (Liaw, 2020). These challenges prompted educators to adapt their pedagogical approaches and employ innovative strategies (Hodges et al., 2020).

As vaccination efforts progressed, educational institutions began transitioning back to F2F teaching in 2021. This allowed for the restoration of in-person interactions and collaborative learning experiences, often incorporating safety measures and hybrid models to maintain flexibility (Higher Education Commission, 2022). However, the experiences of online teaching during the pandemic underscored the value of blended learning approaches, integrating both online and physical components to optimize student engagement and learning outcomes (Higher Education Commission, 2022).

Effective online English teaching required adjustments in teacher training programs and the adoption of strong pedagogical notions for these new modes of language instruction. Both educators and students faced global challenges, including limited access to the internet and digital devices, as well as insufficient digital literacy (Moser et al., 2021). Many educators and learners lacked prior experience with online teaching and learning, resulting in struggles to adapt to changing roles (Erarslan, 2021). Shortly, teacher education programs must prepare students not only for traditional classroom instruction but also for online instruction to address these challenges (Erarslan, 2021).

Comparative studies between face-to-face and online learning investigated learner satisfaction, with key factors including modern technology, technical competency, motivation, instructor characteristics, and student attributes (Dillon & Gunawardena, 1995; Volery & Lord, 2000; Soong, Chan, Chua, & Loh, 2001). Additionally, Hofmann (2002) highlighted the advantages of e-learning technology, showing that participants in online courses outperformed those in traditional classroom-based instruction.

In summary, the educational landscape evolved significantly, with the Covid-19 pandemic driving the rapid adoption of emergency online education. This transition brought about opportunities for flexibility and innovation but also posed challenges related to communication and technology. On the other hand, the integration of online and face-to-face components appears to be a promising approach to address the diverse needs of students and optimize learning outcomes. Teacher education programs adapted to prepare educators for the changing landscape of education in a digital age.

2.1.2 Advantages and Disadvantages of (Emergency) Online Education: Insights from ELT Studies

Online education during the Covid-19 pandemic has been extensively explored shedding light on both its advantages and disadvantages, as revealed in previous studies. These explorations have provided valuable insights into the multifaceted nature of online learning in the field of English Language Teaching (ELT).

Emergency online education in the field of English Language Teaching (ELT) presented several notable advantages, as evidenced by previous studies. These advantages contributed to the effectiveness and accessibility of language learning

during challenging circumstances. First and foremost, emergency online education significantly enhanced the accessibility of language learning. Learners residing in remote areas or those facing limitations in accessing traditional educational institutions greatly benefited from this shift (Ma & Kelly, 2022).

Online platforms transcended geographical constraints, offering learners the opportunity to engage in language education at their convenience (Kukulska-Hulme et al.,2021). Additionally, ELT instructors enthusiastically embraced an array of digital tools and resources as part of online education. These resources encompassed learning management systems, online textbooks, multimedia content, and language learning applications (Kim, 2021). Through the integration of these tools, language instruction was enriched, providing students with engaging and interactive learning experiences (Kessler, 2021).

Table 1 below displays the advantages and disadvantages reported by (Daggöl et al.,2023)

Table 1: EFL Students' Perceptions about Advantages and Disadvantages of Online Emergency Remote Teaching (cited Dağgöl et al., 2023)

Advantages	Disadvantages
More chances for individual study	Technical problems
Studying comfortably at home	Not finding courses beneficial
Time-saving	Lack of speaking practice
Instant access to online resources	Lack of communication/socializing
Lower expenses	Lack of interaction
Enhanced convenience	Concentration problem
Reduced anxiety	Lack of classroom atmosphere
Easier attendance	Fewer class hours
Access to course recordings	Distance education itself
Teacher support	Physical and psychological distance from school
Improved efficiency	Limited activities
Better utilization of technology	Lack of participation
Opportunity for online assignments	Physical problems such as headaches and tiredness
No transportation/accommodation issues	Abundance of assignments
Flexibility in attendance	Lack of motivation
Increased self-regulation	Lack of self-confidence
Focused class concentration	Improving slowly
Radio-like listening experience	Lack of attendance
-	Adaptation problem
-	Distractors
-	Feeling uneasy in front of the camera
-	Disregarding the course
-	Lack of university readiness

It should be noted that upon inquiry into the advantages of distance education in language learning, a great majority of students expressed the belief that distance education had no advantages however, among those who found it advantageous, they highlighted various benefits that extended beyond language learning. The most commonly mentioned advantage was the opportunity for individual study during online learning, followed closely by the convenience and comfort of studying at home. Other advantages cited included having more time, instant access to online resources during the course, reduced expenses, improved well-being, decreased anxiety, easy attendance to classes, and the ability to review course recordings later.

Students also acknowledged that distance education allowed them to utilize technology more effectively and regulate their learning process.

When asked about the disadvantages of distance education in language learning, some students claimed there were no disadvantages. However, the majority provided various responses. The most common issues raised were technical problems and a lack of perceived benefit from online classes. Concerning language skills, students believed that online learning led to a lack of speaking practice, which posed challenges for listening, speaking, and pronunciation. Other significant problems included a lack of communication and social interaction, limited interaction with instructors and peers, difficulties in concentration, the absence of a classroom atmosphere, fewer class hours, limited activities in class, physical and psychological detachment from school, physical discomfort, lack of motivation and self-confidence, slow progress, and distractions. Although mentioned only once, the unpreparedness of institutions for distance education was notable. Additionally, students provided their solutions to address the challenges encountered in online learning.

Furthermore, emergency online education fostered enhanced autonomy and self-directed learning among language learners. This pedagogical approach encouraged students to assume greater responsibility for their learning journey (Ma & Kelly, 2022). As students navigated through online materials, engaged in self-directed study, and managed their learning progress, they developed valuable autonomy and self-directed learning skills. In synthesis, the advantages of emergency online education in ELT can be summarized as follows: it significantly improved accessibility to language learning, enabled the effective utilization of diverse digital

tools and resources by ELT instructors, and promoted autonomy and self-directed learning among students. These advantages underscored the potential of online education to overcome geographical barriers, enhanced the quality of instruction, and empowered learners to take charge of their language learning experiences.

Emergency online education in English Language Teaching (ELT) was accompanied by several notable disadvantages, as highlighted in previous studies. These drawbacks presented challenges to the effectiveness and overall learning experience within this educational context. One significant limitation of emergency online education in ELT was the reduced opportunity for face-to-face interaction, a crucial element in language learning. The absence of direct contact with instructors and peers hindered the development of essential language skills, particularly speaking and listening, as well as interpersonal communication (Dudeney & Hockly, 2022).

Technical challenges and access barriers emerged as another notable drawback. The reliance on technology exposed vulnerabilities related to internet connectivity, device compatibility, and software issues. Poor internet connections and disparities in technology access disrupted the learning experience, creating inequalities in educational opportunities (Dudeney & Hockly, 2022; Kim, 2021). Furthermore, the absence of physical classroom environments and in-person interactions impacted the personal connection and motivation of learners. The absence of a supportive learning community led to feelings of isolation and decreased motivation (Eaton, 2021).

In addition to these challenges, ensuring fair and secure assessments in an online setting proved to be a complex task. Remote exams and assignments raised concerns about maintaining academic integrity and preventing cheating (Lupton et al., 2020).

Moreover, the lack of face-to-face interaction made it challenging for educators to provide individualized attention and immediate feedback to students. Addressing individual learning needs in an online environment required additional effort and resources (Hodges et al., 2020).

According to (Dağgöl et al., 2023), The instructors shared their perspectives on the difficulties they faced during the first semester of fully online classroom teaching in the new academic year in Table 2 below.

Table 2: ELT Instructors' Perceptions about Difficulties and Strong Points of Online Teaching (cited Daggöl et al., 2023)

Difficulties Experienced in Online Teaching	Strong Points of Online Teaching
Technical problems	Using a different, more interactive platform
Students' refusing to have cameras on during the lesson	More interaction
Lack of participation	Using a different platform for assignments
Difficulties in motivating the students	Increased readiness for online classrooms
Time constraints	Higher participation rates
Low attendance levels	Higher attendance rates
Students' lack of necessary equipment	Increased motivation
Assessment	More structured and set teaching-learning experiences
Lack of interaction	More smooth implementations

According to Daggöl et al.,(2023), the most commonly mentioned challenge was technical problems, with 8 instructors highlighting this issue. Other frequently mentioned difficulties included students' refusing to turn on their cameras during lessons (7 instructors), lack of student participation (6 instructors), time constraints (5 instructors), low attendance levels (5 instructors), students lacking necessary

equipment (4 instructors), difficulties in motivating students (4 instructors), and challenges in getting to know students and conducting assessments (4 instructors).

When comparing their teaching experience in the new semester to the emergency teaching situation in the previous semester, the instructors noted significant changes resulting from new decisions and adjustments. The transition to a new teaching platform was the most prominent change. Instructors reported being more familiar with online teaching in the new semester, leading to increased interaction (9 instructors) higher participation (5 instructors), and attendance rates (4 instructors). From an affective perspective, they observed increased motivation (3 instructors) and improved readiness (3 instructors) between students. Regarding instruction, instructors mentioned conducting classes in a clearer and more structured manner (2 instructors) and making better assessments of the teaching and learning process (2 instructors) (Daggöl et al.,2023).

In conclusion, while emergency online education in ELT offered advantages such as enhanced accessibility, the utilization of digital tools, and the promotion of self-directed learning, it also presented significant challenges. These challenges, including limited face-to-face interaction, technical obstacles, reduced motivation, assessment concerns, and the lack of personalized support, highlighted the need for a comprehensive and balanced approach to address the limitations while maximizing the benefits of online learning in ELT. Synthesizing the literature revealed the multifaceted nature of online education during the Covid-19 pandemic, emphasizing the importance of adaptability and innovation in this educational context.

2.1.3 Comparing E-Learning and Traditional Face-to-Face Learning: Advantages and Disadvantages

This section focuses on the advantages and disadvantages of face-to-face education. First of all, it will discuss the advantages of face-to-face education, and later disadvantages of face-to-face education will be discussed in terms of some terms.

Table 3, drawn from the research of Singh et al. (2009), succinctly encapsulates the advantages and disadvantages of two prominent modes of education: Traditional Learning and E-Learning. This table presents a foundational reference in the examination of these educational approaches, providing a clear and concise overview of their respective strengths and weaknesses. Through the analysis of these advantages and disadvantages, this study seeks to contribute to a nuanced understanding of the evolving landscape of education, particularly in the context of technological advancements and pedagogical transformations.

Table 3: Advantages and Disadvantages of Traditional Learning (cited Singh et al.,2009)

E-Learning	
Advantage	• Knowledge Sharing • Providing any time accessibility to course materials • Adds pedagogical benefits • Cost-effective for learner • Available to a global audience • Unlimited access to knowledge • Helpful knowledge for instructors
Disadvantages	• Costly to produce • New skills needed • Affordability • Minimal social interaction • Lack of immediate feedback
Traditional Learning	
Advantages	• Knowledge Exchange • Skill development • Interaction between learner and teacher • Socialization • Immediate Feedback • Motivating Learner • Being familiar to both instructors and students
Disadvantages	• Classroom size • Student-teacher ratio • Accessibility • Expensive to deliver • Instructor- Centered • Time and location constrain

According to Singh et al. (2009) study, knowledge exchange, skill development, interaction between learner and teacher, socialization, immediate feedback, motivating learner, and being familiar to both instructors and students are advantages of F2F classrooms. When looking at the disadvantages of face-to-face education classroom size, student-teacher, ratio, accessibility, expensive to deliver, and time

and location constraints are some of the negativities that educators and learners may confront.

Table 3 provides a comparative analysis of the advantages and disadvantages of E-learning and traditional face-to-face learning, as cited in Singh et al.'s study in 2009. E-learning offers benefits such as flexible access to course materials, cost-effectiveness, global reach, and data-driven insights for instructors. However, it may face challenges related to production costs, skill acquisition for learners, affordability, limited social interaction, and delayed feedback.

On the other hand, traditional face-to-face learning fosters knowledge exchange, skill development, socialization, immediate feedback, motivation, and a sense of community. Nevertheless, it may have drawbacks concerning classroom size, accessibility, higher delivery expenses, instructor-centered dynamics, and inflexibility in terms of time and location.

In conclusion, both approaches have strengths and weaknesses, and educators should consider their context and students' needs to create inclusive and effective learning environments.

Firstly, in a physical classroom setting, instructors can give students immediate feedback, encouraging a deeper understanding of the subject matter and prompting timely clarification of concepts. Face-to-face teaching includes immediate feedback, improved social interaction, and the opportunity for hands-on learning experiences (Roschelle et al., 2021). Face-to-face teaching and also facilitates social interaction between students, can promote collaboration, and peer learning, and also provides

the development of interpersonal skills between students (Arends,2022). Additionally, face-to-face instruction makes it easier to incorporate practical exercises and hands-on activities, which promotes experiential learning and a greater commitment to the material (Hmelo-Silver et al., 2021).

Secondly, in face-to-face teaching, learners are allowed to engage in genuine language practice by participating in live interactions with their teachers and classmates. Thirdly, learners can engage in two-way conversations, role-plays, and discussions regarding the language in a virtual environment that is close to the real world. Such immersive experiences facilitate the acquisition of language fluency, interpersonal communicative competence, and a deeper multicultural understanding (Richards & Rodgers, 2022).

Thirdly, when teaching in physical classrooms, instructors hold the advantage of utilizing non-verbal communication signals such as gestures, facial expressions, and body language. These non-verbal cues effectively convey meaning and provide visual support, leading to improved comprehension and higher levels of engagement among students in language learning activities (Lightbown & Spada, 2023).

Fourthly, face-to-face teaching nurtures social interaction and cooperation among learners, establishing a supportive educational environment. Students can participate in group activities, paired tasks, and language-based games, enabling them to actively apply their language skills while fostering interpersonal connections and gaining cultural sensitivity (Harmer, 2022).

Fifthly, in face-to-face teaching, students have the opportunity to engage in peer collaboration and cooperative learning. They can work in pairs or small groups, actively practicing their language skills, providing feedback to their peers, and participating in interactive tasks. Collaborative activities foster active engagement, encourage critical thinking, and contribute to the development of interpersonal skills (Nation & Macalister, 2023).

Lastly, in addition to what has been mentioned above, students benefit from the immediate availability of the instructor for seeking clarification whenever they face challenges or have inquiries. This direct access to the teacher facilitates a deeper comprehension of language concepts and enables personalized guidance that caters to the specific needs of individual students (Scrivener, 2022).

To sum up, these additional instances exemplify the advantages of face-to-face teaching in the field of English Language Teaching (ELT). These advantages encompass the utilization of non-verbal communication, the availability of immediate clarification, the opportunity for peer collaboration, and the promotion of cultural immersion. All of these factors combine to create a well-rounded language learning experience (Byram, 2022; Harmer, 2022; Lightbown & Spada, 2023; Nation & Macalister, 2023; Scrivener, 2022; Ur, 2022).

On the other hand, the disadvantages of face-to-face teaching during this period include limited flexibility, potential for disruptions, and challenges in accommodating diverse learning styles. Firstly, one of the greatest disadvantages of F2F teaching is limited flexibility. Face-to-face teaching often operates on fixed

schedules and requires physical presence, limiting the flexibility for students who have other commitments or prefer self-paced learning (Reeve et al., 2021).

Secondly, face-to-face classes may be susceptible to disruptions such as interruptions, noise, or disciplinary issues, which can hinder the learning environment (Evertson & Emmer, 2022). Lastly, accommodating diverse learning strategies and students' needs can be more challenging than face-to-face teaching, considering the pace and style of instruction may not align perfectly with every student's preferences in distance education (Felder & Brent, 2021).

In summary, the traditional approach of face-to-face instruction in ELT offered valuable benefits but also had its drawbacks. Educators need to consider these factors when designing effective and inclusive learning environments. The literature highlights the need for a balanced perspective on face-to-face teaching, recognizing its strengths and challenges while acknowledging the evolving landscape of language education.

Overall, the synthesis of the literature underscores the importance of understanding the advantages and disadvantages of face-to-face teaching in ELT to make informed decisions in adapting to changing educational contexts.

2.2 Comparison of Online Teaching and Face-to-Face Teaching

The most important component of learning and teaching activities is assessment. They have definitions that are quite similar to one another, and people frequently use them interchangeably. On the other hand, there are some notable distinctions between the two. The term "assessment" refers to a more generic concept that

includes the practices and procedures that are used to acquire information on students' abilities, as well as their knowledge, understanding, and motivation (Allan, 1999; Ekbatani & Pierson, 2000; Lambert & Lines, 2000). The process of determining whether or not a program achieves its objectives through the collection of relevant data is known as evaluation. It seeks to determine which approaches are successful and which are unsuccessful (Kaufman, Guerra, Platt, 2006). Both of these definitions make it very clear that assessment is the procedure, whereas evaluation is the action or process that is being carried out. From this, one may conclude that one can employ assessment methodologies when engaging in the evaluation process.

The widespread consensus holds the idea that evaluating students' knowledge and abilities is one of the most important aspects of the instructional process. Educators rely on this method to gauge the extent of their pupils' acquired expertise (Taras, 2005). According to Wojtczak, (2002), it assists educators in evaluating the strengths and weaknesses of their pupils as well as in motivating those kids. In addition to this, evaluations give instructors valuable input regarding the learning acquisition of their students (Taras, 2005; Stiggins, 1992). The usage of this approach gives instructors the chance to assess student learning, which they may then put to use to increase their students' overall understanding.

This section presents online assessment in English Language Teaching and gives specific studies from recent years. The integration of digital tools and technology has led to the widespread popularity of online assessment in ELT classrooms. A case study by Song et al. (2019) highlights the convenience and flexibility of online assessments, enabling students to participate from any location at their preferred time. Wang et al. (2021) demonstrate in their study that online assessment tools with

automated grading capabilities provide immediate feedback, allowing learners to promptly review and improve their performance. Additionally, Sari and Albantani (2021) show how incorporating multimedia elements like audio and video enhances the authenticity of language evaluation and fosters language proficiency among students.

Certainly, online assessment presented both advantages and disadvantages. On the positive side, online assessment offered students remarkable flexibility and convenience, liberating them from the constraints of physical presence and rigid scheduling (UNESCO, 2020). Additionally, it provided timely feedback, enabling students to promptly review their performance and adjust their learning strategies as needed (Gikandi et al., 2011). Online assessments could also be customized to cater to the diverse learning needs of students, promoting inclusivity and accessibility by accommodating disabilities or language barriers (Dawson et al., 2020).

Moreover, this section discusses how online assessments were conducted and impacted such as teaching English language to students in ELT education during the Covid-19:

In a case study by Chen et al. (2020), the implementation of online assessment tools during the Covid-19 pandemic was investigated. The study explored how online quizzes, interactive exercises, and virtual speaking assessments were utilized to evaluate language proficiency remotely. It was found that online assessments provided valuable data on individual student progress, enabling instructors to tailor instruction and address areas of difficulty effectively.

Furthermore, Jiang and Chen (2021) examined the impact of online assessment on students' language performance during the pandemic. The study compared the scores of online assessments with previous face-to-face assessments and found that students' language skills remained consistent, demonstrating the effectiveness of online evaluation. Therefore, a previous study showed that there are positive aspects of using e-portfolios in speaking skills. For example, Yekta and Kana'ni (2020) conducted a study about e-portfolios. They worked with 30 Iranian studies. They divided them into two groups. They recorded students' voices during the study. According to the results, this online activity improved their speaking fluency (Yekta & Kanani,2020).

Therefore, in regions where face-to-face instruction was permitted with precautions, some educators adopted blended assessment approaches during the Covid-19 pandemic. A case study by Liu et al. (2020) explored how instructors combined traditional face-to-face speaking assessments with online writing evaluations. The study emphasized the importance of maintaining direct interactions in speaking assessments to gauge oral proficiency while using online platforms for writing evaluations allowed for easier feedback and grading. In a study by Wang and Zhang (2021), face-to-face assessments in small groups during the pandemic were explored. The research highlighted the advantages of personalized feedback and immediate clarification of language concepts in small face-to-face settings, supporting the argument for hybrid approaches when physical gatherings were feasible. These additional cases demonstrate the diverse approaches taken by educators during the Covid-19 pandemic to ensure effective language assessment in both online and face-to-face settings. It underscores the importance of flexibility and innovation in

assessment practices to adapt to the unique challenges posed by the pandemic while maintaining the quality of language education.

In a study by Lee and Kim (2020), the effectiveness of online listening assessments was examined during the Covid-19 pandemic. The researchers designed listening tasks that incorporated audio recordings and video clips to assess students' listening comprehension skills remotely. The results showed that online listening assessments provided valuable insights into students' ability to understand spoken language and enabled instructors to identify areas of improvement. The study emphasized the importance of using authentic audio materials in online assessments to mirror real-life listening scenarios and promote language development.

According to Khajavy et al. (2020) conducted a study to examine the effectiveness of online reading assessments during the Covid-19 pandemic. In this study, English language learners were provided with digital reading materials and tasked with answering comprehension questions online. The researchers found that online reading assessments allowed for greater flexibility and accessibility, as students could engage with the materials from their homes. Immediate feedback from the online platform helped students monitor their progress and identify areas for improvement. However, some students reported feeling less motivated in the online setting compared to face-to-face assessments. Overall, the study highlighted the potential benefits and challenges of conducting reading assessments online during the pandemic.

Conversely, online assessments came with a set of challenges. They heavily relied on technology infrastructure, including internet access and compatible devices, making

the process susceptible to technical issues like connectivity problems or system failures (Liu et al., 2020). The remote nature of online assessments raised concerns about academic integrity, as monitoring students became more challenging, increasing the potential for cheating or plagiarism (Shepard et al., 2020). Moreover, replicating certain assessment tasks, especially those involving hands-on skills or real-world applications, authentically in an online environment was problematic, potentially compromising the overall authenticity of the assessment (Crawford et al., 2020).

In summary, online assessment offered benefits related to flexibility, timely feedback, and enhanced accessibility while posing challenges tied to technological issues, academic integrity, and limitations in authenticity for specific assessment types. Educators had to be cognizant of these factors and take appropriate measures to mitigate the disadvantages while maximizing the advantages of online assessment.

On the other hand, traditional face-to-face assessment remains a widely used approach in evaluating language proficiency in ELT and has advantages. Farhady et al.'s (2018) research demonstrates the value of face-to-face speaking assessments, allowing assessors to observe non-verbal cues and gain valuable insights into students' language proficiency and communicative abilities. Lumley and O'Sullivan (2019) emphasize the importance of face-to-face assessments in providing students with opportunities to showcase their language skills authentically through activities like role-plays and group discussions, fostering language development.

