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Teaching behind the Screen: K-12 EFL Teachers' Perceptions on the Online Teaching Implementation

Ekran Ardında Öğretim: K-12 Düzeyindeki İngilizce Öğretmenlerinin Çevrim İçi Öğretim Uygulamasına İlişkin Görüşleri

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Teaching behind the Screen: K-12 EFL Teachers' Perceptions on the Online Teaching Implementation

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Abstract: The rapid shift to online teaching during the COVID-19 pandemic highlighted both the potential and the challenges of integrating Computer-Assisted Language Learning (CALL) into English as a Foreign Language (EFL) education. While many teachers first encountered online teaching during the pandemic, this study included K-12 EFL teachers who had taught online both during COVID-19 and for at least seven consecutive weeks after pandemic restrictions ended. The aim was to explore their perceptions and practices in post-pandemic online teaching contexts. A qualitative research design was employed, using semi-structured interviews with twelve teachers who planned and delivered online lessons during the study period. Data were analyzed thematically to identify patterns in technological integration, pedagogical strategies, and perceived outcomes. Findings indicate that teachers valued CALL for enhancing interactivity, flexibility, and learner autonomy but faced challenges such as classroom management, varying digital literacy, and unequal student access. Limitations include the small sample size and single-context focus. Future studies should examine diverse contexts and employ mixed-method approaches while enhancing teacher training in both pedagogy and technology.

Keywords: Online teaching, English as a foreign language, Teacher perceptions, Benefits and challenges, Computer-assisted language learning

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Introduction

Over the years, technology has undergone a revolutionary transformation, profoundly influencing many aspects of daily lives, including education. By bringing the enormous amount of information, resources, and tools at our fingertips, technology has made our lives faster, more efficient, and more connected. According to the International Telecommunication Union (2024), approximately 5.5 billion people, or 68% of the world's population, are estimated to be internet users in 2024. All the changes that are taking place in the world of technology have been impacting education systems and pedagogical practices. Technology integration in education is well established, with instructional tools evolving over time. Even traditional classroom resources such as the blackboard and chalk can be considered early forms of educational technology, demonstrating that technology has been embedded in language teaching for centuries. In the 1960s, language laboratories were equipped with tape recorders, video players, and overhead projectors. Since the early 1980s, computer-based materials often referred to as Computer Assisted Language Learning (CALL) have been used to teach languages (Sauro, 2009; Savaş, 2006; Savaş, 2018). Over time, technology's labor-saving potential and capacity to facilitate communication and access have made it an indispensable element of teaching and learning. Accordingly, it has become necessary to update teachers' pedagogical competencies to ensure effective and current use of educational technologies. As noted by Savaş (2006), sustaining CALL within teacher development programs is essential for empowering teachers to manage and continue their own professional development and to "allow teachers to experience CALL as a student."

Teachers' positive attitudes stimulate them, even if they have insufficient technology knowledge, to learn the required skills for employing CALL-based tasks in their teaching (Kolb, 2012; Reiser, 2001; Ryan et al., 2005; Sauro, 2009; Savaş, 2018). Although using a computer was the concern of those teachers who were familiar with computers, nowadays CALL has received the attention of many English and foreign language instructors and also SLA researchers (Chun, 1994; Dhaif, 1989; Dolzhich et al., 2021; Hani, 2014; Kawase, 2006; Kern, 1997; Loewen & Erlam, 2006; Sauro, 2009; Tosti & Harmon, 1973).

The COVID-19 pandemic further accelerated this transformation. With the abrupt shift to online education globally, both educators and institutions were forced to adapt. Teachers' competencies in Information and Communication Technologies (ICT), as well as their ability to integrate educational technology into online teaching, became critical to ensuring continuity and quality in learning processes (Dolzhich et al., 2021; Reeve et al., 2004; Reiser, 2001; Smith, 2003; Warschauer & Healey, 1998).

Against this backdrop, the present study explores the experiences and perceptions of EFL teachers who taught online during the pandemic and beyond. In particular, it focuses on the benefits and challenges these teachers encountered in their transition to and implementation of online teaching. Therefore, this study seeks to explore the following research questions:

1. What are the current practices of English Language Teachers in online teaching?

2. What are the benefits of online teaching in EFL classes?

3. What are the challenges of online teaching in EFL classes?

Literature Review

Evolution of CALL in Language Education

The history of CALL reflects shifts in technology, pedagogy, and globalization. Emerging in the 1960s, CALL has evolved from early drill-and-practice programs to today's online platforms, mobile apps, and AI-driven tools (Levy, 1997). Between the 1960s and 1980s, CALL was shaped by behaviorist methods, emphasizing repetitive grammar and vocabulary exercises on limited-access computers or in language labs (Ahmad, 1985; Donaldson & Haggstrom, 2006; Peterson, 2013; Warschauer & Healey, 1998). Language laboratories, predecessors to CALL, focused on listening and speaking through headsets and recordings, aligned with the audiolingual method of the time (Davies, 2005; Farrah & Al-Bakri, 2020; Gruba, 2004; Shen & Suwanthep, 2011). With the arrival of larger computers and early software, some lab activities were replaced by digital exercises, though these remained largely mechanical (Levy, 1997).

Over time, CALL's role in EFL and English as a Second Language (ESL) classrooms expanded. In EFL contexts, it provides learners with authentic input, global communication, and multimedia environments (Hubbard, 2009), while in ESL settings it fosters academic language and sociolinguistic competence in communicative contexts (Chapelle, 2006). Research highlights CALL's benefits for language learning, including gains in listening, vocabulary, and writing (Chun, 1994; Sauro, 2009).

Structural CALL

Structural or Behaviorist CALL, spanning the 1950s to 1970s, focused on stimulus–response learning, where computers posed questions and students provided answers through drills or fill-in-the-blank tasks (Warschauer, 1996). Rooted in Grammar-Translation and Audiolingual methods, language was viewed as discrete units governed by grammatical rules. The computer functioned as a tutor, delivering repetitive drills in grammar, vocabulary, and translation (Taylor, 1980). The most notable system, PLATO, incorporated audio, graphics, and flexible response analysis, and was considered highly successful at the time (Hart, 1981). However, despite its innovations, PLATO and other early systems largely emphasized grammar drills and discrete-point testing, offering limited interaction. As a result, CALL 1.0 was criticized

for its decontextualized practice and lack of focus on meaning-making or social engagement (Chapelle, 2001; Warschauer & Healey, 1998).

