

An Insight into Distance Language Teaching/Learning from Secondary School Teachers' and Learners' Perspectives during and post COVID-19 in Saudi Arabia

Dania Alshamrani

Department of Curriculum and Instruction, College of Education, King Saud University, Riyadh, Saudi Arabia

Yasser Alsuhaibani

Department of Curriculum and Instruction, College of Education, King Saud University, Riyadh, Saudi Arabia

DOI: <https://doi.org/10.36892/ijlls.v5i3.1401>

APA Citation: Alshamrani, D. ., & Alsuhaibani, Y. . (2023). An Insight into Distance Language Teaching/Learning from Secondary School Teachers' and Learners' Perspectives during and post COVID-19 in Saudi Arabia. *International Journal of Language and Literary Studies*, 5(3), 192–212. <https://doi.org/10.36892/ijlls.v5i3.1401>

Received:

05/08/2023

Accepted:

25/09/2023

Keywords:

Teachers' perceptions,
Students' perceptions,
Distance Learning,
Saudi EFL teachers,
mixed-methods approach .

Abstract

The aim of the study is to discuss the situation of implementing distance education from the perspective of secondary school English language teachers and learners in Saudi Arabia. The shift to distance education was determined on the 9th March and started on 15th March, 2020 respectively. The study has implemented a mixed-methods approach using two instruments; semi-instructed interviews and questionnaires; 1149 students and 398 teachers from both genders responded to the questionnaires, 3 teachers and 4 learners participated in the interviews. Results showed an overall acceptance for distance English language teaching and learning. The findings also revealed the main challenges for different aspects. From the management aspects, the findings confirmed an increase in teachers' workload and learners' assignments in distance learning that negatively affects the learning process. Turning to the educational issues, results indicated concerns about assessment accuracy and learner participation in distance learning. This study has found that technical issues generally play a vital role in missing classes and losing concentration.

1. INTRODUCTION

Although distance education is not a new topic, Moore and Kearsley (2011) stated that the last ten years had faced a revolution in this field caused by adapting the technology in distance learning. Distance education offers a high degree of flexibility on time and place of education (Galusha, 1998). However, educators have also concern about its' effectiveness in many aspects as the learners' motivation, concentration, participation, and the quality of the contents delivered to learners, especially language learners (ibid.). One of the main principles associated with distance education was the theory of independent study introduced by Moore (1973), which confirmed that the learning process does not require teachers' and learners' physical attendance to ensure learning efficiency.

Electronic distance learning was introduced in 1920 through radio airways (Clark, 2020). Recently, a revolution in distance language learning took place worldwide due to the increase in population, which raised the demand for offering alternatives by

implementing technology in distance education (Luppicini, 2005). Sangra et al. (2012) defined distance learning as every learning process outside the traditional classroom and facilitated by digital tools and online interaction. Distance learning is a multidisciplinary field that requires research to assess its feasibility and effectiveness (Peterson et al., 2020).

The myriad of questions related to the distance learning mandate in Saudi Arabia as an alternative to traditional learning during the pandemic. This current study will illustrate the situation from the perspective of secondary school English language teachers and learners in Saudi Arabia. The study will elucidate the advantages and drawbacks of the sudden shift and its' impact on English language learners.

1.1. Aims and the Rational of the Study

This study aims to explore the challenges and benefits of secondary school English language teachers and students during the pandemic lockdown in Saudi Arabia. Sudden shifting from the normal educational system to distance learning may cause a number of flaws, even after the pandemic. Therefore, researcher pursued to identify these challenges to improve the outcomes. It will also highlight the utility of distance learning. This study attempts to classify these challenges with a specific concentration on three main aspects: management, educational and technical issues.

The coronavirus disease 2019 (COVID-19) pandemic has caused a great deal of reflection on different aspects of our lives. Educational systems all over the world, including The Ministry of Education in Saudi Arabia, have been struggling to maintain positive teaching mindsets that empower and energize the educational process during this crisis. Shifting to distance learning for school education with no previous training for teachers or students, and then shifting back to normal education made this a challenging situation. A number of studies such as Picciano and Seaman (2009), Mouchantaf (2020), ŞENER et al., (2020), Çamlıbel-Acar and Eveyik-Aydın (2022), Sherif (2023) concentrated on different factors, for example, technical, management, and educational factors. These factors will be discussed or will be the core of the current study.