Face-to-face assessment, on the other hand, represented the conventional approach to evaluating students' knowledge, skills, and abilities within a physical environment,

typically a classroom or an examination hall. This method involved direct interaction between assessors and students, often through oral or written examinations conducted in person (Birenbaum & Dochy, 2016). It provided an immediate and direct engagement between assessors and students, facilitating real-time evaluation of learners' performance.

Smith and Johnson (2021) investigated the adaptations made in face-to-face reading assessments during the Covid-19 pandemic. Due to social distancing guidelines, a small group of English language learners were assessed individually in a controlled classroom setting. The reading materials were provided in printed form, and students were asked to complete comprehension tasks and demonstrate their understanding orally. The researchers found that face-to-face assessments allowed for direct observation of non-verbal cues and authentic communication, which provided valuable insights into students' language proficiency. However, logistical challenges arose due to the limited availability of classrooms and the need to maintain safety protocols.

In summary, face-to-face assessments in English language teaching had advantages such as immediate feedback, personalized attention, and the assessment of non-verbal cues. However, they also faced limitations in terms of flexibility, accessibility, and health and safety concerns. These factors should be carefully weighed when designing assessment strategies to ensure effective and safe evaluation practices in English language teaching, particularly in the context of the Covid-19 pandemic.

On the other hand, face-to-face assessment also has its limitations. Brown (2021) highlights potential biases that may arise in face-to-face assessments, where

assessors may inadvertently favor certain students or be influenced by non-linguistic factors. Luoma (2020) presents cases of variations in scoring and grading among different assessors due to the subjective nature of face-to-face evaluations. Additionally, logistical challenges in scheduling face-to-face assessments for large groups of students have been exemplified in McNamara and Roever's (2019) research. They were often marked by limited flexibility and accessibility, particularly for students facing geographical or logistical challenges (Ali et al., 2017). The need for specific time slots, physical venues, and human resources posed scheduling and availability challenges, adding to the complexity of face-to-face assessments (O'Reilly et al., 2014). Additionally, health and safety concerns related to virus transmission, especially during the pandemic, were important considerations in traditional classroom settings (Ahmed, 2020; Wang et al., 2021).

Due to the challenges of conducting face-to-face assessments during the pandemic, some language educators sought alternative solutions. In a case study by Lopez et al. (2021), a socially distanced face-to-face listening assessment was conducted in an outdoor setting. Students were provided with individual headsets to listen to recorded audio, and their responses were collected electronically. The study demonstrated that face-to-face listening assessments could still be conducted safely and effectively by implementing necessary precautions and maintaining physical distancing measures.

Overall, both online and face-to-face assessment methods had their unique strengths and limitations. Exploring and understanding the nuances of these assessment approaches was vital for educators as they navigated the evolving landscape of educational evaluation. Future research could delve deeper into the comparative

effectiveness and best practices for integrating online and face-to-face assessments to optimize learning outcomes in diverse educational settings.

2.2.1 Student's Perceptions in Online Education

The perceptions of students regarding teaching and assessment in online education from 2021 to 2023 can vary based on individual experiences and circumstances. However, some common themes and trends have emerged regarding perceptions during this time.

First of all, students' perceptions regarding teaching in online education have changed in terms of positive and negative in recent years. Li and Lalani (2020) conducted research among university-level English Language Teaching students during the Covid-19 pandemic. Positive perceptions of online education were evident among the participants, as they valued the convenience and flexibility it provided. Students appreciated the opportunity to attend classes from various locations and the flexibility to review recorded lessons at their own pace, accommodating their individual schedules and learning preferences.

Huang and Maa (2020) surveyed high school students in an English Language Teaching context. The findings indicated that many students held positive perceptions of online education during the pandemic. They valued the autonomy that virtual learning offered, as it allowed them to take charge of their learning process. Embracing online resources, students engaged in self-directed learning to enhance their language skills actively. Zhang and Chen (2021) explored university-level students' attitudes towards online language learning. Some participants expressed negative perceptions about online education, particularly concerning the absence of social interactions. Students missed the face-to-face engagement with peers and

instructors, viewing it as vital for fostering a supportive learning community and engaging in real-time discussions. On the other hand, there were negative perceptions from Northern Cyprus from an ESL classroom. According to Aslam et al. (2021), findings show that students' perceptions were generally negative. They complain that an online classroom is not like a face-to-face classroom, that the learning environment is ineffective, that they are not part of the class or campus, that there is no harmony, that the instructor does not manage the online instruction, and that the instruction is disorganized, but they are happy about transportation. They did not have to pay tuition to attend school. This was the aspect of the online education that was satisfactory.

Alzahrani (2021) investigated the experiences of English Language Teaching students during the pandemic. Some participants faced technological challenges, including limited access to reliable internet connections and insufficient digital literacy. These barriers hindered their full participation in online classes, resulting in a negative impact on their learning experiences.

Moreover, students' perceptions of technology in online education can be mixed. Chen et al. (2021) point out that while some students are comfortable with digital tools and platforms, others may face challenges related to internet connectivity, access to suitable devices, or technical difficulties. These technological challenges can impact students' engagement and overall experience in online education.

On the other hand, some students had a positive perception regarding teaching in online education during the Covid-19. Wang and Alqahtani (2021) explored students' perceptions of blended learning in English Language Teaching. Blended learning,

which combines online and face-to-face elements, garnered positive feedback from some participants. They appreciated the balanced approach that blended learning offered, benefiting from the advantages of both modalities. The flexibility of online learning and the interpersonal interactions of face-to-face classes contributed to a more engaging and effective learning experience for the students.

According to Hew and Cheung (2021), students appreciate the adaptability and convenience of online education, valuing the flexibility it offers in terms of studying from anywhere and accessing learning materials easily. Online education has allowed students to balance their academic pursuits with other commitments or responsibilities.

Students' perceptions of online education and assessment have evolved over recent years, demonstrating a spectrum of positive and negative viewpoints. A comprehensive investigation by Johnson et al. (2020) shed light on the favorable feedback from ELT students regarding online assessment. They highlighted the flexibility and convenience of this approach, emphasizing the freedom to complete exams at their own pace and from any location. Such adaptability not only reduced stress levels but also enabled students to manage their time effectively, resulting in a positive learning experience. Smith and Lee (2021) specifically explored online quizzes for ELT students and found encouraging results. Participants highly appreciated the immediate feedback provided by digital assessment tools, empowering them to identify areas for improvement promptly and enhancing their language learning journey effectively.

Hazaymeh (2021) conducted a study revealing positive student perceptions of online education, emphasizing improvements in communication and collaboration skills. The digital environment facilitated easy access to information and encouraged group project activities. However, the study highlighted the need for continued innovation in assessment strategies and learning styles for EFL and ELT students.

Further research by Nabi et al. (2021) corroborated positive attitudes toward online education among students. They expressed a sense of freedom and reported no issues related to space and time, attributing these results to easy access to information during the Covid-19 pandemic. This study underscored the importance of digital literacy in the absence of face-to-face education.

Kuwaiti EFL students' positive perceptions of Microsoft Teams-based online learning during the Covid-19 pandemic were evident in the study by AlAdwani and Alfadley (2022). Students recognized the benefits of the Microsoft Teams platform, including enhanced engagement, foreign language acquisition, language skill development, and practical evaluation.

However, negative perceptions regarding online assessment emerged in some studies. Brown and Garcia (2020) investigated ELT students' attitudes toward virtual speaking assessments and found that some expressed concerns about the lack of authenticity compared to face-to-face interactions. The video format was particularly discomfoting for these students, impacting their performance and generating reservations about the efficacy of such evaluation methods.

Kim et al. (2021) conducted a survey that revealed worrisome apprehensions among ELT students about the reliability of online proctored exams. Technical glitches and potential internet disruptions emerged as significant anxieties, with students fearing the adverse consequences on their grades and overall assessment experience.

Student perceptions regarding interaction and engagement in online education varied. While some valued the opportunities for interactive engagement and teamwork facilitated by online platforms, others felt a lack of personal connection and reduced social interaction compared to face-to-face classrooms. The effectiveness of online teaching methods and the level of interactivity in the online learning environment played a crucial role in determining student engagement.

Concerns about online assessments and academic integrity were also evident. Remote exams and assignments raised questions about fairness, security, and the potential for cheating. Some students believed that online assessments did not accurately reflect their true abilities or provide a comprehensive evaluation of their learning.

In conclusion, students' perceptions of teaching and assessment in online education encompass both positive and negative aspects. These perceptions are influenced by various factors, including prior online learning experiences, individual learning preferences, and the quality of online education provided. Continuous feedback from students is essential for institutions and educators to make improvements and enhance the overall online learning experience.

Tables 4 and 5 present the classification of students' language anxiety factors in both face-to-face and online classrooms. In face-to-face settings, students experience communication apprehension, test anxiety, and fear of negative evaluation. These anxieties manifest as feelings of overwhelm, nervousness, lack of confidence, and discomfort when speaking or being evaluated in a foreign language. Similarly, online classes do not alleviate these anxieties entirely, as students still face challenges related to communication apprehension, test anxiety, and fear of negative evaluation.

Table 4: Classification of Students' Language Anxiety Factors by Hortwiz Et All's. Category (1986): (1) Communication Apprehension, (2) Test Anxiety, and (3) Fear of The Negative Evaluation

	Face to Face Classroom	Online Class
Communication Apprehension	• Learners feel overwhelmed by the number of rules to speak well • It causes the learner to panic when they have to speak without enough preparation • Learners feel nervous speaking with native speaking • Generally, learners do not feel confident speaking in a foreign language • Learners get nervous when they do not understand what the lecturers • It is burdensome for introverted learners and also those with low English proficiency to speak in front of many people directly	• Learners never feel quite sure of themselves when it comes to speaking in a foreign language • Learners feel uncomfortable around native speakers • Learners are more self-conscious speaking in front of other learners • Learners get nervous and confused when speaking in a language class • It frightens the learners when they do not understand what the lecturer says
Test Anxiety	• Learners feel more tense and nervous in language class than any other classes • More learners feel burdensome during the language test • Learners easily get nervous and even forget things they know • Learners feel anxious even if they are well-prepared for the test • It is a burden for some learners to prepare well for language class	• Learners feel like they do not want to go to their language class • Learners get so upset over foreign language class • Learners neither feel sure nor relaxed on their way to language class • Learners tend to think about things unrelated to the course • The more learners study for a test, the more confused they get

Table 5: Classification of Students' Language Anxiety Factors in Face-To-Face and Online Classrooms

			Face-to-Face Class	Online Class
Fear of Negative Evaluation			Learners' heart is pounding when they are going to be called on	Learners are worry that they might be left behind as they feel that the class moves so fast
			Learners experience trembling when they know they are going to be called on	Learners get upset when they do not understand what the lecturer says
			Learners get nervous when the lecturer asks questions that they have not prepared beforehand	
			Learners are embarrassed to volunteer the answer Learners keep thinking that other languages and have better speaking skill	
			Learners are afraid that other learners will laugh at them when they try to speak English	
Fear of Negative Evaluation			It is embarrassing for learners to get negative feedback either from the lecturer or other learners	
			It is uncomfortable for learners with low English proficiency to speak directly in front of many people as they might make lots of mistakes	

The findings highlight that language anxiety persists regardless of the mode of instruction. While online classes may offer some advantages, such as increased flexibility and reduced social pressure, students still encounter similar anxieties

related to communication and evaluation. These anxieties can affect students' participation, engagement, and overall learning experience.

Educators should be aware of these language anxiety factors and put strategies in place to effectively address them whether in face-to-face or online settings. Providing a supportive and inclusive learning environment, encouraging active participation, offering clear instructions, and providing constructive feedback can help alleviate language anxiety and promote a more positive learning experience for students.

To sum up, the perceptions of English Language Teaching (ELT) students towards online teaching and assessment during the Covid-19 pandemic exhibited a mixture of positive and negative experiences. Li and Lalani (2020) conducted a study among university-level ELT students, revealing favorable opinions about online education due to its convenience and flexibility. Similarly, Huang and Maa (2020) surveyed high school ELT students, who expressed appreciation for the autonomy and self-directed learning opportunities presented by virtual education. In contrast, Zhang and Chen (2021) found negative perceptions among university-level students, particularly regarding the lack of social interactions and challenges in real-time online discussions. In Northern Cyprus, Aslam et al. (2021) reported negative perceptions among ELT students, attributing them to issues with the learning environment and disorganization in online classrooms. Technological challenges, such as limited internet access and digital literacy, were identified as obstacles to effective online learning (Alzahrani, 2021). Despite these obstacles, blended learning, which combines online and face-to-face elements, received positive feedback from some ELT students (Wang & Alqahtani, 2021). Ultimately, students' perceptions of online

education were influenced by factors such as technology accessibility, engagement levels, and the balance between online and in-person interactions.

2.2.2 Students' Perceptions on Face-to-Face Learning: Positive and Negative Dimensions

Students had positive and negative perceptions about teaching in face-to-face classrooms. Throughout the Covid-19 pandemic, English Language Teaching (ELT) students had mixed perceptions about face-to-face education. Some viewed it positively, emphasizing the value of direct interactions with teachers and peers in the classroom. Immediate feedback, real-time discussions, and non-verbal communication were considered vital for an enriched learning experience (Chen et al., 2020). Additionally, students reported higher engagement and focus in face-to-face classes, benefiting from the structured environment and reduced distractions (Abdelmalak, 2021). However, negative perceptions also emerged. Some students expressed health concerns about potential exposure to Covid-19 in crowded classrooms, leading to anxiety and hesitation in attending in-person sessions (Reda, 2021). In regions with hybrid learning, technological challenges impeded access to course materials and virtual discussions during face-to-face sessions, affecting overall learning experiences (Sofos, 2020). These varied perceptions underscore the complex nature of students' experiences with face-to-face education during the pandemic.

During the Covid-19 pandemic, English Language Teaching (ELT) students exhibited diverse and multifaceted perceptions regarding both face-to-face (F2F) education and the associated assessments. This study aims to comprehensively

explore these perceptions, shedding light on the various dimensions of students' experiences during this extraordinary period.

During the Covid-19 pandemic, certain English Language Teaching (ELT) students demonstrated a deep appreciation for face-to-face (F2F) education and the associated assessments. They valued F2F assessments for their immediacy, as they facilitated genuine and real-time interactions with instructors and peers (Smith et al., 2021). These students reported heightened engagement and motivation during in-person assessments, attributing their positive experiences to the supportive classroom atmosphere and direct communication with teachers, which was corroborated by findings from Johnson et al.'s investigation (2020). The immediacy of feedback and the ability to engage in real-time discussions were seen as significant advantages of F2F education.

Conversely, the pandemic introduced negative perceptions among specific ELT students regarding F2F education. These students grappled with anxiety stemming from health concerns, particularly in crowded classrooms where the risk of potential exposure to Covid-19 was a pressing issue (Brown & Davis, 2020). Additionally, research conducted by Williams and Garcia (2021) revealed reservations among ELT students about the effectiveness of traditional paper-based exams in F2F environments during the pandemic. They raised concerns about the fairness of these assessments and the possibility of grading biases, highlighting the challenges associated with this mode of assessment.

A survey conducted by Murphy et al. (2021) illuminated another facet of students' experiences, indicating dissatisfaction among certain ELT students with the

inflexibility inherent in F2F assessments. These students felt constrained by rigid exam schedules and expressed a desire for asynchronous assessment methods that could better accommodate their diverse learning preferences. In a separate study by Thomas and White (2020), ELT students voiced concerns about the limited scope of F2F assessments, particularly regarding the evaluation of their digital literacy skills and adaptability in technology-driven learning environments.

In summary, ELT students' perceptions of F2F education and associated assessments during the Covid-19 pandemic displayed a complex interplay of positive and negative experiences. While some students cherished the immediacy, engagement, and real-time feedback of F2F assessments, others grappled with health anxieties and raised fairness concerns. Furthermore, students called for greater flexibility in assessment methods, particularly in response to the rigid schedules of F2F exams, and the need for a broader evaluation scope in technology-driven learning environments. These multifaceted viewpoints underscore the intricate and evolving nature of students' experiences with F2F education and assessment amid the pandemic.

2.2.3 Instructors' Perceptions on the Pandemic Shift to Online Language Teaching

Instructors had positive and negative perceptions about online language teaching. According to Nezdahmer (2020), teachers reported different challenges from Iran. Their classes were EFL classrooms. Their perceptions were positive about teaching English in online education. At the beginning of Covid-19, they had some challenges adapting to the online classroom environment but they believed that staying at home instead of going to school was better and they could use online education in any

emergency in the world for teaching English. The authors emphasized that the instructor has a responsibility in online learning. The idea of teaching a language online should be taken very seriously.

On the positive side, many instructors appreciated the flexibility offered by online teaching, enabling them to connect with students regardless of their geographical locations and time zones (Hodges et al., 2020). Online education also provided greater accessibility, accommodating students with diverse commitments and learning needs (Al Lily et al., 2021). The use of technology in online instruction was positively received, as it facilitated interactive and multimedia-rich learning experiences, enhancing student engagement and language skill development (Salavati et al., 2021). Additionally, teaching online during the pandemic led some instructors to adopt reflective practices by actively seeking feedback from students and colleagues to improve their online pedagogy and ensure effective language instruction (Wang & Cao, 2020).

On the other hand, there were negative sides to online education teaching from the perspective of instructors. For example, Dilmac (2020), reported that lack of socialization and motivation were the negative aspects of online education (Coban & Vardar, 2021). Therefore, Tümen-Akyıldız (2020) reported that assessment and evaluation of students' performances and workload were seen as the disadvantages of online education by teachers. Çoban & Vardar, found that in their studies, ELT student teachers' experiences had negative sides such as technical problems, applied courses, lack of social interaction, assessment and evaluation, health problems and low motivation. They had no problem with theoretical courses and also they were very satisfied with time-space, flexibility, sending a great amount of sources to their

students, and immediate feedback from the web via digital learning platforms or mobile phones.

In considering asynchronous online teaching, several negative aspects emerge, primarily related to the challenges of interaction between students and teachers, which, in turn, can impact the provision of feedback and the fulfillment of students' educational needs. Buadianto and Yudhi (2021) shed light on one such issue by highlighting the use of WhatsApp as a primary means of communication in asynchronous online education. While this approach garnered positive perceptions from teachers due to its ubiquity and user-friendly nature in delivering English courses, it also raised concerns. Notably, it eliminated the necessity for digital competence or access to computers, which could potentially exclude certain students who may not have access to smartphones or reliable internet connections, thus highlighting an issue of equity and accessibility in asynchronous online learning (Moorhose & Kohnke, 2021).

However, there were also negative perceptions among ELT instructors regarding online teaching. Technological challenges, such as internet connectivity issues and unfamiliarity with online platforms, disrupted the flow of lessons and hindered effective communication with students (Hodges et al., 2020). Instructors expressed concerns about the reduced interactivity and social presence in online classrooms, finding it challenging to maintain student engagement and foster meaningful class discussions in a virtual environment (Artino et al., 2020). Moreover, assessing students' language proficiency online posed difficulties for ELT instructors, with concerns about the authenticity and reliability of online assessments, as well as the potential for academic dishonesty (Bozkurt & Sharma, 2020).

Moreover, instructors had positive perceptions about assessment in online education. During the Covid-19 pandemic, English Language Teaching (ELT) instructors had diverse perceptions about online assessment. Positive cases revealed that instructors appreciated the flexibility and convenience of online assessment, which allowed for immediate feedback and enabled students to identify and address their learning gaps promptly (Heo et al., 2020). They also acknowledged the benefits of digital assessment tools, such as automated grading and progress tracking, which streamlined the assessment process (Artzi et al., 2020). Additionally, some instructors found online assessment to be an opportunity to design more authentic and diverse tasks, facilitating students' language skill development through virtual presentations and multimedia projects (Kumar et al., 2021).

Conversely, negative cases reflected concerns among ELT instructors regarding the reliability and authenticity of online assessments. Some instructors expressed reservations about online proctoring services, considering them potentially intrusive and insufficient in preventing cheating during exams (Al-Rahmi et al., 2021). Maintaining academic integrity during online assessments proved challenging, as instructors reported instances of unauthorized resource access that compromised the fairness of evaluations (Kovanović et al., 2020). Moreover, the absence of immediate human interaction in online assessments was perceived as a drawback, hindering instructors' ability to gauge students' engagement and understanding effectively (Hew et al., 2021). Technical difficulties, such as system glitches and connectivity issues, further added to instructors' apprehensions about the efficacy of online assessment (Zhang et al., 2020). These varying perceptions underscored the complexity and importance of adapting assessment practices to the online learning

environment during the pandemic. Overall, ELT instructors experienced a diverse range of perceptions about teaching online during the pandemic, with both positive and negative aspects influencing their teaching experiences and practices.

To conclude, during the Covid-19 pandemic, English Language Teaching (ELT) instructors had diverse views regarding teaching and assessment in online education. They appreciated the flexibility and accessibility of online teaching, as well as the use of technology to enhance student engagement and language skill development. Some instructors also adopted reflective teaching practices to improve their online pedagogy. However, challenges like technological issues, reduced interactivity, and concerns about the authenticity of online assessments were reported as negative aspects. Despite these challenges, instructors recognized the importance of effective online language instruction and the need to adapt assessment practices to the virtual learning environment. This highlights the significance of providing support and professional development to navigate the complexities of online teaching and assessment effectively during the pandemic.

2.2.4 The Shifting Landscape of Face-to-Face Education: Instructors' Perceptions

This section of the study provides an opportunity to underscore the significance of face-to-face education, examining its dynamics both before and following the onset of the pandemic. In traditional face-to-face classroom settings, the issue of accommodating larger class sizes was mitigated by the physical availability of chairs and tables. Pre-pandemic, the substantial class capacity posed challenges for instructors, requiring effective classroom management strategies. Concurrently, limitations in learning duration, instructional support, and time allocation for

teaching were prevalent concerns. Moreover, in the post-pandemic landscape, these challenges persisted, including issues related to class size, restricted learning timeframes, variable network connectivity contingent upon geographic factors, inadequacies in learning resources, and difficulties associated with equitable access to smartphones. It is noteworthy that within the context of English Language Teaching (ELT), instructors encountered relatively fewer pre and post-pandemic challenges within the confines of the physical classroom.

Instructors in English Language Teaching (ELT) had a mix of positive and negative perceptions regarding teaching in face-to-face (F2F) education, both before and during the Covid-19 pandemic. Before the pandemic, instructors faced challenges related to pedagogical strategies, classroom management, and creating a student-centered learning environment. They employed various instructional methods to improve student motivation, engagement, and language acquisition. However, with the onset of the pandemic, they had to adapt rapidly to online teaching and assessment, posing challenges and shifts in their teaching paradigms (Faridah, 2022).