Communicative CALL

In the 1970s and 1980s, the Communicative Approach emphasized learning through tasks requiring authentic communication and interaction. This shift led to the second phase, Communicative CALL, which replaced behaviorist drills with programs such as paced reading and sentence reconstruction. Emerging in the 1980s and early 1990s, Communicative CALL aligned with communicative language teaching and drew on cognitive and constructivist theories, stressing learner autonomy, meaningful input, and interaction (Bax, 2003; Fotos & Browne, 2013; Holland, 1994). Advocates argued that CALL should foster intrinsic motivation and both learner-computer and learner-learner interactivity (Hani, 2014). Higgins and Johns (1984) further noted that communicative courseware should focus on text reconstruction and variations of cloze exercises.

Integrative CALL

By the mid-1990s, multimedia computers and the World Wide Web transformed language education, integrating earlier CALL approaches with new tools such as hypermedia, streaming audio and video, virtual worlds, and interactive web platforms. These advances enabled speaking, listening, reading, and writing activities to be practiced simultaneously, allowing learners to work at their own pace and schedule (Ferdig et al., 2020). Looking ahead, developments in interactive media, networked communication, and machine learning are expected to position computers as central tools for authentic language use (Beauvois, 1992; Warschauer & Healey, 1998). To support this shift, Hampel and Stickler (2005) proposed a seven-tiered framework of online teaching competencies, ranging from basic ICT skills to creativity, communicative facilitation, and developing a personal teaching style. To guide interpretation of the findings, this study draws on two complementary frameworks: Self-Determination Theory (SDT) (Deci & Ryan, 2015) to interpret themes relating to autonomy, motivation, and engagement; and Social Presence Theory (Short et al., 1976) to explain teachers' reports of reduced emotional connection and interactional deficits in online environments. These frameworks help contextualize both the benefits (e.g., enhanced autonomy) and challenges (e.g., reduced social and emotional cues).

Method

Research Design

This study adopted a qualitative explanatory case study design to examine EFL teachers' experiences and perceptions of online teaching in the post-pandemic period (Yin, 2014).

While the study documents teachers' online teaching practices and perceived benefits and challenges, its primary aim is not merely descriptive. Rather, it seeks to explain how and why teachers' perceptions evolved through sustained online teaching experience. In line with this explanatory orientation, the semi-structured interview protocol as seen in Appendix A was designed to move beyond descriptive accounts of tools and practices (Parts A and B) to probe the underlying reasons for teachers' attitude changes and their instructional preferences following the pandemic (Part C, particularly Questions 18 and 20). The case study approach enabled an in-depth investigation of these processes within a bounded real-life educational context, allowing observed patterns to be interpreted through contextual conditions and relevant theoretical lenses. This design is particularly appropriate for addressing "how" and "why" questions and for explaining complex educational phenomena as they unfold in authentic instructional settings.

Participants

The study was conducted in a large private school network in Türkiye with five branches, where English receives strong curricular emphasis. Due to the high number of weekly English instructional hours, eighth-grade classes are taught by multiple teachers. For example, in the eighth grade alone, there are 14 classes taught by eight course teachers and supported by six different speaking teachers. Twelve English language teachers (seven females, five males) participated in the study. All participants were actively teaching eighth grade at the time of data collection and had experience with online instruction, either during the transition to remote learning during the COVID-19 pandemic or through post-pandemic blended and individual instructional initiatives.

A criterion-based purposive sampling strategy was employed to recruit participants with direct and sustained experience related to the phenomenon under investigation. The research team formally invited all in-service English language teachers within the participating school network who had taught online during the COVID-19 pandemic and for at least seven consecutive weeks in the post-pandemic period, resulting in a pool of 15 eligible teachers. This sampling approach was selected to maximize the information richness of the sample, consistent with the exploratory qualitative design of the study, rather than to achieve statistical representativeness. A total of 12 teachers agreed to participate.

The inclusion criteria required participants to (a) be in-service English language teachers in the participating school network who had taught online during COVID-19 and for at least seven consecutive weeks after the pandemic, (b) have experience teaching K–12 learners, (c) use basic digital tools for instructional purposes, and (d) provide informed consent. Exclusion criteria applied to teachers who had no post-pandemic online teaching experience, were not currently teaching English, had less than one year of teaching experience, lacked reliable internet or device access, or declined to participate.

For descriptive and contextual purposes, participants – whose in-service teaching experience ranged from 5 to 25 years – were grouped post hoc into three categories based on years of in-service teaching experience: 0–5 years (TGI), 5–10 years (TGII), and more than 10 years (TGIII), with four teachers in each group (see Table 1).

Table 1. In-Service Teaching Experience of Participants

Teacher Groups	Years of Experience	Number	Percentage
TGI	0-5 Years	4	33.3
TGII	5-10	4	33.3
TGIII	10+	4	33.3

Although some participants were at earlier career stages, all had at least five years of broader experience in English language education through academic preparation and the sustained use of educational technologies. This ensured that the sample represented different career stages while maintaining a strong professional background in language teaching and technology use. Importantly, this grouping was intended to provide contextual background and to support a supplementary exploratory examination of potential experience-related patterns observed during analysis; however, it was not defined as a primary analytic dimension within the study's research questions.

Data Collection Tools and Procedures

The primary data collection tool was a semi-structured interview protocol designed based on the research questions and prior studies (e.g., Bao, 2020; Hampel & Stickler, 2005). To ensure the validity of the instrument, the protocol underwent a two-step process. First, its content validity was established through a thorough review by two experts in English language teaching and educational technology. Their feedback led to critical revisions to improve the clarity and relevance of the questions. Second, a pilot interview was conducted with one teacher to test the flow, timing, and comprehensibility of the questions, with further revisions made as needed. The semi-structured interview protocol consisted of 20 open-ended questions grouped into three sections: (A) demographic and professional background, (B) technological competencies and prior experiences with online teaching, and (C) perceived differences, benefits, challenges, and overall evaluations of online EFL instruction. The protocol was informed by prior CALL and online teaching studies and refined through expert review and pilot testing. The full interview protocol is provided in Appendix A for complete transparency regarding the data collection instrument. To ensure reliability, all interviews were conducted via Zoom by the same researcher to maintain consistency and minimize bias. With participant consent, interviews were recorded and transcribed verbatim, ensuring accurate representation of responses. This enhanced the data's trustworthiness. Ethical standards were upheld by informing participants of the study's purpose, ensuring confidentiality, and emphasizing their right to withdraw at any time.