2. LITERATURE REVIEW

2.1.Theoretical Review of Distance English Language Learning

In today's world, instructional settings for language learning can be classified as traditional in-class or distance learning settings. Bates and Bates (2005: 5) defined distance education as "a less philosophy and more a method of education; students can study in their own time, at the place of their choice, and without face-to-face contact with a teacher. Technology is a critical element of distance education". The earliest form of distance learning refers to Battenberg on March 20, 1728, *The Boston Gazette* (Tomek, 1992). Although the transition from traditional learning to distance learning has been general across many fields of education, it has taken a special interest in English language learning (Khikmatovna, 2020). Using technology in English language learning is most commonly related to Computer Assisted Language Learning (CALL), which was developed through three stages started in the 1970s as Structural CALL and followed by Communicative CALL in the 1980s until the beginning of the 21st Century known as Integrative CALL (Warschauer, 2000). Two modes of distance learning in ELT are Asynchronous (does not require a set of schedules) and Synchronous (set a specific schedule) Johnson (2006). CALL with access to the internet allows learners to interact with native speakers (Warschauer& Kern, 2000). Due to the proliferation of distance learning in the English language lately, English language associations have paid further attention to this topic. For example, The International Association of Applied Linguistics in 2018 has established a Research Network that endeavoured to collect information about

teacher development methods and techniques regarding encouraging teachers for online teaching (Karamifar et al., 2019).

2.2. Distance English Language Learning Issues

Among a number of factors that have an immense impact on the educational process, management, educational, and technical factors are considered the main factors in distance learning. The management factors in distance learning represent a significant element in the growth and development of distance learning future (Panda, 2003). Besides the difference between distance and traditional learning, there is a lack of accurate instructional background or pedagogical support for teaching at a distance (Yang & Cornelious, 2005). Setting practical training to answer questions about applying distance learning is crucial (Perraton, 1995). Singapore realized the importance of training for distance learning after the previous health threat (SARS) in 2005, and they started to teach remotely for a week each academic year as training (Jha & Stanton-Geddes, 2013). However, a number of studies have not guaranteed the effectiveness of teachers' previous training on teaching proficiency and relate teachers' proficiency to other factors like the acceptance and desire to develop (Capraro et al., 2010; Ronfeldt & Reininger 2012). A key issue concerning management factors is the workload required to set distance learning classes. Qualitative and Quantitative studies were conducted to investigate workload and its' impact on distance learning (Cenkseven-Onder & Sari, 2009; Tynan et al., 2015). Mauno et al. (2010) argued that teachers' overall work satisfaction was deeply affected by the workload's stress.

For the educational factors, regardless of hopes and ambitions policymakers, researchers, and stakeholders have about distance learning, and what it offers to revolutionize the educational systems with its promising findings, distance learning has a serious conundrum as much as it offers a solution (Ahn et al., 2017). Elyas and Al-Garni (2015) affirmed that distance education promotes students' self-discipline and motivation and encourages them to take responsibility for their learning. Distance learning hallmark is the distance between teacher and learners. Findings of pedagogical support and teacher-learner interaction are quite pervasive in distance learning. Kara (2020) also asserted the differences between genders' perceptions towards distance English language learning and its effects on learners' participation. Moreover, personality differences and learning styles may also affect the students' views about distance language learning (Willis, 1993). Furthermore, the assessment of online learning is a complex phenomenon. It is crucial in supporting the learning process and providing motivation to learn (White, 2006). Sherry (1995) addressed the importance of establishing new forms of assessment and evaluation to ensure that the student's work is original and authentic. A good example of that is ongoing assessment activities and self-based assessment tools (Simonson et al., 2000). This also could lead to supporting life-long learning techniques as one of the most crucial lessons learned after the pandemic.

Technologies are expanding at an extremely rapid rate. However, technical issues remain one of the fundamental concerns in distance learning. Students' or teachers' lack of technological skills and negative beliefs about distance education, particularly distance language learning and teaching, is not a skill that is mastered once and for all (ibid). Therefore, developing technical support centres and technical resources and support is vital (Peterman, 2000). Furthermore, distance learning makes education ubiquitous anywhere and anyhow, but online education is not going to be accessible in rural districts or those who cannot afford to have devices or internet access (Russell, 2020). Moreover, in terms of equity and equality, even in more advanced countries, not all learners will have the privilege of good internet access either because of the lack of service coverage or financial issues (Sherry, 1995). These issues should be tackled in a reasonable period,

not overnight. A strategic plan is a priority to prepare students and teachers to be aware of these issues and to deal with them.

