Title: Turkish EFL Teachers' Perceptions about Online Teaching during the COVID-19 Pandemic

Abstract: The outbreak of the COVID-19 pandemic imposed an immediate transition upon teachers replacing face-to-face lessons with online environments. This drastic change brought out a novel phenomenon for investigation: teachers' perceptions of online teaching during the pandemic. The literature indicated teachers' perceived issues related to workload, pedagogy, assessment, and institutional support during online teaching in various contexts (Cheung, 2021; Todd, 2020; Yang, 2020); however, the number of existing studies in Turkish context is scarce. Thus, the rationale of the present study is to fill the gap as no research has aimed to study Turkish EFL teachers' perceptions that are on the K-12 level.

The present mixed-method study had a twofold aim: to investigate the perception levels of K-12 Turkish EFL teachers about online teaching during the pandemic and to explore their perceptions pertaining to institutional support. The participants were 31 teachers. The quantitative data were collected via a questionnaire developed by Şener et al. (2020) and the qualitative data were obtained via a semi-structured focus group interview with 5 volunteering teachers. The findings of the descriptive analysis of teachers' perceptions toward online teaching revealed moderate-high scores. The results of the qualitative data with related themes demonstrated that most of the participant teachers urged for more technical support from their institutions.

Keywords: Turkish EFL teachers; language teaching; online teaching; teacher perceptions; the COVID-19 pandemic

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