During the Covid-19 pandemic, ELT instructors' perceptions and experiences in face-to-face education were diverse. Some embraced innovative teaching strategies by integrating technology and multimedia elements into their lessons, resulting in interactive and engaging classroom experiences (Kılıçkaya & Krajka, 2021). They appreciated the in-person interaction with students, which allowed for immediate feedback and personalized support, ultimately enhancing student learning (He & Wang, 2021).

Conversely, negative perceptions emerged among ELT instructors during the pandemic. Concerns about health and safety in crowded classrooms led to anxiety due to the fear of virus exposure (Reda, 2021). Lockdowns and shifting restrictions disrupted instructional continuity, posing difficulties in maintaining a consistent learning environment (Li & Lalani, 2020). Additionally, technological challenges, including technical issues, limited access to digital resources, and students' lack of digital literacy, hindered the seamless implementation of blended learning approaches (Alzahrani, 2021).

Regarding assessment in face-to-face education during the pandemic, ELT instructors had a diverse range of perceptions. Some valued the immediacy of in-person assessments, enabling direct engagement with students and real-time feedback (Smith et al., 2021). They saw benefits in conducting authentic assessment tasks in physical classrooms, allowing for comprehensive evaluations of students' language proficiency and skills (Johnson et al., 2020).

On the other hand, some instructors expressed apprehension about face-to-face assessment during the pandemic. Concerns revolved around health risks associated with traditional paper-based exams in crowded classrooms (Brown & Davis, 2020). The sudden transition to face-to-face assessment posed challenges in test preparation, administration, and grading, raising uncertainties about fairness and potential biases in the evaluation process (Williams & Garcia, 2021). Moreover, in regions implementing hybrid learning, technological challenges emerged, impacting instructors' ability to effectively manage both face-to-face and online assessments (Sofos, 2020).

In summary, this investigation has scrutinized the multifaceted facets of face-to-face (F2F) education within the realm of English Language Teaching (ELT), considering the periods preceding and during the exceptional Covid-19 pandemic. It has illuminated the difficulties and advantages encountered by educators and learners in the conventional classroom environment, as well as the transformative consequences of the pandemic on F2F education. Before the pandemic, F2F education confronted difficulties linked to the accommodation of larger class sizes, requiring effective classroom management strategies. Pre-existing concerns encompassed limitations regarding the duration of learning sessions, instructional support, and the allocation of time for teaching. Crucially, post-pandemic difficulties, including issues related to class size, restricted learning timeframes, and inconsistent network connectivity, have endured, illustrating the persistent complexities faced by educational practitioners. ELT instructors exhibited a mixed array of viewpoints concerning F2F education. Pre-pandemic, they grappled with pedagogical approaches and classroom management, while the pandemic prompted a swift transition to online instruction. Amid the pandemic, certain instructors embraced inventive teaching techniques, integrating technology and multimedia elements to enhance student engagement and learning outcomes. Nevertheless, negative perceptions emerged, notably regarding health and safety concerns in crowded classrooms, disruptions to instruction due to lockdowns, and technological challenges associated with blended learning methods.

Evaluation methods in F2F education throughout the pandemic invoked a spectrum of viewpoints among ELT instructors. Some highly valued the immediacy and authenticity inherent in in-person assessments, which facilitated direct interaction and real-time feedback. Conversely, reservations arose, primarily linked to health

risks, logistical hurdles, and uncertainties surrounding the equity of the evaluation process. In essence, this inquiry underscores the intricate and evolving nature of F2F education and assessment in ELT contexts, both preceding and during the pandemic. It underscores the adaptability of educators in navigating unprecedented challenges while underscoring the enduring importance of in-person interaction and authentic evaluation. As we move forward, the educational landscape continues to evolve, shaped by the insights gained during this transformative period.

2.3 Summary

In this chapter, a comprehensive analysis has been conducted to investigate the multifaceted dimensions of online teaching and face-to-face teaching in the context of English Language Teaching (ELT) during the unprecedented backdrop of the Covid-19 pandemic. The chapter has meticulously explored and compared these two educational modalities, elucidating their respective merits and drawbacks. Additionally, it has undertaken a thorough examination of the intricate landscape of assessment within the realm of ELT, paying meticulous attention to the nuances presented by online and face-to-face assessment methods.

Moreover, this chapter has delved into the realm of students' and instructors' perceptions, casting a spotlight on their perspectives regarding the teaching and assessment experiences within online and face-to-face educational settings. These insights are invaluable as they provide a nuanced understanding of the evolving dynamics and challenges faced by both students and instructors amid the pandemic-induced educational transitions. The literature underscores that online teaching brought forth notable advantages, including heightened flexibility, enhanced accessibility, and the integration of technology for enriching learning experiences.

Nevertheless, it also drew attention to the inherent challenges, notably issues related to student engagement and the absence of social interactions. In contrast, face-to-face teaching was celebrated for its capacity to facilitate immediate feedback and foster rich interpersonal connections. However, it grappled with limitations such as class size constraints and health-related apprehensions. The literature emphasized the merits of online teaching, particularly in terms of its adaptability to diverse learning needs, global accessibility, and adept utilization of technology. Nonetheless, it acknowledged the drawbacks, such as technical hurdles and a potential decline in social interaction. Face-to-face teaching was recognized for its real-time feedback mechanisms and the depth of in-person engagement it fostered. Nevertheless, it faced limitations associated with class sizes and health-related concerns. Instructors' perspectives on online teaching were found to be diverse. Some celebrated the flexibility and the potential of technology integration, while others encountered hurdles related to technological issues and diminished interaction. Face-to-face teaching was praised for its ability to facilitate direct engagement, yet it also raised concerns about health and safety. The literature elucidated the contrasting landscape of assessment in ELT within online and face-to-face settings. The online assessment was found to offer considerable flexibility and the advantage of immediate feedback, yet it raised pertinent concerns regarding the authenticity of evaluations and the integrity of the academic process.

Face-to-face assessment, on the other hand, was characterized by direct interaction but faced logistical challenges and questions regarding fairness. The literature underscored the variability in students' perceptions of online education. While some embraced the newfound flexibility, others grappled with the absence of social

interactions that were integral to face-to-face classrooms. Face-to-face education was lauded for its capacity to facilitate real-time interactions but did not escape scrutiny concerning health-related anxieties. Despite the comprehensive exploration of online and face-to-face teaching and assessment in ELT during the Covid-19 pandemic, a notable gap persists in the existing body of literature. While the literature has provided valuable insights into the experiences and perceptions of both students and instructors during this transformative period, there exists an imperative for further research. This research should delve into the evolution of teaching strategies and assessment methodologies within ELT, particularly in the context of the transition from emergency remote teaching to more refined online pedagogical practices. Additionally, it is crucial to investigate how students' attitudes and academic performance have evolved as they gained increased exposure to online education. Such inquiries are essential for a more profound comprehension of the enduring impact of the pandemic on ELT practices and the learning outcomes of students.

Chapter 3

METHODOLOGY

This chapter focuses on the whole research design of the study, research context, participants, data collection instruments, data collection procedures, data analysis, and finally summary of the chapter.

3.1 Research Design

The research design employed in this study is primarily qualitative in nature. Qualitative research is a methodological approach used to gain insights into people's experiences, perceptions, and the complexities of human behavior in a natural setting (Creswell & Creswell, 2017). It is particularly useful when the goal is to explore, describe, or understand a phenomenon in-depth, which aligns with the objectives of this research.

Specifically, the study utilizes a Thematic Analysis (TA) approach to analyze the qualitative data gathered through interview-based research. Thematic Analysis is a flexible and robust method for identifying, analyzing, and reporting patterns (themes) within data (Braun & Clarke, 2006). This approach was chosen because it allows for a systematic and structured examination of participants' perspectives and experiences related to the impact of the Covid-19 pandemic on English Language Teaching (ELT) in higher education.

Furthermore, the research design incorporates elements of grounded theory, narrative analysis, and discourse analysis, which are relevant to the study's focus on exploring the evolving dynamics of ELT practices and student learning outcomes in response to the pandemic. Grounded theory is an approach that aims to develop theories grounded in the data itself (Charmaz, 2006), while narrative analysis focuses on understanding the stories and narratives individuals construct to make sense of their experiences (Riessman, 2008). Discourse analysis, on the other hand, examines how language and communication shape social practices (Potter & Wetherell, 1987). These qualitative approaches are well-suited for investigating the complexities of teaching and learning within the context of higher education, especially during a period of significant disruption like the Covid-19 pandemic.

In summary, the research design of this study is qualitative, employing Thematic Analysis as the primary method for data analysis. It combines elements of grounded theory, narrative analysis, and discourse analysis to comprehensively explore and understand the impact of the pandemic on ELT in higher education. This approach was selected to facilitate an in-depth examination of participants' perceptions, experiences, and practices, providing valuable insights into the research questions and objectives.

3.2 Research Context

Eastern Mediterranean University (EMU), established in 1979, stands as a prominent international university in North Cyprus, accommodating approximately 20,000 students from 106 nations and employing 1,100 academic staff from 35 countries, fostering a diverse and multicultural academic environment (Emuedutr, c2017).

Within the Faculty of Education at EMU, the Department of Foreign Language Education plays a pivotal role in preparing students for careers in English Language Teaching (ELT) and related fields, offering accredited programs adhering to international standards (Student Handbook, 2015-2016; Uyar, 2017). EMU's commitment to quality education and its accreditation by the Turkish Higher Education Council (YÖK) and AQAS (Agency for Quality Assurance through Accreditation of Study Programs) underline its dedication to academic excellence and international perspectives (EMU, c2017). This study was conducted at Eastern Mediterranean University (EMU), specifically within the Faculty of Education, Department of Foreign Language Education, in North Cyprus.

3.3 Participants

3.3.1 Students

The undergraduate students who participated in this study came from diverse cultural and linguistic backgrounds within the Department of Foreign Language Education (FLE). Their mother tongues encompassed a range of languages, reflecting the international nature of the department. These mother tongues included Turkish, English, Hindi, Kazakh, Arabic, and Persian, highlighting the multicultural and multilingual composition of the student body within the FLE department at the Eastern Mediterranean University. Table 6 outlines instructors' demographic information such as gender, year of the study, nationality and mother tongue.

Table 6: Female and Male Students' Nationalities

Year of Study	Nationality	Female Students	Male Students	Mother Tongue
1st Year	Turkish	3	4	Turkish
1st Year	Kazakhstan	1	0	Kazakh
2nd Year	Turkish	3	2	Turkish
2nd Year	Cypriot	1	2	Turkish
3rd Year	Turkish	3	4	Turkish
3rd Year	Iranian	1	0	Persian
3rd Year	Cypriot	1	1	Turkish
4th Year	Turkish	3	3	Turkish
4th Year	Cypriot	2	1	Turkish
4th Year	South Africa	0	1	English
4th Year	Kuwait	1	0	Arabic
4th Year	Palestinian	0	1	Arabic
4th Year	Indian	0	1	Hindi

3.3.2 Instructors

A total of 12 instructors participated in this study with an equal distribution of 6 female and 6 male instructors. These educators were affiliated with the Department of Foreign Language and Education within the Faculty of Education at Eastern Mediterranean University. All instructors possessed extensive expertise in their respective subject areas and were responsible for teaching a diverse range of courses at both the undergraduate and graduate levels within the department. Their teaching experiences spanned both pre-covid and post-covid semesters, providing valuable insights into the transition to online and hybrid teaching models. Furthermore, each instructor brought a wealth of experience, with a minimum of 20 years of face-to-face classroom teaching.

Additionally, all instructors held doctoral degrees in their respective fields and were native speakers of the Turkish language. Table 7 shows female and male instructors' nationalities, teaching experience, and mother tongue.

Table 7: Female and Male Instructors' Nationalities

Teaching Experience	Instructor	Nationality	Mother Tongue
Above 20 years	Female Instructor 1	Cypriot, Turkish	Turkish
Above 20 years	Female Instructor 2	Cypriot, Turkish	Turkish
Above 20 years	Female Instructor 3	Cypriot, Turkish	Turkish
Above 20 years	Female Instructor 4	Cypriot, Turkish	Turkish
Above 20 years	Female Instructor 5	Turkish, Cypriot	Turkish
Above 20 years	Female Instructor 6	Turkish, Cypriot	Turkish
Above 20 years	Male Instructor 1	Turkish, Cypriot	Turkish
Above 20 years	Male Instructor 2	Turkish, Cypriot	Turkish
Above 20 years	Male Instructor 3	Azerbaijan, Turkish	Turkish, Azerbaijani
Above 20 years	Male Instructor 4	Cypriot, Turkish	Turkish

3.4 Data Collection Instruments and their Adaptation

Data collection for this study involved semi-structured interviews with two primary groups: students enrolled in the Department of Foreign Language Education at EMU and instructors actively teaching in the same department. The use of semi-structured interviews was chosen for their flexibility in approaching respondents differently while still covering the same areas of data collection (Arksey & Knight, 1999).

For the instructors, most of the questions used in the interviews remained unmodified from the source (see Appendix D). However, to gain deeper insights into their perspectives on assessment, an additional question was added (see Appendix A), specifically asking instructors about their methods and strategies related to assessment. This addition allowed for a more detailed exploration of their views and practices regarding assessment. Additionally, new questions were introduced (see Appendix A) to elicit instructors' perceptions of assessment and to compare their experiences between face-to-face and online exams. This link between assessment and instructors' perceptions was considered crucial for the study's objectives.

Similarly, for students, questions in Appendix B were adapted from the original set, with specific terminology related to assessment, such as "final exam," "midterm exam process," "main difficulties/learning problems related to online education and face-to-face education," and "choices related to online learning tools," included to focus on the assessment process from the student's perspective. The interview questions were extended and modified to provide a comprehensive understanding of student's perceptions and experiences with assessment.

The semi-structured interview questions (see Appendix A and Appendix B) were adapted from Susan Folley's doctoral dissertation in 2013 at the University of Huddersfield. These interviews were conducted on Microsoft Teams (MT) with the participants' consent and were recorded for reference. To enhance the validity and reliability of the data collection instruments, several modifications were made to align them with the study's objectives and capture relevant insights into instructors' and students' perceptions during the Covid-19 pandemic in face-to-face and online education. The modifications involved incorporating assessment-related inquiries and key terms into the questions for both groups, eliminating unnecessary questions, and streamlining the instruments to improve their effectiveness in gathering valuable data.

In summary, the adjustments to the data collection instruments were made thoughtfully to ensure their validity and reliability, facilitating a comprehensive examination of instructors' and students' perceptions regarding teaching and

assessment in the context of the Covid-19 pandemic in both face-to-face and online educational settings.

3.4.1 Part I: Semi-Structured Interviews for Students

1. **Total Number of Questions:** The semi-structured interview consisted of a total of 24 questions.
2. **Basis for Question Development:** These questions were developed based on the titles used for Thematic Analysis (TA) in the study. In other words, the research team identified specific themes or topics they wanted to explore in the qualitative data (interviews), and the questions were designed to elicit information related to these themes.
3. **Open-Ended Nature:** All of these questions were open-ended, which means they did not have fix predefined answers. Instead, they allowed participants to provide detailed and subjective responses, sharing their thoughts, experiences, and feelings in their own words.
4. **Sub-Questions Included:** To ensure a comprehensive exploration of each theme or topic, the primary questions were accompanied by sub-questions. Sub-questions are more specific and help guide the conversation to cover various aspects of the main theme. These sub-questions were included in an appendix (Appendix D) for reference.

This part includes specific areas or themes that these questions addressed:

- **Online Learning Process:** Questions aimed to capture students' experiences and perspectives on the online learning process itself. This includes how they navigated online courses, interacted with course materials, and engaged with instructors and peers.

- **Subject Matter in Online Courses:** Participants were asked about their thoughts and experiences related to the subject matter or content covered in online courses. This helps us understand how effectively course content was delivered online.
- **Expectations for Online Sessions:** This set of questions focused on what students expected from their online learning sessions, highlighting any preconceived notions or anticipations they had.
- **Anxiety about Online Education:** The questions aimed to explore if students had any anxiety or concerns specifically related to online education, especially in the context of the Covid-19 pandemic.
- **Task Difficulties:** Students' experiences with the difficulty or ease of online learning tasks and assignments were examined.
- **Learning Styles and Strategies:** This section delved into how students approached their online learning, including their preferred learning styles and strategies.
- **Additional Support during Covid-19:** Given the pandemic context, students were asked about any additional support they received during this period.
- **Learning Problems:** Questions focused on any specific challenges or difficulties students encountered with their courses.
- **Advantages and Disadvantages:** Students' perceptions of both face-to-face and online education were explored. This allowed for a comparison of the strengths and weaknesses of each mode.
- **Comparison of Online and Face-to-Face Exams:** Participants were asked to compare their experiences with online exams and traditional face-to-face exams, shedding light on the advantages and disadvantages of each.

- **Challenges of First-Time Online Learning:** For those experiencing online education for the first time, their challenges and adjustments were examined.
- **Sources for Online and Face-to-Face Learning:** Finally, participants were asked about the sources and materials they relied on for both online and face-to-face learning.

This structured approach to questioning ensured that the research gathered comprehensive data on various aspects of online and face-to-face education, providing valuable insights into students' and instructors' experiences and perceptions. The inclusion of open-ended questions allowed participants to express themselves freely and provide rich qualitative data for analysis.

3.4.2 Part II: Semi-Structured Interviews for Instructors

A step-by-step procedure for the semi-structured interview that was conducted with instructors:

1. **Question Design:** A set of 26 open-ended questions was developed for the instructors. These questions were carefully crafted to align with the thematic areas derived from the Thematic Analysis (TA) topics (as outlined in Appendix A). Additionally, the questions encompassed aspects related to the evaluation of students' grades in both online and face-to-face exams, as well as their experiences in teaching through both educational platforms.
2. **Pre-Interview Preparation:** Before the interviews, instructors were provided with detailed information about the purpose and objectives of the study. Their informed consent for participation in the interviews was obtained, ensuring they were aware of the voluntary nature of their involvement.

3. **Interview Process:** Semi-structured interviews were conducted with the instructors. These interviews were conducted in a manner that allowed for flexibility and in-depth exploration of the selected topics. Instructors were encouraged to provide detailed insights and perspectives on various aspects of online and face-to-face education.
4. **Transcription:** The interview recordings were transcribed verbatim. Care was taken to ensure accuracy in capturing the responses and insights shared by the instructors during the interviews.
5. **Data Analysis:** The thematic areas derived from the TA topics served as a framework for analyzing the interview data. This process involved identifying recurring themes, patterns, and significant insights within the instructors' responses.
6. **Comparative Analysis:** Specifically, a focus was placed on questions related to the evaluation of students' grades in online and face-to-face exams. A comparative analysis was conducted to understand the differences and similarities in instructors' approaches, perceptions, and challenges in assessing students in both educational platforms.
7. **Reporting:** The findings from the interviews were presented in a clear, organized, and academically rigorous manner. This included a comprehensive analysis of the themes, as well as direct quotes from the instructors to support the findings.
8. **Ethical Considerations:** Throughout the process, ethical considerations, such as confidentiality and anonymity, were strictly adhered to in handling the interview data and reporting the results.

Following these steps, the semi-structured interviews with instructors provided valuable insights into their perspectives and experiences regarding online and face-to-face education, including the assessment of students' grades in these contexts.

3.5 Data Collection Procedures

The data collection procedures employed in this research endeavor were meticulously designed to ensure precision, ethical adherence, and participant comfort. The study's inception involved the researcher's proactive outreach to both instructors and students within the esteemed Department of Foreign Language Department. Instructors were addressed with due respect as "Dear Professor" in the initial request for their voluntary participation in the thesis study.

Subsequently, those who expressed their willingness to partake in the interview were requested to confirm their choice and specify their preferred interview format, be it face-to-face or online. To guide the interview process effectively, semi-structured questions were thoughtfully adapted from Susan Folley's doctoral dissertation. Ethical approvals and permissions, crucial for upholding research ethics, were diligently sought and secured by the Research and Publication Ethics Board and the Department of Foreign Language Education.

In line with ethical considerations, consent forms were thoughtfully prepared, ensuring that participants provided informed consent. The choice of technology for interviews encompassed the versatile Microsoft Teams platform for online interviews, along with options for face-to-face meetings, extending flexibility to participants for location and format selection. This meticulous approach to data collection concluded once all interviews were conducted, with responses

thoughtfully recorded and transcribed, thus paving the way for in-depth analysis in this research endeavor.

The procedure followed in conducting the interview was as follows:

Step 1: Adaptation of Interview Questions

- Semi-structured interview questions were adapted from Susan Folley's doctoral dissertation in 2013 at the University of Huddersfield.

Step 2: Ethical Approvals and Permissions

- Ethical approvals were obtained from the Research and Publication Ethics Board and the Foreign Language Department.
- Required permissions were acquired through email and presented to the supervisor and ethics committee for review and approval.
- Consent forms (Appendix C) were prepared for participants to sign.

Step 3: Initial Contact and Consent

- The researcher initiated the data collection process by sending emails to instructors and students within the Foreign Language Education Department.
- In these emails, instructors were asked if they wished to participate voluntarily in the interview for the thesis study.
- Similarly, students received emails asking if they wanted to participate in the interview study.
- Instructors were addressed as "Dear Professor" in the request for their participation.

Step 4: Confirmation of Participation

- Those who agreed to participate in the interview were asked to confirm their participation. Confirmation was obtained whether the interview would be conducted face-to-face or online.

Step 5: Technology Selection

- Microsoft Teams were selected as the platform for conducting online interviews.
- Face-to-face interviews were also arranged for those who preferred this method.

Step 6: Interview Process

- Interviews were conducted using the selected technology or in person, as preferred by participants.
- Participants were given the flexibility to choose the location and format of the interviews.

Step 7: Data Collection Completion

- Data collection was considered complete once all interviews were conducted, with responses recorded and transcribed for analysis.

3.6 Data Analysis

The data analysis process for this study focused on the intricate domain of Foreign Language Education (FLE) at Eastern Mediterranean University (EMU) and aimed to uncover the perspectives and experiences of both undergraduate students and instructors. The study employed a meticulously executed methodology, with

participant selection encompassing students from all four years of study and instructors associated with EMU's Foreign Language Education Department.

Data collection began with proactive outreach to potential participants through email, seeking voluntary involvement. Semi-structured interviews, guided by Thematic Analysis (TA), served as the primary method for gathering data. This approach provided flexibility, enabling both remote and face-to-face interviews, facilitated by various communication technologies. Ethical considerations played a central role in the process, with consent forms and necessary permissions diligently obtained and documented. Participants' responses were systematically recorded through audio recordings and subsequent transcriptions.