Data Analysis

The qualitative interview data were analyzed using QDA Miner Lite and following Strauss and Corbin's (1990) Constant Comparison Method to ensure a systematic and rigorous approach. To enhance the trustworthiness of the findings (Lincoln & Guba, 1985), multiple strategies were applied, directly addressing both validity and reliability. The analysis proceeded in three stages: open coding, where all transcripts were read line by line to inductively identify distinct categories of meaning from participants' responses; axial coding, where relationships between these categories were examined and clustered into broader, higher-order themes; and selective coding, where the final themes were integrated to construct a coherent understanding of online teaching practices, benefits, and challenges. Autonomy was operationalized through codes such as self-paced learning, choice of time/place, and independent use of tools. Motivation was operationalized through references to increased interest, positive emotional engagement, and excitement toward digital tools. During open coding, 143 initial codes were generated inductively across all transcripts. These codes were then compared, merged, or split during axial coding, resulting in 26 categories. In the selective coding phase, these categories were grouped into three overarching themes: (1) Online Teaching Practices, (2) Perceived Benefits, and (3) Perceived Challenges. Credibility (validity) was enhanced through peer debriefing with two colleagues and member checking with three participants to confirm interpretations. Dependability (reliability) was supported by maintaining an audit trail of coding decisions. Inter-coder agreement was assessed on 25% of the transcripts using percent agreement, following Miles and Huberman (1994). The second coder used the same codebook and coded independently. The agreement rate was 87%. Discrepancies were resolved through discussion until full consensus was reached; no third coder was needed. These measures ensured the analysis was systematic, rigorous, and aligned with established qualitative research criteria. The sample of Codebook is shared on Table 2.

Table 2. Sample Codebook Illustrating Codes, Categories, and Themes

Code	Definition	Example Quote	Category	Theme
Autonomous Learning	Student or teacher ability to work independently using digital tools	"They can work whenever they are available…"	Learner Autonomy	Benefits
Technical Problems	Any software, hardware, or connection issue disrupting learning	"Zoom froze and I couldn't hear the students…"	Infrastructure Barriers	Challenges
Low Participation	Students not responding, muting microphones, turning off cameras	"I ask a question, and no one unmutes themselves."	Engagement Issues	Challenges
Interactive Whiteboard (IWB)	Mention of interactive whiteboard applications	"We always used the IWB tool during synchronous lessons."	Digital Practices	Teaching Practices

Ethical Approval

The study received approval from the Akdeniz University Social and Human Sciences Ethics Committee on August 14, 2025 (Approval No. 1292276). All procedures involving human participants were conducted in accordance with the ethical guidelines and standards set by the committee.

Findings

Background Characteristics related to Technological Skills and Online Teaching Experience

Interviews revealed that all participants had experienced technology-integrated classes during pre-service education, and 71% had prior online learning experience. Most had taught at the elementary level, though four senior teachers had K–12 experience. All owned personal computers used internet-connected devices daily for teaching, and had worked with tools such as Edmodo, Moodle, Blackboard, and online English resources. Microsoft Office programs were used in both face-to-face and online teaching, with online tool use expanding during fully remote periods. Their online instruction typically combined three hours of synchronous teaching with five hours of asynchronous tasks targeting the four main language skills. Most participants (84%) held positive attitudes toward online teaching, valuing the accessibility of authentic materials and its role in fostering learner autonomy. However, challenges included limited ICT competencies among some teachers and students and inadequate technological infrastructure. These advantages and challenges are explored further in the findings section with supporting excerpts.

Research Question 1: Current Practices in Online English Language Teaching

When tasked with designing and delivering an online lesson, many teachers first consider how to adapt traditional classroom practices to the virtual environment. A teacher's professional expertise, which includes competence in the language and culture, pedagogical knowledge and skills, and prior teaching experience, plays an important role in selecting the most suitable tools. In the online classroom, technology serves as an essential resource for maintaining the flow and effectiveness of the lesson. Figure 1 summarizes the current practices of English language teachers in online teaching.

The analysis showed that most EFL textbooks included Interactive Whiteboard (IWB) applications, actively used during synchronous lessons. When textbooks lacked integrated software, teachers scanned materials into PDFs and uploaded them to the cloud. Lessons were enriched with PowerPoint presentations featuring images, audio, polls, word clouds,

cultural notes, and grammar explanations. Quizlet flashcards were particularly popular, while additional online exercises were created with Moodle LMS, Microsoft Office tools, and H5P. H5P enabled practical, level-specific exercises with diverse question types, though preparation was time-consuming. These resources supported both asynchronous access and synchronous teaching, offering features such as multiple attempts, auto-save, auto-correction, question randomization, and individual/group feedback.

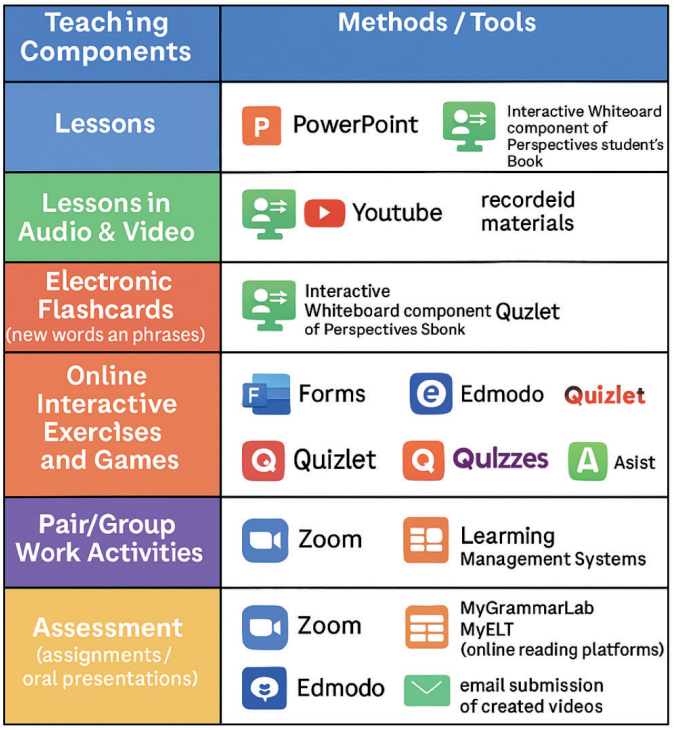

Figure 1. Overview of EFL Teachers' Current Online Teaching Practices

For synchronous online lessons, Zoom was the preferred platform due to its whiteboard, breakout rooms, and annotation tools. Other frequently used applications included PowerPoint, Poll Everywhere, AnswerGarden, and the coursebook's IWB (100%). For asynchronous work, Edmodo (90%) was valued for messaging, surveys, and organization, while Microsoft Word (84%) was used for detailed feedback through track changes.

