T.R.
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DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

BEGINNING TEACHERS' READINESS TO TEACH ENGLISH ONLINE

Master's Thesis

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ACCEPTANCE AND APPROVAL OF THE THESIS

The study entitled **"Beginning Teachers' Readiness to Teach English Online"** prepared by **Özlem SARI** and supervised by **Prof Dr. Nalan KIZILTAN** was found successful and unanimously accepted by committee members as Master's thesis of the Department of English Language Education, following the examination on the date 16/07/2021.

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ÖZET

YENİ ATANAN ÖĞRETMENLERİN ÇEVRİMİÇİ İNGİLİZCE ÖĞRETİMİNE HAZIRBULUNUŞLUĞU

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Bu araştırma, yeni atanan öğretmenlerin 2020-2021 eğitim öğretim yılında çevrimiçi İngilizce öğretime hazırbulunuşluk düzeylerini belirlemek amacıyla yapılmıştır. Covid-19 pandemisinin bir sonucu olarak okullarda çevrimiçi dil öğretimine geçme gereksinimi ortaya çıkmış; pandemi ile ilgili olarak eğitim kurumları geçici olarak kapatılmış ve tüm öğretmen ve öğrenciler çevrimiçi eğitime geçiş yapma durumunda kalmıştır. Bu süreç içerisinde deneyimli öğretmenlerin çevrimiçi öğretime alıştığı varsayılırken, yeni atanan öğretmenlerin çevrimiçi öğretime hazırbulunuşlukları üzerine bir çalışma bulunmadığından, bu çalışmada yeni atanan İngilizce öğretmenlerinin çevrimiçi öğretime hazırbulunuşluk düzeylerinin konu üzerinde yetersiz eğitim ve tecrübe kaynaklı düşük olduğu varsayımı üzerinden hareket edilmiştir.

Yeni atanan öğretmenlerinin çevrimiçi İngilizce öğretmeye hazır olup olmadıklarını öğrenmek için, yeni atanan öğretmenlerin tutumları ve kazanılmış becerileri aynı maddeler üzerinden geliştirilmiş iki ayrı ölçek ile incelenmiştir. İki ayrı ölçek içerisinde sunulan maddeler, ders planlama, ders iletişimi, zaman yönetimi ve teknik beceriler olarak gruplanmıştır. Ders planlama içerisinde dokuz madde, ders iletişimi içerisinde on madde, zaman yönetimi içerisinde altı madde ve teknik beceriler içerisinde yedi madde olmak üzere toplamda otuz iki maddeye verilen yanıtlar iki ayrı ölçek üzerinden değerlendirilmiştir. Sonuçlar tablolarla sunulmuş ve ardından tartışmalara yer verilmiştir. Sonuçlara göre, yeni başlayan öğretmenlerin çevrimiçi İngilizce öğretmeye tam olarak hazır görünmedikleri yorumu yapılmıştır; sonuçlara bağlı olarak öneriler sunulmuştur.

Anahtar kelimler: Hazırbulunuşluk, yeni atanan öğretmenler, çevrimiçi dil öğretimi, tutum, beceri

ABSTRACT

BEGINNING TEACHERS' READINESS TO TEACH ENGLISH ONLINE

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This study has been conducted in order to reveal the state of readiness of beginning English language teachers to teach English online during the 2020-2021 Academic Year. The emergency for online language teaching was emerged as a result of Covid-19 pandemic and in relation to the pandemic, educational institutions were temporarily closed and all teachers and students were urged to rely on online education. Within this period, experienced teachers have been assumed to get accustomed to teaching online, on the other hand, in this study, as a result of inadequate training and experience in online teaching, the state of readiness of beginning teachers to teach English online has been assumed to be relatively low.

In order to find out beginning teachers' readiness to teach English online, beginning teachers' attitude and perceived ability have been investigated with two questionnaires with same items. The items have been grouped as course design with nine items, course communication with ten items, time management with six items and technical competence with seven items. The responses given to thirty-two items have been analyzed comparing and contrasting the attitude and ability scales. The results have been presented with tables and discussions have followed them. According to the results, it has been commented that beginning teachers do not seem to be completely ready to teach English online. As a result, suggestions have been presented accordingly.

Key words: Readiness, beginning teachers, online language teaching, attitude, ability

To the Ladybirds….

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TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

1. INTRODUCTION

The 21st century is known as the technology age thanks to the rapid developments in technology and the proliferation of the computers and internet use. These developments have also increased the demand for online education, especially online language learning either in a synchronous or asynchronous way (Van Gorp et al, 2019; Hubbard & Levy, 2006; White, 2003; Compton, 2009). This demand has resulted in the search for new teaching approaches and methods for online teaching since it has considerably a new environment than the traditional classrooms (Johnson & Renner, 2012). In contrast to the methods used in face-to-face teaching in traditional classrooms, teaching language online requires new methods which focus more on interaction and communication as well as autonomous learning (Hampel & Stickler, 2005). Within this context, Blended Learning, especially Flipped Learning, as a subcategory of Blended Learning; has gained more importance.

In addition to the developments in technology during the 21st century, the demand and need for online learning has also increased as a result of the recent pandemic which is called as Coronavirus (Covid19) disease. This pandemic has resulted in closure of all the schools all over the world in 2020. As a result, billions of learners have been away from schools, as social and physical distancing is being enforced around the world in order to stop the spread of Coronavirus disease (UNESCO, 2020). In March 11, Ministry of National Education in Turkey together with the Council of Higher Education announced the closure of all educational institutions including schools and universities in Turkey. In order to sustain education, the platform called EBA (Eğitim Bilişim Ağı) which is translated as 'Educational Information Network' has been put into practice both for teachers and learners. This platform includes live lessons together with thousands of visual, audio and written resources for learners of any grade and language level. Learners are asked to follow these video lessons on TV or online and study on the network by choosing related resources from the website. After a period of time, teachers have also become a part of this process by conducting online sessions synchronously and giving online lectures. The importance of web-based technologies in education has

suddenly become apparent all around the country. Teachers and learners have to adapt themselves to this period as fast and accurate as possible.

1.1. Problem Statement

It is clear that most of the experienced teachers seem to be accustomed to teach online. In terms of English language teachers in Turkey, when the period from the beginning of the pandemic until the end of the school year is considered, it is clearly observed that they have made great strides in online language teaching. On the other hand, when beginning English language teachers are considered, their readiness to teach English online still seems to be unclear while they have no experience in online teaching. Teachers who have more experience in online teaching have a higher level of proficiency in pedagogical competencies regarding online teaching (Muñoz Carril, et al., 2013). On the other hand, it is known that most of the beginning teachers are young people who use technology tools for daily purposes so that they could be considered to have few or no difficulties in using technology in teaching. Despite this fact, they might still have problems in online language teaching, since they lack adequate training in approaches and methods to teach English online.

1.2. Research Questions

This study aims to answer following questions:

1- What is beginning English language teachers' attitude towards the importance of online language teaching competencies?

2- What are beginning English language teachers' perceptions of their online language teaching ability?

3- What is the relation between beginning English language teachers' attitude towards the importance of online language teaching competencies and perceptions of their online language teaching ability?

4- What are the effects of demographic factors on Beginning English language teachers' attitude towards online teaching competencies and perceptions on their ability to teach online?

1.3. Significance of the Study

The COVID-19 pandemic presents a unique challenge to the traditional educational settings in Turkey. Due to the restrictions recommended by the Ministry of Health and regulations by the Ministry of National Education, as schools are closed, it has become necessary to explore new methodologies for education. A comprehensive and advanced pedagogic design has been needed to be applied to turn traditional teaching environment into online teaching environment. Online emergency remote teaching is a new concept for Turkey and the world. In such circumstances, there is not much research on the field especially considering beginning teachers. This study will serve as a foundation to state the current condition of beginning teachers in terms of online teaching.

When the current situation is analyzed, by December, 2020, it could be observed that throughout the period from the beginning of this outbreak, working teachers have gained experience in online and remote teaching and they have been given online training in online teaching as well. Besides, it is assumed that past teaching experience has a positive effect on the ability of teaching online (Wray, Lowenthal, Bates, & Stevens, 2008).

On the other hand, when the beginning teachers' current condition is analyzed, their attitudes towards teaching online and whether they are capable of teaching online are unclear. This study aims to examine beginning teachers' readiness to teach English online by examining their attitude about the importance of competencies and their perception of their ability to teach online. The results of this study may serve as a guide for beginning teachers to state existing gaps in their knowledge on teaching as they do not have any courses related to remote teaching or online teaching tools except for a course related to information technologies in undergraduate degree. As a result, for educational institutions, this study may serve as a guide to plan teacher training programs accordingly. According to the results of the research, a change in the curricula in pre-service and in-service teacher training programs might be suggested.

1.4. Definition of Terms

In this study, some key words have been used to define some terms.

Beginning Teachers: Beginning teachers are the teachers who have five or fewer years of experience (Paquet et al, 2012).

Readiness: "The mental preparation (including skills, knowledge, abilities, motivations, and personal dispositions) an individual needs to establish and sustain competent performance in a complex and unpredictable environment" (Fletcher, 2004).

Attitude: Attitude is explained as a person's viewpoint about something and its personal relevance (Krosnick & Petty, 1995).

Ability: Ability is regarded as the capacity to successfully perform (Ferguson, 1954).

Online Language Teaching: The process of teaching any language via the use of internet through computers and/or mobile devices in virtual settings.

Blended Learning: "The thoughtful integration of classroom face-to-face learning experiences with online learning experiences" (Garrison & Kanuka, 2004)

Flipped Learning: "A pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter" (FLN, 2014).

Competency: "An important skill that is needed to do a job " (Competency, 2008).

2. BACKGROUND TO THE STUDY

2.1. Technology in Language Teaching

Today, as it is called as the digital age, it is easy for everyone to access the learning materials by using technology tools, anytime and anywhere (Fu, 2013). It is quite clear that these technology tools have made it easier for both learners and teachers to communicate easily whenever and wherever they intend to (Finkelstein, 2006). Relatively, as Adam and Nel (2009) indicate, in order to facilitate this communication, some technology tools have been adapted in education. The use of technology in language teaching formats, such as blended, traditional or fully online, has become a commonplace (Blake, 2017). Similarly, Powell et al (2015) explain three ways to use technology for educational purposes. These are face-to-face classes which are technology-enhanced, hybrid or blended classes and fully online classes.

On the other hand, it is quite clear that adapting technology tools in traditional classrooms is considerably different than teaching online (Hampel & Stickler, 2005). Since schools are closed and online teaching is reinforced in many countries, online teaching seems to be the most appropriate format to be applied (Karataş & Tuncer, 2020).

In terms of the current situation in Turkey regarding Covid19 and the closure of the schools, while online language learning is still a need, since schools are temporarily closed, a different method combining online language teaching and face-to-face teaching is required to be analyzed. At this point, the combination of in-class teaching and online study by learners is known as an approach called blended learning (Im & Kim, 2015).

2.2. Blended Learning

It may be difficult to define blended learning since it is mostly perceived as a concept depending on its application and also the conditions where it is applied. Regarding its multidimensionality, Littlejohn and Pegler (2007) explain blending as an art which is based on the integration of various types of resources and activities within different learning environments which provide student creativity and interaction.

Similarly, there are some widely accepted definitions regarding its name and mostly preferred models which are by Graham (2007) and Garrison and Kanuka (2004). Graham (2007) explains blended learning as "systems that combine face-to-face instruction with computer-mediated instruction". It is clear from his explanation that; traditional classroom setting is seen as an integral part of blended learning approach. Garrison and Kanuka (2004) have a similar view on blended learning when they define it as "the thoughtful integration of classroom face-to-face learning experiences with online learning experiences".

The most recent and widely accepted explanation of Blended Learning is given by Christensen, Horn and Staker (2013) from a student perspective, referring to a survey study done by the authors beginning in 2010:

> Blended learning is a formal education program in which a student learns at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home; and the modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Christensen, Horn & Staker, 2013).

The most recent taxonomy of Blended Learning by Horn and Staker (2014) offers four models of Blended Learning. This taxonomy also aims to differentiate between sustaining and disruptive models of Blended Learning by referring to the Hybrid Zone and Disruptive Zone.

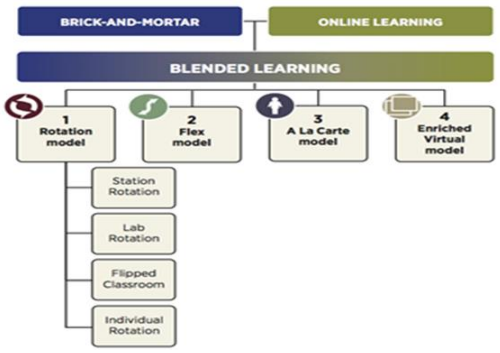

Figure 2.1. Blended learning taxonomy (Horn & Staker, 2014)

The Rotation model, as its name suggests, is the model in which students rotate between learning modalities including online learning on a fixed schedule or with the teacher's lead. According to the taxonomy above, three subcategories of the Rotation

model; which are the Station Rotation model in which students rotate within a classroom or set of classrooms, the Lab Rotation model in which students rotate between a classroom and a computer lab, and the Flipped Classroom model in which students take the courses online and work on homework with the teacher's lead; fall into hybrid zone of Blended learning since they combine the traditional classroom and online learning (Horn & Staker, 2014).

The Individual model is not claimed to be a part of hybrid zone because students are able to customize their daily schedules. In addition, the other models; Flex model, A La Carte model and Enriched Virtual model fall into Disruptive zone since they do not necessarily include traditional in-class learning even though they still have a link to a brick-and-mortar campus (Horn & Staker, 2014).

2.2.1. Flipped Learning Model

Flipped learning model is a special subcategory of blended learning (Strayer, 2012). "Basically the concept of a flipped class is this: that which is traditionally done in class is now done at home, and that which is traditionally done as homework is now completed in class" (Bergmann & Sams, 2012).

In flipped learning model, learners watch theoretical part of the lesson via technology tools such as online videos, live sessions or learning management systems and take notes and prepare questions about the parts that are unclear to them (Kim, Kim, Khera, & Getman, 2014). Similarly, Bishop & Verleger, (2013) explain that Flipped classroom is also called the reverse classroom because it is literally the reverse of the traditional classroom. Students get the instruction via video lectures outside the classroom and do interactive discussion in the classroom.

In short, Flipped Learning is

> ... a pedagogical approach in which direct instruction moves from the group learning space to the individual learning space, and the resulting group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage creatively in the subject matter (FLN, 2014).

According to Özdamlı and Aşıksoy (2016), Flipped Classroom model does not only mean teaching with online videos. The most important point of this approach is the interactive activities done systematically while the teacher and learners are face-to-face. It shouldn't be considered as only learners watching videos instead of interacting with the teacher, and studying alone without the guidance of the teacher.

In Flipped Learning, time spent in classroom activities is also restructured in comparison to the traditional classroom. During the first few minutes of the class, teacher answers questions about the content which is delivered via videos or some other tools and the rest of the time is left for practice and activities (Bergmann & Sams, 2012). Table 2.1 below shows differences between the duration of in-class and at home activities in a traditional classroom and a simple flipped classroom which is also named as traditional flipped classroom (Bergmann & Sams, 2012).

Table 2.1. Comparison of Class Time in Traditional versus Flipped Classrooms (Bergmann & Sams, 2012).

Traditional Classroom		Flipped Classroom	
Activity	Time	Activity	Time
Warm-up activity	5 min.	Warm-up activity	5 min.
Go over previous night's homework	20 min.	Q&A time on video	10 min.
Lecture new content	30-45 min.	Guided and independent practice and/or lab activity	75 min.
Guided and independent practice and/or lab activity	20-35 min.		