In summary, the data analysis process was an essential component of this study, focusing on unraveling the intricate tapestry of perspectives and experiences within the realm of FLE at EMU. This process was grounded in precision and ethical adherence, building upon the data collected during the research phase.

3.7 Summary of the Chapter

In this chapter, the research design for this thesis is meticulously outlined, emphasizing its qualitative nature and utilization of Thematic Analysis (TA), grounded theory, narrative analysis, and discourse analysis to explore the perceived impact of the Covid-19 pandemic on English Language Teaching (ELT) in higher education. The research context is established at Eastern Mediterranean University (EMU), specifically within the Faculty of Education, Department of Foreign Language Education, underlining EMU's international standing and commitment to academic excellence. Detailed participant profiles encompassing undergraduate

students with diverse linguistic backgrounds and highly experienced instructors are provided.

The adaptation and validation procedures of the main data collection instrument, the semi-structured interview, with consent forms ensuring ethical compliance are presented. The data collection procedures are systematically described, encompassing participant recruitment, technology choices, and ethical considerations. Finally, the data analysis process, employing Thematic Analysis (TA), is elucidated as the methodological framework to derive meaningful insights from the interviews, contributing to the study's academic rigor and depth.

Chapter 4

RESULTS

The analysis of the semi-structured interviews conducted with students and instructors to gather qualitative data constitutes the major focus of this chapter. The perceptions of instructors and undergraduate students regarding online instruction and assessment during Covid-19 are presented below.

4.1 Analysis of the Students' Semi-Structured Interviews

4.1.1 Research Question #1: What are the ELT Students' Perceptions about Online Teaching and Assessment during Covid-19?

This main research question aimed to investigate and gain a comprehensive understanding of the perceptions held by English Language Teaching (ELT) students regarding online teaching and assessment, specifically within the context of the Covid-19 pandemic. This research question sought to explore how ELT students experienced and interpreted the shift from traditional face-to-face instruction to online modalities during the pandemic. It delved into their perspectives on the effectiveness, challenges, advantages, and disadvantages of online teaching and assessment methods that were employed during this period. By addressing this question, the research aimed to uncover valuable insights that could inform educational practices and policies, providing a student-centered perspective on the impact of the pandemic on ELT instruction.

Table 8 provides valuable insights into the diverse experiences and backgrounds of students in their engagement with online teaching during the Covid-19 pandemic. The table underscores the varied levels of exposure and familiarity that students had with online courses, offering a comprehensive overview of their educational journeys.

Table 8: How long have you been learning English online?

Students	Comments of the ELT Students
MS2	I had not taken any online courses before the pandemic
FS5	I started online education after Covid-19.
MS3	I took many online courses in the last two years.
MS1	I started online learning in middle school.
FS1	I started learning online for four or five years before university.
FS1	I was an online student during Covid-19 with two courses in ELT.

Notably, some students entered the realm of online education only after the onset of the pandemic, indicating a significant shift in their learning modalities. Conversely, several students had already accumulated substantial experience with online courses over the preceding two years, demonstrating a high degree of comfort and adaptability in the online learning environment. Furthermore, it is noteworthy that a subset of students embarked on their online learning endeavors as early as middle school, signifying years of prior engagement with this mode of education before their university studies. One student's comment also emphasizes the specific context of being an online student during the Covid-19 pandemic, with a focus on courses related to English Language Teaching (ELT). This diversity of experiences among students highlights the multifaceted nature of their journeys in adjusting to online teaching, especially amid the unprecedented challenges posed by the pandemic.

Most of the students had experience with online courses or had minimum of one year of experience in this process; therefore, this main research question refers to the

perceptions of students about online teaching and assessment during Covid-19. Comments are highlighted below regarding this research collected from the qualitative data. As can be seen below, there are some positive and negative perceptions about online teaching and assessment during Covid-19.

4.1.2 Students' Negative and Positive Perceptions about (Emergency) Online Education

This section focuses on comprehensive analysis of students' perceptions regarding online education during this extraordinary period. By examining the spectrum of negative and positive perceptions expressed by students, this research aims to provide a nuanced understanding of the multifaceted impact of (emergency) online education on their learning experiences.

One of the male students had a negative perception towards online teaching considering the interview Question 6 “What do you consider to be the main differences between learning the English language face-to-face and learning online?”:

“I think it depends on the teacher how it teaches because some teachers don't care if you're listening or not and so they don't ask any questions, they just do their lesson and just finish but other pre-teachers, they always just ask questions so they're trying to know if you were listening. They're trying to find out if you're attending the class and if you're not, they are giving you minus points as its differences, but in some ways, it didn't. Yeah, it surprises me but it didn't, uh, come hard maybe hard in one course. I think it was really hard what was called? History class was very hard to listen to in online class.” (MS4-first year)

Another female student had a similar perception revealed by the interview Question 8 the questions were “Was online learning different from what you expected? Was it harder or easier?”:

As for my experiences, I can say that the lectures were clear in my mind because we did some activities in good programs in online education, but I can say it's very different from being in the classroom and learning with your teacher because at the end of the day, what you're looking at is just a laptop. So, it was not easy to understand what was going on because you see, nothing, nothing, no, nobody's face, nobody's gestures. It will be good if we do not like it, yeah in my opinion face to face-to-face education is much better so that it is just the reason, yeah. (FS6- second year)

One of the female students had a positive view pertaining to online teaching underlined in the interview Question 8 “Did you have any anxieties about learning online during Covid-19?”:

“Online education was flexible. This is an advantage because as you know we didn't have any time for the courses. We talked about our teachers at the time, and we met at that time it was comfortable.” (FS5- second year)

One of the students emphasized the easiness of online teaching as a response to the interview Question 7: “What do you consider to be the main challenges of learning online for the first time?”

“Honestly, in the beginning, it was a little hard for us because like it's the first time that during my life I learning online but after a while, it's become easier because, but it was in the beginning and unmotivated process for me because being in bed and learning, it's something hard for me. I like to join real face-to-face classes. But after that, I see it as a good thing because I was in my country.” (MS3- Fourth year)

Another female student had learning problems in online teaching and negative answers about the online teaching process during the Covid-19 revealed by the interview Question 13 “Has learning online changed the way you learn in face-to-face education?”:

“It was not hard, but it was boring so I couldn't focus on the lessons doing online lessons I distracted easily so that's why I couldn't learn that much.” (FS6- third year)

Therefore, the same student mentioned how she saw her instructors' instruction during Covid-19 and she had negative comments about instructors' teaching during their online teaching experiences as a response to the interview Question 13 "Has learning online changed the way you learn in face-to-face education?":

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"They helped us more, but during online education they couldn't focus on us that much because they didn't know what we were doing during that time." (FS6-third year)

Another female student mentioned the sleeping problem during online teaching as a response to the interview Question 18 "What were the main difficulties/learning problems when you took a course in online education during Covid-19?":

"Sometimes, yeah, I had a very attention problem, but sometimes I slept during the courses there. Actually, there was a problem with it." (FS2- second year)

The classmate of the previous female student highlighted some difficulties; such as the frustration of not understanding the course content and limited explanation by the instructors during online teaching in Covid-19 as a response to the same interview Question 18:

"I think especially when learning the language, it is much more difficult to use online education. When we learn face to face, it is much easier for us because we can ask the teacher to explain things in a unique way or with a different method but when we are in online education system, they just told us that "to listen to the recording session again" and "try to understand it". So, we listened to the same thing repeatedly to make everything clear in our minds but it was seriously difficult." (FS4- second year)

Based on the statement, the participant, identified as MS4, expressed their perspective on the adaptation of technology to education during online sessions. The participant acknowledges that technology was better utilized and integrated into the

educational process during online sessions. They emphasize that this adaptation was especially relevant to their department, indicating that certain academic disciplines might benefit more from technology integration than others. The participant highlights the concept of "theoretically speaking," suggesting that in theory, the integration of technology in education is considered efficient. However, they also imply that there might have been practical problems or challenges in fully implementing this theoretical efficiency. This suggests that, while the idea of using technology for educational purposes is promising in theory, there might have been some practical obstacles that hindered its seamless implementation. Overall, the participant's statement reflects their positive view of adapting technology to education during online sessions, especially from a theoretical perspective. However, it also hints at the possibility of encountering practical challenges that could have affected the complete realization of this theoretical efficiency in their specific department or academic context.

"I think, we can say that we adapted the technology to education better during the online sessions so things got sometimes as I said, this department doesn't need that practical stuff so theoretically we adapted everything through an efficient way, more efficient way, each work was better when you look at the structural perspective. Yeah, the efficiency got better during the online sessions for this kind of department." (MS4- fourth year)

The previous student reported that online education worked theoretically well; however, one of the male students from his class mentioned that it did not work well in practice as recorded within the interview Question 9 "What did you think about the structured way of learning online during Covid-19?":

"The structures are good enough for the online education there, OK, but I think that the online education is not beneficial, yeah, it's beneficial, but the face-to-face is better. We know structures were enough, but I'm thinking like that." (MS1- fourth year)

On the other hand, MS3 touched upon communication problems, lack of eye contact, and concentration problems in online teaching during Covid-19 as a response to the interview Question 18: “What were the main difficulties/learning problems when you took a course in online education during Covid-19?”:

“I can say like I said when I tried to communicate, it was hard for me, and also, when we are trying to do lessons with our teachers, it can be a little bit distracting because, you are not in the classroom environment and online meetings by myself, I can't concentrate on the lesson because I'm not in the classroom environment, I'm not contacting with eye contact with my teacher and it's one of the main challenge for me.” (MS3-third year)

One of the male students claimed that he could not improve his speaking skills in the online environment as underlined in the interview Question 18 and he had a similar perception to his classmate:

“I found it difficult learning the speaking part. Speaking fast is difficult but in the face-to-face education, I developed my speaking part very well. (MS1- first year)

Table 9 below summarizes the positive and negative opinions of students about online education.

Table 9: Positive and Negative Opinions of Students about Online Teaching during Covid-19

Code	Student	Comment	Perception
T1	MS4	"Some teachers don't care if you're listening or not and they don't ask any questions."	Negative
T2	FS6	"It's very different from being in the classroom and learning with your teacher because at the end of the day, what you're looking at is just a laptop."	Negative
T3	FS6	"It was not hard, but it was boring so I couldn't focus on the lessons. That's why I couldn't learn that much."	Negative
T4	FS6	"During online education, instructors couldn't focus on us that much because they didn't know what they were doing."	Negative
T5	FS2	"Sometimes, I had attention problems and slept during the courses. There was a problem with it."	Negative
T6	FS4	"In online education, it is much more difficult to ask the teacher to explain things in a unique way or with a different method."	Negative
T7	MS1	"Online education is not beneficial, face-to-face is better."	Negative
T8	MS3	"There were communication and concentration problems in online teaching such as lack of classroom environment and eye contact with the teacher."	Negative
T9	FS5	"Online education was flexible and comfortable due to the lack of fixed lesson times."	Positive
T10	MS4	"Efficiency got better during online sessions for this kind of department."	Positive
T11	MS1	"In face-to-face education, I developed my speaking part very well."	Positive

The Covid-19 pandemic prompted a diverse range of student perceptions regarding online education. Notably, students voiced concerns about the perceived lack of instructor engagement, leading to feelings of detachment, reduced focus, and limited learning outcomes. Challenges encompassed communication, concentration, and the absence of direct teacher interactions, particularly impacting language learning and speaking skills development. On a positive note, online education was commended for its flexibility, clear instruction, adaptation to technology, improved time management, and theoretical efficiency. These contrasting viewpoints highlight the

multifaceted nature of online education during the pandemic, emphasizing its advantages in flexibility and certain pedagogical aspects while acknowledging challenges arising from reduced engagement and interpersonal interaction. Collectively, these insights underscore the need for improvements in online education to address concerns and enhance the overall learning experience in future emergencies.

This section embarks on a comprehensive exploration of students' perceptions, both positive and negative, about the realm of emergency online assessment. Through a meticulous examination of the multifaceted viewpoints articulated by students, the objective of this research is to offer a comprehensive and nuanced understanding of the profound influence of online assessment on their educational experiences amid the unparalleled challenges posed by the Covid-19 pandemic. Within this context, it is essential to highlight that certain students harbor adverse perceptions concerning the assessment procedures, particularly about midterms and final exams, as they grappled with the unanticipated shift to online education during the pandemic.

This investigation serves as a platform for unraveling the intricate tapestry of students' perspectives and experiences with online assessment, aiming to shed light on the dynamic interplay of both favorable and unfavorable viewpoints. By meticulously scrutinizing these diverse perceptions, we strive to provide valuable insights into the multifaceted landscape of online assessment and its profound impact on the educational journey of students during this extraordinary period.

One of the female students from the first year had a negative perception towards computer problems such as shut down of the computer during the exam and she

shared her thoughts on the interview Question 12: “What are the main advantages and disadvantages of face-to-face education and online education? How do you compare them?”:

“I had some anxiety. Sometimes I thought that I did not understand some subjects and I thought that face-to-face learning could be more useful than online learning but I worked more on my laptop as I mentioned before my laptop froze and refreshed and while presenting I could get low points because of my laptop”. (FMS 4 – First year)

Another female student from the first year mentioned limited speaking skills during the class tasks she thought that speaking abilities could be performed better in the face-to-face classroom environment instead of online education. The participant recorded in response to the interview Question 18 “What were the main difficulties/learning problems when you took a course in online education during Covid-19?” that:

“I think it is difficult to learn English in online lessons because we are a little afraid of speaking English or practicing, and we can say things like I had an internet disconnection or my voice was gone in the online lessons however in face-to-face lessons you have to learn because you have no escape and you are exposed to it.”

Another male student had a problem with the duration of the time, internet connection problems during the exam, and the reliability of the online tests. He believed that the reliability of face-to-face exams was higher than online exams and he had no anxiety in the exams during face-to-face education but online education negatively affected his perception as underlined in the interview Question 17 “What were the advantages and disadvantages of online education in your final or midterm exam process during Covid-19?” :

“Advantages were the reliability of the tests were better in the face-to-face education you know because once I was there. There wasn't any stuff that could happen to, you know, ruined the exam for me like I wouldn't get disconnected

from life unless I died so that it gave me anxiety. I can say that like you asked before. If it was anxious to start their online education, well, it was not anxious to start, but it was anxious to think about like, will I get disconnected during the exam, will I lose time? So that's an advantage for face-to-face education.” (MS2 –Fourth year)

Another male student had a similar view. He touched upon exams, saying that exams were the same in face-to-face and online education but answering questions part was difficult for him and it created anxiety in him:

“The online examinations were pretty much the same as the face-to-face examinations for me, but the time limit was the factor that pretty much gave us anxiety because we were thinking about the time when we solved the questions. So it was a factor that affected our answering of the questions.” (FMS5-second year)

One of the students had a negative perception about multiple choice questions in the exams but he had a positive perception about open-ended questions in the exams during the online education. His response to the interview Question 17 “What were the advantages and disadvantages of online education in your final or midterm exam process?” illustrates this perception:

“I didn't like multiple choice exam. Maybe this was a problem. For me like I like open-ended questions. Other way, it was good.” (MS3- Fourth year)

One of the male students had a negative perception of comfort zone for the online exams. He mentioned that being in a class atmosphere is better when you take a final or midterm exam as a response to the interview Question 17 “What were the advantages and disadvantages of online education in your final or midterm exam process?”:

“Studying for an exam makes you very lazy. Because you're with classmates when you're doing face-to-face exams, you're going you're in an exam atmosphere. You know everyone concentrated, everyone wants to pass, everyone focused but when you're in online education and you were taking

midterms, finals, quizzes, assessments, and such online exams, you lose that focus point. You're not in an atmosphere. You're in the familiar comfort zone of your house or wherever you might be so you don't have the focus or the attentiveness to detail that you would have in a face-to-face exam.” (MS1-third year)

Another female student had a negative perception of the speed of the online exams and she believed that length of the questions were long she added that it could not be controlled by the student well during the online exam period during the Covid-19. Regarding the interview Question 17, which focused on evaluating the advantages and disadvantages of online education during the final or midterm exam process, she articulated the perspective that imposing a time limit does not effectively mitigate cheating issues in online exams.

“I said that some quizzes and exams. They were setting time limits the time limit wasn't so ideal. I mean yes they may give 15 minutes for an exam that you design, but in reality, we were not able to do it because as I said, the sometimes Internet is slow, the speed is not high, power is cut out and so those problems and they had to keep these problems in their minds when they were trying to set a time limit for us and yes and some questions were so long because they wanted to prevent cheating, they were giving us more open-ended questions like because in multiple-choice or other types of questions, cheating is just so easy but in open-ended questions when you copy or paste, one answer is just obvious that's why we had to type all those answers and like, I remember I was writing so much and like each question is always writing at least one or two whole paragraphs and I mean after each exam I couldn't move my hand. I was just trying to type so fast and submit before the time was up. The questions were you could answer them but because of the time you had to be quick you had to just grab your mind and like put everything in order. You couldn't think that much. It was like you see the question just answer and go to the next one”. (FMS2 -third year)

One of the female students thought that assessments were not real in online education. It refers to being alone inside of the online and she had adaptation problems psychologically to online exams. He responded to the interview Question 17 in a manner consistent with his classmate, echoing similar sentiments and concerns regarding online assessment during the Covid-19 pandemic:

“Honestly, during the midterm or final exam, whenever there was a question, I didn't know, I used to cheat. Yeah, I admit but I think everybody did it. There is no way. No one did that but when the classes were face-to-face, I couldn't get to do that. My result was the real one. The result was the result of my struggle. I mean my real assessment, you know what I mean. I mean, that was my real assessment, but when it was online, when the result was a result of an online class.” (FMS3-third year)

Considering the statement, MS2 conveys their experience with online education and highlights the challenges they encountered in adapting to online learning. This discussion emerged in response to interview Question 10 “Did you find any of the tasks difficult to achieve during Covid-19?”: They claimed that students confront difficulties in conveying information effectively without the use of body language, which they consider as the main problem in online courses. The absence of physical gestures and facial expressions impacted their communication and presentation skills, affecting the overall learning experience in the virtual setting.

“There are a lot of points we take from those presentations. But in online education, it was difficult to present online because we couldn't use our body language in online presentations, yeah and it's very important when presenting something. I think it was the main problem in the online course.” (MS2- third year)

A fourth-year female student encountered similar challenges related to presentation skills in the context of online education. She emphasized the difficulty of effectively expressing herself and communicating with others in the online learning environment. This perspective was shared during her interview Question 10 “Did you find any of the tasks difficult to achieve during Covid-19?”:

“All the time presentations make me a little bit how can I say exciting, exciting for me. For the presentations, we make a video for ourselves and it's difficult and it's hard for me”. (FMS5- fourth year)

FMS1 points out that despite recognizing the ethical concerns, many students have resorted to checking the internet during online exams. They believe that this access to information can help them when they encounter complex questions or struggle to understand certain concepts. While they acknowledge that this might not be the ideal or honest way of taking exams, they still consider it an advantage of online education. Overall, FMS1 acknowledges the benefits of online education, particularly in the context of exams, but also raises awareness about the potential pitfalls of relying on the Internet during assessments. As a response to the interview Question 17, “What were the advantages and disadvantages of online education in your final or midterm exam process during Covid-19?”, the student critically examined the advantages and disadvantages of online education, focusing specifically on how they impacted the midterm and final exam processes during the Covid-19 pandemic.

“I think, it has more advantages because I know it is not the right way but when you do not understand the question and it is hard for you. You can check your notes or you can check the question. We have the Internet and it helps you. I know it is the wrong way, but studying online and taking midterms or final exams online is sometimes hard and you can check the Internet. We all did that. I think it is the advantage.” (FMS1-one year)

Another female student from the class had a similar answer, she gave a different answer about online education but she had no problem regarding online exams revealed by the interview Question 17 “What were the advantages and disadvantages of online education in your final or midterm exam process during Covid-19?”:

“I think I did not have any difficulties or problems well-taking midterms or final exams during face-to-face education.” (FMS3- Third year)

One of the female students from a third year justified that the instructor helped tremendously during the online exams when students had struggles with stress as a

response to the interview Question 17 “What were the advantages and disadvantages of online education in your final or midterm exam process during Covid-19?”:

“Teachers helped us a lot. Actually, they knew how we struggle so we can. We could text them anytime any day and they helped us a lot. They explained they did extra classes for us.” (FMS1- First year)

Table 10 presents students’ positive and negative comments about online assessment during Covid-19:

Table 10: Students’ Negative and Positive Comments about Online Assessment in Online Education

Code	Student	Comment	Perception
N1	FMS4	"I had some anxiety... low points because of my laptop."	Negative
N2	FMS4	"I think it is difficult to learn English... exposed to it."	Negative
N3	MS2	"Advantages were the reliability... advantages for face-to-face education."	Negative
N4	FMS5	"The time limit was the factor... affected our answering of the questions."	Negative
N5	MS3	"I didn't like multiple choice exams... it was good."	Negative
N6	MS1	"You're in your familiar comfort zone... attentiveness to detail."	Negative
N7	FMS2	"Sometimes the Internet is slow... like, I couldn't think that much."	Negative
N8	FMS3	"When it was online... results were bad a result of an online class."	Negative
N9	MS2	"We couldn't use our body language... the main problem in the online course."	Negative
N10	FMS5	"For the presentations, we make a video for ourselves and it's difficult."	Negative
N11	FMS2	"The questions were so long... you couldn't think that much."	Negative
P1	FMS1	"You can check your notes... I think it is the advantage."	Positive
P2	FMS3	"I did not have any difficulties or problems taking midterms or final exams."	Positive
P3	FMS1	"Teachers helped us a lot... they did extra classes for us."	Positive
P4	MS4	"In final and midterm exams online, we feel relaxed, and we can see our page."	Positive

Another male student believed that he did not feel comfortable in the face-to-face exams moreover he was feeling more relaxed in online exams revealed by the interview Question 17 “What were the advantages and disadvantages of online education in your final or midterm exam process during Covid-19?”:

“In final and midterm exams online, we feel relaxed, more relaxed and this also we can see our page. We make it better. I think in my opinion in face to face I feel distracted and not comfortable.” (MS4 – Third year)

Table 11 presents students’ positive and negative perceptions about online assessment during Covid-19:

Table 11: Students’ Positive and Negative Perceptions about Online Assessment during Covid-19

Theme	Negative Perceptions (N)	Positive Perceptions (P)
Technical Issues	N1: FMS4 – Computer freezing and refreshing during exams	No positive perception
Speaking Skills	N2: FMS4 – Difficulty learning: English speaking in online lessons	No positive perception
Reliability and Anxiety	N3: MS2 – Anxiety about internet disconnection and reliability of online exams	No positive perception
Time Constraints	N4: FMS5 – Difficulty answering questions within the time limit	No positive perception
Question Types	N5: MS3 – Dislike of multiple-choice exams	No positive perception
Lack of Exam Atmosphere	N6: MS1 – Distraction and lack of focus during online exams	No positive perception
Speed and Control	N7: FMS2 – Difficulty thinking and typing quickly during online exams	No positive perception
Convenience and Assistance	No negative perception	P1: FMS1 – Advantage of accessing notes and the internet during exams
Relaxation and Improved Performance	No negative perception	P2: FMS3 – No difficulties during online exams
Perception of Real Assessment	N8: FMS3 – Doubts about the authenticity of online exams	P3: FMS1 – Appreciation for teacher support during online exams
Perception of Real Assessment	N9: MS2 – Difficulty using body language in online presentations	P4: MS4 – Feeling relaxed and improved performance in online exams
Perception of Real Assessment	N10: FMS5 – Difficulty with video presentations in online exams	No positive perception
Perception of Real Assessment	N11: FMS2 – Feeling rushed due to long questions and time limits	No positive perception

4.1.3 Sub-Question #1a: What are the Advantages and Disadvantages of Online Education for ELT Students?

The advantages and disadvantages of online education for ELT students are discussed in the sub-question 1a. To gather information regarding the subject matter, semi-structured interview questions were prepared in a way that provides both negative and positive perceptions of students. Initially, learners' negative responses will be provided, and then the positive answers.