Research question 2: Perceived Benefits of Online Teaching in EFL Classes

Participants identified a range of advantages associated with online teaching in EFL contexts. Table 3 presents the five most frequently mentioned benefits for both synchronous and

asynchronous lessons delivered to elementary school students. Counts refer to the number of participants who mentioned a theme at least once. Although qualitative research prioritizes depth over quantification, reporting frequencies can help convey the relative prevalence of themes across participants (Maxwell, 2010). The table also indicates the frequency of each advantage, based on the coding of qualitative data.

Table 3. Top Five Most Frequently Reported Advantages of Synchronous and Asynchronous Lessons

Order	Stated Advantages	*f*
1st	Allowing to learn autonomously both for the teachers and the students	12
2nd	Receiving individual feedback from the teachers on every detail	10
3rd	Creating a very relaxed attitude towards the learning activity	7
4th	The increasing motivation of the student	5
5th	Easier to implement the online lesson so more practical	4

Participants reported several benefits of online teaching. The most common was that it allowed both teachers and students to learn autonomously (*n* = 12). As Participant 4 (TGIII) explained:

> *Teachers adapt lessons for online teaching environments; first, they need to learn the digital tools required for online instruction. Then students should learn not only how to use the introduced technology but also the language skill presented via that tool. (For interviews conducted in Turkish, all translations into English were completed by the author to ensure accuracy and consistency.)*

Similarly, Participant 3 (TGI) shared, *"I am watching videos and following teachers around the world… I am trying to adapt to my student's age."*. The second most frequently mentioned advantage was receiving detailed individual feedback (*n* = 10). Participant 9 (TGI) noted, *"... they become more aware of their weaknesses and strengths,"* while Participant 11 (TGI) added, *"…the student should evaluate the feedback given by the tool to make necessary improvements."*. Another benefit was the relaxed learning environment ((*n* = 7). Participant 1 (TGII) stated, *"I can give feedback without the limitations of day or night… when [the student] is available, he or she can work on it."*. Participants 2 (TGIII) and Participant 10 (TGII) added, *"The freedom of choice of when, where, and how to study is so relaxing and motivating."*. Teachers also found online teaching motivating (*n* = 5). Participant 11 (TGI) said, *"I can squeeze many things into my daily routine… that makes me feel more motivated."* Participant 6 (TGIII) appreciated that *"Document-sharing, Internet-surfing, breakout rooms, etc. It was all very exciting that a virtual classroom was able to do everything a class needs."*. Finally, participants highlighted the practicality of online lessons (n = 4). Participant 12

(TGIII) shared, *"All you need is an Internet connection and a computer… everyone at the same time can react on the same slide/page."*. Participant 7 (TGI) emphasized, *"…with the blink of an eye you can reach all the resources, come up with solutions fast."*.

Participants were also asked whether they would continue online teaching after the pandemic if given a choice. Some stated they would, noting that it enables learners to use authentic resources and improve language skills -listening, reading, writing, and speaking- independently of time and place.

Research question 3: Perceived Challenges of Online Teaching in EFL Classes

Participants reported a variety of challenges associated with online teaching in EFL contexts. Table 4 presents the five most frequently mentioned difficulties for both synchronous and asynchronous lessons delivered to elementary school students. The table also indicates the frequency of each challenge, based on the coding of qualitative data.

Table 4. Top Five Most Frequently Reported Challenges of both Synchronous and Asynchronous Lessons

Order	Stated Difficulties	*f*
1st	Not having enough transmission of emotional exchange between students and the teacher	12
2nd	Frustrating due to the technical problems	11
3rd	Increase in the workload	10
4th	Lack of autonomy among learners	9
5th	Low participation of older students	8

Participants identified several challenges of online teaching, the most frequent being the lack of emotional exchange between students and teachers (n = 12). Participant 8 (TGII) claimed, *"If the student turns off the camera, there may be many reasons for that. In a real classroom, you can observe the students in many aspects. Monitoring the students is the most difficult thing in online teaching."* Traditional language classrooms are interactive, with teachers scaffolding, prompting, and facilitating while much interaction occurs spontaneously. In contrast, online settings limit communication in the target language. Socialization also requires deliberate effort, unlike face-to-face contexts where it develops naturally.

Participant 4 (TGII) stated:

> *When we do not turn the cameras on, we become like robots telling something. In some cases, even if we turn the cameras on, we still fail to transmit the good vibes that we could do in a real classroom environment.*

Another teacher highlighted the challenge of communicating without body language:

> *During this process, we are not allowed to use the cameras so no interaction gestures, no transmission of feelings. This can result in misunderstandings and student alienation. It is important to touch them literally, annoy them, tease them to keep the rapport.*

Technical problems were the second most reported challenge (n = 11). One teacher explained, *"Only some students came to the virtual class on time… others spent 5–10 minutes just trying to log in or fix equipment issues."* Another said, *"…we hear students asking for help when Zoom freezes or when their camera does not work. Yet, we have nothing to do."*. Increased workload was another concern (n = 10). Teachers reported revising course maps and syllabi, reducing content to a manageable level, reorganizing lesson plans, and adapting all materials for online delivery. At the same time, they had to learn new technologies, attend seminars, and manage extra tasks, which was highly time-consuming. Lack of learner autonomy also posed difficulties (n = 9). Participants stated that students did not regard online education as "school time" but more like "holiday time" with lessons intruding on play. One teacher complained, *"I know that some of them are not listening or focusing on online teaching."*. Low participation was also frequently reported (n = 8), especially among 8th graders. Although some students found synchronous sessions motivating, many avoided speaking, annotating, or writing in the chat. Participant 11 (TGI) explained:

> *Imagine that you have prepared your lesson plan by including all the tricks that you know to increase students' participation. You start the lesson and present the topic. Then, it is the students' turn to make sentences. You ask the question and wait for them to unmute themselves and to give the answer. No one does that. Then you start calling out names from the class list. The called-out students either say nothing or type in the chat box, 'Ma'am my mic doesn't work.'". You continue calling out names and wasting your time. It becomes a huge disappointment after all the time you spent. (For interviews conducted in Turkish, all translations into English were completed by the author to ensure accuracy and consistency.)*

Some teachers linked this low participation to the lack of clear turn-taking rules among learners.