2.3.COVID-19 and English Language Distance Learning

In late 2019, educational systems faced an unprecedented tremendous challenge in dealing with the pandemic COVID-19. The United Nations has considered the current situation as the largest disruption of education systems in history, which increased the demand for the availability of online distance education (UNESCO, 2020). As a result of the sudden transition, educational institutions adapted new pedagogical concepts and modes without prior training or design (OECD, 2020). Thus, some educators declared it Crisis Distance Education rather than distance learning because it was enforced without previous knowledge or planning (Rangiwai, & Simati-Kumar, 2020). Among all circumstances, the lack of financial resources put educational systems on a real challenge of managing distance learning.

In South Korea, total remote learning was implemented in public education. However, the decision of what platform to choose was for teachers and schools to make (Yi & Jang, 2020). In Hong Kong, classes were held exclusively online, where teachers had to adapt their lessons to suit online teaching. They used both asynchronous and synchronous modes of instruction (Moorhouse, 2020). However, the course is still ongoing due to the current situation, and results are not yet released (ibid). According to the World Bank (2020), In Jordan, a platform called "Darsak" was developed by cooperation between private institutions and The Ministry of Education to deliver weekly scheduled classes for all grades (2020). Similar efforts were taking place in Kuwait to leverage educational channels for all grades (ibid). School authorities, including principals and teachers, design school-based curriculums based on specific guidelines in Finland (Niemi et al.,2016) because Finnish teachers possessed the desired capacity and proficiency in using distance learning platforms before the pandemic (Niemi & Kousa, 2020). To enhance learners' interaction in distance learning classes, Lomicka (2020) suggested establishing virtual language communities through different social media platforms where learners discuss and communicate with their teachers and colleagues.

2.4.Empirical Studies relevant to distance learning

The study of the literature showed that several researchers have investigated English language distance learning from different dimensions, e.g. Blake (2009), Hyland (2001), Albashtawi and Al Bataineh (2020). Moreover, Ene and Upton (2018) investigated distance learning from the dimension of effective feedback for EFL learners and examined 64 students' writing after using synchronous and asynchronous feedback and its' effectiveness on non-native students' writing. Findings revealed that combining both modes is resourceful.

Cardoso (2019) conducted a study to assert the use of the technology from 132 secondary school English language teachers in Portugal. The majority of the teachers agreed about the effectiveness of adopting online lessons. However, they also outlined that it required additional time and effort.

Since teachers work as facilitators of the learning process, they play a crucial role in motivating learners. Fandiño et al. (2019), in a qualitative study, identified a correlation between learning English and the teacher's role in motivating learners. Semi-structured interviews were conducted among 16 women and 3 men of Colombian students. The findings highlighted that since virtual class learners work autonomously, teachers' feedback should promote an empathetic environment. As a result, it would foster learners' motivation and inculcate the learning process.

A recent study has been reviewed in order to gain insights about the current education environment post-COVID-19 pandemic after settling and being back in normal education. Sherif (2023) has looked into the perspectives of 59 non-native EFL/ESL teachers and instructors who working in developing countries, two of them have been working in Saudi Arabia. The results of the study indicate that future employment opportunities will require advanced cognitive abilities, which should be cultivated in current learners. Moreover, there is a strong recognition of the significance of ongoing professional growth and the necessity to enhance digital skills among learners, practitioners, and work environments.

Finally, by being exposed to these empirical studies of English language distance learning challenges and benefits, insights were perceived from these studies regarding the basic factors considered in discussing distance learning experience. Amongst Saudi contexts in general and secondary school English teaching particularly, EFL teachers in general, the experience of distance learning is considered to be poor. Hopefully, this study's results will give a vision into the strengths and weaknesses of Saudi experience in distance teaching for secondary school.

3. METHODOLOGY

3.1. Research Questions

This research aimed to investigate the following research questions:

1. What are the challenges of online language learning in Saudi Arabia from secondary school teachers' and learners' perspectives?
2. Are the strongest challenges related to the use of technology?
3. What is the impact of these challenges on applying the English language curriculum?
4. What is the impact of these challenges on language learners?