According to Flipped Learning Network (FLN) (2014) Flipped Learning and Flipped Classroom, while they are mostly used interchangeably, are separate things which needed to be distinguished. Asking learners to study for the next session, watching some related videos or doing some pre-class reading may be explained as Flipped Classroom, however, in order to engage Flip Learning, it is stated that teachers must put four pillars, whose first letters generate the word 'flip', into practice which are 'Flexible Environment', providing flexible time and space; 'Learning Culture',

promoting learner autonomy; ‘Intentional Content’, selecting student-centered tools for interaction; and ‘Professional Educator’, being available to the learners virtually to provide instructional support and feedback (FLN, 2014).

Chen, et al (2014) provide three more pillars which are ‘Progressive Activities’, ‘Engaging Experiences’, and ‘Diversified Platforms’ to the four pillars of Flipped Classroom stated by FLN (2014) and extend the acronym of ‘Flip’ to ‘Flipped’ by adding the first letters of the pillars they have stated. This extension of ‘Flip’ to ‘Flipped’ has led them to form a new model of Flipped Classroom model called Holistic Flipped Classroom (HFC) model. There are also some different models and uses of Flipped Classroom which are discussed below.

2.2.1.1. Models of Flipped Classroom

As is mentioned above, there are some different models of Flipped Classroom. The most frequently preferred ones are listed as Traditional Flipped Classroom, Holistic Flipped Classroom, In-class Flipped Classroom and Flipped Mastery Classroom (Bergmann & Sams, 2012; Chen et al., 2014; Gonzaléz & Mark, 2015)

2.2.1.1.1. Traditional Flipped Classroom

Traditional Flipped Classroom is the model which is mostly known and used mode of flipped classroom in the world (Johnson & Renner, 2012). In traditional flipped classroom, students watch the same video at home, mostly on the same night and do the same homework or activities at school (Bergmann & Sams, 2012). In traditional flipped classroom, as Bergmann and Sams (2012) assert on a day-to-day basis, the class starts with a short discussion about the video which students have watched preferably the night before. At this stage, students ask questions based on their notes from the video of the previous night to have clear explanations on their misconceptions. The class moves on with the in-class activities such as a lab, a test or a problem-solving activity or a combination of these activities. Finally, Bergmann and Sams (2012) emphasize that while traditional flipped model offers no difference in grading system, it changes the teacher’s role completely from being the instructor to a tutorial role.

2.2.1.1.2. Holistic Flipped Classroom

Chen et al. (2014) assert that holistic flipped classroom model differs from the traditional flipped classroom model by containing all kinds of classrooms; home, mobile and physical, synchronously. In holistic flipped classrooms, all learning spaces are considered to be classrooms hence all of them are recorded and monitored. In holistic flipped classrooms, students log in to a platform and are able to join classes synchronously, reach all the materials and upload and/or download materials related to their classes. Figure 4 shows the working of Holistic flipped classroom model (Chen et al, 2014).

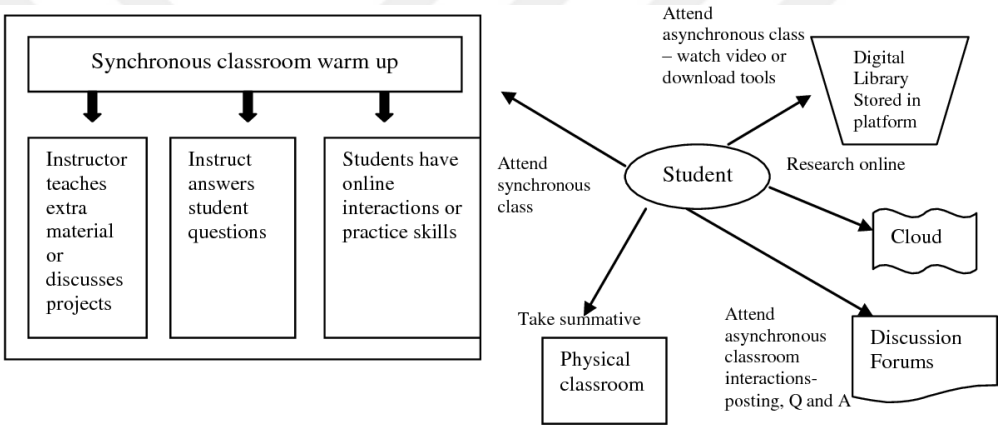

Figure 2.2. The Holistic Flipped Classroom (Chen et al, 2014)

2.2.1.1.3. In-Class Flipped Classroom

Gonzaléz and Barnes (2015) have developed this model based on their idea that asks "What if the whole flipped process could remain in school?". In this model, all the instruction and activities occur in the classroom with the use of technological tools such as classroom computers, tablets and mobile devices. Similar to the station-rotation model of blended learning, students work in groups. Although instruction occurs in the classroom, it is still transferred via a video because the classroom is designed to have five different stations for the groups of students to move around (Gonzaléz & Barnes, 2015).

According to the figure 2.5, stations 1, 2 and 3 include activities which are related to prior learning, station 4 includes computers or tablets for instructional video by the teacher. In this setting, student groups may move around the stations 1-4 regarding their

needs and preferences. On the other hand, the station 5 includes a follow-up activity that can only be done after watching the video, as a result, station 5 can only be done after station 4 (Gonzaléz & Barnes, 2015).

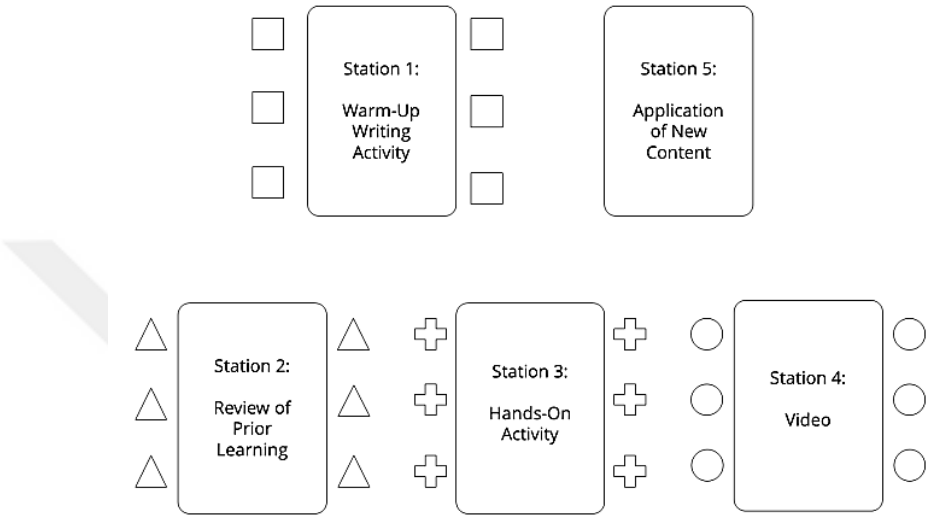

Figure 2.3. Stations in in-class flipped classroom (Gonzaléz & Barnes, 2015)

2.2.1.1.4. Flipped-Mastery Classroom

According to Bergmann and Sams (2012), in flipped-mastery classroom, students learn at their own pace as a group or individually by working on a series of objectives which are predetermined by the teacher.

In flipped-mastery model, the objectives are presented and listed at the beginning of the course and students are required to work on these objectives throughout the course. Students are free to choose the activities and tasks to work on any objective. Teachers are supposed to work as a guide and facilitator by walking around the class, checking students whether they need help. When students affirm that they have improved mastery on the objectives, they are required to complete summative assessments. Based on the assessment results, students need to complete extra activities for the objectives they need to improve mastery (Bergmann & Sams, 2012)

2.2.1.2. Flipped Learning in the World

Bergman and Sams (2012) have been the first to apply Flipped Classrooms in their lessons hence they are the pioneers of the model. Then "Salman Khan brought this practice to mass attention through the Khan Academy, which has worked with Microsoft to record over 4400 instructional videos for its digital library to cover K-12 math, science, history, and other subjects" (Chen, 2014).

2.2.1.3. Flipped Learning in Turkey

Development of technology and the adaptation of technology tools in education have made flipped learning more preferable around the world and also in Turkey. The first step to flipped learning in Turkey seems to be in 2010, with the FATİH project, aiming at reconstructing education by integrating information technologies into education (Ekici and Yılmaz, 2013). The project includes five components. The first is based on improving classrooms and schools by providing necessary equipment. In relation to the second and third components, Education Information Network (EBA), which is the name of the learning management system for Turkish state schools, has been established to support learners inside and outside the classroom and integrate technology to education. In the fourth component, the main aim is to provide in-service training to the teachers (Başaran et al., 2015). Finally, the last component is to provide a sustainable, manageable and measurable use on information technologies in education (Başaran et al., 2015). These steps coincide with blended learning as "… a model of teaching-learning with technology-assisted; it blends a traditional learning with technology-based learning" (O'Connor, Mortimer, & Bond, 2011).

2.2.1.4. Role of the Teachers and Students in Flipped Learning

Bergmann and Sams (2012) state that the most important element of Flipped Learning Approach is the role of the teacher such as designing the learning environment based on questioning and correcting misunderstandings. In Flipped classroom, "… teachers decide what happens in class and what happens online to ensure each part of the lesson flows seamlessly into the next" (Green, Tucker & Wycoff, 2017).

Johnson and Renner (2012) also state that another important role of the teacher is monitoring and working as a guide, instead of directly transferring the knowledge. According to Fulton (2012), using the correct technological equipment suitable for learning environment is also an important role of the teacher in Flipped Learning. Millard (2012) also states some other roles of teacher such as increasing learner interaction and participation and creating conditions for interaction.

Students also have different roles in Flipped Learning as they are apparently more active and autonomous as they take the responsibility for their own learning (Bergmann & Sams, 2012) In relation with this, they are supposed to get prepared for the lesson and watch videos interacting with the teacher and the classroom members (Milman, 2012). Another important role of the students is stated as participating classroom discussions and team work during sessions (Overmyer, 2012).

2.2.1.5. Advantages of Flipped Learning

It is quite clear that there are many advantages of Flipped Learning Approach, as Fulton (2012) states, students are able to reach lecture videos whenever and wherever they need and learn at their own speed. Most of the students struggle on the practice and application phase of learning, as a result, when the class time is used only for practice encouraging cooperation with the peers; Flipped Learning promotes collaboration and problem-solving (Green, Tucker & Wycoff, 2017).

In addition, it is easier for the teacher to observe students' interests and decide on the appropriate technology tool based on students' needs and interests which will also make the learning more active and effective for students. Similarly, according to Driscoll and Petty (2017), with the help of technology tools, the teacher will be able to act as a motivator and facilitator while students are more autonomous in learning process. Another advantage of Flipped Learning is the personal interaction between teacher and students established whether inside and outside the classroom and that leads teacher to provide personal instruction (Cohen & Brugar 2013).

2.2.1.6. Limitations for Flipped Learning

While there are many advantages of Flipped Learning Approach, there might still be some limitations of this approach for students and teachers. First of all, the lack of technology tools such as computers and internet would be a serious obstacle to apply this approach (Kordyban & Kinash, 2013). In addition, as Bristol (2014) expresses, students may not come to the class prepared and it may be hard to monitor their work. Besides, Collins (2011) explains that when teachers start applying a new model, they usually face a challenge even though they are already well-prepared. Teachers are usually inclined to change their teaching; however, students may not be ready for a change. There is another important obstacle for Flipped Learning which is stated by Milman (2012); students with learning disabilities will have problems when Flipped Learning Approach is applied, therefore, he claims that if there are students with learning disabilities in the classroom, Flipped Learning Approach is not applicable.

2.3. Online Language Teaching

Online language education is defined as the new form of distance learning which has evolved from the use of multimedia sources, CDs or DVDs to the use of learning management systems and the use of synchronous or asynchronous communication tools (Blake, 2017). Means et al (2009) explain online education in a similar way by asserting that "Online learning overlaps with the broader category of distance learning, which encompasses earlier technologies such as correspondence courses, educational television and videoconferencing" (Means et al, 2009). In relevance to their explanation, in order to distinguish between online education and distance education, Means et al (2009) define online education qua the type of learning that occurs partially or utterly over the internet.

Online education may occur in two ways, synchronously and asynchronously. Synchronous communication in online education depends on the use of virtual classrooms (Martin & Parker, 2014). Considering synchronous and asynchronous communication in education, in relevance with the concept of '*anytime, anywhere*' nature of online education, asynchronous education refers to '*anytime'* mode of learning by removing traditional barriers of time, on the other hand, most of the needs and

objectives of learning can be met with the use of real-time, synchronous communication (Finkelstein, 2006). Synchronous classrooms and their use around the world are presented below.

2.3.1. The Use of Synchronous Classrooms in Language Teaching in the World

Martin and Parker (2014) assert that synchronous communication technologies allow teachers communicate with students in real-time with the use of different tools such as instant messaging, video-conferencing systems, and web-conferencing systems. Web-conferencing or in other words, e-conferencing systems are the mostly-preferred ones for educational use since they allow teachers to interact with students simultaneously and encourage simultaneous interaction among students, use interactive whiteboard, share audio and video, text chat, make demonstrations and presentations (Martin & Parker, 2014). The use of synchronous web-conferencing tools such as Zoom, Skype and Adobe Connect in language education promotes learners' vocabulary enhancement, grammar improvement and speaking fluency (Blake, 2017).

Since the use of virtual classrooms is recently common around the world due to the global health crisis and restrictions, which is discussed in the section about language teaching in emergencies below; there are also several examples of the use of virtual classrooms in the world. The earliest tools for synchronous learning are known as chat programs, even though they offer a written real-time communication (Hampel & Lamy, 2007).

On the other hand, one of the earliest attempts to the virtual classrooms in language teaching is known as the use of video-conferencing tool for English language education for professional purposes between a company in Norway and a private language school in London (Goodfellow et al, 1996). Regarding the lack of adequate technology, one of the participants in this study asserts that "Since the synch is slightly out we are unsure what he is nodding to" (Goodfellow et al, 1996).

Another study which is rather recent, regarding virtual classrooms and language teaching, is a project by O'Dowd (2006) aiming at promoting intercultural and academic

skills between German and American university students via the use of videoconferencing tools. This study has different outcomes while some students find it real-like, some others find it more efficient but others find it repressive (O'Dowd, 2006).

Overall, the literature suggests that using traditional methods and formats in online language teaching is not useful while the online formats for language teaching continue to evolve rapidly (Blake, 2017). As a result, not only technical and software-specific skills, but also new approaches and skills for online teaching are strongly needed (Compton, 2009).

2.3.2. Online Language Teaching Competencies

Teaching in virtual classrooms requires different teaching competencies and teacher roles than teaching in a classroom (Ko & Rossen, 2017). It is important to state these competencies in order to reflect beginning English language teachers' readiness to teach online. In terms of online language teaching, the first study which aims to identify pedagogical aspects of online language teaching is done by Hampel & Stickler (2005). In their study they identified seven key competences required for online language teaching on a pyramid.

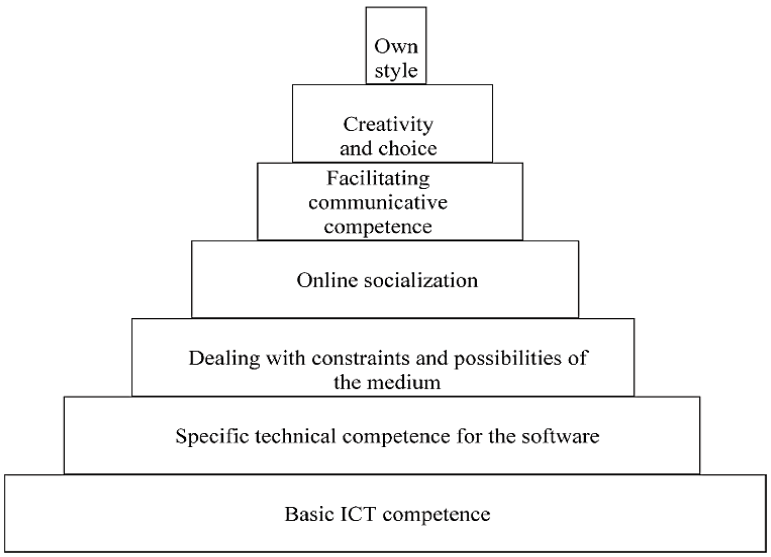

Figure 2.4. Skill pyramid (Hampel & Stickler, 2005)

According to the pyramid, the first three levels focus on technical competencies which language teachers need to acquire. Those three levels are ordered in a way that

from the basic to the complex competencies. The first and the most basic skill is the ability to use a computer including basic hardware and internet. The next skill is also related to the first one, which is being able to use the specific software for online teaching. The third level is about the competencies of tutors to deal with the possible constraints or problems of the software they use (Hampel & Stickler, 2005).

