An analysis of Iranian online EFL teachers' technological, pedagogical, and evaluation skills

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Recently, the implementation of online instruction has gained increasing popularity among English as a foreign language (EFL) students and teachers. However, very limited research has been directed towards online EFL teachers’ preparedness for and knowledge of online instruction. The present study aimed to explore Iranian online EFL teachers’ perceptions on their level of online language instruction skills. The participants included 108 online EFL teachers who worked at numerous language teaching institutions in Iran. Compton’s (2009) conceptual framework for required skills for online teaching was considered as the theoretical basis of this study. The findings of the survey study indicated that the majority of Iranian online EFL teachers have limited technological, pedagogical, and evaluation skills and knowledge in order to implement online instruction in the Iranian EFL context. The study proposes several recommendations and suggestions on how to equip teachers with the necessary skills required for online instruction in the EFL context of Iran.

Keywords: EFL, Online Instruction, Teachers, Skills, Students, Iran.

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