3.2. The Context of the Study

The context of the study is Saudi Arabia. The school educational system in Saudi Arabia has two major sectors; public and private schools and both follow the government-directed curriculum (Deraney & Abdelsalam, 2012). In recent years, digital learning has witnessed rapid growth worldwide, and such technology development has opened new teaching and learning (Fayyumi et al., 2013). Therefore, Arab countries, in general, and Saudi Arabia, in particular, are looking for ways to incorporate digital literacy into their educational systems. A number of public and private schools in Saudi Arabia have officially implemented online learning as an experimental step by using the learning management system 'Classera' since the academic year 2014-2015 (Alahmari & Kyei-Blankson, 2016). The free 12 TV channels (IEN TV) also broadcasted the lessons for all grades (k-12) by the Ministry of Education, as an Asynchronous mode for online distance learning (Picard, 2018). The Saudi Telecom Company announces free browsing without consuming any data for official educational platforms such as [Ien Portal](#) and [Vschool.sa](#) (The Saudi Telecom Company, n.d.). In Saudi Arabia, English was introduced into the educational system as a core subject in 1928, as reported by (Al-Seghayer, 2011). Since then, English has experienced many modifications and changes, and today it has different functions and enjoys a privileged status (Al-Seghayer, 2014).

3.3. Mixed-Method Research

The study uses a mixed-methods approach to answer research questions. Therefore, a survey and semi-structured interviews were conducted. The quantitative data collection

was collected from questionnaires, and the qualitative data was acquired from the semi-structured interviews and questions that needed further clarification in the questionnaire (questions 2,4 and 22).

The semi-structured interviews were used in this study to gather qualitative data. 3 teachers and 4 learners participated in the semi-structured interview. All of the participants experienced online English language teaching/learning during the pandemic. Due to the current lockdown, all interviews were conducted using Zoom meetings. Each interview lasted for 7-11 minutes and was recorded and transcribed for data analysis.

3.4. Research Data and Participants of the Study

A five-range scale is used in the Likert items; strongly agree, agree, moderate, disagree, strongly disagree. The data was analysed according to 3 themes, which are management issues, educational issues, and technical issues. Each theme was analysed using a table which contains question (n) percentage (%), mean (M) and standard deviation (SD) for each statement. The study also presents the qualitative data collected from semi-structured interviews by themes. An analysis of the data revealed two main themes, (general view about distance learning, challenges, and the impact of shifting into distance learning among learners). The second section will emphasize the educational insight in distance learning from data collected from the questionnaires.

The study's context is secondary schools in Saudi Arabia from both sectors (public and private schools). Participants were: (a) secondary school students from both public and private schools who have had experience in distance learning, (b) secondary school teachers from private and public sectors who teach the English language in Saudi Arabia. 3 female teachers and 4 learners (one of them was male) participated in the interviews. All the participants were randomly selected. The interviewed teachers are all working in Riyadh but for both the private and public sectors. For the questionnaire, 398 teachers and 1149 learners responded to the questionnaire. Teachers and learners were from both genders.

Table 3.1 Teachers' interview' Background information

Gender	Frequency	Percentage
Male	0	0
Female	3	100
Total	3	100.0
School Sector	Frequency	Percentage
Public	1	33.3
Private	2	66.7
Total	3	100.0

Table 3.2 Learners' interview Background information

Gender	Frequency	Percentage
--------	-----------	------------

Male	1	25
Female	3	75
Total	4	100.0
School Sector	Frequency	Percentage
Public	5	100
Private	0	0
Total	5	100.0

3.5. Validity and Reliability

Validity and reliability are two vital components to assess the research instrument. Attention to these elements ensures the quality of research. Despite that, the validity and reliability terms are related, but they refer to different things. While Bryman (2016: 280) described that the validity of a research instrument ensures that it "measures what it is supposed to measure", Bryman (2016: 46) defined research reliability as "the question of whether the results of a study are repeatable". Obviously, integrating quantitative and qualitative methods in a research study increases its validity and reliability. To improve the validity of the current study's instrument, questions were asked in both the questionnaires and the semi-structured interviews in a different way to avoid any misunderstanding or ambiguity. Moreover, the questionnaire validity was measured by 2 colleagues (MA students in TESOL) and an instructor from the same department. The reliability of the study was maintained by translating the questionnaires. A pilot study was also conducted to ensure the validity of the instrument of the study.