The next two levels focus on course communication. The fourth level, 'online socialization', deals with creating a sense of community in the classroom. In order to create a sense of community online, the appropriate behavior in online classes including "dos and don'ts", referred as "netiquette", must be encouraged. The fifth level, as its name "facilitating communicative competence" suggests, deals with being aware of communicative principles and applying them to online classes (Hampel & Stickler, 2005).

Finally, the last two levels which constitute the top of the pyramid focus on the course design. Firstly, creativity and ability to choose right materials is an important skill that online teacher/tutors need. It is quite clear that creativity is important for both designing activities and choosing ready-made materials for online language classes. Finally, on the highest level of the pyramid, after having all the other skills, the teacher having his or her own style in online language teaching, will have all the required competencies in online language teaching (Hampel & Stickler, 2005).

Compton (2009) criticizes this model referring to its limitations. First of all, Compton (2009) states that whether Hampel & Stickler (2005) argue that skills are built on one another, some skills can occur at the same time or in a different order than the model given. In addition, she criticizes the necessity of online socialization by referring to intrapersonal learners. Similarly, Compton (2009) criticizes the model on focusing only one skill 'facilitating communicative competence' and neglecting other skills and competences such as online language assessment and evaluation, application of different language methods and theories. Regarding her criticisms, Compton (2009) develops a new framework for online language teaching. In this framework "there are three major sets of online language teaching: a) technology in online language teaching; b) pedagogy

of online language teaching; and c) evaluation of online language teaching" (Compton, 2009).

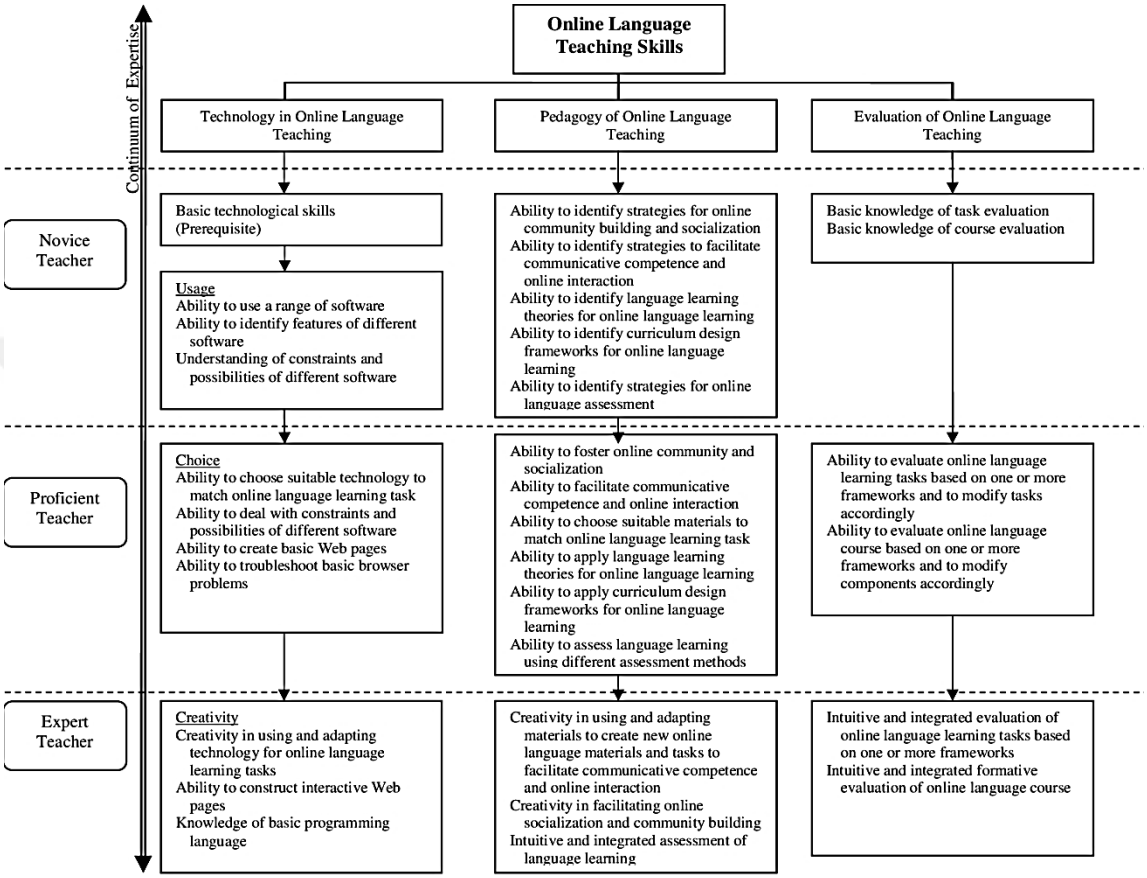

Figure 2.5. Proposed framework for online language teaching skills (Compton, 2009)

When the literature is analyzed based on the research conducted on readiness to teach online and online teaching pedagogy; some categories of online teaching competencies become apparent, such as technology use or technological competence, time management, interaction, communication, instructional design, online assessment and evaluation (Aydin, 2005; Compton, 2009; Goodyear et al, 2001; Martin et al, 2019; Varvel, 2007)

In this study, based on the previous studies on readiness to teach online, four areas of online teaching competencies are examined which are course design, course communication, time management and technical competence (Martin et al, 2019).

Course design, together with course implementation, assessment and facilitation, is defined as a pedagogical competency which includes planning the instruction with its objectives and deciding on the activities, assessments and methods related to the objectives (Varvel, 2007). Hampel and Stickler (2015) agree with this idea by stating that "When implementing a language learning curriculum which includes digital technologies, teachers need to base their choice of tools on pedagogical criteria" (Hampel & Stickler, 2015). Similarly, Compton (2009) argues that beginning language teachers should be knowledgeable about different ways to promote online interaction together with different language teaching theories and strategies for online language assessment.

Compton (2009) explains course communication also as an integral part of pedagogical skills. Online language teachers must be aware of the strategies to build online community and socialization and be able to create online interaction (Compton, 2009). In addition to building online communities, Hampel & Stickler (2005) also emphasize the importance of encouraging the right behavior, 'netiquette', in online language classes. Ability to adapt and use communication technologies such as e-mails, forums, wikis and synchronous web-conferencing tools is also an important skill that online language teachers need (Hampel & Stickler, 2015).

The other area of online teaching competencies is time management (Martin et al., 2019). Varvel (2007) claims that, in order to be a competent online instructor; one must have adequate and efficient time management skills. Similarly, a study which is conducted by Aydın (2005) on online language teaching competencies has proved the importance of time management skills based on designing and implementing the course and materials, time planning for the activities for online sessions, and effective time management. In addition, in terms of online language teachers, Aydin (2005) emphasizes the importance of allocating time for teachers to improve themselves on both online language teaching skills and technological developments.

The final field of online language teaching competencies is technical competence (Martin et al., 2019). According to Hampel and Stickler (2005), language teachers who teach online must have basic ICT skills which are ability to use a computer including

basic hardware and internet; ability to use the specific software for online teaching; ability to deal with the possible constraints or problems of the software which is being used. Compton (2009) adds another important competency to this field which is the ability to select, design, or create web pages for online language teaching. Finally, Varvel (2007) explains that the ability to access online support for technical issues is another important element in online teaching.

2.4. Readiness of Teachers

2.4.1. Readiness for Online Language Teaching

Readiness is mainly referred as cognitive readiness in psychology. Cognitive readiness is defined as "…. the mental preparation (including skills, knowledge, abilities, motivations, and personal dispositions) an individual needs to establish and sustain competent performance in a complex and unpredictable environment." (Fletcher, 2004) In terms of teaching environment, Lynch and Smith (2016) define "readiness" as the state in which the organizational conditions are such that school staff are prepared to engage with 'improvement agendas'.

The instrument to be applied in this study has mainly two parts which have the same statements while measuring different concepts which are 'attitudes towards the importance of online teaching' and 'perceptions on the ability on online teaching'. In this point, the relationships between knowledge, attitude and ability state the condition of readiness (Martin et al, 2019). In this context, attitude is explained as a person's viewpoint about something and its personal relevance (Krosnick & Petty, 1995). Also, ability is regarded as the capacity to successfully perform (Ferguson, 1954).

2.4.2. Readiness of Beginning Teachers

When beginning teachers and online language teaching is considered, Van Gorp et al (2019) state that beginning teachers have basic competence and are able to show an acceptable performance. According to the literature, beginning teachers are defined as "teachers who reported having five or fewer years of teaching experience" (Paquet et al, 2012). They are developing experience and confidence in online language teaching but they mostly implement courses prepared by more experienced teachers (Van Gorp et al,

2019) since teachers with more online teaching experience are considered to have higher proficiency levels in in online teaching competencies (Carril et al, 2013). These courses are mostly designed by using the blended learning, more specifically flipped learning approach. One of the main struggles for beginning teachers turns out to be the application of this approach as they have almost no training in this field as it is not a part of their undergraduate programs. As a result, "Teacher training programs for language teachers need to include considerations of online teaching so the teachers learn how to enhance their online teaching skills, to implement and support the creative dialogue and collaborative creativity with their students, and to negotiate the use of online spaces for learning in collaboration with their students" (Hampel & Stickler, 2015).

3. METHODOLOGY

3.1. Research Design

This study is designed to state beginning English language teachers' readiness to teach English online by measuring their attitudes on the importance of online teaching competencies and their perceptions on their ability to confidently teach online (Martin et al, 2019). The research is a survey based research in which a quantitative method is used to gather data. Quantitative research is systematic and offers reliable data and replicable data (Dörnyei, 2007).

3.2. Participants

English language teachers who have teaching experience at state schools for five years or less, which are named as beginning teachers (Paquet et al, 2012), have been asked to participate in this survey based research. The instrument has been sent to approximately 500 English language teachers and 202 teachers have taken part in the research whose demographic factors are given below. Besides, the participants have been assured that their answers will be kept confidential.

When demographic characteristics of the participants are analyzed, 38.6% of the participants are male and 61.3% of the participants are female teachers.

In addition, 33.6% of the participants are between the ages of 20 to 25, 53.9% of the participants are between the ages of 26 to 29, and 12.3% of the participants are at the age of 30 or over.

Besides, 13.8% of the participants have stated that they have no experience in teaching which means they have recently been appointed to the state schools, 75% of the participants have stated that they have experience from 1 to 3 years and, 10.8% of the participants have stated that they have 4 or 5 years of experience.

According to the participants' answers given to the item which asks the university they have graduated from; the graduates of 26 different universities have participated the survey. Approximately a third of the participants (33.1%) have indicated that they have graduated from Ondokuz Mayıs University. Other universities which the participants

have stated that they have graduated from are Atatürk University, with the percentage of 9.4%, Dokuz Eylül University with the percentage of 5.9%, Kocaeli University and Ankara University, each with the percentages of 5.4%, Akdeniz University and Hacettepe University each with the percentages of 4.9%, Cumhuriyet University with the percentage of 4.4%, İstanbul University with the percentage of 3.9%, Karadeniz Technical University with the percentage of 3.9%, Marmara University with the percentage of 2.9%, Çanakkale Onsekiz Mart University and Ege University, each with the percentages of 1.9%, Balıkesir University and Pamukkale University, each with the percentages of 1,4%, Başkent University, Uludağ University, Gazi University, Erciyes University, Yeditepe University, Mersin University and Marmara University, each with the same percentage of 0,99%; and finally Konya Selçuk University, Bolu Abant İzzet Baysal University, Trakya University and, Dicle University with only one participant with the percentage of 0,49%.

According to the results to the item related to the graduation year, the results are 2016 with the percentage of 27,2%; 2017 with the percentage of 24,7%; 2018 with the percentage of 15,3%; 2019 with the percentage of 15,3%, 2015 with the percentage of 5,4%; 2013 with the percentage of 3,4%; 2014 with the percentage of 2,4 %; 2012 with the percentage of 1,9 %; 2010 with the percentage of 1,4%; 2011 with the percentage of 0,99%; and 2006, 2007 and 2009 with the percentages of 0,49%.

When demographic factors are analyzed in terms of the region the beginning teachers work or have been appointed to –since some of the teachers have stated that they have recently been appointed to a school and have no experience yet- , 9.9% of the participants work or have been appointed to Mediterranean Region, 14.8% of the participants work or have been appointed to Eastern Anatolian Region, 5.4% of the participants work or have been appointed to Aegean Region, 14.3 of the participants work or have been appointed to Southeastern Anatolian Region, 9.4% of the participants work or have been appointed to Central Anatolian Region, 32.6% of the participants work or have been appointed to Black Sea Region and finally, 13.3% of the participants work or have been appointed to Marmara Region.

Finally, 25.2% of the participants have stated that they work at or have been appointed to a primary school, 41% of the participants have stated that they work at or have been appointed to a secondary school and, 33.6% of the participants have stated that they work at or have been appointed to a high school.

3.3. Data Collection Instrument and Procedure

The start date of the data collection is the end of September, 2020 and the end date is mid-December, 2020. Since it is not possible to gather data through a face-to-face interview or a pen-and-paper survey because of the current situation caused by Covid-19 diseases and resulting in the closure of the schools and enforcing online education; the data has been collected through an online tool called Google Forms™. The instrument has been distributed through online platforms which English language teachers commonly use such as social media networks, teachers' forums and e-mails. In addition, a required permission has been taken from the Social and Human Sciences Ethics Committee of Ondokuz Mayıs University in order to carry out this study (see Appendix 2).

The instrument is a survey developed by Martin et al., (2019). The instrument has been preferred for its being a recent instrument developed to measure online teaching readiness and also having high Cronbach's alpha scores for all items for attitude with 0.88 and for ability with 0.92 based on the research which has been conducted by the developers of the scale (Martin et al, 2019).

The instrument consists of three parts whose first part focuses on demographic factors, such as age, years of experience and the main parts of readiness; teachers' attitudes toward the importance of online teaching and perceptions of their ability to confidently teach online (Martin et al, 2019). The items are the same for each part and the participants are asked to rate on a Likert-type item scale on how important each competence is for online teaching and how well they are able to accomplish the tasks based upon their own judgment of their competencies. The relation between the answers given to the attitude scale and the ability scale indicates the readiness of the participants (Martin et al., 2019). The scale is made up of competencies which fall into four

categories: course design, course communication, time management, and technical competence (Martin et al, 2019).

Course design involves nine items which beginning teachers are asked to rate both in attitude scale from 1 (not important at all) to 5 (very important) and in ability scale from 1 (I cannot do it at all) to 5 (I can do it very well). The items are given in table 3.1 below.

Table 3.1. Course Design Items

Course Design	
Item 1	Create an online course orientation (e.g., introduction, getting started)
Item 2	Write measurable learning objectives
Item 3	Design learning activities that provide students opportunities for interaction (e.g., discussion forums, wikis)
Item 4	Organize instructional materials into modules or units
Item 5	Create instructional videos (e.g., lecture video, demonstrations, video tutorials)
Item 6	Use different teaching methods in the online environment (e.g., brainstorming, collaborative activities, discussions, presentations)
Item 7	Create online quizzes and tests
Item 8	Create online assignments
Item 9	Manage grades online

Course communication involves ten items which beginning teachers are asked to rate both in attitude scale from 1 (not important at all) to 5 (very important) and in ability scale from 1 (I cannot do it at all) to 5 (I can do it very well). The items are given in table 3.2 below.