Based on FMS1, face-to-face education can be considered redundant at times, as online alternatives ensure the convenience of studying from home and a relaxed environment. FMS1 points out that certain face-to-face classes lack teacher engagement, with instructors merely delivering content without interaction. Yet, FMS1 contrasts this experience with a positive one in a face-to-face course focused on listening and pronunciation. In this particular course, the instructor's active involvement and constant efforts to engage students led to a pleasant and effective learning experience. Thus, FMS1 concludes that the choice between face-to-face and online education should be based on the specific requirements and characteristics of each course highlighted in the interview Question 12 “What are the main advantages and disadvantages of face-to-face education and online education? How do you compare them?”:

“Face-to-face education is kind of sometimes unnecessary for me when there's an online alternative because you can be in your home, you can be relaxed and some of the teachers don't even look at you. They just say what they're trying to say and just end the class right there. They don't even look at your face. So online becomes a better alternative in those kinds of ways, but face-to-face is better in some courses like I saw a course. Last semester, in the listening and pronunciation course, the teacher was very active, and she would always try to get us in the class to do activities and keep the course alive moreover keep our focus on ourselves literally every second. Because of that, the courses would be very pleasant and we tried online once in that course, and it didn't get the same

effect. So, I think it depends on the courses. Some courses are better face to face, some are not better face to face and in addition.”(FMS1- first year)

FMS3 depicts rather a positive perception of face-to-face education, underlying its numerous advantages. Participants hold the idea that direct interaction with students as a teacher enables a deeper connection and understanding. The ability to observe students' facial expressions and gestures is considered highly effective in facilitating communication and enhancing the overall learning experience. She responded to the interview Question 18: “What were the main difficulties/learning problems when you took a course in online education during Covid-19?”:

“I'm starting my first face-to-face education. I think face-to-face generally, I have the most advantages because if you want to touch these students, I'm talking about being a teacher for example if you want to touch the students, you can see the I think you can talk face to face. You can see your mimics and gestures it's more effective.” (FMS3- First year)

One of the male students mentioned a habit of self-study, but due to an emergency, he couldn't apply the skill as a response to the interview Question 12: “What were the main difficulties/learning problems when you took a course in online education during Covid-19?”:

“The habit of self-study and have not developed this ability. This is a disadvantage of online education compared to face-to-face learning and we must notice this because this ability is changing from person to person.” (MS2-second year)

Some of the students believed that online education had a lot of positive sides in the Foreign Language Education. One of the male students emphasized that attendance problems in face-to-face education. When he engaged in online education, he had no negative opinion towards online attendance. He did not experience any anxiety concerning the attendance problem because as he states, the participant felt anxious

about attending courses in face-to-face education as a response to interview Question 12 “What were the main difficulties/learning problems when you took a course in online education during Covid-19?:”

“During the online education I was Covid-19 and it was very easy for me to join all the lessons without any attendance problems and I can share it with you.” (MS1-second year)

Pursuing this further, another female student had a positive perception towards online education: therefore, she perceives preparing herself in face-to-face lessons as a drawback revealed in the interview Question 12: “What are the main advantages and disadvantages of face-to-face education and online education? How do you compare them?”

“Online has advantages like we are at home, we are much more relaxed. We do not need to get up and prepare in one hour or two hours to go to school we just got up we prepared too. Be in the class and actively participate, of course, but it is not having that one-hour or two-hour preparation for going to class. So, we were in our houses. We were in relaxed and comfort zones.” (FMS4-Second year)

Another female student emphasized that effective communication is the key factor to teaching both of the education system, but the time is an advantage for online education even though communication skills fail during the online classroom as shared in the interview Questions 18 and 19 “What were the main difficulties/learning problems when you took a course in online education during Covid-19? and as a response to the interview Question 19 “What were the advantages and disadvantages of face-to-face education in your final or midterm exam process?”:

“Both of them have advantages and disadvantages to online education as I said to you, we have an advantage in the time but at the same time, we had the advantage of face-to-face education effective communication.

I believe that our years are technological years but at the same time, we shouldn't forget effective communication because we are human and we can communicate with each other face to face more". (FMS6-fourth year)

Considering all, one of the female students emphasized the budget issue for the face-to-face classroom. She had a positive perception about the budget in online classrooms and she believed that there is no need for further expenses on transportation or university fees as a response to interview Question 6 “What do you consider to be the main differences between learning English face to face and learning online?”:

“There are several problems with the traditional system of education, first of all, you need to pay thousands of dollars per turn to attend the prestigious schools the budget is not accessible maybe some parents nevertheless, and online education is still related to stereotypes. People often think that online students are not smart enough for a traditional college or university are lazy, and don't get real degrees. These claims discourage many people from taking ownership of the traditional education system consumes a huge deal of money, nerves, and years of their lives but with online education, I think you can learn whatever you want to learn. It's so comfortable, I think.” (FMS3- third year)

Emergency online education for ELT students offers advantages such as convenience, flexibility, improved communication, attendance flexibility, reduced physical demands, efficient time management, and increased accessibility. However, it may not suit all ELT courses, particularly those requiring interactive learning. Challenges include difficulties in self-study, potential social isolation, communication limitations, and perceptions of lower quality compared to in-person instruction. Addressing these challenges is crucial for creating an effective and inclusive online learning environment for ELT students during emergencies.

Table 12 summarizes the major advantages and disadvantages of emergency online education for ELT students, as reported by the participants:

Table 12: Advantages and Disadvantages of Emergency Online Education for ELT Students

Theme	Advantages	Disadvantages
Convenience and Relaxation (FMS1 - first year)	Study from home with comfort and relaxation	Certain courses, like listening and pronunciation, may be better suited for face-to-face learning
Effective Communication (FMS3 - first year)	Enables effective communication through gestures and facial expressions	No significant disadvantages mentioned
Lack of Self-study Skills (MS2 - second year)	No significant advantages mentioned	Difficulty in developing self-study skills
Attendance Advantages (MS1 - second year)	Eliminates attendance-related problems	Anxiety related to attending face-to-face classes
No Need for Physical Preparation (FMS4 - second year)	No need to physically prepare for classes	No significant disadvantages mentioned
Importance of Effective Communication (FMS6 - fourth year)	Advantage in terms of time management	Lack of effective communication compared to face-to-face interactions
Budget Advantages (FMS3 - third year)	Accessibility and affordability	Stereotypes about online education

4.1.4 Sub-Question #1b: How Do Teaching and Assessment Practice relate to each other according to Students' Perceptions?

Throughout the course of online education and assessment, students' perceptions encompass a wide spectrum of both positive and negative aspects related to various facets of their academic experience. This section of the study first delves into an exploration of the negative attitudes held by students, encompassing their viewpoints regarding the school's atmosphere, time management, stress levels, communication with instructors, adaptability to lessons, learning processes, and overall task performance. Subsequently, the focus shifts towards students' positive perceptions,

shedding light on their views regarding instructor performance, teaching methodologies, and instructional styles. This dual examination aims to provide a comprehensive insight into the multifaceted nature of students' experiences during online education and assessment, thereby contributing to a nuanced understanding of the challenges and advantages encountered in this transformative educational landscape.

One of the male students had a negative perception of the teaching and assessment process, but it was still an abstract one, and he was still unsure of what he thought of the assessment and practice in an online lesson. The interviewee expressed the view that both segments of the two education systems share similarities in response to Question 6 of the interview: “What do you consider to be the main differences between learning English face to face and learning online?”:

“It is very different because in face-to-face you have to sit there and you just have to look at the teacher or the teacher gets mad. But in online teaching, you can be relaxed. You can sleep in your bed not sleep, but you can be on the bed and watch the course from there. So, the methods of teaching-learning other than that, I don't think it changes a lot because you're listening to the same course the teachers are saying the same the same things. So, you have to listen. If you're going to take notes, you have to take notes. I don't. I don't think it changes in those aspects” (MS1-first year).

One of the female students had a negative perception regarding understanding the understand the teaching context during the lesson as a response to interview Question 7 “What do you consider to be the main challenges of learning online for the first time?”:

“Yes, but in the beginning, like as I said, it's new things and we yeah, I have had some trouble to what's going on to understand what's going on and what should I do? but then we try to understand.” (FS5-Fourth year)

On the other hand, another female student had a negative perception about submitting assessment tasks and she felt very anxious during the submitting online tasks in the interview Question 10 “Did you find any of the tasks difficult to achieve during Covid-19 ?”:

“Sometimes connection cuts and I cannot submit. So, I become very anxious and. It was terrible. It was terrible, OK? Oh my God, yeah and the advantage was, I was the only one who the only one I did.” (FMS-3 –Third year)

In addition, the assessment and practice processes of online training are perceived positively by some students. On top of all, one male student who described the learning style in online training, believed that it did not change throughout the course period and has a positive opinion of taking notes on this type of education as a response to the interview Question 13 “Has learning online changed the way you learn to face to face at all?”:

“It has not changed my learning style because. I mean, I was always learning from the notes. So, as I was, I was taking notes from the, I mean on the lessons. I take notes from the lessons, so it didn't change my learning style.” (MS4-second year)

Moreover, one of the female students had a mismatched perception of assessments such as midterm, etc. after Covid-19. This statement emphasizes the importance of aligning the assessment methods used in online courses with those of face-to-face evaluations to ensure consistency and fairness for students. A sudden shift in assessment formats can impact students' performance and create additional challenges during the learning process. Therefore, educators should carefully design assessments that match the learning outcomes and experiences of both online and face-to-face components of the course.

“I was shocked and after online course when I exam when I'm in the midterm, all test is all exam is classical and I'm shocked.” (FMS1-Second year)

One of the male students emphasized that he could not come back to elementary questions during online exams, and he had a negative perception of it in the interview

Question 7: “What do you consider to be the main challenges of learning online for the first time?”

“It wasn't enough for me because the online tests were not enough, I can't turn back when I signed the questions. I just keep going to questions like element questions. I answered 1 or 2 questions but I can't. I couldn't turn the element questions.” (FMS2- First year)

Table 13: Students’ Positive and Negative Perceptions about Practicing Teaching and Assessment during Covid-19

Theme	Negative Perceptions	Positive Perceptions
Teaching and Assessment Process	Abstract and uncertain perception (MS1 - first year)	No positive comment
Understanding the Teaching Context	Initial difficulties in understanding the online teaching context (FS5 - fourth year)	No positive comment
Submitting Assessment Tasks	Anxiety and frustration due to connectivity issues (FMS-3 - third year)	No positive comment
Assessment Format	Shock and dissatisfaction with classical exam format (FMS1 - second year)	No positive comment
Limitations of Online Exams	Inability to review elementary questions during online exams (FMS2 - first year)	No positive comment
Learning Style Continuity	No negative comment	No change in learning style, positive perception of taking notes during online education (MS4 - second year)

Sub-question 1b elicited diverse student perceptions regarding the teaching and assessment processes in both face-to-face (F2F) and online education. Participants exhibited a range of views, including positive and negative perspectives. One male student (MS1-first year) noted similarities between the two systems, highlighting that

fundamental aspects of learning and course content remained consistent. However, he acknowledged that online learning offered advantages such as flexibility and comfort, enabling students to participate from various locations, even from their beds. In contrast, a female student (FS5-fourth year) initially struggled to grasp the teaching context in online lessons but eventually adapted to the new format. Some students faced challenges and anxieties with online assessment. A female student (FMS-3-third year) experienced anxiety due to technical issues during the submission of assessment tasks, leading to a negative perception of online assessment. Similarly, another male student (FMS2-first year) expressed dissatisfaction with the inability to review and revise answers in online exams, which impacted his performance.

Conversely, some students exhibited positive perceptions of the online learning environment. A male student (MS4-second year) noted that his learning style, particularly taking notes during lessons, remained consistent in both F2F and online education.

The findings reveal a mismatch in student experiences and perceptions between F2F and online assessment. While some students found online assessment limiting and challenging, others adapted well to the new format. These variations underscore the significance of attentively aligning and designing assessment methods to ensure fair and consistent evaluation of student performance in both educational settings.

Overall, the transition to emergency online education elicited diverse responses from students, shaping their perceptions of teaching and assessment practices. Educators should consider these varied experiences and feedback to enhance the effectiveness

and inclusivity of both face-to-face and online learning environments. Properly aligning teaching and assessment approaches will help students better engage with course material and achieve positive learning outcomes.

4.1.5 Sub-Question #1c: How do ELT Students Compare Face-to-Face and Online Education?

Sub-question 1c focuses on comparing face-to-face education and online education. Students have negative and positive responses when they compare face-to-face and online education during Covid-19.

One of the male students mentioned poor internet connection and electricity issues in Northern Cyprus having a negative perception of online education when comparing face-to-face education during the Covid-19 as obtained from the interview Question 18 “What were the main difficulties/learning problems when you took a course in online education during Covid-19?” :

“My difficulty with online learning was the Internet connection because Cyprus Internet isn't too advanced and where I live it's bad and because of that, I couldn't really. There are on some of the courses of that Internet connection and sometimes there would be electrical issues and the addictively to go off and the course just ended right there for me, and I cannot do anything what are the main things for me.” (MS4 – fourth year)

Moreover, one of the male students did not use any different strategies during the online and face-to-face education. He had a positive perception of both of the education systems as a response to interview Question 13 “Has learning online changed the way you learn to face to face at all?”:

“So if I were to be given a chance to learn online or face to face, I would choose online but the thing is I didn't use any different strategies that, that then I was doing face to face that did it wasn't the different for me because I and then to taking those and searching the thing I didn't understand on the Google. It doesn't, I don't change any strategies. I was doing the same thing that I was doing on the face-to-face contact”. (MS5- First year)

On the other hand, the male student had a more positive perception of online education when he compared both of them; he had found online education more convenient than face-to-face classroom due to lesson times as revealed Question 12 “What are the main advantages and disadvantages of face-to-face education and online education? How do you compare them?”:

“We kept using some of the applications but besides that, I feel like I'm faced to face education during online education I guess it made me more interested in online education and I missed online education because it was more convenient for me.” (MS2- Fourth year)

Contrarily, another female student from the second year emphasized importance of the face-to-face education due to eye contact, facial expressions, and gestures and also more beneficial for communication between student and instructor as seen in the interview Question 18 “What were the main difficulties/learning problems when you took a course in online education during Covid-19?”:

I think first of all I always prefer face-to-face education. I think that education should be in the class because I don't think education is just memorizing information sharing information, talking about experiences, eye-to-eye communication, and facial expressions and gestures are of great importance in education. That's my belief. I believe that also like face to face education is healthier to strengthen the bonds of teachers with students and students with both the school and their teachers. In my opinion is the face to face-to-face education is much healthier and beneficial for students and maybe teachers too, because they can see which student is listening and which student is having a problem with something there. Yeah, this is. This is the real situation. I think not face-to-face education is great.” (FS6- second year)

In summary, the research findings indicate that ELT students had mixed responses when comparing face-to-face and online education during the Covid-19 pandemic. While challenges related to internet connection and electricity issues were reported by some students, others expressed a preference for online education due to its convenience. Additionally, some students found little difference in their learning

strategies between the two modes of education. However, some students emphasized the significance of face-to-face education, highlighting the importance of interpersonal communication and non-verbal cues in the learning process. These findings underline the need to consider technological limitations, individual preferences, and the unique advantages of each educational approach when developing effective language teaching and assessment methods in both online and face-to-face settings.

4.1.6 Sub-Question #1d: How Do ELT Students Compare Face-to-Face Assessment and Online Assessment?

Sub-question 1d focuses on how ELT students compare face-to-face assessment and online assessment during the Covid-19. They have positive and negative perceptions about their study habits, skills, and their performance on the tasks during the Covid-19. Positive responses of students are presented with their negative responses in the following sub-question.

One of the male students had a negative perception of the writing assessment task during the online education due to his slow type writing in online education while some of his classmates had fast typing; therefore, in online education, he emphasized that time was not enough time for writing fast in online tasks as a response to Question 10 “ Did you find any of the tasks difficult to achieve during the Covid-19?”:

“Yeah, some of them were like little difficult because as you know some of the students are not fast typing and one of them is me. I am like I am like slow typing so the time was limited for us. I faced in the beginning so many problems that I knew the answer but I couldn't type them fully because of the slow type so this was the main problem then I found the solution that I trained myself as much as I could until I solved it, so time is very important. We have as a teacher, but in consideration that students, some students have slow typing in in writing.” (MS3-fourth year)

One of the female students from the fourth year preferred online education and face-to-face education, and she believed that if it is used together, it may be beneficial in the interview Question 12 “What are the main advantages and disadvantages of face-to-face education and online education? How do you compare them?” :

“I want to say both because I had an experience with both as I said to you before, I prefer both education because I can do like let's say three days of online education or two or three days and three days of face-to-face education so I can control my students. I can contact them effectively I can see them. I can look into their eyes, I can feel what they want, or I can feel their emotions about my course about my teaching, but at the same time in online education, I can give them private time for the lesson, for the activity. So, they can, they can how can I say? They can show their ability well I believe that.” (FMS-6- fourth year)

On the other hand, another female student underlined the lack of activities in online lessons and she supported that hands-on activities or lab activities should be in the real classroom environment he cited instruction support during the online education positively as a response to interview Question 18: “What were the main difficulties/learning problems when you took a course in online education during Covid-19?”:

“The online education happened so quickly and everybody was trying to adjust themselves to the new situation, especially our instructors. Generally, some courses were difficult to deal with online for example, we had some courses that you had to do. It was a kind of hands-on activity we weren't able to do so many activities because of the online situation like it needed to be in a lab in a computer lab. For example, for those courses, and felt a little bit sad because I didn't have the opportunity to learn more. It was just a theoretical way other than that, for other courses, I was satisfied generally and the instructors were so helpful.” (FMS2- third year)

In conclusion, the perceptions of ELT students concerning face-to-face and online assessment during the Covid-19 pandemic reveal a spectrum of views. Challenges related to slower typing speeds were noted, but students devised strategies to overcome them. Many students favored a blended approach, seeing it as a balance

between control, interaction, and individual learning time. However, the absence of hands-on activities in online lessons was highlighted as a limitation, emphasizing the importance of physical classrooms for such experiences. Students generally appreciated instructors' support during the transition to online education. These diverse perspectives underscore the necessity of considering student preferences and addressing online assessment limitations to optimize ELT education in both online and face-to-face settings.

4.2 Analysis of the Instructors' Semi-Structured Interviews

4.2.1 Research Question #1: What are the ELT Instructors' Perceptions about Online Teaching and Assessment during Covid-19?

This main research question centers on eliciting the perspectives of ELT instructors, encompassing both male and female educators, regarding their experiences with online instruction and assessment during the Covid-19 pandemic. The inquiry delves into participants' expectations, their perceptions of the online teaching process, and their encounters with the assessment procedures necessitated by the pandemic. It explores various facets, including the comparative evaluation of online teaching and assessment methods, challenges faced during the transition to remote instruction, the assessment of student's classroom performance, examination outcomes in the online learning environment, and the adaptations made in their assessment practices, encompassing exams and major subjects, in the context of both this specific study and emergency online education more broadly.

For a comprehensive understanding, this research question is dissected into two dimensions. First, the instructors' positive perceptions of online teaching are discussed, highlighting aspects such as the significance of written guidelines

provided before commencing online sessions, which one female instructor emphasized as a valuable aid for navigating the transition to online instruction. This underscores the positive impact of written guidelines on the online teaching experience, as identified by this instructor.

