**Identifying the challenges of additional language teaching in Covid-19-impacted virtual education**

With the emergence of the Covid-19 pandemic-related “new normal” that influenced most aspects of our everyday lives, education is also going through a bumpy process of transformation (Marinoni, van’t Land, & Jensen, 2020). As the practitioners of all educational systems, teachers are exclusively affected by the process of moving from brick-and-mortar classes to virtual ones (Dwivedi et al., 2020). Particularly, foreign language teachers faced both problems related to teaching content by focusing on the forms of language as well as the meaning because this new normal came with new parameters of everyday communication, which is a very important aspect in additional language classes. Virtual education in teaching English to speakers of other languages (TESOL) also came with its advantages (Yi & Jang, 2020), as well as its challenges (Gao & Zhang, 2020). Regardless of seeing the glass half full or half empty, current TESOL teachers have found themselves in a situation in which they had to converge their previous professional capital (e.g. their initial teacher education, in-service training, or personal/professional development) to navigate through this rose-garden-with-many-thorns. At this juncture, it is of critical importance to be aware of the challenges that practitioners on the field face every day in their micro-level classroom or realities. Raising this awareness is also important because it is equitable and just. This netnographic study, which followed an online TESOL teacher collaboration group for nine months, investigated the teacher language produced in their collaboration and calls for peer-support in teaching virtually. To add, in-depth semi-structured interviews in two rounds were made with three TESOL teachers to triangulate the netnographic data. The data were analyzed in terms of its content to determine eight major areas of challenges TESOL teachers face in virtual education. These are (1) socioeconomic challenges, (2) challenges related to technological knowledge of teachers and learners, (3) assessment of language learning online, (4) virtual classroom management, (5) virtual classroom engagement, (6) virtual instruction, (7) online material development and adaptation, (8) emotion labor of online TESOL education. Drawing on these findings, a prospective scale can be developed on determining teachers’ local needs to support them while converging their professional capital while teaching online. As the first step of a long-term research project, this study introduces these challenges and discusses the pedagogical implications of using these data to create a system for creating a TESOL teacher support system to help teachers navigate through this rose garden.

Keywords: TESOL; virtual education; Covid-19; challenges

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