Table 3.2. Course Communication Items

Course Communication	
Item 10	Send announcements/email reminders to course participants
Item 11	Create and moderate discussion forums
Item 12	Use e-mail tocommunicatewithlearners
Item 13	Respond to student questions promptly (e.g. 24 to 48 hours)
Item 14	Provide feedback on assignments (e.g., 7 days from submission)
Item 15	Use synchronous web-conferencing tools (e.g., Adobe Connect, Webex, Blackboard Collaborate, Skype)
Item 16	Communicate expectations about student behavior (e.g., netiquette)
Item 17	Communicate compliance regarding academic integrity policies
Item 18	Apply copyright law and fair use guidelines when using copyrighted materials
Item 19	Apply accessibility policies to accommodate student needs

Time management involves six items which beginning teachers are asked to rate both in attitude scale from 1 (not important at all) to 5 (very important) and in ability scale from 1 (I cannot do it at all) to 5 (I can do it very well). The items are given in Table 3.3 below.

Table 3.3. Time Management Items

Time Management	
Item 20	Schedule time to design the course prior to delivery (e.g., a semester before delivery)
Item 21	Schedule weekly hours to facilitate the online course
Item 22	Use features in learning management system in order to manage time (e.g., online grading, rubrics, SpeedGrader, calendar)
Item 23	Use facilitation strategies to manage time spent on course (e.g., discussion board moderators, collective feedback, grading scales)
Item 24	Spend weekly hours to grade assignments
Item 25	Allocate time to learn about new strategies or tools

Technical competence involves seven items which beginning teachers are asked to rate both in attitude scale from 1 (not important at all) to 5 (very important) and in ability scale from 1 (I cannot do it at all) to 5 (I can do it very well). The items are given in table 3.4. below.

Table 3.4. Technical Competence Items

Technical Competence	
Item 26	Complete basic computer operations (e.g., creating and editing documents, managing files and folders)
Item 27	Share open educational resources (e.g., learning websites, Web resources, games and simulations)
Item 28	Navigate within the course in the learning management system (e.g., Moodle, Canvas, Blackboard etc.)
Item 29	Use course roster in the learning management system to set up teams/groups
Item 30	Use online collaborative tools (e.g., Google Drive, Dropbox)
Item 31	Create and edit videos (e.g., iMovie, Movie Maker, Kaltura)
Item 32	Access online help desk/resources for assistance

The original survey by Martin et al, (2019) has been used and only the demographics part has been adapted in order to measure the readiness to teach online of beginning English language teachers in Turkey (see Appendix 1).

In order to test the reliability of the scale, Cronbach's alpha reliability test has been applied to beginning teachers' readiness to teach English online scale. The test has

been applied in both sections of the scale which measure beginning teachers' attitude towards the importance of online teaching and their perceptions of their ability to teach English online. According to the results of the reliability tests, revised-item correlation values in both scales related to subscales of course design, course communication, time management and technical competence has been found positive. In addition, it has been found that in all subscales of the both questionnaires, when any item is removed, there would not be any increase on reliability values. As a result, all answers to the items of both scales have been included in the analysis.

According to the reliability analysis statistics of the attitude scale; Cronbach's Alpha for the subscale of course design has been found 0.791, for the subscale of course communication has been found 0.797, for the subscale of time management has been found 0.729 and for the subscale of technical competence has been found 0.737. Based on the findings, the reliability of the four subscales has been found relatively high.

According to the reliability analysis statistics of the perceptions on the ability scale; Cronbach's Alpha for the subscale of course design has been found 0.881, for the subscale of course communication has been found 0.825, for the subscale of time management has been found 0.814 and finally, for the subscale of technical competence has been found 0.808. Findings show that the reliability scores of all the subscales of perceptions on the ability scale are considerably high.

3.4. Data Evaluation

First of all, frequency analysis has been applied for the demographic factors used in the study; Then Cronbach's Alpha reliability analysis has been applied to the beginning teachers' readiness to teach English online scale to test the reliability of the questionnaire items. After the reliability analysis, the mean scores for each factor have been obtained and the statistical relationships of factors related to the demographic features have been evaluated by means comparison tests. The hypothesis test type for each factor has been decided according to the normal distribution of the data on the basis of demographic characteristics. Shapiro-Wilk test has been used to test normality and it has been determined that the data is not comply with the normal distribution according to the scores. In the selection of hypothesis tests, considering the group numbers of

demographic variables after the normality stage, the Mann-Whitney test has been used for two-group data, and the Kruskal-Wallis test has been used for data with more than two groups. For multi-group data, Dunn's test with Bonferonni correction has been used in multiple comparison tests. At the stage of hypothesis testing, the number of observations (n), median, minimum (min), maximum (max), test statistics (Z - χ ^ 2) and significance values (p) are given for each demographic variable. Statistical data analysis has been carried out with IBM SPSS V22 package program.

4. FINDINGS AND DISCUSSION

This study aims at determining beginning teachers' readiness to teach English online. As is aforementioned, the relation between attitude and ability, together with knowledge, states readiness (Martin et al., 2019). Therefore, in this study, in order to determine beginning teachers' readiness to teach English online, beginning teachers' attitude towards the importance of online language teaching competencies and their perceptions on their ability to teach English online have been tested based on two questionnaires with the same statements under the subcategories of course design with nine items, course communication with ten items, time management with six items and technical competence with eight items.

The aim of this chapter is to analyze the data and discuss the findings gathered via questionnaires. As a result, the findings of the data analysis have been presented with discussions in the line with questionnaire sections. The analysis and the discussion of the data have been held in this chapter with reference to the literature and within the framework and in line with research questions which are also presented below.

1 What is beginning English language teachers' attitude towards the importance of online language teaching competencies?

2 What are beginning English language teachers' perceptions of their online language teaching ability?

3 What is the relation between beginning English language teachers' attitude towards the importance of online language teaching competencies and perceptions of their online language teaching ability?

4 What are the effects of demographic factors on Beginning English language teachers' attitude towards online teaching competencies and perceptions on their ability to teach online?

4.1. Research Question 1: What is beginning English language teachers' attitude towards the importance of online language teaching competencies?

Attitude is explained as a person's viewpoint about something and its personal relevance (Krosnick & Petty, 1995). Within this context, beginning English language teachers' attitude towards the importance of online language teaching competencies has been investigated through the attitude questionnaire with the likert scale of very important, important, somewhat important, not important and not important at all. Beginning teachers have answered the competencies of the questionnaire which are grouped as course design, course communication, time management and technical competence. Frequency and descriptive statistics by the items are reported and discussed in the line with the questionnaire.

4.1.1. Beginning Teachers' Attitude towards Course Design Competencies

Course design is the first field of online teaching competencies to investigate teachers' perceptions of attitude (Martin et al., 2019). As is mentioned before, course design, together with course implementation, assessment and facilitation, is defined as a pedagogical competency which includes planning the instruction with its objectives and deciding on the activities, assessments and methods related to the objectives (Varvel, 2007). In order to investigate beginning teachers' attitude toward the importance of online language teaching competencies in course design, the answers given to the statements under the subscale of course design have been analyzed based on their frequency and means. The following table indicates the findings of the beginning teachers' attitude towards the importance of online language teaching competencies in course design.

Table 4.1. Beginning Teachers' Attitude towards Course Design Competencies

Course Design	**Very Important**	**Important**	**Somewhat Important**	**Not Important**	**Not Important at all**	**Descriptive Statistics**
	n %	n %	n %	n %	n %	Means (SD)
1- Create an online course orientation	123 60,89	69 34,15	7 3,46	3 1,48	0 0	4.545 (0.63)
2- Write measurable learning objectives	95 47,02	86 42,57	17 8,41	4 1,98	0 0	4.347 (0.71)

3-Design learning activities that provide students opportunities for interaction	110 54,45	79 39,1	11 5,44	2 0,99	0 0	4.470 (0.64)
4-Organize instructional materials into modules or units	89 44,05	86 42,57	27 13,36	0 0	0 0	4.307 (0.69)
5-Create instructional videos	80 39,6	96 47,52	24 11,88	1 0,49	1 0,49	4.252 (0.72)
6-Use different teaching methods in the online environment	123 65,84	65 32,17	2 0,99	2 0,99	0 0	4.629 (0.56)
7-Create online quizzes and tests	89 44,05	83 46,03	19 9,4	1 0,49	0 0	4.337 (0.66)
8-Create online assignments	96 47,52	86 42,57	18 8,91	2 0,99	0 0	4.366 (0.68)
9-Manage grades online	86 42,57	96 47,52	14 6,93	5 2,47	1 0,49	4.292 (0.74)

As is seen in Table 4.1., beginning teachers seem to have a positive attitude towards the importance of online language teaching competencies included in course design since the means scores for each item are apparently high. Besides, according to the responses given to the items, beginning teachers have the most positive attitude towards using different teaching methods in the online environment (M=4,629). It is also clear from the frequency analysis that most of the beginning teachers, 98%, have a positive attitude towards this competence since 65,84% of the beginning teachers have stated that they find it very important and 32,17% of the beginning teachers have stated that they find it important while only 0,99% of them are unaware of the importance of this competence and 0,99% of them have a negative attitude towards this competence.

In addition, beginning teachers seem to have the second most positive attitude towards the competence of creating online course orientation (M= 4.54). As is seen in Table 4.1, responses given to the first statement in course design which is to create an online course orientation have revealed that 60,89% of the beginning teachers consider this competence very important. Besides, 34,15% of the beginning teachers perceive it important that means 95% of the beginning teachers have a positive attitude towards the importance of creating an online course orientation. In addition, 3.46% of the participants have stated that they consider this competence somewhat important that means only 3.46% of the participants are unaware of the importance of creating an online course orientation. On the other hand, only 1.48% of the beginning teachers have a negative attitude towards the importance of creating an online course orientation.

On the other hand, as is seen in Table 4.1, beginning teachers have relatively a less positive attitude towards the importance of creating instructional videos with a percentage of 87,1; since 39,6% of the beginning teachers have stated that they find it very important and 47,5% of the beginning teachers have stated that they find it important while 11,88% of the beginning teachers are unaware of the importance of this competence and 0,98% of the beginning teachers have a negative attitude towards this competence. This competence has also the lowest means score among course design competencies, (M=4,252), since it is one of the most important integral part of Flipped Learning (Bergmann & Sams, 2012).

Similarly, managing grades online is the other low-rated competency (M=4.29) that means beginning teachers do not regard online assessment and grading as an important factor in online language teaching while Compton (2009) argues that beginning language teachers must be aware of the strategies for online language assessment. On the other hand, beginning teachers do not seem to completely deny the importance of managing grades online since the frequency results are 42.57% very important and 47,52% important. One of the possible reasons for such frequencies and means might be the current system at schools in which assessments and grades are not adapted to online education.

Overall, considering frequency statistics and means scores as well, beginning teachers seem to put emphasis on creating an online course orientation and using different teaching methods in online environment. It may be quite clear that these two competencies might have been considered to coincide with the in-class teaching competencies. On the other hand, Compton (2009) explains that online language teaching requires different teaching methods and skills than in-class language teaching.

4.1.2. Beginning Teachers' Attitude towards Course Communication Competencies

The other field of language teaching competencies is course communication (Martin et al., 2019). As is mentioned before, course communication is an integral part of pedagogical skills in online language teaching (Compton, 2009). In order to investigate beginning teachers' attitude toward the importance of online language

teaching competencies in course communication, the answers given to the statements under the subscale of course communication have been analyzed based on their frequency and means. Table 4.2 indicates the findings of the beginning teachers' attitude towards the importance of online language teaching competencies in course communication. Findings of the attitude test under the subscale of course communication is discussed below.

Table 4.2. Beginning Teachers' Attitude towards Course Communication Competencies

Course Communication	**Very Important**	**Important**	**Somewhat Important**	**Not Important**	**Not Important at all**	**Descriptive Statistics**
	n %	N %	n %	n %	n %	Means (SD)
10- Send announcements/email reminders to course participants	72 35,64	82 40,59	30 14,85	16 7,92	2 0,99	4.020 (0.957)
11-Create and moderate discussion forums	42 20,79	100 49,50	43 21,28	16 7,92	1 0,49	3.822 (0.868)
12-Use e-mail tocommunicatewithlearners	54 26,73	62 30,63	37 18,31	29 14,35	20 9,90	3.500 (1.294)
13-Respond to student questions promptly	120 59,4	70 34,65	8 3,96	3 1,48	1 0,49	4.510 (0.693)
14-Provide feedback on assignments	121 59,9	70 34,65	11 5,44	0 0	0 0	4.545 (0.599)
15-Use synchronous web-conferencing tools	112 55,44	77 38,11	11 5,44	2 0,99	0 0	4.480 (0.648)
16-Communicate expectations about student behavior	77 38,11	85 42	35 17,32	5 2,47	0 0	4.158 (0.795)
17-Communicate compliance regarding academic integrity policies	64 31,68	99 49	37 17,32	1 0,49	1 0,49	4.109 (0.745)
18-Apply copyright law and fair use guidelines when using copyrighted materials	84 41,58	96 47,52	19 9,4	2 0,99	1 0,49	4.282 (0.736)
19-Apply accessibility policies to accommodate student needs	95 47	91 45	15 7,42	1 0,49	0 0	4.386 (0.646)

As is seen in Table 4.2, beginning teachers have a positive attitude towards the online language teaching competencies included in course communication, since means scores for each item are apparently high. Besides, according to the responses given to the items, beginning teachers have the most positive attitude towards providing feedback on assignments (M= 4.54). It is also clear from the frequency statistics that 94,55% of the beginning teachers have a positive attitude towards providing feedback on assignments, since 59,9% of beginning teachers have stated that they consider this competence very important and 34,65% of them have stated that they perceive this item

important while only 5,44% of the participants are not sure about the importance of this item and none of them shows a negative attitude towards providing feedback on assignments. In the line with beginning teachers' positive attitude towards this item, Flipped Learning Network (FLN) (2014) emphasizes that a professional educator should be available to the learners virtually to provide feedback and support.

Besides, in the line with the professional educator pillar of Flipped, stated by FLN (2014), beginning teachers have the second most positive attitude towards the competence of responding to student questions promptly (M= 4.51).As is seen in Table 4.1, the responses given to this statement have revealed that 94% of the participants have a positive attitude towards responding to student questions promptly as 59,4% of the participants have stated that they find this competence very important and 34,65% of them consider this competence important while only 3,96% of the participants are not clear about the importance of this competence and 1,97% of the beginning teachers have a negative attitude towards this item.

On the other hand, as is seen in Table 4.2, beginning teachers have relatively a negative attitude towards the importance of using e-mail to communicate with learners since only 26,73% of the beginning teachers have stated that they find it very important and 30,63% of the beginning teachers have stated that they find it important while 18,31% of the beginning teachers are unaware of the importance of this competence and 24,25% of the beginning teachers have a negative attitude towards this competence. This competence has also the lowest means score among all online teaching competencies in attitude scale (M=3,50).

Similarly, beginning teachers also have a relatively negative attitude towards creating and moderating discussion forums (M=3,82), since only 70% of the participants have a positive attitude towards this competence. On the other hand, 21,28% of the beginning teachers are unaware of the importance of this competence and 8,41% of the participants have a negative attitude towards the importance of creating and moderating discussion forums. This competence has also the second lowest means score among all online teaching competencies in attitude scale (M=3,82). Discussion forums lead learners to interact in online environments and online language teachers must be able to

create online interaction among learners and also must be able to identify strategies to create an online community among learners (Blake, 2017; Compton, 2009). In addition, in terms of Flipped Learning and online teaching, according to Millard (2012), some of the most important roles of teachers are increasing learner interaction and participation and creating conditions for interaction.