Discussions and Conclusion

The findings revealed that English language teachers' perceptions of online teaching encompassed both benefits and challenges. Perceived advantages and difficulties were shaped largely by the severity of technical issues and learners' motivation and autonomy. Reported

benefits included flexibility of time and place, access to diverse resources, enriched learning, opportunities for professional growth, and enhanced digital literacy, reflecting broader post-pandemic patterns of teachers' appropriation of digital technologies for innovative instruction (Chalkiadakis & Noguera, 2024). Teachers also valued the integration of authentic tasks, learner control, and the accessibility of free or publisher-provided digital tools.

Online teaching was generally perceived as useful, effective, and engaging, particularly due to the availability of teacher-friendly materials within learning management systems (LMSs), a perception that aligns with large-scale survey findings showing broadly comparable teacher attitudes toward online instruction across disciplinary contexts (Jiang et al., 2023). These systems allowed educators to monitor students' practice habits, identify common errors, and pinpoint areas requiring additional support. The inclusion of rich multimedia, which are visuals, audio, and video, was seen as making lessons more dynamic and improving comprehension. This aligns with prior research showing that educators with strong ICT competence tend to express more positive attitudes toward technology-enhanced language teaching (Farisa et al., 2023; Zou et al., 2022). Similarly, studies in Saudi Arabia have found that teachers view online teaching as motivating and easy to use, despite ongoing technical hurdles (Mekheimer, 2025). The most repeated advantage of online teaching stated by the participants was the fact that online teaching offered teachers greater temporal flexibility (n = 12). This finding aligns with broader literature highlighting the increased temporal flexibility that online teaching affords to both students and teachers. Studies have shown that flexible scheduling is a key benefit of online education, enabling educators to structure their work around personal rhythms and responsibilities, ultimately contributing to reduced stress and improved work-life balance (König et al., 2020; Rapanta et al., 2020). Teachers' emphasis on autonomy aligns with Self-Determination Theory, which identifies autonomy as a core psychological need influencing motivation. Conversely, concerns about reduced emotional exchange resonate with Social Presence Theory, which suggests that limited non-verbal cues in online environments can hinder rapport and engagement. Interestingly, all participants reported that their initial anxiety toward online teaching shifted to a more positive stance after several weeks of practice, as Savaş (2006) in her paper concluded that teachers' positive attitudes toward technology are closely tied to increased comfort and integration in teaching practice.

Although teachers can still have problems, they can anticipate obstacles they may come across. The most relieving development is that they know how to overcome them. As today's learners are "digital natives", teachers feel the need to know both the technical aspects of learning software and how to use the tools according to their aims (Prensky, 2001). The participant language teachers strongly believed peer interaction was essential for language learning. Therefore, they organized and managed the virtual classroom to foster real-time synchronous oral and visual interaction. Three LMS equipped with many tools to guide students asynchronously were activated. These arrangements cost considerable effort and time for the participating teachers.

Even though teaching EFL online offers numerous advantages, such as flexibility, access to authentic materials, and opportunities for individualized feedback, it also presents several notable challenges. Among these, the lack of face-to-face interaction emerged as the most frequently mentioned disadvantage in this study. This finding is consistent with prior research, where limited social and emotional cues in online environments have been shown to negatively affect both learner engagement and instructional communication (Hampel & Stickler, 2005; Moorhouse & Kohnke, 2021). In physical classrooms, teachers rely heavily on real-time feedback, gestures, eye contact, and group dynamics to adjust their instruction and foster learner motivation. In contrast, online teaching particularly when cameras are off or participation is low can feel impersonal and disconnected (Bao, 2020; Culduz, 2024). Almost all participants reported frustration with technical disruptions and a marked increase in workload. These findings parallel global reports that cite unstable internet connections and unreliable devices as primary barriers to mobile or online learning, especially in less-resourced contexts (Aria et al., 2024; Wahab et al., 2024; Yan et al., 2024). Moreover, the sustained preparation required for effective online teaching, which includes repurposing materials, retraining on tools, and adapting tasks, can exacerbate teacher workload, as documented in both K-12 and higher education research (Samarasinghe et al., 2025; Wahab et al., 2024).

The participants agree with the scholars about the necessity of creating active engagement in the course activities, strong self-regulatory skills and increased autonomy (Fry et al., 2008; Lee & Choi, 2011; Muilenburg & Berge, 2005; Song et al., 2004). They also emphasized the negative impact of a lack of autonomy in online learning. Some students attended synchronous sessions without completing assigned tasks. For example, if a pre-class reading was left unfinished, teachers were forced to make substantial changes to their lesson plans. All participants (100%) noted that training learners to be more autonomous was one of the key benefits of online education. Conversely, 75% identified low student motivation as a major challenge. Teachers can address this by providing clear explanations and rationales for assignments (Karatay & Hegelheimer, 2021; Kessler, 2021; Song et al., 2004), as research shows that offering rationale enhances autonomy, motivation, and interest (Chen et al., 2021; Corbin & Strauss, 2014; Jang, 2008). Engagement or students' participation and investment in learning activities is important in online learning because it can increase learning and reduce educational risks such as losing motivation (Finn & Zimmer, 2012).

Overall, this study contributes to the growing body of literature on online EFL instruction by providing insights into both the enabling conditions and the persistent barriers encountered by elementary school teachers.

Limitations and Further Studies

This study provides useful insights into K-12 EFL teachers' perceptions of online teaching but has several limitations. First, it was conducted in a single private school in Türkiye, where teachers had reliable internet and technology, limiting generalizability to public or rural schools with fewer resources. Second, the small sample of twelve teachers may not capture the broader diversity of K-12 EFL contexts. Third, the study relied solely on self-reported interview data, which may be influenced by recall or social desirability bias. Finally, participants were experienced and digitally literate, which may explain their generally positive views and exclude perspectives of less tech-proficient teachers. The school's strong technological infrastructure (high-speed internet, LMS access, and available hardware) likely shaped participants' generally positive experiences. Findings may therefore not transfer to public or rural schools where digital resources are more limited. Future research should include more diverse samples, use multiple data sources such as observations or student feedback, and compare emergency remote teaching with long-term online education.