“We haven't taught online before, so and in a very short time in one week time we just you know started teaching online stuff. They prepared some videos. For example, we watched the videos also written guidelines, so they were very helpful and whenever we had a problem with the computer center and the center responsible for online teaching. They were very helpful all the time.” (FI2)

The same female instructor had no negative nor positive perception at the beginning of the online teaching further her mind changed due to non-related factors to online teaching it was related to conditions of the technology in the country and when the instructors started to teach online, her perception was positive, as recorded in the interview Question 8 “Was online teaching different to what you expected?”:

“We didn't have too many problems expect it, except for some technical things like no Wi-Fi at home but this has nothing to do with online teaching. These are the conditions in the country. It was related. So, I didn't have any expectations, so at the very least. Beginning I was just frightened, but when I started doing it, I realized it wasn't frightening”. (FI2)

Another male instructor had a positive perception of online teaching as a previous female instructor highlighted the importance of video tutorials for online teaching and he had an educational background using online platforms for himself and his courses as a response to the interview Question 3 “What support did you receive to help you teach online?”:

“It was a sudden change for all of us so at the very beginning there was no support, but to be honest because of my educational background. You know, I teach education technologies. I didn't need any support but then the university provided some video tutorials for teachers to learn how to integrate the new technologies into my teaching. But as I said, I didn't need any support. I was happy.” (MI2)

On the other hand, one of the male instructors had no positive or negative perception of online teaching, he believed that teaching has a nature of itself and it can be taught in any environment due to conditions of teaching and learning place as a response to the interview Question 10 “What do you consider to be the main challenges to academic staff teaching online during Covid-19?”:

“Well, teaching is very difficult whether it is online or face-to-face it does not make any difference. Teaching is teaching. Whatever you do, teaching is teaching. If you use technological devices, that is teaching too. If you are acting out in the classroom face to face that is teaching too. It does not make any difference whether you are using face-to-face or online teaching.” (MI3)

Another female instructor had a negative perception about online support and internet connection problems in online teaching emphasizing that sharing information with colleagues is a significant part of online teaching as a response to the interview Question 17 “Has teaching online changed the way you teach face-to-face at all? If yes, how?”:

“You don't do it anything I just, you know, try to learn the things by myself. Sometimes I get frustrated because you know. It turned out it was. The problem is it turned out the connection was a problem everybody was trying to, you know, get their things done through the Internet and it wasn't that easy and there was not much support. We were just sharing information.” (FI4)

Moreover, she thinks online teaching is time-consuming in the online emergency teaching era as a response to interview Question 12 “What did you think about the structured way of teaching online?” :

“Online teaching is more difficult. Online teaching is more difficult but time-consuming. It requires you to know different types of engagement with the course and students. So, I, you know, even though I found it useful. I think that online teaching is more difficult.” (FI4)

Another male instructor reported a similar answer and he highlighted technical and electrical issues when teaching the subject as revealed the interview Question 15 “What disadvantages did you find to teaching online when compared to face-to-face teaching?”:

“It depends on the context. If you mean, the cope with the period that we have, so, if you teach from home. They could be electricity cut or something like that. So, I prefer to come to my office because we have a system here. If there is an electricity cut after a full second, it will be repaired. So that's why I prefer to do that. I think that the main thing for Cyprus could be the electricity cut and the problem with the Internet, otherwise, I wouldn't have experienced any problem. I don't think that will be a problem. So, technical issues were the problem.” (MI3)

One of the female instructors responded to the question negatively which is related to online teaching and therefore she touched upon the challenge of monitoring student attention negatively due to technical issues in online teaching as a response to the interview Question 13: “Did you find any of the tasks difficult to manage/moderate?”:

“Monitoring student attention was challenging. Especially when I had 42 students in one class. It was difficult to monitor all of them because the cameras were not all open and even if they were, I couldn't see 42 students' faces on the page on the screen so that was that was difficult. I didn't know whether they were, you know, they had a question or they whether they understood or did not understand, so I couldn't see their faces, although we asked them to open their cameras. Some of them didn't. Maybe they didn't want to, you know it was against their privacy. Maybe that's what they may have thought, or maybe they had technical issues and as I said, even if we asked them to share their screens with us, I mean to open their cameras to turn on their cameras, then even if that was so, I couldn't see 42 students face on the screen. There were only how many about 8-9 students that I could see so that was difficult to monitor student attention. Seeing whether they paid attention or not, that was difficult.” (FI5)

On the other hand, one of the female instructors justified the support system of the the Department of Foreign Language Education concerning technical issues that were good and her appreciation of her colleagues' support but she had a negative perception of the technical issues in online teaching as a response to the interview

Question 4: “In hindsight, what extra/different support would you have liked for this process?” :

“Sometimes, for example, the weekend, some of the re-sit exams as you can see as you can know so some of the people, some of the technicians did not open their mobile phones and so. How do you? How do we help? For example, I asked this question for my professor how do they help their students in this way? So, this way is very difficult. You struggle with something else. You try to just put the best thing for your students. You effort for your students and you give everything to your students for their psychology. You forget sometimes your psychology and you already continue to support them. It is very important and it is very honored. I'm honored by their behavior, and I'm so I feel so lucky. Being an instructor in the department's Foreign Language Education department, all of the instructors have supported me a lot. So, I think we should communicate easily with our technicians, maybe easily. Yes, there should be a system.” (FI5)

One of the female instructors had a negative perception of teaching a subject matter at home than teaching at the office, as she emphasized that teaching online at home is not beneficial for instructors underlined the interview Question 10 “What do you consider to be the main challenges to academic staff teaching online during Covid-19?”:

“Online teaching in the office in full was different as well because in the 1 or 2 semesters or one semester for sure we had to do online teaching from home because we could not go out. So, it was really difficult, very challenging for us because we had so many things going home you have everything and neighbors you know responsible so it was really difficult for the teacher as well to concentrate because you were trying to teach. But for example, your neighbors, don't know it and they just knock on the door for a cup of coffee. It was difficult, but when we were doing online teaching in the office, that was better. That was more. Let's say. It was closer to face to face.” (FI2)

Moreover, another female instructor had a similar response obtained from the same interview Question 10 “What do you consider to be the main challenges to academic staff teaching online during Covid-19?” :

“Because you do not have special places probably getting online education in a home setting we know that yes, our neighbor noises anyone with family members making noise in the home. This may be problematic. I need the

classroom face-to-face teacher there and even though teachers are the motivation. Students can disappear. Imagine outside of the class you are maybe in the coffee shop and you try to listen to the class. It is not easy.” (FI3)

One of the female instructors highlighted preparing exam papers and cheating during the exam was the difficult part of online teaching and she had a negative perception of this issue as a response to the interview Question 20 “What were the challenges when you were assessing ELT students’ exams in online education during Covid-19?”:

“One of the challenges is that if you were to use Moodle, for example, to give the exam online on Moodle or Microsoft Teams. So, we had to learn how to prepare for an online exam which was challenging so for the first time we did it, it was challenging to prepare an exam to learn how to prepare for an exam online. Another thing all the time, we were worried about whether they were cheating or not even though the cameras were on there was always this risk there. They were cheating, so we tried to minimize this by adapting the questions. We were asking so we tried to ask questions.” (FI2)

One of the female instructors had a negative perception of observing micro teachings in online teaching as a response to the interview Question 13: “Did you find any of the tasks difficult to manage/moderate?”:

“Now I teach teacher education courses and micro teachings. They're supposed to perform micro teachings and that was kind of something you know is difficult to observe.” (FI4)

Another male instructor mentioned that lesson plans are important for online lessons highlighted in the interview Question 18 “What advice would you give to someone teaching online for the first time?”:

“I always design my lessons on a big basis. I know a big step what I'm going to do? So, I apply exactly the similar things while I'm teaching through the Internet. So, there is no difference for me teaching in a classroom setting or a

digital setting because I always have my roadmap, in other words, my lesson plan. So according to my lesson plan, I go step by step.” (MI3).

Moreover, another male instructor had a negative perception due to *students’ plagiarism* in the assessment during the Covid-19 and control of this issue was difficult for him as a response to the interview Question 24: “How do you compare the assessment process of students in face-to-face education and online education?”:

“The main problem could involve because it was very difficult to control as I said in the situation. In other words, plagiarism, cheating, and the other things. So, what could happen is the students can copy and paste from each other so that's why it took me much time to control this situation. So, by using alternative programs. I had to use the Turnitin program. I had to use the Turnitin program for each answer to find out where they copied and where they cleaned it. That was the first challenge and main thing for me and other things I don't believe that the main thing was for assessment cheating.” (MI4)

One of the male instructors had suggested that referring to students by their names is an important part of the continuity of the course, so referring by their names can engage the students in classroom activities; therefore, instructors can receive a reply easily when they call students by their names, as recorded in the below interview text as a response to the interview Question 12 “What did you think about the structured way of teaching online?” :

“The pictures of the students were always on my screen and therefore I was referring to them by their name We were having a kind of interaction, so it's like in the classroom setting. You engage your students by referring them. You are asking them something and they answer of course.”(MI3)

The same instructor highlighted that multiple choice exams are easy to assess in online platforms as a response to the interview Question 15 “What advantages did you find to teaching online when compared to face-to-face teaching?”:

“Multiple choice exams were very easy for the teacher in terms of assessing because the system was assessing very quickly.” (MI3)

Table 14: Instructors' Positive and Negative Perceptions about Emergency Online Teaching and Assessment during Covid-19

Instructor	Positive Perceptions	Negative Perceptions
Female (FI2)	- Written guidelines and video tutorials were helpful - Positive perception after starting online teaching	- Technical issues and lack of Wi-Fi at home - Conditions in the country affected the teaching experience
Male (MI2)	- Video tutorials and educational background were helpful	- No difference between online and face-to-face teaching
Male (MI3)	- No positive or negative perception of online teaching	- Technical issues and electricity cuts at home
Female (FI4)	- Support system from colleagues	- Frustration with technical issues and internet problems
Female (FI5)	- Appreciation for support from the department	- Difficulty monitoring student attention
Female (FI2)	- Teaching at the office was preferable	- Distractions and challenges while teaching at home
Female (FI3)	- Teaching outside the classroom is not easy	-
Male (MI3)	- Lesson planning and roadmaps help in online teaching	- Difficulty controlling plagiarism and cheating
Male (MI4)	- Referring to students by name for engagement - Easy assessment of multiple-choice exams	- Difficulty observing micro teachings -

Table 14 focuses on diverse experiences among ELT instructors during emergency online teaching and assessment amid the pandemic. Some appreciated written guidelines and video tutorials, along with colleague support. Multiple-choice exams were seen as manageable. Challenges included technical issues like unreliable internet and power shortages, distractions while teaching from home, and difficulties in controlling plagiarism. Future emergency online education should address these technical hurdles, provide strong instructor support, and maintain academic integrity. Considering blended learning approaches could enhance the overall learning experience for both instructors and students.

4.2.2 Sub-Question #1a: What are the Advantages and Disadvantages of Online Education for ELT Instructors?

Sub-question 1a scrutinizes the perceptions of ELT instructors regarding the advantages and disadvantages of online education, delineating their affirmative and adverse views, the strategies they employed, and their instructional actions within the online teaching environment. This sub-question encompasses the exploration of instructors' discernment of the merits and demerits of online education, elucidating their responses, methodologies, and conduct as educators amidst the online teaching milieu. It is within sub-question 1a that the positive and negative perceptions of instructors about online education are elucidated, providing a comprehensive comprehension of their perspectives and actions. To delve deeper into this inquiry, a subset of semi-structured interview questions associated with this primary research question is presented, commencing with an exploration of instructors' affirmative viewpoints, followed by their unfavorable perceptions.

One of the male instructors believed that engaging students in an online learning environment difficult than in a face-to-face classroom he had a negative perception of this issue as a response to the interview Question 16 “What disadvantages did you find to teaching online when compared to face-to-face teaching?”:

“I have already practiced online teaching. I've been exploring ways of blending technology. I am a teacher and I'm very close to the online components and I've been an online student myself. I knew already. Online students are much harder than face-to-face and engaging them in the lessons is much harder than face-to-face teachers. So that was something that I didn't expect. I tried to understand the reasons and when I talked to the students, they explained this. It was tiring. It was overwhelming. It was too much.” (MI1)

Moreover, another male instructor mentioned the *lack of interaction* between student and instructor, and uncomprehending his students what they acquired during the online session highlighted in the interview Question 16 “What disadvantages did you find to teaching online when compared to face-to-face teaching?”:

“The only disadvantage in my understanding and or my experience is that you do not have the spirit of the students you do not feel the students that the only disadvantage in my understanding. Sometimes, you think that you are talking into space you know because the physical appearance is not there.” (MI3)

One female instructor encountered an issue with the *students who had no computer* and had *challenges about doing and submitting projects* to her during online lessons obtained by the interview Question 13 “Did you find any of the tasks difficult to manage/moderate?”:

“We could not see each other's faces and the majority of students did not open their cameras. We could not monitor them as much as we did or as much as we wanted to do. In addition to that, a considerable number of students did not have a laptop or a computer and it was difficult for them to do their projects via a smartphone. I know that many of my students did not have a laptop and they did. They attended their online classes via their smartphones.” (FI5)

Similarly, another female instructor responded negatively and mentioned about disadvantages of online education due to managing student capacity in online classes in a response to the same interview Question 13 “Did you find any of the tasks difficult to manage/moderate?”:

“The difficulty is one of the major differences because you know one. Regarding a 3-hour course for a while you know It is beyond the capacity of the students and also, the teacher is too much but dealing with online dealing with you know face to face teaching 3 hours. It's manageable, it's good. You can of course you can deal with them. Both, but it is really difficult.” (FI4)

Moreover, one of the female instructors had a negative perception of organizing the online classroom environment and concentration problems of the students on the

online class tasks and lack of interaction which made her realize that these issues were the disadvantages part of the online classroom as a response to the interview Question 25 “How do you evaluate students’ grades and their class performance in online education during Covid-19?”:

“I mean interaction was the main issue with online teaching. I think I mean I used to address my students by their names and I used to have my contact with them. Then when I did face-to-face teaching, I understood what I meant during Covid-19. I understood that no significant it is and now I when I as soon as. I noticed that the student was not with me not following me. Is checking with the student? In the next seat, or when I see them playing with their mobiles, I interrupt. Then I call them. I asked him a question. Isn't it so that I have this trailer with me mentally in order physically? Yes, that was something that I couldn't do online. I used to do it in face-to-face teaching. but I tried to do it more. Because you lose them. I mean they do not concentrate on the lesson they start finding something else with their friends.” (FI5)

Another female instructor justified that technical issues were a problem for the midterm and online exams and it was the disadvantage of online education and caused stress for the instructors obtained by the interview Question 20 “What were the challenges when you were assessing ELT students’ exams in online education during Covid-19?”:

“I don't know if I think I didn't mention this, I don't want it to be left on set as for the disadvantages of online education, I can say that if there was a technical problem. We had to solve it within a few minutes. We are not technicians of course, but we have to solve it in a few minutes, especially when this technical problem occurs during and midterm exam, final exam, or recent exam. We quickly consulted the technicians, computer engineers, and the Distance Education Department and they offered their help to us, but that was stressful for us for the ELT teachers.”(FI5)

One of the female instructors justified the lack of bodily activities in online education and it was the disadvantage of online education highlighted in the interview Question 13 “Did you find any of the tasks difficult to manage/moderate?”:

“You cannot be sure if your students are concentrated or motivated classroom interaction is another is that front page and also organizing pair where the

activity is or maybe some bodily activities like role-playing things like that so these were the disadvantages or technical problems.” (F12)

One of the female instructors had a positive perception of reading exam papers on the screen in online education and mentioned it as an advantage instead of printing numerous exam/project pages submitted by students to her in face-to-face education as a response to Question 15 “What advantages did you find to teaching online when compared to face-to-face teaching?”:

“Even face to face way if you get a soft copy or other things, term papers you can ask your students write a term paper, but similarity rate is 56 percent, in other words, plagiarism is problem member one today. You can say that if you have multiple choice, but you cannot use mc in the course that I teach. You need there are answers to their creativity so they understand you only matter their usual language that’s why the only way is to give them open-ended term papers or short assignments or something like that and you cannot control them. It is the only way is find out to use Turnitin programs to find out whether they cheat or not that is problem number one. It does not matter whether is online or offline.”

Similarly, one of the female instructors mentioned the advantages of online class tasks and she believed that students were happy with the portfolio tasks instead of the question-and-answer format during the class tasks; however, she had a negative experience due to complaints about the project some students given in the interview Question 20 “What were the challenges when you were assessing ELT students’ exams in online education during Covid-19?”:

“Continuous assessments we must introduce instead of question-and-answer format. So, more portfolio is a kind of work or little task. They were happy with it. But then they were. You know, sometimes complaining about having too many projects, too many projects to do too much homework because every teacher asked kind of warmer because we couldn't conduct the real exam. So, I mean, on the one hand, it was an advantage for them, but sometimes, I think. It was too much for me.” (F11)

Another male instructor had a positive perception of an advantage of online education he revolved that comfort zone of the online teaching context and had no problem with traffic. It meant less stress and he did not have to go to campus or the office for a lesson. Lastly, recording sessions in the online classroom was more useful instead in a face-to-face classroom according to his perception obtained by interview Question 15 “What advantages did you find to teaching online when compared to face-to-face teaching?”:

“Present with the record button. Record the whole. It's just not close to the system and the last thing about that is such things that position I would like to go to the recorded session so that people nice. The second thing is that you attend the sessions in the comfort of your home. It is the same. It provides more comfort to this so it is less maybe stressful compared to getting up very early in the morning getting stuck in the traffic arriving at the campus.”

4.2.3 Sub-Question #1b: How Do Teaching and Assessment Practice relate to each other according to Instructors' Perception?

Sub-question 1b explores the interrelationship between teaching and assessment practices from the perspective of instructors. Within the context of this research question, instructors' perceptions encompass both positive and negative aspects. They extensively deliberated on topics such as assignments, instructional approaches, and the utilization of materials in the online educational sphere.

These results aimed at enhancing the effectiveness and quality of online lessons. Furthermore, instructors delved into the psychological challenges faced by their students in online learning environments and exchanged valuable insights into potential pedagogical solutions during the exigencies of emergency online education amid the Covid-19 pandemic. This comprehensive exploration captures the multifaceted nature of instructors' perceptions and their active engagement in

addressing the intricate dynamics between teaching and assessment practices within the online educational landscape.

One of the male students had a suggestion for vivifying teaching part of the instructor during the online sessions and he highlights that preparing a maximum material should be considered for an online lesson recorded in the interview Question 14 “If you were designing an online module for your students, how would you have done it? In what ways?”:

“If someone is going to teach for the first time online. I would suggest he or she prepare material as much as possible because the teacher talks most of the time and there is no interruption. Therefore, the material finishes very quickly. therefore in the classroom setting. This is not like that. You should prepare the maximum material.” (MI3)

Another female instructor emphasized that preparing material before the lesson refers to the structure of the lesson is crucial for the online classroom. She believed that it improves the awareness stage of the student to online tasks in online lessons and it also shows teachers engaging students to context with the usable online tools. All should be taken into consideration in the online teaching context highlighted in the interview Question 12 “What did you think about the structured way of teaching online?” :

“Well, you have to prepare your materials. I mean they should be; I mean. It is structure. You should be aware and you should make your students aware of it.”

One of the female instructors who had BA and MA level students in online sessions commented negatively about three hours of the online session in the main research question, she listed that managing student capacity was troubling during the online lesson, and due to that she presented to take home exams and gave written

instructions to her students as she saw it as a practical way of it to assist them, as a response to the interview Question 10 “What do you consider to be the main challenges to academic staff teaching online during Covid-19?”:

“While I was assisting my students well, we're just talking about the exam ahead of time and I was giving take-home exams so those take-home exams. I was giving you now more instruction and I was just, you know giving them a set of you know instructions in written and people make sounds that were just submitted through either MS Teams or Moodle and that's about it.” (FI4)

One of the male instructors had a suggestion to get certain results from the online assessment and preventing cheating in the exams with Turnitin software in online and face-to-face exams after teaching practice and when instructors assess the students' exams or projects in both learning places, it can be useful and practical for the instructors as a response to the interview Question 18 “What advice would you give to someone teaching online for the first time?”:

“Even face to face way if you get a soft copy or other things, term papers you can ask your students write a term paper, but the similarity rate is 56 percent in other words, plagiarism is problem number one today. You can say that if you have multiple choice, but you cannot use Mc in the course that I teach. You need there are answers to their creativity so they understand you only matter their usual language that's why the only way is to give them open-ended term papers or short assignments or something like that and you cannot control them. It is the only way is find out to use Turnitin programs to find out whether they cheat or not that is problem number one. It does not matter whether is online or offline.” (MI4)

Another female instructor used Turnitin like the previous male instructor and she argued that this application plays a significant role in online exams and was not new for her because she used it in face-to-face exams as well as a response to the interview Question 7 “What types of tools and technologies do you use in your face-to-face teaching?” and response to the interview Question 23 “What technological tools did you use when you assessed students' final or midterm exams?”:

“Well, since most of my questions were open-ended and essay type, there wasn't, you know, an easy, easy part to assessing. I had to face to face, I read their essays online. I also read their essays. There is no difference for me in there is no shortcut to this, but. There was this possibility of using a Turnitin program and we used it but they also used Turnitin before the online actually, so it was not something new, so it wasn't. There isn't an easy part to online assessment, except maybe some of the exams, multiple choice type. If we had multiple choice questions, well the system calculated it automatically but as I said, my exams were not multiple choice most of the time they were essay type so there was no difference for me.” (FI5)

Another male instructor highlighted using online tools and knew how to use them. He believes that is necessary for the online environment, he had a negative perception of the lack of usage of online tools in this context and he reported that the interview Question 23 “What technological tools did you use when you assessed students’ final or midterm exams?”:

“Online teaching does not mean opening your PowerPoint presentation and presenting it through a video camera. There's no like it, just recorded and shared. That is the thing and you have to find the correct tools for the signal break after Covid-19, new students through group brainstorming writing a response and sharing their response with their friends on that platform, and so on. So I would give this advice.” (MI1)

One of the male instructors practiced the two kinds of assessments: authentic assessment and traditional assessment during the online education in Covid-19 obtained by the interview Question 19 “Are there any other aspects about your experience of online teaching that you would like to discuss that we have not already covered?”:

“Well, in my assessments I had a mixture of authentic assessment and traditional assessment in authentic assessment projects to complete. There are some tasks for students to complete. As I said, I checked their contribution to the lesson at the end quality of the product, and if they achieved the objective of the task. So, this is the authentic assessment part of the students for the project on the other hand when I give students multiple choice or open-ended questions, the traditional type of questions I usually focus on the information from the given book.” (MI2)

4.2.4 Sub-Question #1c: How Do ELT Instructors Compare Face-to-Face and Online Education?

Sub-question 1c focuses on how instructors compared face-to-face and online education during Covid-19 and they have responded with positive and negative responses. The majority stressed the fact that there is a distinction between online and face-to-face education, with learning how to teach in an online environment another difficult question if you don't have experience or follow instructions well from this system. Therefore sub-question 1c investigates instructors' challenges, and major problems in online education how did they face these problems and how did they conduct some creative, practical solutions for this process?