Considering the answers given to the statements using e-mail to communicate with learners and responding to the student questions promptly, since they correspond with each other in terms of online communication, the reason behind the less positive attitude towards using e-mail to communicate with learners might be related to the teachers' preferences on online communication tools rather than attaching importance on teacher-learner interaction. In relation to what Compton (2009) emphasizes, beginning teachers seem to be aware of the importance of teacher-learner interaction and strategies for online language assessment. However, since the importance of online community and interaction among learners in online language teaching is frequently emphasized in literature (Blake, 2017; Compton, 2009; Hampel & Stickler, 2005; Varvel, 2007), beginning teachers seem to have inadequate knowledge on the importance of this specific area.

4.1.3. Beginning Teachers' Attitude towards Time Management Competencies

In order to investigate beginning teachers' attitude toward the importance of online language teaching competencies in time management, the answers given to the statements under the subscale of time management have been analyzed based on their frequency and means. The following table indicates the findings of the beginning teachers' attitude towards the importance of online language teaching competencies in time management including frequency statistics, means scores and standard deviations.

Table 4.3. Beginning Teachers' Attitude towards Time Management Competencies

Time Management	**Very Important**	**Important**	**Somewhat Important**	**Not Important**	**Not Important at all**	**Descriptive Statistics**
	n %	n %	n %	n %	n %	Means (SD)
20-Schedule time to design the course prior to	84	87	25	5	1	4.228

delivery	41,58	43	12,37	2,47	0,49	(0.797)
21-Schedule weekly hours to facilitate the online course	99 49	96 47,5	6 2	1 0,49	0 0	4.450 (0.582)
22-Use features in learning management system in order to manage time	76 37,6	106 52,47	17 8,4	3 1,48	0 0	4.262 (0.673)
23-Use facilitation strategies to manage time spent on course	82 40,59	111 54,95	7 3,46	2 0,99	0 0	4.351 (0.599)
24-Spend weekly hours to grade assignments	98 48,5	94 46,5	8 3,96	1 0,49	1 0,49	4.421 (0.644)
25-Allocate time to learn about new strategies or tools	102 50,49	94 46,5	5 2,47	0 0	1 0,49	4.465 (0.600)

As is seen in Table 4.3, beginning English language teachers have an overall positive attitude towards the online language teaching competencies included in time management. In consideration to the most positive attitudes towards the competencies included in time management, allocating time to learn about new strategies or tools (M=4.46) and scheduling weekly hours to facilitate the online course (M= 4.45) are the two competencies which beginning teachers have perceived as the most important competencies. According to the statistical analysis of the responses, 97% of the beginning teachers have a positive attitude towards the importance of allocating time to learn about new strategies or tools while only 2,47% of the beginning teachers are undecided and 0,49% of the beginning teachers have a negative attitude towards the importance of this item. Similarly, 96,5% of the beginning teachers have a positive attitude towards the importance of scheduling weekly hours to facilitate the online course while only 2% of the beginning teachers are undecided about the importance of this item and 0,49% of the beginning teachers have a negative attitude towards the importance of this item.

On the other hand, beginning language teachers have a relatively less positive attitude towards the competencies scheduling time to design the course prior to delivery (M= 4.22) and using features in learning management system in order to manage time (M= 4.26). According to the statistical analysis of the responses, 84,58% of the beginning teachers have a positive attitude towards scheduling time to design the course prior to the delivery, whereas 12,37% of the beginning teachers are undecided about the importance of this competence and 2,96% of the beginning teachers have a negative attitude towards the importance of this competence. Such responses might be either due

to the current system at state schools in which schedules are not designed by the teachers themselves, but the school administrators or the beginning teachers' having inadequate knowledge about the importance of time management in terms of course design.

Similarly, according to the statistical analysis of the responses, while 90% of the beginning teachers have a positive attitude towards using features in learning management system in order to manage time, 37,6% of them have stated that they consider this competence very important and 52,4% have stated that they perceive this competence important. This difference between the frequency of the responses very important and important, results in a lower means score whereas only 8,4% of the beginning teachers are undecided about the importance of this competence and 1,48% of the beginning teachers have a negative attitude towards the importance of this competence.

Overall, the results show that the beginning teachers are aware of the importance of allocating time to learn new strategies or tools to improve their teaching in relation to the statement of Hopkins (2015) which emphasizes the importance of sparing time to learn new tools or strategies to improve teaching in online environment. In addition, although the other items are relatively lower-graded, beginning English language teachers in Turkey seem mostly aware of the importance of time management skills based on designing and implementing the course and materials, time planning for the activities for online sessions, and effective time management (Aydın, 2005).

4.1.4. Beginning Teachers' Attitude towards Technical Competencies

The final subscale of the attitude test including online teaching competencies is technical competence (Martin et al., 2019). According to Hampel and Stickler (2005), language teachers who teach online must have at least basic ICT skills. Besides, Compton (2009) argues that the ability to select, design, or create web pages for online language teaching is inherent in online teaching. In order to investigate beginning teachers' attitude toward the importance of online language teaching competencies in technical competence, the answers given to the statements under the subscale of technical competence have been analyzed based on their frequency and means. The following table, Table 4.4, indicates the findings of the beginning teachers' attitude

towards the importance of online language teaching competencies in technical competence including frequency statistics, means scores and standard deviations.

Table 4.4. Beginning Teachers' Attitude towards Technical Competence

Technical Competence	Very Important	Important	Somewhat Important	Not Important	Not Important at all	Descriptive Statistics
	n %	n %	n %	n %	n %	Means (SD)
26 Complete basic computer operations	121 59,9	73 36,1	7 3,46	1 0,49	0 0	4.554 (0.590)
27 Share open educational resources	111 54,9	84 41,58	7 3,46	0 0	0 0	4.515 (0.566)
28Navigate within the course in the learning management system	82 40,5	95 47	24 11,88	1 0,49	0 0	4.277 (0.686)
29Use course roster in the learning management system to set up teams/groups	75 37	90 44,55	29 14,3	6 2,97	2 0,99	4.139 (0.841)
30Use online collaborative tools	97 48	92 45,5	11 5,4	2 0,99	0 0	4.406 (0.641)
31Create and edit videos	83 41	99 49	17 8,4	2 0,99	1 0,49	4.292 (0.705)
32 Access online help desk/resources for assistance	82 40,5	97 48	18 8,9	3 1,48	2 0,99	4.257 (0.762)

As is seen in Table 4.4, beginning language teachers have an overall positive attitude towards the online language teaching competencies included in technical competence. Besides, according to the responses, beginning teachers have the most positive attitude towards completing basic computer operations (M= 4.55) among all competencies included in technical competence. According to the statistical analysis of the responses, 96% of the beginning teachers have a positive attitude towards completing basic computer operations whereas only 3.46% of them are undecided and 0,49% of the participants have a negative attitude toward the importance of this competence.

In addition to completing basic computer operations, most of the beginning teachers have also a positive attitude towards sharing open educational resources (M=4.51). According to the statistical analysis, 96% of the beginning teachers have a positive attitude towards sharing open educational resources, since 54,9% of the beginning teachers consider this competence very important and 41,5% of the beginning

teachers perceive this competence important and only 3,46% of the beginning teachers are undecided about the importance of this competence.

On the other hand, beginning English language teachers have a relatively less positive attitude towards the importance of using course roster in the learning management system to set up teams/groups (M=4.13) and accessing online help desk/resources for assistance (M=4.25). According to the statistical analysis, 81,55% of the beginning teachers have a positive attitude towards the importance of using course roster in the learning management system to set up teams and groups while 14,3% are undecided and 3,96% have a negative attitude towards the importance of using course roster to set up teams/groups. Similarly, 88,5% of the beginning teachers have a positive attitude towards the importance of accessing online help desk/resources for assistance while 8,9% are undecided and 2,47% have a negative attitude towards the importance of accessing online help desk/resources.

Overall, beginning teachers have stated that they consider skills related to technical competencies substantially important. Since there are some competencies which beginning English language teachers consider relatively less important, the reasons may vary. It is clear from the responses that beginning language teachers are substantially undecided about the importance of the competencies related to the learning management system which is named EBA in Turkey (Başaran et al, 2015).

4.2. Research Question 2: What are beginning English language teachers' perceptions of their online language teaching ability?

Beginning English language teachers' perceptions of their language teaching ability have been investigated through the ability questionnaire with the statements of I can do it very well, I can do it, maybe I can do it, I cannot do it and I cannot do it at all. Frequency and descriptive statistics by item based on the ability survey answers of beginning teachers in each subscale which are course design, course communication, time management, and technical competence are reported and discussed in the line with the questionnaire.

4.2.1. Beginning Teachers' Perceived Ability in Course Design Competencies

In order to investigate beginning teachers' perceptions of their ability based on the competencies included in course design, the responses given to the statements under the subscale of course design have been analyzed based on their frequency and means. The following table indicates the findings of the beginning teachers' perceptions of their ability based on the competencies included in Course Design.

Table 4.5. Beginning Teachers' Perceived Ability in Course Design Competencies

Course Design	**I can do it very well**	**I can do it**	**May be I can do it**	**I cannot do it**	**I cannot do it at all**	**Descriptive Statistics**
	n %	n %	n %	n %	n %	Means (SD)
1- Create an online course orientation	73 36	121 59,9	6 2,97	2 0,99	0 0	4.312 (0.579)
2- Write measurable learning objectives	64 31,6	119 58,9	18 8,9	1 0,49	0 0	4.218 (0.617)
3-Design learning activities that provide students opportunities for interaction	72 35,6	100 49,5	27 13,36	3 1,48	0 0	4.193 (0.717)
4-Organize instructional materials into modules or units	69 34	109 53,9	23 11,38	0 0	1 0,49	4.213 (0.676)
5-Create instructional videos	61 30	107 52,9	31 15,3	2 0,99	1 0,49	4.114 (0.728)
6-Use different teaching methods in the online environment	78 38,6	108 53,4	15 7,42	1 0,49	0 0	4.302 (0.625)
7-Create online quizzes and tests	64 31,6	110 54,4	26 12,87	1 0,99	0 0	4.168 (0.678)
8-Create online assignments	70 34,65	108 53,4	23 11,38	1 0,49	0 0	4.223 (0.658)
9-Manage grades online	68 33,66	115 56,9	17 8,41	2 0,99	0 0	4.233 (0.639)

As is seen in Table 4.5, beginning teachers consider themselves substantially competent in online language teaching competencies included in course design, since the means score for each item is relatively high. In addition, according to the statistical analysis, it is clear that beginning teachers perceive themselves mostly competent in creating an online course orientation (M=4.31), since 96% of the beginning teachers have stated that they perceive themselves competent and only 2,97% are undecided about their ability and 0,99% perceive themselves incompetent. Similarly, 92% of

beginning teachers also consider themselves competent in using different teaching methods in the online environment while only 7,42% are unsure about their capability and only 0,49% of beginning teachers perceive themselves incompetent. Means score for this item is also high (M=4.30).

To conclude, it is quite clear that beginning English language teachers perceive themselves mostly competent in course design competencies. On the other hand, creating instructional videos, which is the first and the most important part of Flipped Learning (Bergmann & Sams, 2012) has the lowest rate while only 30 % of the participants perceive themselves completely competent and 52.9 % of the participants perceive themselves competent (M=4.114). Additionally, beginning teachers do not regard themselves completely competent in creating online quizzes and tests, since only 31,6% of the beginning teachers have stated that they could do it very well and 54,4% have stated that they could do it (M=4.168). Namely, in order to apply online language teaching, especially Flipped Learning, beginning English language teachers need to improve themselves on the ways to create instructional videos and creating online quizzes and tests.

4.2.2. Beginning Teachers' Perceived Ability in Course Communication Competencies

In order to investigate beginning teachers' perceptions of their ability based on the competencies included in course communication, the responses given to the statements under the subscale of course communication have been analyzed based on their frequency and means. The following table indicates the findings of the beginning teachers' perceptions of their ability based on the competencies included in course communication.

Table 4.6. Beginning Teachers' Perceived Ability in Course Communication

Course Communication	**I can do it very well**	**I can do it**	**Maybe I can do it**	**I cannot do it**	**I cannot do it at all**	**Descriptive Statistics**
	n %	n %	n %	n %	n %	Means (SD)
10- Send announcements/email reminders to course participants	115 56,9	72 35,6	14 6,9	0 0	1 0,49	4.485 (0.671)

11-Create and moderate discussion forums	65 32,1	91 45	43 21,2	2 0,99	1 0,49	4.074 (0.785)
12-Use e-mail tocommunicatewithlearners	100 49,5	76 37,6	18 8,9	6 2,97	2 0,99	4.297 (0.898)
13-Respond to student questions promptly	95 47	94 46,5	11 5,4	2 0,99	0 0	4.396 (0.640)
14-Provide feedback on assignments	100 49,5	89 44	12 5,9	1 0,49	0 0	4.426 (0.628)
15-Use synchronous web-conferencing tools	87 43	101 50	10 4,9	2 0,99	2 0,99	4.332 (0.708)
16-Communicate expectations about student behavior	58 28,7	94 46,5	46 22,7	4 1,98	0 0	4.020 (0.772)
17-Communicate compliance regarding academic integrity policies	49 24,2	109 53,9	42 20,7	2 0,99	0 0	4.015 (0.702)
18-Apply copyright law and fair use guidelines when using copyrighted materials	44 21,7	125 61,8	27 13,3	4 1,98	2 0,99	4.015 (0.723)
19-Apply accessibility policies to accommodate student needs	54 26,7	99 49	43 21,2	6 2,97	0 0	3.995 (0.776)

The means scores for the items in course communication clearly show that beginning teachers consider themselves quite confident in competencies included in course communication. Additionally, according to the means scores and statistical analysis, beginning teachers seem to be the most competent in sending announcements/e-mail reminders to course participants among all course communication competencies since 92,5% have stated that they perceive themselves competent and only 6,9% are undecided and only 0,49% consider themselves incompetent (M=4.485). Similarly, beginning teachers also consider themselves quite competent in providing feedback on assignments (M=4.426). According to the statistical analysis, 93,5% of the beginning teachers perceive themselves competent on providing feedback on assignments while only 5,9% are undecided about their competence and 0,49% consider themselves incompetent.

On the other hand, beginning teachers' perceptions of their ability to apply accessibility policies to accommodate student needs is conspicuously low in terms of both means score (M=3.995) and frequency statistics. As it is clear from the Table 4.6, only 75,7% of the beginning teachers perceive themselves competent on applying accessibility policies to accommodate student needs while 21,2% are undecided about their ability and 2.97% consider themselves incompetent on this field. This is most

probably due to the lack of a systemic policy by the Ministry of National Education on online language teaching.

There are also two other competencies included in course communication which beginning teachers perceive themselves relatively less competent which are communicating compliance regarding academic integrity policies and applying copyright law and fair use guidelines when using copyrighted materials. Means scores for both items are 4.015 and in terms of communicating compliance regarding academic integrity policies, it is clear from the Table 4.6 that only 78.1% of the beginning teachers regard themselves competent while 20.7% are undecided about their competency and 0.99% regard themselves incompetent. Similarly, in terms of applying copyright law and fair use guidelines when using copyrighted materials, while 83,5% of the beginning teachers perceive themselves competent, 13,3% are undecided about their competency and 2,97% regard themselves incompetent. Both of these competencies are also related to the lack of a systematic policy by Ministry of National Education on online language teaching and also the lack of teacher education on the choice and the use of materials suitable for online teaching.

Overall, beginning teachers seem to be quite confident in online teaching competencies related to course communication. Means scores show that they are especially confident in adapting and using communication technologies such as e-mails, forums, wikis and synchronous web-conferencing tools in accordance with what Hampel and Stickler (2015) emphasize as an important skill that online language teachers need. In contrast, beginning teachers do not regard themselves on the areas regarding the online teaching policies and their application. This is probably due the lack of a systematic policy on online teaching due to the emergency conditions and also the lack of adequate training of beginning teachers.

4.2.3. Beginning Teachers' Perceived Ability in Time Management Competencies

The other important field of online language teaching competencies is time management (Martin et al., 2019). Beginning teachers must have efficient and adequate time management skills in order to become a competent online teacher (Varvel, 2007).