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Ekran Ardında Öğretim: K-12 Düzeyindeki İngilizce Öğretmenlerinin Çevrim İçi Öğretim Uygulamasına İlişkin Görüşleri

Giriş

COVID-19 pandemisi, dünya genelinde eğitim sistemlerini beklenmedik bir şekilde çevrim içi ortama taşımış ve bu süreç, İngilizceyi yabancı dil olarak öğreten (EFL) öğretmenler için hem pedagojik hem de teknolojik açıdan önemli değişiklikler yaratmıştır. Türkiye'de de benzer bir dönüşüm yaşanmış, özellikle K-12 düzeyinde görev yapan öğretmenler kısa sürede çevrim içi ders verme becerileri geliştirmek zorunda kalmışlardır. Pandemi döneminde başlayan bu deneyim, pandemi sonrası dönemde de kimi kurumlarda kısmen veya tamamen devam etmiştir. Bu çalışma, yalnızca pandemi döneminde değil, aynı zamanda pandemi sonrasında da en az yedi hafta süreyle çevrim içi ders vermeye devam eden K-12 İngilizce öğretmenlerinin deneyimlerini ve algılarını incelemeyi amaçlamaktadır. Böylece, pandemi sonrası dönemde çevrim içi dil öğretiminin sürdürülebilirliği ve uygulanabilirliği hakkında derinlemesine bilgi sağlanması hedeflenmiştir.

Bu bağlamda, mevcut çalışma, pandemi döneminde ve sonrasında çevrim içi ders veren İngilizce öğretmenlerinin deneyimlerini ve algılarını incelemektedir. Özellikle bu öğretmenlerin çevrim içi öğretime geçiş ve uygulama süreçlerinde karşılaştıkları faydalar ve zorluklara odaklanılmaktadır. Çalışmada şu araştırma sorularına yanıt aranmıştır:

1. İngilizce öğretmenlerinin çevrim içi öğretimdeki mevcut uygulamaları nelerdir?

2. Çevrim içi öğretimin İngilizce yabancı dil derslerindeki faydaları nelerdir?

3. Çevrim içi öğretimin İngilizce yabancı dil derslerindeki zorlukları nelerdir?

Literatür Taraması/Kavramsal Çerçeve

Bilgisayar Destekli Dil Öğretimi (CALL), dil eğitiminde teknolojinin kullanımını ifade eden ve uzun yıllardır gelişim gösteren bir alandır (Chapelle, 2006). Pandemi süreci, CALL uygulamalarının zorunlu ve yaygın bir şekilde benimsenmesine yol açmış, öğretmenlerin çevrim içi ders tasarımı, etkileşim yönetimi ve dijital materyal kullanımı konularında hızla uyum sağlamasını gerektirmiştir. Önceki araştırmalar, çevrim içi öğretimin esneklik, zengin kaynak kullanımı ve öğrenci özerkliğini destekleme gibi avantajları olduğunu, ancak teknik sorunlar, düşük motivasyon, yüz yüze etkileşim eksikliği ve öğretmen iş yükünün artması

gibi zorluklar içerdiğini ortaya koymuştur (Hampel & Stickler, 2005; Bao, 2020; Moorhouse & Kohnke, 2021). Ayrıca, öğretmenlerin dijital yeterlik düzeylerinin, teknolojiye karşı tutumlarını ve sınıf içi uygulamalarını önemli ölçüde etkilediği vurgulanmaktadır (Zou et al., 2022).

Yöntem

Araştırma Deseni

Bu çalışma, EFL öğretmenlerinin çevrim içi öğretime ilişkin deneyim ve algılarını derinlemesine incelemek amacıyla nitel açıklayıcı örnek olay çalışması (explanatory case study) deseniyle yürütülmüştür (Yin, 2014). Örnek olay çalışması, olgunun kendi bağlamında ayrıntılı şekilde incelenmesine olanak tanımaktadır.

Katılımcılar

Araştırmaya Türkiye'deki bir özel okulda görev yapan, çevrim içi ders verme deneyimine sahip 12 İngilizce öğretmeni katılmıştır. Katılımcıların bir kısmı bu deneyimi COVID-19 sürecinde edinirken, bir kısmı pandemi sonrası gönüllü olarak çevrim içi öğretime devam etmiştir. Katılımcılar mesleki kıdemlerine göre üç gruba ayrılmıştır: 0–5 yıl (TGI), 5–10 yıl (TGII) ve 10 yıl üzeri (TGIII). Her grupta 4 öğretmen yer almış ve cinsiyet dağılımı 7 kadın, 5 erkek şeklindedir. Tüm öğretmenler en az 5 yıldır eğitim teknolojilerini kullanmakta ve evlerinde kişisel bilgisayar/laptop bulundurmaktadır.

Veri Toplama Araçları ve Süreci

Veriler, yarı yapılandırılmış görüşme formu kullanılarak toplanmıştır. Form, demografik bilgiler, teknoloji kullanımı, çevrim içi öğretim deneyimleri ve algılanan yarar–zorluklar üzerine bölümler içermektedir. Görüşmeler Zoom üzerinden gerçekleştirilmiş ve her bir katılımcıdan en az yedi hafta çevrim içi ders verme koşulu aranmıştır. Tüm katılımcılara gönüllü katılım ve gizlilik esaslarını içeren onam formu sunulmuştur.

Veri Analizi

Görüşme kayıtları deşifre edilerek QDA Miner Lite yazılımında analiz edilmiştir. Strauss ve Corbin'in (1990) Sürekli Karşılaştırma Yöntemi kullanılarak açık, eksenel ve seçici kodlama aşamalarında temalar oluşturulmuştur. Kodlar arasındaki ilişkiler incelenerek bulgular bütüncül şekilde yorumlanmıştır.

Etik Onay

Araştırma, Akdeniz Üniversitesi Sosyal ve Beşerî Bilimler Etik Kurulu'ndan 14 Ağustos 2025 tarihinde (No: 1292276) onay almıştır.

Bulgular

Teknolojik Yeterlikler ve Çevrim içi Öğretim Deneyimine İlişkin Arka Plan Özellikleri

Görüşme sonuçlarına göre tüm katılımcılar hizmet öncesi eğitimlerinde teknoloji entegrasyonlu dersler deneyimlemiş, %71'i ise daha önce çevrim içi öğrenme tecrübesine sahipti. Katılımcıların çoğu ilkokul düzeyinde ders vermekteydi; dört kıdemli öğretmen ise farklı K–12 seviyelerinde deneyim sahibiydi. Tüm katılımcılar kişisel bilgisayara sahip olup eğitim amaçlı internet bağlantılı cihazları günlük olarak kullandıklarını belirtti. Edmodo, Moodle, Blackboard ve çevrim içi İngilizce destek materyalleri gibi araçların yanı sıra Microsoft PowerPoint ve Word gibi ofis programlarını hem yüz yüze hem çevrim içi öğretimde aktif olarak kullandıklarını ifade ettiler.