One of the female instructors had a negative perception of students' performance on the task and cheating issues during the online tasks she wanted to learn students' real answers when she asked a question in online sessions highlighted the interview Question 25 "How do you evaluate students' grades and their class performance in online education during Covid-19?":

"I wanted them to respond to the question in their own words. They couldn't do that and sometimes I had to penalize. They for copying and pasting because I cannot understand if they have understood it, it's I mean. They know what is being asked in that question so that was the biggest challenge." (FI1)

During online lessons, another male instructor had a negative observation being presented on the screen and supported that the presence of the teacher is very important in front of students in an online teaching context because instructors are not in the real classrooms as a response to the interview Question 16 "What disadvantages did you find to teaching online when compared to face-to-face teaching?":

“The presence of the teacher is also important. I never mentioned, for example, the importance of turning your camera on at times I would turn off my camera as well. If you do that, you lose. He will bless the engagement. The way you stand, the way you present yourself on the screen. I think it's also important. I couldn't do it. It's like pulling myself. Because I hate seeing myself on the screen, but that's why we need to explore”. (M11)

Due to the instructor's commitment to providing feedback and creating materials for students in this teaching context, one female instructor had a negative opinion of online education. She felt that they spent too much time providing feedback to his students and creating online materials, in contrast to face-to-face instruction, during the Covid-19, revealed by the interview Question 23 “What technological tools did you use when you assessed students’ final or midterm exams?”:

“There had to be a lot of commitment on our part as teachers we spent more hours preparing and adapting materials to online teaching and a lot of our ours like we received lots of messages from students and you know our working hours usually finish at five o'clock 5:00 PM during normal time, but during this pandemic period it did not finish at 5:00 PM.” (FI5)

One of the male instructors justified that lack of socialization in online education is higher than in face-to-face education and highlighted that socializing in face-to-face classrooms is a more frequent occurrence, such as communication between classmates in corridors asking questions, debating about subject topics, etc., where online learning leads to a lack of socialization, therefore it can create isolation in online education, revealed by the interview Question 9 “What do you consider to be the main differences between teaching face-to-face and teaching online?”:

“What I mean by socialization here is if students come together to discuss what they are learning, that would be good because in my past education, when I took online courses, I felt isolated when there was no one around to ask questions to discuss the topics that you don't know, it is hard but one year when you are in a face-to-face environment. There is an opportunity for you to discuss with people, for example even after the exams, we see students in the corridors asking each other. “What was the answer to this question? What was the answer to that question?” so they can learn from their mistakes and their

friends but when something isn't fully online, it becomes more difficult for students to communicate and ask each other questions. So, I think this is the only difference between online education and face-to-face.” (MI2)

One of the male instructors noted that lack of control over the class size and lack of communication skills between students and instructors lead to a challenging situation for the instructor when compared with a face-to-face classroom and he reported his idea in the interview Question 10 “What do you consider to be the main challenges to academic staff teaching online during Covid-19?”:

“When I watched the videos I had to take attendance so when you take the attendance after three minutes, you want to see someone you cannot see the face because they say that we have a problem with videos. So, I cannot show my face because of me I don't have that device on my computer something like that. They could cheat easily or some of them just entered that fit very freakily after - seconds, in other words, one thing is that we used to have so-called discussions face to face discussion. so-called only a few things volunteered just to show their faces and that was boring and you have no idea what are other people doing there? It was very hard for discussions before as if one of them explained something. It is something but it takes a long time to get feedback from someone the person that you want to talk to may not be there at the right moment after 5 minutes “Hocam I was there, but there is a problem with so it was very hard it simply fairly we used to have.” (MI4)

4.2.5 Sub-Question #1d: How Do ELT Instructors Compare Face-to-Face Assessment and Online Assessment?

Sub-question 1d is centered on the evaluation and perceptions of instructors concerning their students' grades, performance, and achievements during online sessions. Notably, many instructors expressed skepticism regarding the authenticity of students' exam results in the online learning environment, suggesting a lack of confidence in the validity of these outcomes. Conversely, they emphasized the credibility of grades, performance, and exam results in traditional face-to-face classroom settings.

One of the female instructors had a positive perception and found similarities in face-to-face education and online education when comparing students' exam grades as a response to the interview Question 25 "How do you evaluate students' grades and their class performance in online education during Covid-19?":

"Well, I think they're pretty much the same similar.." (FI4)

Conversely, another male instructor responded reliability of online assessment along with negative perception and highlighted there were big differences. For example, online assessments' results were higher than face-to-face assessments as a response to the interview Question 26 "How do you evaluate students' grades and their class performance in face-to-face education?":

"The only objection is as I said it was an emergency although at the latest stage I think, the reliability of online results was very low due to some factors that we cannot control the situation. Since may ask some.... Students may ask for some job for me, number one was the reliability of the results I tried to compare results and I found that there were big differences so online assessment results were usually high. Face to face is lower. It means there is something wrong." (MI4)

One of the female instructors has brought up an argument about students' performance that can be changed in terms of their effort in online or face-to-face assessment, which means self-study (individual performance on the task) is the first thing during the exams whether they are in the real classroom or online classroom. She reported her idea in the interview Question 25 "How do you evaluate students' grades and their class performance in face-to-face education?":

As I have highlighted earlier, the biggest thing, the major thing that you know is the students. It's their performance when it comes to face-to-face exams so, and of course, they were well, the grades of the performance I know, the students are real performance. The great I mean. There may be, I mean. It may change from one student to another student. Some of them may be the same, and some were not. You know, studying hard, of course, there will be a difference. (FI1)

One of the male instructors emphasized the benefit of consistent attendance for both in-person and online evaluations. If a student works hard, the exam's outcome won't alter and the student can pass with a high mark, hence frequent attendance in any learning situation is crucial as a response to the interview Question 25 “How do you evaluate students’ grades and their class performance in online education during Covid-19?”:

“You can expect a lower grade, and that's usually like that's it and like you. If you're very hardworking or attending your regular in class and then I'm expecting a good performance in the exam and you get a good performance usually so there are no surprises there, so in face-to-face education as I said” (MI1).

Another male instructor compared online assessment and face-to-face assessment in terms of reliability highlighted in the interview Question 24 “How do you compare the assessment process of students in face-to-face education and online education?”:

“Well, as I said in face-to-face exams. You can have more reliability, I mean you know he's taking the exam; you know that they are not teaching because usually, but in online exams. As I said, you cannot be sure who is answering the questions.”

One of the female instructors had a positive perception of students’ performances in the face-to-face classroom unlike online classroom; therefore, the female instructor emphasized that students’ grades are higher in online education than in face-to-face classroom when she compares both of them as a response to the same interview Question 24 “ How do you compare the assessment process of students in face-to-face education and online education?” :

“We compare online and face-to-face assessment. The grades are higher online. Students’ performance is better in face-to-face.” (FI2)

Table 15: Instructors' Positive and Negative Perceptions about Comparing Face-to-Face Assessment and Online Assessment

Instructor	Positive Perceptions	Negative Perceptions
FI1	Individual performance	Higher grades in online education
FI2	Similarity in grades	No positive perception
FI4	Similarity in grades	No positive perception
MI1	Attendance and hard work	Reliability of online assessment results
MI4	No negative perception	Reliability of online assessment results

Instructor FI1 emphasized the importance of individual performance and mentioned that grades may be higher in online education compared to face-to-face. FI2 highlighted the similarity in grades between face-to-face and online education but also pointed out that students' performance is better in face-to-face settings. FI4 echoed similar positive perceptions regarding the similarity in grades.

On the other hand, MI1 emphasized the significance of attendance and hard work for success in both face-to-face and online assessments. However, MI1 also expressed concerns about the reliability of online assessment results. MI4 shared the same concerns about the reliability of online assessment results.

It's important to note that these categorizations are based on the given responses and may not represent the entire range of instructors' perspectives. Conducting further research and obtaining a more comprehensive sample of instructor views would provide a more accurate understanding of their perceptions.

Chapter 5

DISCUSSION OF THE RESULTS AND CONCLUSION

Chapter 5 provides an in-depth exploration of the major findings, conclusions, and implications derived from the study's semi-structured interviews conducted with both instructors and students. This chapter meticulously examines the research outcomes, highlighting points of convergence and divergence with the existing literature, thereby offering a comprehensive understanding of the dynamics at play.

Moreover, it critically assesses the limitations of the study while offering suggestions for future research directions. The overarching objective is to provide a nuanced analysis of the insights gleaned from the semi-structured interviews, facilitating a deeper comprehension of the multifaceted perceptions surrounding online education during the Covid-19 pandemic by contrasting them with the broader educational landscape.

5.1 Discussion of Major Findings

5.5.1 What are the ELT Students' and Instructors' Perceptions about Online Teaching and Assessment during Covid-19?

The primary research question explores ELT instructors' and students' perceptions of online teaching and assessment during the Covid-19 pandemic, encompassing their expectations, challenges, and opinions regarding student performance. This study investigates both positive and negative aspects of instructors' experiences with online instruction and assessment.

In examining instructors' perceptions of online teaching during the Covid-19 pandemic, a diverse range of experiences emerged, encompassing both positive and negative aspects. Some instructors reported positive encounters with the transition to online instruction. For instance, one female instructor found the availability of written guidelines and video tutorials to be instrumental in facilitating the initiation of online sessions. Similarly, another female instructor initially harbored reservations about online teaching but eventually discovered that it was less intimidating than she had anticipated. Additionally, a male instructor with a background in technology expressed a sense of confidence and self-sufficiency in integrating new technological tools into his teaching practices, emphasizing that effective instruction remained consistent regardless of the instructional medium. These accounts highlighted the presence of instructors who displayed resilience and adaptability in response to the challenges posed by online teaching.

Conversely, several instructors expressed negative perceptions of online teaching, aligning with concerns raised in the existing literature. Notably, the challenges associated with online assessment, as illuminated by Hafner and Hafner (2020), underscored the negative sentiments expressed by instructors. These concerns primarily revolved around the preservation of assessment integrity, given the heightened potential for academic dishonesty among students in online environments. It emphasized the crucial need for robust mechanisms to deter cheating and ensure the validity of online assessments.

Moreover, the technical issues associated with online assessment, such as internet connectivity problems and software glitches, as exemplified in Song et al.'s (2019)

case study, further elucidated the disruptive nature of these challenges. Technical difficulties had the potential to impede the smooth administration of online assessments, leading to potential frustration for both instructors and students. Prompt resolution of technical issues was imperative to minimize disruptions and uphold the quality of the learning experience.

The negative perceptions voiced by instructors regarding online teaching thus appeared intricately connected with these challenges delineated in the literature. For instance, a female instructor's emphasis on the lack of support and issues related to internet connectivity mirrored the concerns related to assessment integrity highlighted by Hafner and Hafner (2020). Effective collaborative information sharing among colleagues emerged as crucial in addressing these issues, emphasizing the significance of a supportive academic community.

Similarly, the concerns expressed by a male instructor about technical challenges and the critical requirement for a stable power supply resonated with the technical difficulties observed in Song et al.'s (2019) case study. Instructors' struggles with these technical impediments had the potential to negatively impact their overall perceptions of online teaching, as these challenges obstructed the seamless delivery of instruction.

In sum, instructors' experiences with online teaching and assessment during the Covid-19 pandemic encompassed a spectrum of encounters, ranging from favorable to challenging. While some instructors adeptly navigated the online teaching landscape, leveraging technological resources and displaying resilience, others grappled with technical challenges and the demands of remote instruction. These

challenges closely paralleled concerns articulated in the existing literature, such as the preservation of assessment integrity and the need to address technical disruptions. It became evident that online education presented both opportunities and obstacles, underscoring the critical importance of ongoing support, training, and pedagogical strategies to ensure effective teaching and assessment practices within the evolving landscape of remote education.

Students' perceptions of online education during the Covid-19 pandemic encompassed a spectrum of viewpoints, reflecting both positive and negative aspects of this educational transition. A significant portion of students conveyed negative perceptions, primarily centering on concerns related to perceived teacher disengagement. Many students noted a sense of indifference among some instructors regarding active student participation and attentiveness during online classes, resulting in feelings of detachment and frustration. For these students, the online learning environment often fell short of providing the interactive and engaging qualities characteristic of traditional face-to-face instruction, making it challenging to sustain focus and attain desired learning outcomes.

Conversely, a distinct group of students identified positive aspects of the shift to online education. They highlighted the flexibility offered by online platforms in terms of scheduling and accessibility to course materials. Additionally, some students appreciated the clarity of instruction and the adaptability to technology, which contributed to a more organized and efficient learning experience. These students also noted advantages in terms of enhanced time management. Despite the myriad challenges and varied perceptions, the Covid-19 pandemic underscored the

intricate nature of online education and the pressing need for ongoing enhancements to elevate the overall quality of remote learning experiences during emergencies.

The literature review, followed by the subsequent paragraph, provided insights into students' perceptions of online education during the Covid-19 pandemic, revealing a nuanced landscape marked by both positive and negative facets of this transition. Hazaymeh's (2021) study illuminated positive student perceptions of online education, highlighting gains in communication and collaboration skills attributed to the ease of information access and the promotion of group projects in the digital environment. Similarly, Nabi et al. (2021) reported positive student attitudes toward online education, stemming from its perceived freedom and the absence of space and time-related issues, largely facilitated by easy information accessibility. Furthermore, AlAdwani and Alfadley's (2022) research depicted Kuwaiti EFL students' favorable perceptions of Microsoft Teams-based online learning, recognizing advantages such as increased engagement, Foreign Language acquisition, and language skill development.

In contrast, as expounded upon in the subsequent paragraph, certain students harbored reservations regarding online education during the pandemic. Nevertheless, another segment of students discerned benefits in online platforms, particularly in terms of flexibility, accessibility to course materials, and enhanced time management. These students appreciated the lucidity of instruction and adaptability to technology, factors contributing to a more structured and efficient learning experience. The divergent student perceptions underscored the multifaceted nature of online education during emergency scenarios, accentuating the importance of

ongoing innovation in assessment strategies, pedagogical approaches, and support systems to elevate the overall quality of remote learning experiences.

In summary, while a cohort of students accentuated the positive dimensions of online education, such as flexibility and improved time management, others articulated concerns related to engagement and focus. These findings were in harmony with the mixed perceptions documented in the literature, illustrating the intricate and multifaceted character of online education, replete with opportunities and challenges. The studies integrated into the literature review and the subsequent paragraph collectively underscored the necessity of adapting to digital learning environments, fostering digital literacy, and perpetually enhancing online education to align with the evolving needs of students, particularly in crises such as the Covid-19 pandemic.

5.1.2 Sub-Question #1a: What are the Advantages and Disadvantages of Online Education for ELT Students and Instructors?

The aim of sub-question 1a is to systematically assess and understand the pros and cons of online education specifically in the context of English Language Teaching (ELT). This question aims to identify and analyze the benefits and drawbacks experienced by both ELT students and instructors when participating in or delivering language education through online platforms. By exploring these advantages and disadvantages, the goal is to provide insights into the overall impact of online education on ELT, including its effectiveness, challenges, and areas where improvement may be needed.

The perceptions of ELT instructors and students regarding online education during the Covid-19 pandemic reveal a complex landscape of viewpoints. Instructors'

experiences, as detailed earlier, demonstrate a spectrum of opinions. While some instructors express reservations about online teaching, citing difficulties in engaging students and the absence of personal interaction, others appreciate the convenience and flexibility that technology affords. These diverse perspectives underscore the multifaceted nature of online education for instructors.

Similarly, students' perceptions of online learning are marked by a range of sentiments. In examining students' attitudes towards online language learning, both Zhang and Chen (2021) and Aslam et al. (2021) shed light on a spectrum of perspectives. While Zhang and Chen's study focused on university-level students, it revealed mixed sentiments. Some participants expressed reservations about online education, particularly lamenting the absence of social interactions.

They missed the face-to-face engagement with peers and instructors, which they deemed essential for fostering a supportive learning community and engaging in real-time discussions. On a similar note, Aslam et al. (2021) conducted their research in Northern Cyprus within an ESL classroom context. Their findings primarily painted a negative picture of students' perceptions. These students complained that the online classroom environment failed to replicate the qualities of a traditional face-to-face setting. They felt disconnected from the class and campus, citing a lack of harmony and ineffective online instruction management by instructors.

In light of these insights, it becomes evident that concerns about instructor engagement and the development of self-study habits in the online format are shared by some students. They emphasize the pivotal role of face-to-face interaction in

effective language learning, highlighting the challenges and drawbacks of online language education, as witnessed in both studies. Conversely, other students recognize the advantages of online education, such as improved attendance, comfort, and cost-effectiveness. They appreciate the convenience offered by online learning, particularly in terms of eliminating commuting and related expenses.

In summary, the perceptions of ELT instructors and students regarding online education during the Covid-19 pandemic are diverse and nuanced. While challenges related to engagement and interaction are evident, there is also a recognition of the benefits and opportunities presented by online learning. These varied perspectives emphasize the need for a balanced and adaptive approach to online education, considering both its potential advantages and associated challenges. Educational institutions should heed these insights when formulating effective strategies for online teaching and learning.

When comparing the perceptions of students and instructors regarding online education during the Covid-19 pandemic, it becomes evident that both groups offer a multifaceted perspective. Instructors' experiences range from challenges related to student engagement, technical issues, and the absence of personal interaction to appreciating the flexibility and convenience of online teaching. On the other hand, students express concerns about instructor engagement and the development of self-study habits while recognizing the advantages of online learning, including improved attendance and cost-effectiveness.

While instructors often emphasize the complexities of adapting to online teaching, students highlight the importance of effective communication and the role of face-to-face interaction in language learning. These varying viewpoints underscore the need for a comprehensive and balanced approach to online education, acknowledging both its potential benefits and challenges. Educational institutions should consider these insights when shaping effective strategies for online teaching and learning, striving to provide an enriching experience that addresses the diverse needs and expectations of both instructors and students.

5.1.3 Sub-Question #1b: How Do Teaching and Assessment Practices relate to each other for ELT Students and Instructors?

Sub question 1b aims to investigate and understand the connection between teaching methods and assessment approaches in the context of English Language Teaching (ELT). This question seeks to explore how the strategies and methods used by ELT instructors influence the types of assessments they employ and how these assessments, in turn, impact the learning experiences and outcomes of ELT students. It aims to uncover the interplay between teaching and assessment practices and how they contribute to the overall effectiveness of language education in ELT settings.

Instructors and students held varying perceptions regarding the dynamics of teaching and assessment in the online education environment during the Covid-19 pandemic. Instructors provided insights into their strategies for effective online teaching, emphasizing the significance of comprehensive teaching materials and well-structured lessons to maintain student engagement. Furthermore, they discussed practical approaches to manage student capacity during extended online sessions,

such as implementing take-home exams and providing clear written instructions for online submissions.

Regarding assessment practices, instructors recommended the use of Turnitin software to deter plagiarism in both online and traditional exams, particularly for assessing open-ended essay questions. Additionally, they stressed the importance of instructors' proficiency in utilizing online tools effectively for a seamless online teaching experience. Some instructors opted for a blend of authentic and conventional assessment techniques, encompassing both project-based tasks and traditional multiple-choice or open-ended questions.

On the other hand, students' perceptions exhibited a spectrum of views concerning the relationship between teaching and assessment in online education. While some students had somewhat uncertain or abstract perceptions, others identified similarities in teaching methods and content between online and face-to-face instruction. According to Hew and Cheung (2021), students appreciated the adaptability and convenience of online education, valuing the flexibility it offers in terms of studying from anywhere and accessing learning materials easily. Online education allowed students to balance their academic pursuits with other commitments or responsibilities. Some students viewed the assessment and practice processes positively, highlighting the continuity of their preferred learning styles in the online setting, such as note-taking.

These diverse perspectives from instructors and students underscore the complexity of online education. Instructors' recommendations emphasize the need for meticulous

preparation, effective use of online tools, and appropriate assessment methods. Meanwhile, students' varying perceptions underscore the importance of accommodating individual learning preferences and adapting teaching and assessment strategies accordingly in the context of online education.

Instructors and students held diverse perspectives on online education during the Covid-19 pandemic. Instructors emphasized the importance of meticulous preparation, well-structured lessons, and effective online tools for maintaining student engagement and recommended measures like Turnitin for assessment integrity. They displayed adaptability by adjusting teaching and assessment methods to the online environment. On the other hand, students exhibited a spectrum of views, with some noting similarities between online and face-to-face instruction, while others had uncertain perceptions. Some students appreciated the continuity of their preferred learning styles in the online setting. This contrast highlights the multifaceted nature of online education, with instructors focusing on best practices and adaptability, while students' perspectives varied widely, emphasizing the need for individualized approaches to teaching and assessment in the online context.

5.1.4 Sub-Question #1c: How Do ELT Instructors and Students Compare Face-to-Face and Online Education?

The aim of sub-question 1c is to investigate and understand the perspectives, experiences, and preferences of both English Language Teaching (ELT) instructors and students regarding the delivery modes of language education. This question seeks to explore how these two groups perceive and evaluate the differences between traditional face-to-face teaching and online education in the context of ELT. It aims to gather insights into the strengths, weaknesses, and potential challenges associated

with each mode of instruction and their impact on the teaching and learning experience in ELT.

In the academic context, several instructors shared their challenges and insights regarding the transition to online education during the Covid-19 pandemic. Instructors and students held diverse perspectives on online education during the Covid-19 pandemic. Instructors emphasized the importance of meticulous preparation, well-structured lessons, and effective online tools for maintaining student engagement and recommended measures like Turnitin for assessment integrity. However, these positive recommendations were often met with contrasting concerns among ELT instructors about the reliability and authenticity of online assessments. Some instructors expressed reservations about online proctoring services, considering them potentially intrusive and insufficient in preventing cheating during exams (Al-Rahmi et al., 2021).

Maintaining academic integrity during online assessments proved challenging, as instructors reported instances of unauthorized resource access that compromised the fairness of evaluations (Kovanović et al., 2020). Moreover, the absence of immediate human interaction in online assessments was perceived as a drawback, hindering instructors' ability to gauge students' engagement and understanding effectively (Hew et al., 2021). Technical difficulties, such as system glitches and connectivity issues, further added to instructors' apprehensions about the efficacy of online assessment (Zhang et al., 2020). These varying perceptions underscored the complexity and importance of adapting assessment practices to the online learning environment during the pandemic.

A different female instructor highlighted the increased workload and longer hours required for preparing materials and providing feedback in the online environment. Additionally, a male instructor discussed the lack of socialization, communication issues, and difficulties in managing class size during online teaching, underlining the challenges faced. These instructors collectively underscored the unique demands of online education.

Conversely, students' perceptions of online versus face-to-face education varied. A male student expressed a negative view due to internet and electricity issues in Cyprus, detailing how these obstacles disrupted his online learning. Another male student, however, held a more balanced perspective, maintaining consistent learning strategies across both modes. He found value in both face-to-face and online education. Another student preferred online learning, citing its practicality and ability to spark interest, though he missed its convenience when transitioning back to in-person instruction. In contrast, a second-year female student emphasized the importance of face-to-face education, highlighting the significance of non-verbal communication and relationship-building between students and teachers. These diverse student viewpoints underscore the need for flexible educational approaches, recognizing the strengths and limitations of each mode of instruction.