In order to investigate beginning teachers' perceptions of their ability based on the competencies included in time management, the responses given to the statements under the subscale of time management have been analyzed based on their frequency and means. The following table indicates the findings of the beginning teachers' perceptions of their ability based on the competencies included in time management.

Table 4.7. Beginning Teachers' Perceived Ability in Time Management

Time Management	**I can do it very well**	**I can do it**	**May be I can do it**	**I cannot do it**	**I cannot do it at all**	**Descriptive Statistics**
	n %	n %	n %	n %	n %	Means (SD)
20-Schedule time to design the course prior to delivery	89 44	89 44	20 9,9	4 1,98	0 0	4.302 (0.728)
21-Schedule weekly hours to facilitate the online course	94 46,5	100 49,5	7 3,46	1 0,49	0 0	4.421 (0.587)
22-Use features in learning management system in order to manage time	55 27,2	115 56,9	31 15,3	1 0,49	0 0	4.109 (0.660)
23-Use facilitation strategies to manage time spent on course	57 28,2	127 62,8	16 7,92	2 0,99	0 0	4.183 (0.608)
24-Spend weekly hours to grade assignments	82 40,5	103 50,9	16 7,92	0 0	1 0,49	4.312 (0.659)
25-Allocate time to learn about new strategies or tools	77 38,1	115 56,9	9 4,45	1 0,49	0 0	4.327 (0.584)

As Table 4.7 indicates, beginning teachers' perceived ability in time management competencies are quite high in terms of means scores which are over 4 for every competency. When analyzed in details, it is clearly seen that beginning teachers consider themselves mostly competent in scheduling weekly hours to facilitate the online course whose means score is 4.421. In terms of frequency statistics, 96% of the beginning teachers have stated that they perceive themselves competent on this field while only 3.46% are undecided about their ability and only 0.49% perceive themselves incompetent.

The other competency which beginning teachers have a higher perception of ability is allocating time to learn about new strategies or tools (M=4.327). Hopkins (2015) emphasizes the importance of this ability for teachers to improve themselves on both online language teaching skills and technological developments. Table 4.7 clearly shows that 95% of the beginning teachers perceive themselves competent on this item

while only 4.45% are undecided about their competency and 0.49% are not confident on this item.

Considering the lowest rated items in time management competencies, using features in the learning management system in order to manage time distinguishes from the other competencies in terms of both means score (M=4.109) and frequency statistics. As is seen from the Table 4.7, 85,1% of the beginning teachers have a high perception of the ability on this competency while 15.3% are undecided about their competency and 0.49% consider themselves incompetent. Within the context of Turkey, as is aforementioned, learning management system refers to EBA in Turkey (Başaran et al., 2015). Even though this system has been developed for teachers and students to ease and conduct online teaching sessions, the results state that beginning teachers need more training on this system.

Overall, the results indicate that beginning teachers are quite confident regarding time management skills in online language teaching. Even though there are some competencies they consider themselves relatively less competent and need more training on, most of the beginning teachers perceive themselves competent on scheduling time and weekly hours in order both to design and facilitate the course. Aydın (2005) argues that being competent on scheduling time and weekly hours in order to design and facilitate the course means being able to manage the time effectively both during and prior to the class. In addition, beginning teachers consider themselves competent in sparing time for themselves to learn new strategies and tools for online language teaching which is emphasized in literature by Hopkins (2015).

4.2.4. Beginning Teachers' Perceived Ability in Technical Competence

The final field of online language teaching competencies is technical competence (Martin et al., 2019). In order to investigate beginning teachers' perceptions of their ability based on the competencies included in technical competence, the responses given to the statements under the subscale of technical competence have been analyzed based on their frequency and means. The following table indicates the findings of the beginning teachers' perceptions of their ability scale based on the competencies included in technical competence.

Table 4.8. Beginning Teachers' Perceived Ability in Technical Competence

Technical Competence	I can do it very well	I can do it	Maybe I can do it	I cannot do it	I cannot do it at all	Descriptive Statistics
	N %	n %	n %	n %	n %	Means (SD)
26 Complete basic computer operations	118 58,4	71 35,1	10 4,95	3 1,48	0 0	4.505 (0.664)
27 Share open educational resources	92 45,5	101 50	9 4,45	0 0	0 0	4.411 (0.577)
28 Navigate within the course in the learning management system	69 34,1	98 48,5	32 15,8	3 1,48	0 0	4.153 (0.734)
29 Use course roster in the learning management system to set up teams/groups	64 31,8	103 50,9	32 15,8	3 1,48	0 0	4.129 (0.722)
30 Use online collaborative tools	89 44	100 49,5	11 5,44	2 0,99	0 0	4.366 (0.634)
31 Create and edit videos	66 32,6	107 52,9	26 12,8	3 1,48	0 0	4.168 (0.699)
32 Access online help desk/resources for assistance	64 31,8	84 41,5	31 15,3	16 7,9	7 3,46	3.901 (1.046)

As is seen in Table 4.8, beginning teachers' level of perceived ability is also considerably high in most competencies included in technical competence. Based on the means scores, beginning teachers perceive themselves mostly competent on the first competency which is completing basic computer operations (M=4.505). It is also clear from the frequency statistics that 93.5% of the beginning teachers are confident in this competency while only 4.95% are undecided and only 1.48% perceive themselves incompetent. According to Hampel and Stickler (2005), the basis of the pyramid of online language teaching skills is having basic knowledge on information and communication technologies. Similarly, Compton (2009) states that novice language teachers must have basic technological skills in order to teach online. Regarding their statements and Table 4.8, it is apparent that beginning teachers have the confidence on one of the important competencies in online language teaching.

The other technical competency which beginning language teachers perceive themselves mostly competent is sharing open educational resources. The means score for this item is also high (M=4.411). In addition, according to Table 4.8, 45.5% of the beginning teachers perceive themselves completely confident on this competency and 50% perceive themselves competent which makes 95.5% perception of ability while

only 4.45% are undecided about their competency. This competency is also an important element in online language teaching together with designing, implementing and selecting suitable tools in order to ease teaching and to improve interaction among learners (Compton, 2009).

On the other hand, Table 4.8 shows that beginning language teachers' perception of ability on accessing online help desk or resources for assistance is considerably low since means score for this item is 3.901. In terms of frequency statistics, 73.3% of the beginning teachers have confidence on this item while 15.3% are undecided about their competency and 11.36% consider themselves incompetent on this field. Varvel (2007) emphasizes the importance of this competence in order to deal with the problems occurring during and/or before online sessions. This low-level competency of beginning teachers seems due to the lack of an online help desk. Since online teaching at state schools has become an issue in Turkey, resulting from an emergency caused by Covid-19, the need for an online help desk for teachers seems to be one of the important concerns for online education.

Overall, beginning teachers' perceptions of ability included in technical competence are relatively high except for accessing online help desk which is, in fact not completely related to their own competence as mentioned above. Hampel and Stickler (2005) and Compton (2009) put language teaching competencies related to technical issues in the first place. As a result, it might be said that beginning teachers have the ability on the basis of online language teaching.

In conclusion, according to the findings, regarding 32 competencies included in course design, course communication, time management and technical, beginning teachers perceive themselves mostly competent in online language teaching. On the other hand, there are still some competencies that they are unsure or they consider themselves incompetent. Since the perception of ability scores are high, beginning teachers' readiness to teach English online are to be determined by differences between their perceptions of importance and abilities which are discussed below.

4.3. Research Question 3: What is the relation between beginning English language teachers' attitude towards the importance of online language teaching competencies and perceptions of their online language teaching ability?

Martin et al. (2019) explain that the relation between attitude and ability state the readiness of the teachers. In this context the means scores and frequency statistics for items included in course design, course communication, time management and technical subscales of attitude and ability scales are compared and discussed. In addition, correlations of the subscales both in attitude and ability scales are presented and discussed including distinguishing items.

4.3.1. Correlations of Beginning Teachers' Attitudes on the Importance of Online Language Teaching Competencies and Perceptions of Their Ability to Teach English Online

Correlation results state the relation between two variables in terms of having a positive or a negative relation. In Table 4.9 below, correlation results of beginning teachers' attitudes on the importance of online language teaching competencies and perceptions of their ability to teach English online are given.

Table 4.9. A Cross table of Beginning Teachers' Attitude towards Online Language Teaching Competencies and Their Perceived Ability to Teach English Online

Beginning teachers' readiness to teach English online	**Subscales**	**Ability (Confidence)**							
		Course Design		**Course Communication**		**Time Management**		**Technical**	
		r	**p**	**r**	**P**	**r**	**p**	**r**	**p**
Attitude (Importance)	**Course Design**	0.244	**<0.001**	0.239	**0.001**	0.179	**0.011**	0.304	**<0.001**
	Course Communication	0.197	**0.005**	0.293	**<0.001**	0.166	**0.019**	0.345	**<0.001**
	Time Management	0.345	**<0.001**	0.296	**<0.001**	0.364	**<0.001**	0.348	**<0.001**
	Technical	0.145	**0.040**	0.222	**0.002**	0.144	**0.042**	0.355	**<0.001**

Table 4.9 indicates that there is a positively low-grade relation in all subscales of the both scales measuring beginning teachers' attitudes and perceptions of their ability to teach English online ($p<0.05$). This means that in each subscale, when beginning teachers' attitude towards the importance of the items is high, their perceived ability is relatively high as well. On the other hand, the statistics show that although the relation is

positive, there is a low-grade relation between the results of attitude and ability scales. In most of the competencies, beginning teachers' attitude towards the importance is higher than their perceptions of ability. The low-grade relation results from some exceptional items which beginning teachers have responded differently than other items. The items aforementioned are given and discussed below.

The first item which has a higher means score in perceptions of the ability than attitude towards the importance is sending announcements/e-mail reminders to course participants. Beginning teachers have rated this item on attitude (M= 4.02) and ability (M=4.48). This clearly means that they perceive sending announcements relatively less important while they have the ability. It may be related to the schools' administration since teachers are not included in planning the schedule.

The other item which has a relatively higher score in ability scale that attitude scale is creating and moderate discussion forms. Beginning teachers have rated this item on attitude (M=3.82) and ability (M=4.02). Similarly, teachers conceive this item to be less important and prefer not applying it in their teaching. On the other hand, facilitating productive discussions is an important pedagogical element in online and distance education (Darabi et al., 2006).

In addition, scheduling time to design the course prior to delivery has also a relatively lower score in attitude scale that in ability scale. Beginning teachers have rated this item on attitude (M=4.22) while on ability (M=4.30) that also means they do not perceive this item as important as the other items while they have the capability. However, this difference may also result from the ready-made curricula and lesson plans offered by the Ministry of Education. On the other hand, these curricula and plans are based on traditional in-class teaching, however, teaching languages online requires different methods and planning than traditional language teaching (Hampel & Stickler, 2005).

Finally, according to the mean scores for the competence using e-mail to communicate with learners, it is clear that there is a remarkable difference between beginning teachers' attitude towards the importance and perceptions of their ability. Beginning teachers have rated this item as the least important in all items (M= 3.50)

however, their perception of their ability is relatively high (M= 4.29). This might be due to the technological advances in communicative tools such as instant messaging tools preferred by the teachers and students as is mentioned before.

4.3.2. The Relation between Beginning English Language Teachers' Attitude towards the Importance of Online Language Teaching competencies and Perceptions of Their Online Language Teaching Ability

As is aforementioned, the relation between beginning teachers' attitude towards the importance of online language teaching competencies and their perceptions of online language teaching ability states beginning teachers' readiness to teach online (Martin et al., 2019). In order to investigate beginning teachers' readiness to teach English online, means scores for each subscale which are course design, course communication, time management and technical competence in attitude and ability scales are compared and discussed. Figure 4.1 below indicates subscale means for attitude of importance and perception of ability scales.

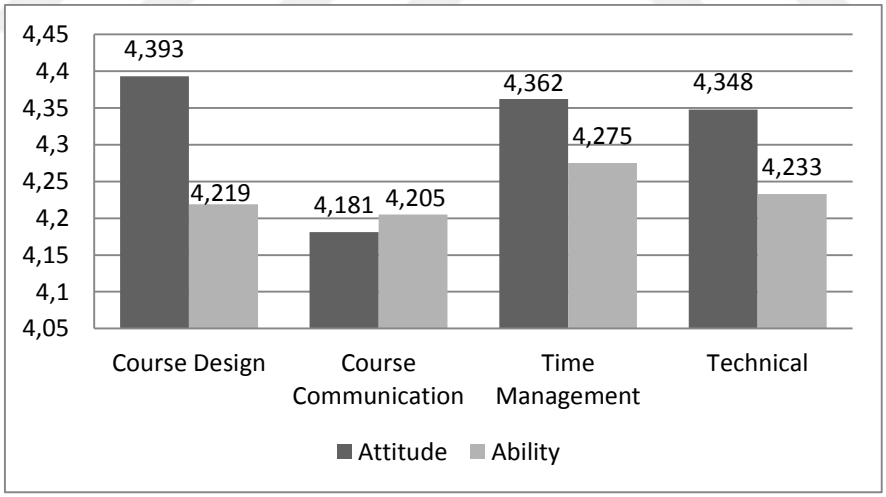

Figure 4.1. Subscale means of attitude and ability

According to Figure 4.1, beginning teachers' attitude towards the importance of online language teaching competencies is higher than their perceptions of ability to teach online in the subscales of course design, time management and technical competence. On the other hand, beginning teachers have a higher perception of ability than attitude towards the importance of the competencies included in course communication.

As is seen in Figure 4.1, total means score for items included in course design in attitude scale which is 4,393 is considerably higher than the total means score for the items included in course design in ability scale which is 4,219. Namely, it can be deduced from the means scores that, while beginning teachers are aware of the importance of the competencies included in course design, they do not feel adequately competent on these competencies.

In contrast to course design and other subscales, beginning teachers' perception on their ability in competencies included in course communication is higher than their attitude towards the importance of these competencies. The means score for ability test is 4.205 and the means score for attitude test is 4.181. These scores indicate that beginning teachers regard course communication competencies the least important among online language teaching skills. As has been mentioned before, there are several reasons for such results such as the lack of a systematic policy on online education at state schools and most importantly the lack of in-service and undergraduate level training on online teaching principles regarding course communication elements. As a result of such deficiencies, on the other hand, since beginning teachers perceive themselves mostly competent on course communication skills their attitude towards their importance is comparatively low.

In time management, in contrast to course communication, beginning teachers' attitude on the importance of the skills is considerably higher than their perception of ability. The means score for the attitude test of the subscale of time management is 4.362 whereas the means score for the ability test is 4.275. These scores also show that while beginning teachers are respectably aware of the importance of online language teaching skills related to time management, they do not perceive themselves competent in the same manner.

Similarly, the means score for beginning teachers' attitude towards the elements included in the subscale of technical competence is higher than the means score for their perception of ability. The means score for beginning teachers' attitude towards the competencies included in technical competence is 4.348 and the means score for ability is 4.233. This also indicates that whether beginning teachers are aware of the importance

of these competencies, they do not consider themselves competent to confidently teach online regarding technical issues. As is aforementioned, this is mostly due to the lack of a help desk and teachers' inadequate training on technical issues considering online language teaching.

Overall, the results indicate that there is a gap between beginning teachers' attitude towards the importance of online language teaching competencies and their perception on ability to confidently teach online. These gaps, as mentioned before, results from various reasons, such as having limited knowledge and training on online language teaching, the lack of a systematic policy by administrators and, the lack of online support and in order to improve in-service teachers in online teaching and also to support teachers for the issues related to technology.

4.4. Research Question 4: What are the effects of demographic factors on Beginning English language teachers' attitude towards online teaching competencies and perceptions on their ability to teach online?