Çevrim içi öğretim sürecinde katılımcılar her sınıf için haftada üç saat senkron ders yürütmüş, buna ek olarak haftada beş saatlik kendi hızında çalışmaya dayalı asenkron etkinlikler planlamışlardır. Bu görevler, öğrenme yönetim sistemleri üzerinden yürütülen dört temel dil becerisine yönelik aktiviteleri içermekteydi. Katılımcıların %84'ü çevrim içi öğretime olumlu yaklaştıklarını ve özgün materyallere erişimin kolaylığını vurguladı. Bir öğretmen (Katılımcı 4, TGIII) bu durumu şöyle ifade etti: "Öğretmen önce çevrim içi derslerde kullanılacak araçları öğrenmeli. Öğrenciler ise hem bu teknolojiyi hem de araçla sunulan dil becerisini öğrenmeli." Bununla birlikte, bazı öğretmenler ve öğrencilerde yetersiz Bilgi ve İletişim Teknolojileri (BİT) yeterlikleri ve sınırlı teknik altyapı gibi sorunların hayal kırıklığı yarattığını da belirttiler.

Çevrim içi İngilizce Öğretiminde Mevcut Uygulamalar

Öğretmenler çevrim içi ders tasarlarken genellikle yüz yüze sınıf uygulamalarını sanal ortama uyarlamaya odaklanmıştır. Katılımcılar senkron derslerde sıklıkla Zoom'un beyaz tahta, "breakout room" ve açıklama (annotation) özelliklerini kullanmış, ders içeriklerini PowerPoint sunumları, YouTube videoları ve ders kitabının etkileşimli beyaz tahta bileşenleri ile zenginleştirmiştir. Asenkron etkinliklerde Edmodo (%90) mesajlaşma ve organizasyon özellikleri nedeniyle öne çıkmıştır. Bir öğretmen, "H5P ile çok çeşitli soru türlerinde alıştırmalar hazırlayabiliyorum ama bu gerçekten zaman alıyor" (Katılımcı 5, TGII) şeklinde sürecin yoğunluğunu ifade etmiştir.

Çevrim içi İngilizce Öğretiminde Algılanan Kolaylıklar

Katılımcılar, çevrim içi İngilizce öğretiminin hem senkron hem de asenkron derslerde sunduğu çeşitli avantajları dile getirmiştir. En sık vurgulanan fayda hem öğretmenlerin hem de öğrencilerin özerk biçimde öğrenebilmesi olmuştur (n = 12). Katılımcılar, çevrim içi ortamın öğretmenlere derslerini farklı araçlarla zenginleştirme ve öğrencilerin kendi hızlarında öğrenmelerine olanak sağladığını ifade etmiştir. Katılımcı 4 (TGIII), "Öğretmen önce kullanacağı araçları öğrenir, sonra öğrenciler de hem teknolojiyi hem de bu araçla sunulan dil becerisini öğrenir" diyerek sürecin çift yönlü öğrenme fırsatı sunduğunu vurgulamıştır. Benzer şekilde Katılımcı 3 (TGI), "Dünya çapında öğretmenleri takip ediyorum… öğrencimin yaşına uyarlamaya çalışıyorum" ifadesiyle kendi mesleki gelişimine katkısını belirtmiştir.

İkinci sırada bireysel ve ayrıntılı geri bildirim sağlama imkânı (n = 10) gelmiştir. Katılımcı 9 (TGI), "Bu sayede öğrenciler kendi güçlü ve zayıf yönlerinin daha farkında oluyor" derken; Katılımcı 11 (TGI) ise "Araçların verdiği geri bildirimi öğrenci değerlendirip gerekli iyileştirmeleri yapabiliyor" demiştir. Bu durum, özellikle yazılı üretim ve telaffuz gibi bireysel gelişim gerektiren alanlarda etkili bulunmuştur. Üçüncü olarak, rahat bir öğrenme ortamı yaratılması (n = 7) dikkat çekmiştir. Katılımcı 1 (TGII), "Geri bildirimi gece-gündüz sınırlaması olmadan verebiliyorum… öğrenci müsait olduğunda üzerinde çalışabiliyor" derken; Katılımcı 2 (TGIII) "Ne zaman, nerede ve nasıl çalışacağına dair özgürlük, öğrenciyi hem rahatlatıyor hem de motive ediyor" ifadesini kullanmıştır. Motivasyon artışı (n = 5) da bir başka avantaj olarak öne çıkmıştır. Katılımcı 11 (TGI), "Günlük rutinime birçok şeyi sığdırabiliyorum… bu beni motive ediyor" derken; Katılımcı 6 (TGIII) "Belge paylaşımı, internet kullanımı, breakout rooms… sanal sınıfta bunların hepsini yapabilmek çok heyecan vericiydi" diyerek teknolojik imkânların ders motivasyonunu artırdığını belirtmiştir.

Son olarak, pratiklik ve erişim kolaylığı (n = 4) avantaj olarak dile getirilmiştir. Katılımcı 12 (TGIII), "Tek gereken internet bağlantısı ve bilgisayar… herkes aynı anda aynı sayfada ilerleyebiliyor" demiş; Katılımcı 7 (TGI) ise "Kaynaklara anında ulaşmak ve hızlıca çözüm üretmek çok kolay" diyerek çevrim içi ortamın zaman kazandırıcı yönünü vurgulamıştır.

Bazı katılımcılar, pandemi sonrası yüz yüze veya çevrim içi öğretim arasında seçim şansı verilse çevrim içi öğretimi tercih edebileceklerini söylemiştir. Bunun nedenleri arasında öğrencilerin otantik kaynaklardan dinleme, okuma, yazma ve konuşma becerilerini geliştirebilmesi, zaman ve mekândan bağımsız öğrenme fırsatı bulması öne çıkmıştır.