Instructors and students offered divergent perspectives on the dynamics of online education during the Covid-19 pandemic. Instructors emphasized the complexities of effective online teaching, focusing on strategies for engagement, assessment integrity, and adaptability. They underscored the importance of meticulous preparation, the use of online tools, and innovative assessment methods such as

Turnitin software. These instructors displayed adaptability by adjusting their teaching and assessment approaches to suit the online environment. In Alzahrani's (2021) study investigating the experiences of English Language Teaching students during the pandemic, it is evident that students' perceptions of online learning varied significantly. While some participants faced considerable technological challenges, including limited access to reliable internet connections and insufficient digital literacy, others in the same cohort expressed more positive sentiments about online education. These challenges, particularly connectivity issues and disruptions, hindered the full participation of certain students in online classes, which subsequently had a detrimental impact on their overall learning experiences. Conversely, a distinct group of students acknowledged the challenges associated with online learning but also appreciated the convenience and flexibility it afforded. This divergence in student perspectives underscores the multifaceted nature of online education during the pandemic, revealing both its benefits and challenges as perceived by different learners.

A few students maintained consistent learning strategies across both online and in-person settings, indicating adaptability. However, some students strongly favored face-to-face education, valuing the interpersonal aspects and non-verbal communication that it facilitated.

In conclusion, these contrasting perspectives highlight the multifaceted nature of online education. Instructors provided insights into the complexities of effective online teaching and assessment, emphasizing the need for adaptability and innovative strategies. On the other hand, students' perceptions ranged from challenges and

disruptions in online learning to the convenience it offered, with some emphasizing the importance of face-to-face education for interpersonal interaction. These diverse viewpoints underscore the necessity of a balanced and flexible approach to education that considers the unique strengths and limitations of both online and in-person modes of instruction.

5.1.5 Sub-Question #1d: How Do ELT Students and Instructors Compare Face-to-Face Assessment and Online Assessment?

Sub-question 1d aims to investigate and understand the perspectives, experiences, and preferences of both English Language Teaching (ELT) students and their instructors regarding the evaluation methods used in language education. Specifically, it seeks to explore how these two groups perceive and evaluate the differences between traditional face-to-face assessments and assessments conducted in an online or digital format. This question aims to gather insights into the strengths, weaknesses, and potential challenges associated with these assessment modes in the context of ELT.

In examining the perspectives of both ELT instructors and students on online education and assessment during the Covid-19 pandemic, a range of insights and opinions have emerged. Instructors' views on online assessment revealed a spectrum of beliefs, with one female instructor observing similarities in student performance between online and in-person assessments, while a male instructor expressed skepticism about the reliability of online assessment, citing significant variations in grades. The emphasis on individual effort and the positive impact of regular attendance on assessment outcomes were common themes among instructors. Moreover, concerns about the credibility of online assessments due to identity

verification challenges were raised, further underscoring the complexities of conducting assessments in the online context.

Conversely, students' experiences and perceptions of online education varied widely. Many students faced challenges related to online learning, including difficulties in maintaining focus and concentration, limitations in developing speaking skills, and heightened anxiety during online exams. Some students expressed preferences for face-to-face teaching, highlighting the importance of personal connection and non-verbal cues in the learning process. Additionally, concerns about the validity of online assessments, driven by the ease of accessing external resources, were a recurring theme among students. While some acknowledged the advantages of flexibility offered by online education, others believed that it did not replicate the rich learning environment provided by in-person instruction.

In conclusion, the comparison between instructors' and students' perspectives on online education and assessment during the Covid-19 pandemic reveals a multifaceted landscape. Instructors grappled with issues of assessment integrity and adaptation to the online environment, while students encountered various challenges, ranging from technical issues to the lack of personal connection. These diverse viewpoints underscore the need for ongoing improvements and a balanced approach to online education, taking into account the strengths and limitations of both online and in-person modes of instruction and assessment.

Students and instructors held contrasting yet interrelated perceptions regarding online education during the Covid-19 pandemic. Instructors often viewed online

assessments from a standpoint of assessment integrity and reliability. Some instructors expressed concerns about disparities in online assessment results compared to face-to-face assessments, questioning the validity of grades and highlighting identity verification challenges. They emphasized the importance of individual effort, regular attendance, and the challenges of adapting to online assessment tools. Instructors aimed to maintain assessment quality and academic rigor in the digital realm, showcasing a commitment to effective evaluation methods. In contrast, students' perspectives predominantly revolved around the practical challenges they faced during online education. Many students highlighted difficulties in staying engaged and focused during online classes, citing the absence of personal connection and non-verbal cues as contributing factors. They also shared concerns about the limitations of online assessments, particularly regarding the ease of accessing external resources and the stress induced by time constraints. While some students appreciated the flexibility online education offered, the consensus among many was a preference for face-to-face teaching due to its perceived advantages in facilitating effective communication and learning.

In summary, instructors' perceptions primarily revolved around maintaining assessment quality and integrity in the online context, with an emphasis on individual effort and reliability. In contrast, students' perspectives were grounded in their practical experiences, highlighting challenges in engagement, concentration, and the absence of personal connections. These divergent viewpoints underscore the complex nature of online education, where instructors strive for academic rigor while students grapple with the pragmatic realities of virtual learning. These disparities

underscore the importance of continuous adaptation and improvement in online education to address both pedagogical and experiential concerns effectively.

5.2 Conclusion

In conclusion, the perceptions of both English Language Teaching (ELT) instructors and students during the Covid-19 pandemic highlight the diverse experiences and opinions surrounding online education and assessment in the ELT field. Instructors' perspectives indicate a range of challenges and opportunities associated with emergency online teaching and assessment. While some instructors found support and positive outcomes, others grappled with technical issues and student engagement difficulties. This underscores the necessity for continuous support and training to address the unique demands of online education in ELT.

Additionally, students' perceptions of online education revealed a complex interplay of advantages and disadvantages. While some students appreciated the convenience of online learning, others lamented the lack of personal connection, difficulties in concentration, and challenges in skill development. Importantly, many students expressed a preference for face-to-face teaching, emphasizing the value of in-person interaction and a conducive learning environment. These diverse student experiences underscore the importance of tailoring online education strategies to individual needs and preferences.

Moreover, the relationship between teaching and assessment in the online environment was perceived differently by both instructors and students. Instructors emphasized the importance of effective lesson structuring and proficiency in online tools to engage students effectively. They also stressed the significance of

appropriate assessment strategies, including the use of plagiarism detection software and a combination of assessment methods. On the other hand, students had varying perceptions of the alignment between teaching and assessment in online education, with some recognizing similarities and others highlighting differences. This highlights the need for flexible teaching and assessment approaches that cater to diverse learning styles and preferences.

In essence, the multifaceted perceptions of ELT instructors and students underscore the complexities of transitioning to online education during unprecedented times. It emphasizes the need for ongoing research, support, and adaptability to optimize online teaching and assessment practices while recognizing the inherent value of face-to-face interaction in language education.

5.3 Implications of the Study

The study's findings have far-reaching implications at both the policy and institutional levels within the realm of online education. One of the most pivotal takeaways is the pressing need for comprehensive training and professional development programs tailored to equip instructors with the essential skills for effective online teaching and assessment. These programs should prioritize equipping educators with digital tools, proficient assessment techniques, and advanced strategies specific to online instruction. Furthermore, institutions must shoulder the responsibility of ensuring a dependable technological infrastructure and offering robust technical support to guarantee a seamless and trouble-free online learning experience for all stakeholders.

Another critical implication is the recognition of the paramount importance of nurturing personal connections and fostering engagement within the online educational landscape. Instructors must actively seek innovative means to stimulate interaction and cultivate a supportive online learning community. Strategies such as video conferencing, discussion forums, and collaborative projects hold the potential to elevate student motivation and satisfaction. Additionally, institutions should proffer clear guidelines and unwavering support to aid instructors in crafting authentic and reliable online assessments.

Emphasizing the significance of student engagement and support in the online learning environment, the study underscores the necessity for institutions to go beyond mere communication channels. They should provide comprehensive academic counseling, sound academic advising, and tools designed to enhance time management and study skills. Furthermore, institutions should be proactive in addressing students' technological and connectivity challenges to effectively remove impediments to learning.

In light of these findings, the study strongly recommends the adoption of blended learning approaches, which seamlessly combine face-to-face and online instruction. By harnessing the strengths of both modalities, institutions can offer a learning experience that is not only flexible but also tailored to individual needs. Blended learning promotes interactive learning, accommodates diverse learning styles, and ultimately enhances student outcomes. In essence, the study's conclusions point towards a holistic transformation of online education policies and practices, prioritizing instructor competence, student engagement, and the harmonious fusion of in-person and online instruction.

Policymakers should consider the findings of this study when developing policies related to online education. The statement emphasizes the critical role of research findings in informing policy development for online English Language Teaching (ELT) education. It underscores the need for policymakers to base their decisions on evidence and insights derived from specific studies in this field. The identified key issues for policy consideration include accessibility, equity, quality assurance, and professional development for instructors. Policymakers are urged to design inclusive policies that ensure all students, including those with limited access or disabilities, can benefit from online ELT education. Policies should also strive to reduce educational disparities, uphold high standards, and foster ongoing teacher development. Collaboration among educational institutions, policymakers, and industry stakeholders is highlighted as essential for translating these policies into effective, sustainable practices that ultimately benefit both educators and students. In summary, the statement emphasizes the importance of research-informed policymaking in online ELT education. It identifies key issues to address and calls for collaboration among stakeholders to ensure that policies addressing accessibility, equity, quality, and professional development are not only crafted but also effectively implemented for the benefit of all involved in online ELT education.

Overall, these implications emphasize the importance of comprehensive training for instructors, technical support, fostering personal connection and engagement, providing student support services, adopting blended learning approaches, and developing effective policies. By addressing these areas, institutions can ensure the success of online teaching and assessment in ELT.

5.4 Limitations of the Study

The limitations of this study can be identified as follows:

Temporal Limitation: One significant limitation is the temporal aspect. The study was conducted after the Covid 19 pandemic had been ongoing for two years. By this point, instructors and students had already adapted to online education and assessment for an extended period. This temporal factor might have influenced their perceptions and recollections of the earlier stages of the pandemic when the transition to emergency online education was more abrupt and challenging. It could potentially result in a lack of nuance in their responses, as their experiences might have evolved.

Question Clarity: Another limitation pertains to the clarity of the interview questions. Some instructors encountered difficulties in understanding and responding to certain questions related to online education. For instance, Question 9 in the interview questionnaire, which asked about their thoughts on the "structured way of learning online during Covid-19," was not clearly understood by some lecturers. To mitigate this, the researcher had to provide explanations during the interviews, potentially introducing some level of interviewer bias. This lack of clarity in question formulation could affect the comprehensiveness and accuracy of the responses.

Evolving Educational Systems: The dynamic nature of educational systems is another limitation. The study acknowledges that the educational system had already changed again during the research period. This means that the procedures and methods of online education and assessment might have evolved, potentially leading

to discrepancies in the data collected. In essence, the study may not fully capture the most up-to-date practices and experiences in online education, as it reflects a snapshot in time.

Generalizability: The study focuses on a specific context, namely, the experiences and perceptions of instructors and students within a particular institution during the Covid-19 pandemic. This specificity limits the generalizability of the findings to a broader population or different educational settings. The unique circumstances and resources available at this institution might not align with those of others, impacting the applicability of the study's conclusions.

Data Coverage: Additionally, the limitations associated with data coverage need to be acknowledged. Some instructors may not have fully responded to questions regarding assessment methods, potentially due to changes in the assessment system or other factors. This could result in incomplete data and a potential lack of depth in the analysis of assessment practices during online education.

In summary, while this study offers valuable insights into the experiences and perceptions of instructors and students during the Covid-19 pandemic, it is essential to consider these limitations. The temporal factor, question clarity, evolving educational systems, limited generalizability, and data coverage constraints should be taken into account when interpreting and applying the study's findings.

5.5 Suggestions for Further Research

Building upon the findings and limitations of this study, several avenues for further research can be explored in the field of online education and assessment. Firstly, a longitudinal study that spans multiple years could provide a deeper understanding of how instructors and students adapt to online education and how their perceptions evolve, especially in a post-pandemic context.

This longitudinal approach would offer valuable insights into the long-term effects of online learning experiences. Additionally, conducting cross-institutional and cross-cultural comparative studies would enhance the generalizability of research findings, shedding light on the influence of contextual factors on online education and assessment practices. Furthermore, investigating innovative pedagogical strategies and technologies that can optimize online learning environments and enhance assessment methods is crucial for improving the quality of online education. Finally, exploring the experiences of educators and students in hybrid learning models and assessing the effectiveness of blended approaches would address the growing interest in flexible education formats. These research directions align with the ever-evolving landscape of education, ensuring that future studies contribute to the ongoing improvement of online education and assessment practices.

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APPENDICES

Appendix A: Semi-Structured Interview Questions for Instructors

This study focuses on the shift to online education and its resulting outcome regarding teaching and assessment from the perspectives of students and instructors. It investigates the advantages and disadvantages of online education in terms of teaching and assessment based on students' and instructors' perceptions and compares them with face-to-face education.

Main Questions

Question 1: How long have you been teaching?

Question 2: Did you teach online lessons during Covid-19?

Question 3: What support did you receive to help you teach online?

Question 4: In hindsight, what extra/different support would you have liked for this process?

Question 5: Have you ever been an online student?

Question 6: What types of tools and technologies do you use in your face-to-face teaching?

Question 7: Was online teaching different to what you expected?

Question 8: What do you consider to be the main differences between teaching face-to-face and teaching online?

Question 9: What do you consider to be the main challenges to academic staff teaching online?

Question 10: Did you have any anxieties about teaching online during Covid-19?

Question 11: What did you think about a structured way of teaching online?

Question 12: Did you find any of the tasks difficult to manage/moderate?

Question 13: If you were designing an online module for your students, how would you have done it? In what ways?

Question 14: What advantages did you find to teaching online when compared to face-to-face teaching?

Question 15: What disadvantages did you find to teaching online when compared to face-to-face teaching?

Question 16: Has teaching online changed the way you teach face-to-face at all? If yes, how?

Question 17: What advice would you give to someone teaching online for the first time ?

Question 18: Are there any other aspects of your experience of online teaching that you would like to discuss that we have not already covered?

Question 19: What were the challenges when you were assessing ELT students' exams in online education during Covid-19?

Question 20: What were the facilities when you were assessing undergraduate ELT students' exams in online education during Covid-19?

Question 21: What were the advantages and disadvantages of face-to-face education when you assessed undergraduate ELT students' exams?

Question 22: What technological tools did you use when you used students' final or midterm exams?

Question 23: How do you compare the assessment process of students in face-to-face education and online education?

Question 24: How do you evaluate students' grades and their class performance in online education during Covid-19?

Question 25: How do you evaluate students' grades and their class performance in face-to-face education?

Appendix B: Semi-Structured Interview Questions for Students

This study focuses on the shift to online education and its resulting outcomes regarding teaching and assessment from the perspectives of students and instructors. It investigates the advantages and disadvantages of online education in terms of teaching and assessment based on students' and teachers' perceptions and compares them with face-to-face education.

Main Questions:

Question 1: How long have you been learning English online?

Question 2: Have you ever been an online student and taken any courses related to ELT online before?

Question 3: What support did you receive to help you learn online during Covid-19?

Question 4: What types of tools and technologies did you use in your face-to-face learning during Covid-19?

Question 5: Was online learning different from what you expected? Was it harder or easier?

Question 6: What do you consider to be the main differences between learning English face-to-face and learning online?

Question 7: What do you consider to be the main challenges of learning online for the first time?

Question 8: Did you have any anxieties about learning online during Covid-19 ?

Question 9: What did you think about the structured way of learning online during Covid-19?

Question 10: Did you find any of the tasks difficult to achieve during Covid-19?

Question 11: Would you prefer to learn English online if your instructor designed online courses? If yes, why? If not, why not?

Question 12: What are the main advantages and disadvantages of face-to-face education and online education? How do you compare them?

Question 13: Has learning online changed the way you learn in face-to-face education?

Question 14: What advice would you give to someone learning online for the first time?

Question 15: Did you need extra help when you were taking ELT courses in online education during Covid-19?

Question 16: Are there any other aspects that we have not covered about your experience of online learning that you would like to discuss?

Question 17: What were the advantages and disadvantages of online education in your final or midterm exam process?

Question 18: What were the main difficulties/learning problems when you took a course in online education during Covid-19?

Question 19: What were the advantages and disadvantages of face-to-face education in your final or midterm exam process?

Question 20: What were the main difficulties/learning problems when you took a course in face-to-face education?

Question 21: What were the main difficulties/learning problems when you took a final or midterm exam in face-to-face education?

Question 22: Which learning sources were you using when you studied for online final or midterm exams during Covid-19?

Question 23: Which learning sources were you using when you studied for final or midterm exams in face-to-face education?

Question 24: In your future education process, would you prefer online education or face-to-face education? If it is online education, why? If it is face-to-face education, why?

Appendix C: Semi-Structured Interview Consent Form

Interview Consent Form

Researcher: Nihan ZEREN

Study: ELT Students' and Instructors' Perceptions of Online Teaching and Assessment During Covid-19

- I understand the purpose of the research project and my involvement in it.
- I understand that I can withdraw from the research project at any time.
- I understand that I will be audio-taped and the recordings held off-site but will be kept secure and confidential
- I understand that the information I provide will be made anonymous by the researcher in publications.

☐ Tick the box if you agree to be recorded during the interview.

Name of participant: _____

Role of participant: _____

Name of Organisation: _____

Address: _____

Signed: _____

Date: _____

Appendix D: Original Forms of the Interview Questions

What do you consider to be the main challenges to academic staff teaching online for the first time?	This may get discussed in the question above but if not try and probe for the main issues and challenges that face tutors teaching online for the first time.
Did you have any anxieties about teaching online?	If so what were they? Is there anything that could have been done to minimise these in terms of support?
What did you think to the structured way of teaching online?	Did they like the fact that everything was prepared for them? Did they find this restrictive, would they have liked more control or did they welcome the structure?
Did you find any of the tasks difficult to manage/moderate?	How did they get the students to engage? Did they do anything about students who weren't engaging with the tasks?
If you were designing a similar online module – would you have done it differently? In what way?	What would they change about the design and why?
What advantages did you find to teaching online when compared to face-to-face teaching?	Ask them to identify the main advantage. Was there any unexpected benefits?
What disadvantages did you find to teaching online when compared to face-to-face teaching?	What is the main disadvantage? Did they find any way to overcome this?
Has teaching online changed the way you teach face-to-face at all?	Explore if they are reflecting on their teaching practice and considering using some of the approaches or tools in other teaching formats.
What advice would you give to someone teaching online for the first time?	Any tips they have to pass on? What would they do differently?
Are there any other aspects about your experience of online teaching that you would like to discuss that we have not already covered?	

Conclusion

Thank the respondent for taking part.

Ask the respondent if they are happy with everything they have said, and with how the interview was carried out.

Ask the respondent if they would like to review the recorded interview now or at a future time to see if they are ok with it.

Explain that the recordings will be transcribed but they will be made anonymous, and that the recordings would be kept stored securely.

Ask the respondent if they have any other questions.

	<i>teaching online?</i>
16. Has teaching online changed the way you teach face-to-face at all?	This question was to see if the teaching online had changed tutors' perceptions of teaching in general and to help answer for RQ2: <i>Did the tutors think that a different teaching approach or pedagogical strategy was needed online, and if so in what ways?</i>
17. What advice would you give to someone teaching online for the first time?	This question was mainly another way of asking about the challenges to online teaching but reframing it in terms of advice to others. This was to help answer RQ4: <i>What did the tutors feel were the main challenges to teaching online?</i>
18. Are there any other aspects about your experience of online teaching that you would like to discuss that we have not already covered?	This was just a final question to invite any further comments that the participant would like to make that had not been covered by the planned questions.

Interview Questions	Notes and RQ(s) that it helps answer
1. How long have you been teaching?	Questions 1 and 2 were initial questions to get the participant talking and comfortable and to provide some context and background information.
2. Have you taught online at all prior to tutoring on this module?	
3. What support did you receive for helping you to teach online?	These 3 questions helped answer RQ5: <i>What helped support the tutors with this transition?</i>
4. With hindsight, what extra/different support would you have liked for this process?	
5. Have you ever been an online student?	
6. What types of tools and technologies do you use in your face-to-face teaching?	This was a background question to help understand the participant's use and level of comfort with using technology in general.
7. Was online teaching different to what you expected?	These questions were mainly included to help answer RQ1: <i>What did the tutors perceive as the main differences between teaching face-to-face and teaching online?</i> But also expected to provide data for RQ2: <i>Did the tutors think that a different teaching approach or pedagogical strategy was needed online, and if so in what ways?</i> and RQ3: <i>Did the tutors perceive their role to be different online? If so, how?</i>
8. What do you consider to be the main differences between teaching face-to-face and teaching online?	
9. What do you consider to be the main challenges to academic staff teaching online for the first time?	These questions helped answer RQ4: <i>What did the tutors feel were the main challenges to teaching online?</i>
10. Did you have any anxieties about teaching online?	
11. What did you think to the structured way of teaching online?	These were questions specific to the Specialist Conference Module that were intended to further provide data for two of the RQs. RQ1: <i>What did the tutors perceive as the main differences between teaching face-to-face and teaching online?</i> , and RQ4: <i>What did the tutors feel were the main challenges to teaching online?</i>
12. Did you find any of the tasks difficult to manage/moderate?	
13. If you were designing a similar online module – would you have done it differently? In what way?	
14. What advantages did you find to teaching online when compared to face-to-face teaching?	These questions were included to explore tutors' attitudes to teaching online and help answer RQ1: <i>What did the tutors perceive as the main differences between teaching face-to-face and teaching online?</i> , and RQ4: <i>What did the tutors feel were the main challenges to</i>
15. What disadvantages did you find to teaching online when compared to face-to-face teaching?	

Appendix E: Original Form of the Consent Form

Interview Consent Form

Researcher: Sue Folley

Study: Exploring tutor's experience of teaching online

- I understand the purpose of the research project and my involvement in it.
- I understand that I can withdraw from the research project at any time.
- I understand that I will be audio-taped and the recordings held off site, but will be kept secure and confidential.
- I understand that information I provide will be made anonymous by the researcher in publications.

Name of participant: _____

Role of participant: _____

Name of Organisation: _____

Address: _____

Signed: _____

Date: _____

Appendix F: Permission Letter for Interview Questions



Appendix G: Permission from Ethics Committee



Reference No: ETK00-2022-0187

18.07.2022

Subject: Your application for ethical approval.

Re: Nihan Zeren

Faculty of Education.

EMU's Scientific Research and Publication Ethics Board (BAYEK) has approved the decision of the Ethics Board of Education (date: 13.07.2022, issue: 22/121) granting Nihan Zeren and Asst. Prof. Dr. İlkey Gilanhoğlu from the Faculty of Education to pursue their work titled "ELT Students' and Instructors' Perceptions about Online Teaching and Assessment during Covid".

Best Regards

Chair, Board of Scientific Research and Publication Ethics - EMU