4. FINDINGS

4.1. Results from Quantitative Data Analysis

The Questionnaire

This study used questionnaires as the simplest way to gather information from a large sample Dörnyei (2007). The questionnaire consisted of 27 questions (Teachers), and 26 questions (students). Both questionnaires were adjusted from previous related studies, namely Picciano, & Seaman (2009), Mouchantaf (2020), and ŞENER et al. (2020). The questionnaires contained two main sections; (a) background information (10 questions) in teachers' questionnaire and (8 questions) in learners' questionnaire (b) challenges of online English language learning (24-23 questions). A Likert scale was used on 19 items of teachers' and learners' questionnaires. Participants were asked to choose between five alternatives (highly agree, agree, neutral, disagree, highly disagree). Participants answered the questionnaires in Arabic to avoid ambiguity. Data was analysed through a statistical package for social sciences (SPSS).

Table 4.1: *Teacher's perspectives in management issues*

#	Statement		Scale					M	SD
			SA	A	M	D	SD		
11	The schedule timing is considered suitable.	N %	106 26.6	173 43.5	57 14.3	53 13.3	9 2.3	3.8	1.1
12	There is a need for teacher training.	N %	178 44.7	147 36.9	48 12.1	23 5.8	2 0.5	4.2	0.9
13	There is an increase in teachers' workload in distance learning.	N %	147 36.9	123 30.9	78 19.6	47 11.8	3 0.8	3.9	1.0
14	The workload increase is considered logical.	N %	53 13.3	128 32.3	84 21.1	86 21.6	47 11.8	3.1	1.2

Findings in Table 4.1 show the positive perception of teachers towards the schedule timing; 43.5% agree and 26.6% strongly agree. However, in item (12), the participants (178 = 44.7%) strongly agree and (147 = 36.9) agree that there is an adamant need for teacher training. In Items (13) and (14) participants, 36.9% strongly agreed, and 30.9% agreed to confirm enhanced workload during distance learning. However, when it comes to logic, their choices are approximately convergent 13.3% strongly agree, 32.3% agree, 21.1% moderate, (21.6%) disagree, and (11.8%) strongly disagree.

Table 4.2: *Teacher's perspectives in educational issues*

#	Statement		Scale					M	SD
			SA	A	M	D	SD		
15	The English language period duration is suitable.	N %	67 16.8	167 42	82 20.6	66 16.6	16 4	3.5	1.1
17	The English language curriculum is suitable for distance education.	N %	53 13.3	179 45	94 23.6	56 14.1	16 16	3.5	1.0
18	I prefer using online English language learning activities in distance education more than the activities used in traditional learning.	N %	90 22.6	176 44.2	77 19.3	44 11.1	11 2.8	3.7	1.0
19	Learners actively participate in distance learning.	N %	52 13.1	88 22.1	110 27.6	106 26.6	42 10.6	3.0	1.2
20	I have concerns about course quality in distance learning.	N %	65 16.3	128 32.2	99 24.9	86 21.6	20 5	3.3	1.1
21	Distance learning ensures fair assessment in English language learning.	N %	27 6.8	68 17.1	104 26.1	154 38.7	45 11.3	2.7	1.1
22	As an English language teacher, I face difficulties fulfilling course objectives.	N %	47 11.8	124 31.2	105 26.4	107 26.9	15 3.8	3.2	1.1

An Insight into Distance Language Teaching/Learning from Secondary School Teachers' and Learners' Perspectives during and post COVID-19 in Saudi Arabia

#	Statement	Scale					M	SD	
		SA	A	M	D	SD			
23	Teaching English language requires (face-to-face) interaction	N	103	128	84	71	12	3.6	1.1
		%	25.9	32.2	21.1	17.8	3		
24	English language teachers can effectively manage classrooms in distance education as it is in direct education (face-to-face).	N	75	153	78	75	17	3.5	1.1
		%	18.8	38.4	19.6	18.8	4.3		
25	English language teaching is considered more difficult than other subject in distance learning.	N	83	91	74	132	18	3.2	1.2
		%	20.9	22.9	18.6	33.2	4.5		
26	Learners in distance learning show seriousness willing to learn	N	46	142	131	62	17	3.4	1.0
		%	11.6	35.7	32.9	15.6	4.3		

Table 4.2 shows that 58.8% of the participants either agree or strongly agree, about the duration of the English language period. Further, 58.3% of the teachers confirmed the utility of the curriculum for distance learning. However, item (19) results were convergent; 27.6% moderate the highest percentage which indicates the disparity in learners' activeness towards online learning. On the contrary, the majority of the teachers (Mean:3.73 = agree) show a positive perception of using online language activities. In teachers' perspective about the quality of online learning 48.5% show concern about course quality. For further explanation, 50% were not sure about the fair assessment, and (26.1%) took a moderate part. The course objectives vary (11.8%) strongly agree (31.2%) agree, (26.4%) moderate, (26.9%) disagree, and (3.8%) strongly disagree. 58.1% were agreed that teaching English requires face-to-face interaction. However, class management issue answers are convergent, the highest percentage goes to a moderate perception towards teachers' opinion that learners show a willingness to learn in distance learning.