In order to investigate beginning teachers' readiness to teach English online, some demographic factors such as gender, age, years of experience, region and level of teaching have also been taken into consideration. In order to analyze the effects of demographic factors on beginning teachers' attitude towards online language teaching competencies and their perception on ability to teach online, the means scores for items included in course design, course communication, time management and technical subscales of attitude and ability scales, together with Kruskal-Wallis, Mann-Whitney and Dunn tests, are compared and discussed.

4.4.1. Gender

Gender is one of the demographic factors that might have an effect on either beginning teachers' attitude towards the importance of online language teaching competencies or their perceived competence. Table 4.10 below shows the gender based comparison of score points of beginning teachers' attitude towards the importance of online language teaching competencies in each subscale. Besides, Table 4.11 below shows the gender based comparison of the score points of beginning teachers' perceptions of their ability to teach English online.

Table 4.10. Beginning teachers' attitude towards the importance of online language teaching competencies in terms of gender

Subscales	Gender	Descriptive Statistics				Mann-Whitney	
		N	Median	Min	Max	Z	p
Course Design	Male	78	4.444	3.333	5	-0.053	0.957
	Female	124	4.333	3.000	5		
Course Communication	Male	78	4.400	2.500	5	-1.768	0.077
	Female	124	4.200	3.000	5		
Time Management	Male	78	4.333	2.167	5	-0.193	0.847
	Female	124	4.333	2.833	5		
Technical Competence	Male	78	4.429	3.429	5	-2.616	**0.009**
	Female	124	4.286	3.000	5		

According to Table 4.10, there is no significant difference between male and female teachers in terms of their attitude on the importance of course design, course communication and time management ($p>0.05$). On the other hand, there is a significant difference between male and female teachers' attitude on the technical competence ($p<0.05$). As is clearly seen on Table 4.10, male teachers have considerably higher attitude towards the importance of competencies related to the technical competence rather that female teachers.

Table 4.11. Beginning teachers' perceived ability to teach English online in terms of gender

Subscales	Gender	Descriptive Statistics				Mann-Whitney	
		N	Median	Min	Max	Z	P
Course Design	Male	78	4.222	3.333	5	0.707	0.479
	Female	124	4.333	2.000	5		
Course Communication	Male	78	4.300	3.400	5	0.391	0.696
	Female	124	4.300	2.300	5		
Time Management	Male	78	4.333	3.500	5	-0.399	0.690
	Female	124	4.167	2.000	5		
Technical Competence	Male	78	4.286	2.714	5	-1.980	**0.048**
	Female	124	4.143	2.429	5		

Table 4.11 provides the comparison of score points for beginning teachers' perceived ability on online language teaching competencies based on gender differences. According to these results, there is no significant difference between male and female teachers in terms of their perceptions of their ability on course design, course

communication and time management ($p>0.05$). On the other hand, there is a significant difference between male and female teachers' perceptions of their ability regarding technical competence ($p<0.05$). The results imply that male teachers consider themselves more confident on technical issues related to online language teaching than female teachers.

Overall, no significant difference has been found between male and female beginning teachers' perceptions of attitude towards the importance and ability on most of the online teaching competencies except for the technical competence. According to the literature, in contraction to the findings of this research, a previous study on faculty readiness to teach online has found that female faculty attitude is higher on course design, course communication and time management while there is no significant difference on their attitude on technical competence (Martin et al., 2019). Another study by Aydin (2005) on Turkish mentors, it has been found that gender does not have an effect on the mentors' perceptions of online teaching. Different studies on gender and online teaching/online language teaching has different results regarding the experience, age, culture and the context. Taken together, these results suggest that there is an association between culture, and the social perceptions regarding gender roles in the current cultural aspects in terms of the current situation regarding beginning English language teachers in Turkey.

Together with gender, the other demographic factor which is assumed to have an effect on beginning teachers' attitude towards the importance of online language teaching competencies and their perceived ability is age. The comparison of the score points for each scale and the results are given and discussed below in 4.4.2 below.

4.4.2. Age

As is aforementioned, age is another significant demographic factor that has an effect on beginning teachers' readiness to teach English online. Therefore, in order to compare male and female teachers' attitude towards the importance of online language teaching competencies and their perceived ability to teach English online, one-way ANOVA test is applied to both attitude and ability tests. Table 4.12 below illustrates the

results of ANOVA test on attitude scale and Table 4.13 below also provides the results of ANOVA test on ability scale.

Table 4.12. Beginning teachers' attitude in terms of age

Subscales	Age	Descriptive Statistics				Kruskal-Wallis			Dunn Test
		N	Median	Min	Max	χ^2	Sd	P	
Course Design	20-25	68	4.556	3.444	5	2.321	2	0.313	-
	26-29	109	4.444	3.000	5				
	30+	25	4.222	3.667	5				
Course Communication	20-25	68	4.000	3.000	5	7.606	2	**0.022**	1 and 2
	26-29	109	4.400	2.500	5				
	30+	25	4.100	3.100	5				
Time Management	20-25	68	4.500	3.667	5	2.296	2	0.317	-
	26-29	109	4.333	2.167	5				
	30 +	25	4.167	3.667	5				
Technical Competence	20-25	68	4.429	3.000	5	0.236	2	0.889	-
	26-29	109	4.429	3.000	5				
	30+	25	4.286	3.714	5				

Table 4.12 presents the comparison of the score points of beginning teachers' attitude towards the importance of online language teaching competencies based on age differences. According to these results, there is no significant difference between age groups in terms of their attitude on the importance of course design, time management, and technical competence ($p>0.05$). On the other hand, a significant difference has been found between age groups on their attitude on the importance of the course communication ($p<0.05$). The results indicate that beginning English language teachers aged 26 to 29 put more emphasis on course communication that the teachers aged 20 to 25. Analyzing the individual items under the course communication subscale, it has been found that beginning teachers aged 20 to 25 consider the competence of using e-mail to communicate with learners as the least important (M=3.00). This may be due to the development of new information communication tools and mobile communication preferences replacing the use of the e-mail to communicate as is mentioned before.

Table 4.13. Beginning teachers' perceived ability to teach English online in terms of age

Subscales	Age	Descriptive Statistics				Kruskal-Wallis			Dunn Test
		n	Median	Min	Max	χ^2	sd	P	
Course Design	20-25	68	4.111	3.000	5	2.529	2	0.282	-
	26-29	109	4.333	2.000	5				
	30+	25	4.000	3.333	5				
Course	20-25	68	4.200	3.000	5	4.167	2	0.125	-

Communication	26-29	109	4.300	2.300	5				
	30+	25	4.100	2.900	5				
Time Management	20-25	68	4.333	3.500	5				
	26-29	109	4.333	2.000	5	0.493	2	0.781	-
	30+	25	4.167	2.833	5				
Technical Competence	20-25	68	4.143	2.714	5				
	26-29	109	4.286	2.857	5	0.872	2	**0.012**	2 and 3
	30+	25	4.000	2.429	5				

Table 4.13 presents the comparison of the score points of beginning teachers' perceptions of their ability in online language teaching competencies based on age differences. According to these results, there is no significant difference between age groups in terms of their perceptions of their abilities on the competencies related to course design, course communication, and time management ($p>0.05$). On the other hand, there is a significant difference between age groups on their perceptions of their abilities on technical competence ($p<0.05$). According to the results given, beginning English language teachers aged 25 to 29 perceive themselves more confident on technical competencies in comparison to the beginning teachers aged 30 or more.

4.4.3. Experience

Years of teaching experience also is an important demographic factor that has an important role on teachers' readiness to teach online (Martin et al., 2019). As a result, since beginning teachers are **"**teachers who reported having five or fewer years of teaching experience" (Paquet et al, 2012), the effect of their experience on their attitude towards online language teaching competencies and their perceived ability to teach English online are compared and reported in terms of no experience, 1-3 years of experience and 4-5 years of experience on Table 4.14 and 4.15 below.

Table 4.14. Beginning teachers' attitude towards the importance of online language teaching competencies in terms of experience

Subscales	**Years of experience**	**Descriptive Statistics**				**Kruskal-Wallis**			**Dunn Test**
		N	**Median**	**Min**	**Max**	χ^2	**sd**	**P**	
Course Design	No experience	28	4.333	3.444	5				
	1-3 years	152	4.444	3.333	5	0.453	2	0.798	-
	4-5 years	22	4.333	3.000	5				
Course Communication	No experience	28	4.000	3.200	5				
	1-3 years	152	4.300	2.500	5	1.761	2	0.415	-

	4-5 years	22	4.100	3.000	5				
Time Management	No experience	28	4.333	3.667	5	0.016	2	0.992	-
	1-3 years	152	4.333	2.167	5				
	4-5 years	22	4.417	3.000	5				
Technical Competence	No experience	28	4.429	3.429	5	0.765	2	0.682	-
	1-3 years	152	4.429	3.000	5				
	4-5 years	22	4.286	3.000	5				

Table 4.15. Beginning teachers' perceived ability to teach English online in terms of experience

Subscales	**Years of experience**	**Descriptive Statistics**				**Kruskal-Wallis**			**Dunn Test**
		N	**Median**	**Min**	**Max**	χ^2	**Sd**	**p**	
Course Design	No experience	28	4.000	3.333	5	0.452	2	0.798	-
	1-3 years	152	4.222	2.000	5				
	4-5 years	22	4.167	3.667	5				
Course Communication	No experience	28	4.100	3.200	5	0.292	2	0.864	-
	1-3 years	152	4.300	2.300	5				
	4-5 years	22	4.150	2.900	5				
Time Management	No experience	28	4.167	3.667	5	0.107	2	0.948	-
	1-3 years	152	4.333	2.000	5				
	4-5 years	22	4.250	2.833	5				
Technical Competence	No experience	28	4.143	3.714	5	5.230	2	0.073	-
	1-3 years	152	4.286	2.714	5				
	4-5 years	22	4.000	2.429	5				

Table 4.14 shows the comparison of the score points of beginning teachers' attitude on the importance of online language teaching competencies based on years of experience. According to these results, there is no significant difference regarding the perceptions of the beginning teachers' attitude on the importance of online language teaching competencies based on experience ($p>0.05$).

Similarly, Table 4.15 shows the comparison of the score points of beginning teachers' perceptions of their abilities in online language teaching competencies based on years of experience. According to these results, there is no significant difference regarding their perceptions on their abilities in online language teaching competencies ($p>0.05$).

As mentioned before, according to the literature, beginning teachers are **"**teachers who reported having five or fewer years of teaching experience" (Paquet et al, 2012). This statement implies that teachers are developing experience during their first

five years and while they are developing experience, it is admissible that there are no significant differences on their perceptions of importance and ability on online teaching competencies regarding their teaching experiences.

4.4.4. Region

Region is also another important demographic factor that might have an effect on beginning teachers' attitude towards the importance of online language teaching competencies and also perceptions of their online language teaching ability. In order to investigate the relation between the region where beginning teachers work and their attitude towards online language teaching competencies, ANOVA test based on the score points of attitude test has been applied. Similarly, another ANOVA test to investigate the relation between the regions and beginning teachers' perceived attitude has been applied on ability scale. The results are presented on Table 4.16 and Table 4.17 below.

Table 4.16. Beginning teachers' attitude towards the importance of online language teaching competencies in terms of region

Subscales	**Regions**	**Descriptive Statistics**				**Kruskal-Wallis**			**Dunn Test**
		n	**Median**	**Min**	**Max**	χ^2	**sd**	**P**	
Course Design	Mediterranean	20	4.444	3.667	4.889	12.313	6	0.055	
	Eastern Anatolia	30	4.333	3.333	5.000				
	Aegean	11	4.333	4.000	4.778				
	Southeastern Anatolia	29	4.111	3.556	5.000				
	Central Anatolia	19	4.111	3.667	5.000				
	Black Sea	66	4.389	3.000	5.000				
	Marmara	27	4.556	3.556	5.000				
Course Communication	Mediterranean	20	4.350	3.400	4.700	27.944	6	**<0.001**	5 and 4 6,7
	Eastern Anatolia	30	4.150	3.400	5.000				
	Aegean	11	4.200	2.500	4.700				
	Southeastern Anatolia	29	3.900	2.900	4.900				
	Central Anatolia	19	3.900	3.100	4.900				
	Black Sea	66	4.300	3.000	5.000				
	Marmara	27	4.400	3.800	5.000				
Time Management	Mediterranean	20	4.333	4.000	5.000	9.570	6	0.144	
	Eastern Anatolia	30	4.500	3.500	5.000				
	Aegean	11	4.167	2.167	4.667				
	Southeastern Anatolia	29	4.333	3.333	5.000				
	Central Anatolia	19	4.333	3.667	5.000				
	Black Sea	66	4.333	2.833	5.000				
	Marmara	27	4.667	3.833	5.000				
Technical Competence	Mediterranean	20	4.143	3.714	4.714	9.333	6	0.156	
	Eastern Anatolia	30	4.500	3.429	5.000				
	Aegean	11	4.429	3.857	4.714				

Southeastern Anatolia	29	4.286	3.000	5.000
Central Anatolia	19	4.143	3.429	5.000
Black Sea	66	4.429	3.000	5.000
Marmara	27	4.429	4.000	5.000

Table 4.17. Beginning teachers' perceived ability to teach English online in terms of region

Subscales	**Region**	**Descriptive Statistics**				**Kruskal-Wallis**			**Dunn Test**
		n	**Median**	**Min**	**Max**	χ^2	**sd**	**p**	
Course Design	Mediterranean	20	4.222	3.000	5.000	4.964	6	0.548	-
	Eastern Anatolia	30	4.056	3.444	5.000				
	Aegean	11	4.333	3.333	5.000				
	Southeastern Anatolia	29	4.000	2.000	5.000				
	Central Anatolia	19	4.000	3.556	5.000				
	Black Sea	66	4.333	3.444	5.000				
	Marmara	27	4.444	3.333	5.000				
Course Communication	Mediterranean	20	4.250	3.600	4.900	6.746	6	0.345	-
	Eastern Anatolia	30	4.150	3.600	5.000				
	Aegean	11	4.400	3.200	5.000				
	Southeastern Anatolia	29	4.100	2.300	5.000				
	Central Anatolia	19	4.200	3.600	5.000				
	Black Sea	66	4.300	2.900	5.000				
	Marmara	27	4.200	3.200	5.000				
Time Management	Mediterranean	20	4.333	3.833	5.000	6.010	6	0.422	-
	Eastern Anatolia	30	4.417	3.500	5.000				
	Aegean	11	4.500	4.000	4.667				
	Southeastern Anatolia	29	4.000	2.000	5.000				
	Central Anatolia	19	4.333	3.333	4.667				
	Black Sea	66	4.333	2.833	5.000				
	Marmara	27	4.167	3.500	5.000				
Technical Competence	Mediterranean	20	4.143	3.000	5.000	8.008	6	0.237	-
	Eastern Anatolia	30	4.286	3.571	5.000				
	Aegean	11	4.286	3.429	4.429				
	Southeastern Anatolia	29	4.000	2.714	5.000				
	Central Anatolia	19	4.286	3.429	5.000				
	Black Sea	66	4.286	2.429	5.000				
	Marmara	27	4.143	3.429	5.000				

Table 4.17provides the comparison of the score points of beginning teachers' perceptions of their abilities in online language teaching competencies based on the regions they work or they are going to work. According to these results, there is no significant difference regarding their perceptions on their abilities in online language teaching competencies based on the regions ($p>0.05$). On the other hand, according to

the Table 4.16,the comparison of the score points of beginning teachers' attitude on the importance of online language teaching competencies based on regions they work/they are going to work, while there is no significant difference regarding the perceptions of the beginning teachers' attitudes on the importance of online language teaching competencies related to course design, time management and technical competence($p>0.05$); there is a considerable difference regarding the region where the beginning teachers work on the subscale of course communication ($p<0.05$).

Table 4.16 also indicates that attitude of teachers who have been working in Southeastern Anatolian Region and Central Anatolian Region on the importance of course communication is dramatically lower in comparison to the teachers who work in Black Sea Region and Marmara Region. This distinction may result from the current conditions regarding Southeastern Anatolian Region and villages in Central Anatolia Region where not only teachers but also students lack adequate technological tools to follow online lessons and communicate with teachers via the use of internet or other mobile tools.