Çevrim içi İngilizce Öğretiminde Algılanan Zorluklar

Katılımcılar, çevrim içi İngilizce öğretiminde çeşitli zorluklar yaşadıklarını bildirmiştir. En sık dile getirilen sorun, öğretmen–öğrenci arasındaki duygusal etkileşimin yetersiz olmasıdır (n = 12). Fiziksel sınıflarda doğal olarak gelişen jest, mimik ve anlık iletişim, çevrim içi ortamda çoğu zaman sağlanamamaktadır. Katılımcı 8 (TGII), "Gerçek sınıfta öğrencileri

birçok açıdan gözlemleyebilirsiniz… çevrim içi ortamda bu çok zor" derken; Katılımcı 4 (TGII), "Kameralar kapalı olunca robot gibi konuşuyoruz" ifadesiyle bu iletişim boşluğunu vurgulamıştır. Başka bir öğretmen ise "Kameralar kapalı olduğu için jestler, mimikler yok… bu durum yanlış anlamalara ve öğrencinin yabancılaşmasına yol açabiliyor" demiştir. Bu durum, öğrencilerin dil öğretiminde sosyal bağ kurma fırsatlarını da azaltmıştır.

Teknik aksaklıklar (n = 11) ikinci sırada yer almış; geç bağlanma, donma, internet kesintisi ve cihaz arızaları ders akışını sık sık bölmüştür. Katılımcılardan biri, "Bazı öğrenciler derse zamanında gelse de, diğerleri 5–10 dakika sadece giriş yapmak veya teknik sorunları çözmekle uğraşıyor" diyerek bu durumun sürekliliğine dikkat çekmiştir. Bir diğeri ise "Zoom donduğunda veya kamera çalışmadığında yardım isteyen öğrencilere karşı çaresiz hissediyoruz" sözleriyle öğretmenin sınırlı müdahale imkanını vurgulamıştır.

Artan iş yükü (n = 10) de önemli bir sorun olarak öne çıkmıştır. Katılımcılar, ders planlarının yeniden düzenlenmesi, içeriklerin azaltılması, materyallerin çevrim içi formata uyarlanması ve yeni teknolojilerin öğrenilmesinin önceki dönemlere kıyasla çok daha fazla zaman aldığını belirtmiştir. Katılımcı 7 (TGI) "Bir yandan yeni araçları öğrenmeye çalışıyor, bir yandan da ders materyallerini buna uyarlıyoruz… bu süreçte toplantılar ve seminerler hiç olmadığı kadar arttı" demiştir.

Öğrencilerin özerklik eksikliği (n = 9) de öğretmenler için zorlayıcı olmuştur. Bazı öğretmenler, öğrencilerin çevrim içi dersleri "okul zamanı" değil, "tatil zamanı" gibi gördüğünü ve derse odaklanmakta zorlandığını ifade etmiştir. Katılımcı 7 (TGI) bu durumu, "Bazılarının dinlemediğini veya dikkatini vermediğini biliyorum" şeklinde dile getirmiştir.

Son olarak, özellikle 8. sınıflarda düşük katılım (n = 8) öne çıkmıştır. Katılımcı 11 (TGI), "Katılımı artırmak için bildiğim tüm taktikleri kullanıyorum. Soru soruyorum, cevap gelmiyor. İsim söyleyince ya sessizlik oluyor ya da 'Mikrofonum çalışmıyor' mesajı geliyor" sözleriyle yaşanan motivasyon sorununu anlatmıştır. Bazı öğretmenler, bunun çevrim içi ortamda konuşma sırasının nasıl işleyeceğine dair kuralların yerleşmemiş olmasından kaynaklandığını da belirtmiştir.

Sonuç/ Tartışma

Araştırma bulguları, çevrim içi EFL öğretiminin pedagojik esneklik, zengin kaynak kullanımı ve öğrencilerin bağımsız çalışma becerilerini geliştirme potansiyeline sahip olduğunu göstermektedir. Bununla birlikte, sosyal etkileşim eksikliği, motivasyon sorunları, teknik aksaklıklar ve artan iş yükü gibi zorluklar, öğretmenlerin deneyimlerinde belirgin şekilde ortaya çıkmıştır. Bu durum, önceki literatürde dile getirilen avantaj ve sınırlılıklarla uyumludur (Hampel & Stickler, 2005; Bao, 2020; Moorhouse & Kohnke, 2021). Katılımcıların

teknolojiye karşı olumlu tutumları, yüksek dijital yeterlikleri ile ilişkili görünmektedir. Ancak bu durum, dijital yeterlik düzeyi düşük öğretmenlerin deneyimlerinin farklı olabileceğini düşündürmektedir. Ayrıca, çevrim içi ortamda öğrenci etkileşimini artırmak için senkron ve asenkron stratejilerin dengeli şekilde kullanılmasının kritik olduğu vurgulanmıştır.

Araştırmanın bazı sınırlılıkları bulunmaktadır. Çalışmanın tek bir özel okul bağlamında yürütülmesi, küçük bir örnekleme (n = 12) dayanması, yalnızca öz-bildirim verilerinin kullanılması ve katılımcıların yüksek dijital yeterlik düzeyine sahip olması bulguların genellenebilirliğini kısıtlamaktadır. Gelecekteki çalışmaların daha geniş ve farklı bağlamlardan örneklemlerle yürütülmesi, öz-bildirim verilerinin sınıf gözlemleri veya öğrenci görüşleri ile desteklenmesi, acil uzaktan eğitim ile uzun dönemli çevrim içi eğitim deneyimlerinin karşılaştırılması ve öğretmen eğitim programlarında hem pedagojik hem de teknik becerilerin bütüncül olarak ele alınması önerilmektedir.

APPENDIX

A: SEMI-STRUCTURED INTERVIEW QUESTIONS FOR THE TEACHERS

PART A

1. What's your name?
2. How long have you been teaching English?
3. Which grade levels have you taught so far?
4. Do you have your computer at home?

PART B

5. How long have been using instructional technologies?
6. During your pre-service did you get technology integrated classes?
7. During your pre-service teaching, did you experience learning online?
8. What was your initial attitude to online teaching before you start it? a) Positive b) Negative c) Neutral

9. Give three adjectives to describe your experience with online teaching.

10. Which tools are you using to teach online?

PART C

11. What are the differences between teaching online and teaching face to face?

12. What are the benefits of teaching online?

13. What are the challenges of teaching online?

14. How motivating is it to instruct EFL online?

15. How effective is it to instruct EFL online?

16. To what extend is it useful to teach online?

17. What are your suggestions to the teachers teaching online?

18. How has your attitude changed after experiencing the online teaching?

19. Do you have any other comments, questions, or suggestions about the topic?

20. In the light of your experience so far, if you had the chance to choose between online teaching or face to face teaching after this pandemic situation ended, which one would you choose? Why?