4.4.5. Educational Institutions

The final demographic factor that has an effect on beginning teachers' readiness to teach English online is the educational institutions they teach online. In order to investigate the effect of the educational institutions on beginning teachers' attitude towards online language teaching competencies and perceptions of ability to confidently teach online, firstly educational institutions are classified as primary, secondary and high school and similar to the previous comparisons, score points for each scales are compared. The results of the comparison of the score points based on the educational institutions for the attitude test are given below in Table 4.18 and the results of the comparison of the score points based on the educational institutions for the ability test are given in Table 4.19.

Table 4.18. Beginning teachers' attitude towards the importance of online language teaching competencies in terms of the educational institutions

Subscales	Educational Institutions	Descriptive Statistics				Kruskal-Wallis			Dunn Test
		N	Median	Min	Max	χ^2	sd	P	
Course Design	Primary	51	4.556	4.000	5	11.198	2	**0.004**	1 and 2
	Secondary	83	4.444	3.000	5				
	High	68	4.333	3.333	5				
Course Communication	Primary	51	4.400	2.500	5	11.902	2	**0.003**	1 and 2
	Secondary	83	4.200	3.000	5				
	High	68	4.000	2.900	5				
Time Management	Primary	51	4.333	2.167	5	3.024	2	0.222	
	Secondary	83	4.417	2.833	5				
	High	68	4.333	3.333	5				
Technical Competence	Primary	51	4.429	3.000	5	6.488	2	**0.039**	1 and 2
	Secondary	83	4.429	3.000	5				
	High	68	4.286	3.000	5				

As has been aforementioned, Table 4.18provides the comparison of the score points of beginning teachers' attitudes on the importance of online language teaching competencies based on the educational institutions they teach. According to the responses, there seems no significant difference regarding the perceptions of the beginning teachers' attitude towards the importance of the subscale of time management in online language teaching competencies based on the educational institutions they teach ($p>0.05$). On the other hand, there are considerable differences on the subscales of course design, course communication and technical competence regarding beginning teachers' attitudes on the importance of online teaching competencies based on the educational institution they teach ($p<0.05$). When the differences are analyzed, attitudes of beginning teachers teaching at the primary level are significantly higher than the attitudes of beginning teachers teaching at the secondary level in terms of the subscales of course design, course communication and technical competence.

Table 4.19. Beginning teachers' perceived ability to teach English online in terms of the educational institutions

Subscales	Educational Institution	Descriptive Statistics				Kruskal-Wallis			Dunn Test
		n	Median	Min	Max	χ^2	sd	P	
Course Design	Primary	51	4.333	3.000	5	4.816	2	0.090	
	Secondary	83	4.333	3.333	5				
	High	68	4.000	2.000	5				
Course Communication	Primary	51	4.400	2.900	5	8.964	2	**0.011**	1 and 2
	Secondary	83	4.200	3.000	5				
	High	68	4.100	2.300	5				
Time Management	Primary	51	4.333	2.833	5	1.941	2	0.379	
	Secondary	83	4.167	3.500	5				
	High	68	4.167	2.000	5				
Technical Competence	Primary	51	4.286	2.429	5	2.412	2	0.299	
	Secondary	83	4.286	2.714	5				
	High	68	4.143	2.714	5				

Table 4.19presents the comparison of the score points of beginning teachers' perceptions of their abilities to teach English online based on the educational institutions. According to these results, there is no significant difference regarding the beginning teachers' perceptions of their abilities in the subscales of course design, time management and technical competence in online language teaching competencies based on the educational institutions ($p>0.05$). On the other hand, there is a significant difference on the subscales of course communication regarding beginning teachers' perceptions of their abilities in online teaching competencies based on the educational institution ($p<0.05$). When the differences are analyzed, beginning teachers teaching in primary schools have significantly higher confidence than the beginning teachers teaching in secondary schools in terms of the subscale of course communication.

5. CONCLUSION

This study aims at not only determining beginning English language teachers' readiness to teach English online but also finding out whether beginning English language teachers may show positive or negative attitude towards online language teaching competencies as course design, course communication, time management and technical competencies. In addition, this study discusses whether beginning English language teachers perceive themselves confident in online language teaching competencies. Furthermore, as has been stated before, this study reveals how important online language teaching competencies according to beginning teachers and their perceived ability to teach English online.

This study is limited to English language teachers who have experience for five years or less due to the fact that beginning teachers are defined as "teachers who reported having five or fewer years of teaching experience" (Paquet et al, 2012). In order to find out beginning teachers' readiness to teach English online, two questionnaires with the same statements, developed by Martin et al., (2019) have been used (see Appendix 2). In the first part of the questionnaire, beginning teachers' attitude towards the importance of online teaching competencies has been investigated and, in the second part of the questionnaire beginning teachers' perceived ability in online language teaching is investigated.

Since the schools are closed due to Covid-19 disease and all the teachers have been asked to offer distance education, the questionnaire has been implemented online and the research has been conducted by sharing the questionnaire link via e-mail or social networks with beginning teachers. 202 beginning teachers have taken part in the research from seven regions and various cities in Turkey. As has been aforementioned, the study is limited to the teachers with experience for five years at most, who have been defined as beginning teachers by Paquet et al. (2012).

The data gathered through the questionnaire have been analyzed via IBM SPSS V22 package program. After the analysis, the data have been presented under the aforementioned categories which have already been given within the questionnaire by Martin et al., (2019) which are course design, course communication, time management

and technical competence. The data have been presented in tables with frequency and statistical analysis. The tables have been presented in the line with the research questions and discussions followed each table. Evaluation of the data and discussions based on attitude and ability questionnaires together with their correlations have revealed beginning teachers' readiness to teach English online.

Regarding the first research question which investigates beginning teachers' attitude towards the importance of online language teaching competencies, analysis of the data and the discussion have been held under the subcategories of course design, course communication, time management and technical competence. In this context, it has been found that beginning teachers have a positive attitude towards the importance of competencies included in course design. In addition, it has been found that the beginning teachers seem to put emphasis on creating an online course orientation and using different teaching methods in online environment.

In terms of course communication, it has also been found that the beginning teachers have positive attitude towards the importance of most of the competencies included in course communication. On the other hand, it has been found that the beginning teachers do not seem to have a positive attitude towards using e-mail to communicate with learners. It may be because of their choice of using other communication tools rather than a negative attitude towards course communication competencies. In contrast, in terms of the other competence which seems to be regarded as less important by beginning teachers, which is about creating and moderating discussion forums, it may be a result of beginning teachers' inadequate knowledge by on that specific competence.

In respect of time management, which is the other subcategory of attitude scale, it has also been found that the beginning teachers seem to have a positive attitude in all competencies regarding time management. On the other hand, among all the competencies included in time management, the beginning teachers seem to have less positive attitude towards using learning management system in order to manage time. As has been aforementioned, the beginning teachers seem not to get accustomed to using EBA, which refers to the learning management system in Turkey. In terms of the final

subcategory of attitude scale, which is technical competence, the beginning teachers also seem to have a positive attitude towards the competencies included in this subcategory. Similar to time management competencies, the beginning teachers seem to put less emphasis on the technical competencies related to learning management system.

Regarding the second research question which investigates beginning teachers' perceptions on their ability to teach English online, the analysis of the data and the discussions have been held under the same subcategories such as, course design, course communication, time management and technical competence with the same statements. In this context, in terms of course design, it has been found that beginning teachers perceive themselves substantially competent. On the other hand, it has been concluded that beginning teachers seem to have lack of competency in creating instructional videos and also in creating online quizzes and test which are considered to be crucial for online language teaching.

In addition, in terms of course communication, the beginning teachers consider themselves mostly competent except for a few competencies included in course communication, such as applying accessibility policies to accommodate student needs, which implies that they need some training on this specific field. In terms of time management competencies, beginning teachers also perceive themselves mostly competent except for the competencies related to learning management system, which is EBA in Turkey. In respect to the final subcategory, technical competence, it has been found that the beginning teachers perceive themselves mostly competent on technical issues. On the other hand, the research has revealed that there is a strong need for an online support for teachers to deal with technical problems.

The third research question aims at revealing the beginning teachers' readiness to teach English online by comparing and contrasting data gathered via two scales and combining discussions on the first two research questions. Correlation between the beginning teachers' attitude and their perceived ability in online language teaching competencies has revealed that there is a positive relation between all subscales of the both scales that means when they have a positive attitude; their perceived ability seems to be positive as well except for a few competencies. In addition to correlation results,

statistical analysis has revealed that whether there is a positive relation between two scales, there is still a strong gap between means scores for each subscales. This gap implies that the beginning teachers seem to need more training on online language teaching.

The final research question deals with the effects of demographic factors, such as gender, age, experience, region and educational stage on beginning teachers' attitude towards the importance of online language teaching competencies and their perceived ability to teach English online. In terms of gender, no significant difference has been found considering both beginning teachers' attitude and perceived ability in online language teaching competencies. In terms of age and beginning teachers' attitude towards the importance of online language teaching competencies; no significant difference has been found in terms of course design, time management and technical competence. The only difference which has been found is that the beginning teachers at the age of 26-29 put more emphasis on course communication than the beginning teachers who are aged 20-25. In addition, in terms of beginning teachers' perceived ability in competencies, it has been found that the beginning teachers aged 25 to 29 perceive themselves more competent on technical competencies in comparison to the beginning teachers aged 30 or more. Regarding the years of experience varies from no experience to five years of experience; no significant difference is detected has been found in terms of attitude and perceived ability as well. In terms of the region where beginning teachers work, no significant difference regarding their attitude towards the importance of course design, time management and technical competencies. Besides, no significant difference has been found between their perceived ability and the region they work. On the other hand, it has been found that the beginning teachers who work at Southeastern Anatolian Region and Central Anatolian Region put more emphasis on course communication competencies rather than the beginning teachers who work at Marmara Region and Black Sea region. Finally, considering the educational institutions of primary, secondary and high schools, no significant difference has been detected in terms of their attitude towards the importance of time management competencies. On the other hand, it has been found that the beginning teachers who teach in primary schools have a more positive attitude towards the competencies included in course design,

course communication and technical competence than beginning teachers who teach in secondary schools. In addition, regarding beginning teachers' perceived ability in online language teaching competencies, no significant difference has been found based on course design, time management and technical competencies. In contrast, in terms of course communication, it has been detected that the beginning teachers who teach in primary schools consider themselves more competent on course communication competencies than the beginning teachers who teach in secondary schools.

5.1. Suggestions

This study has aimed at determining beginning teachers' readiness to teach English online and it has been found that even though beginning English language teachers have considerably a positive attitude towards the importance of online teaching competencies and they perceive themselves competent on most of the competencies; there are still some issues need to be taken into consideration which imply that the beginning teachers do not seem completely ready to teach English online. These issues and related suggestions are presented below.

The research has revealed that the beginning teachers seem to have inadequate knowledge on learning management system in Turkey, which is called EBA. As has been aforementioned, this may result from the lack of training on this specific issue. In order to solve this problem, a lesson based on EBA might be added in curricula in teacher education programs, and also, teachers might have an in-service training on this specific area. In addition, it has been found that the beginning teachers do not perceive themselves competent in creating instructional videos and also creating online exams which are crucial for both online language teaching and Flipped Learning. Examination could be held via EBA and its tools which students and teachers have already been using. As is stated before, this also reveals the need for training for both prospective and in-service teachers. Overall, the research has revealed that there is still a gap between beginning teachers' attitude towards online language teaching competencies and their perceived ability to teach English online. In order to overcome this issue, it is suggested that teaching English online and Flipped Learning should be added in English language teaching curricula at universities in Turkey.

With regards to further studies, since experienced teachers are assumed to have experience on teaching English online in this study, it is still an issue to investigate due to the lack of research on this field. In addition, in this study, it has been concluded that primary school teachers put more emphasis on course communication competencies and they consider themselves more competent on course communication. Within this context, it is suggested that a study regarding English language teachers who teach online and the relation between their attitude towards online language teaching competencies and their perceived ability to teach English online would contribute to literature as well.

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APPENDICES

APPENDIX 1

SCALE

Beginning Teachers' Readiness to Teach English Online

Demographics

Gender
Male
Female

Age in Years

☐

Region

Black Sea Region
Mediterranean region
Marmara Region
Eastern Anatolia Region
Southeastern Anatolia Region
Central Anatolia Region
Aegean Region

Graduation Year

☐

Years of teaching experience
0
1-5

At what level do you teach?
Primary School
Secondary School
High School

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1. Rate how **important these competencies are for online teaching** in your opinion. Use the following scale to answer these questions accordingly.

1	2	3	4	5
Not Important at all	Not Important	Somewhat Important	Important	Very Important

Course Design

- Create an online course orientation (e.g.introduction, getting started)
- Write measurable learning objectives
- Design learning activities that provide students opportunities for interaction (e.g. discussion forums, wikis).
- Organize instructional materials into modules or units.
- Create instructional videos (e.g. lecture video, demonstrations, video tutorials)
- Use different teaching methods in the online environment (e.g. brainstorming, collaborative activities, discussions, presentations)
- Create online quizzes and tests
- Create online assignments
- Manage grades online

Course Communication

- Send announcements / email reminders to course participants
- Create and moderate discussion forums
- Use email to communicate with the learners
- Respond to student questions promptly (e.g. 24 to 48 hours)
- Provide feedback on assignments (e.g. 7 days from submission)
- Use synchronous web conferencing tools (eg. Adobe Connect, Webex, Blackboard Collaborate, Skype)
- Communicate expectations about student behavior (e.g. netiquette)
- Communicate compliance regarding academic integrity policies
- Apply copyright law and Fair Use guidelines when using copyrighted materials
- Apply accessibility policies to accommodate student needs

Time Management

- Schedule time to design the course prior to delivery (e.g. a semester before delivery)
- Schedule weekly hours to facilitate the online course
- Use features in Learning Management System in order to manage time (e.g. online grading, rubrics, speedgrader, calendar)
- Use facilitation strategies to manage time spent on course (e.g. discussion board moderators, collective feedback, grading scales)
- Spend weekly hours to grade assignments
- Allocate time to learn about new strategies or tools

Technical

- Complete basic computer operations (e.g. creating and editing documents, managing files and folders)
- Navigate within the course in the Learning Management System (e.g. Moodle, Canvas, Blackboard etc.)
- Use course roster in the Learning Management System to set up teams/groups
- Use online collaborative tools (e.g. Google Drive, Dropbox)
- Create and edit videos (e.g. iMovie, Movie Maker, Kaltura)
- Share open educational resources (e.g. learning websites, web resources, games and simulations)
- Access online help desk/resources for assistance

2. Rate **how well you are able to accomplish the following competencies**. Use the following scale to answer these questions accordingly.

1	2	2	3	4
I cannot do it at all	I cannot do it	Maybe I can do it	I can do it	I can do it well

Course Design

- Create an online course orientation (e.g.introduction, getting started)
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- Design learning activities that provide students opportunities for interaction (e.g. discussion forums, wikis).
- Organize instructional materials into modules or units.
- Create instructional videos (e.g. lecture video, demonstrations, video tutorials)
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- Use online collaborative tools (e.g. Google Drive, Dropbox)
- Create and edit videos (e.g. iMovie, Movie Maker, Kaltura)
- Share open educational resources (e.g. learning websites, web resources, games and simulations)
- Access online help desk/resources for assistance

Which types of support helped you while preparing to teach online? (Check all that apply)

- Professional development workshops / training / webinars
- One-on-one consultation with instructional designers
- Seeking advice from online learning experts
- Peer mentoring
- Accessing web resources or tutorials for teaching online
- Using instructional videos or other documentation (handbook) on the learning platform
- Online help-desk or support
- Student teaching assistants

Other :

Thank you for taking the time to complete this survey. We appreciate your assistance with our research.

(Martin et al., 2019)