Figure 4.1: *Statements apply on distance education from teachers' perspective*

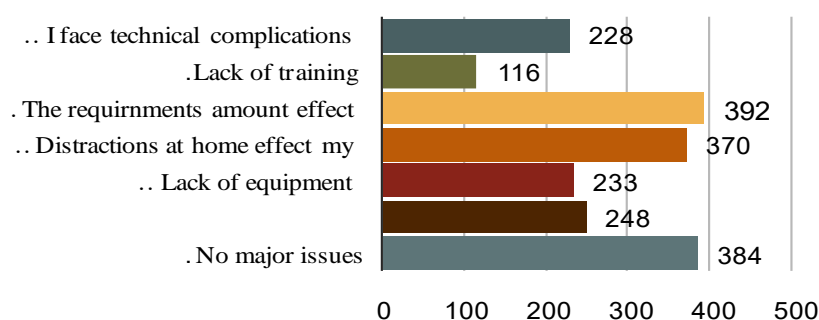


Figure 4.1 indicates that most issues teachers face are related to learners. The highest results are concerned with learners missing classes and not doing their assignments. Following that, introducing new material confuses learners. Next, 112 respondents agree that the biggest issue is related to the lack of training.

Table 4.3: *A comparison of teachers' opinions about English language instruction requires*

direct interaction (face-to-face) at different ages

Age	Sample Number	Mean Rank	Kruskal-Wallis H	df	Sig.
Less than 25	27	187.46	11.053	3	0.011
25-35	151	186.08			
36-45	168	199.55			
more than 46	52	244.56			

Table 4.3 shows that the elder teachers see that teaching English requires direct interaction (face-to-face) to a higher degree and young teachers' opinions percentage is less.

Table 4.4: *Teacher's perspectives on technical issues*

#	Statement		Scale					M	SD
			SA	A	M	D	SD		
29	The technical infrastructure is limited in a way that does not support distance learning.	N	61	140	93	94	10	3.4	1.1
		%	15.3	35.2	23.4	23.6	2.5		
30	Technical issues affect learners' concentration during lessons.	N	141	202	40	13	2	4.2	0.8
		%	35.4	50.8	10.1	3.3	0.5		
31	Technical issues affect learners' attendance in English language classes.	N	128	189	55	22	4	4.0	0.9
		%	32.2	47.5	13.8	5.5	1		
32	All students have computers which ensure their ability to do homework.	N	33	75	102	138	50	2.8	1.1
		%	8.3	18.8	25.6	34.7	12.6		

Table 4.4 shows that 35.2% of teachers agree, and 15.3% strongly agree that the technical infrastructure is considered limited and does not support distance learning. The percentage increases to 50.8% agree, and 35.4% strongly agree that technical issues negatively affect learners' concentration in language classes. Similarly, 47.5% agree that these technical issues affect learners' attendance.

Table 4.5: *The comparison of teacher 'opinions about the effect of technical issues on their concentration during lessons in different regions*

Region	Sample Number	Mean Rank	Kruskal-Wallis H	df	Sig.
Northern Region	12	201.38	3.184	4	0.527
Central Region	155	210.25			
Southern Region	105	187.43			
Eastern Region	60	195.48			

Region	Sample Number	Mean Rank	Kruskal-Wallis H	df	Sig.
Western Region	66	196.77			

Table 4.5 shows no differences in teachers' opinions about the effect of technical issues on concentration during the class in different regions.

Table 4.6 :Learner's perspectives on management issues

#	Statement	Scale					M	SD	
		SA	A	M	D	SD			
9	The schedule timing is considered suitable.	N	313	450	245	82	59	3.8	1.1
		%	27.2	39.2	21.3	7.1	5.1		
10	There is a need for learners' training on how to use distance learning platforms.	N	243	409	278	180	39	3.6	1.1
		%	21.1	35.6	24.2	15.7	3.4		
11	The English language period duration is suitable.	N	247	530	219	103	50	3.7	1.0
		%	21.5	46.1	19.1	9	4.4		

Table 4.6 discusses the management issues from secondary school learners' perspectives, 39.2% agree that the schedule timing is suitable. However, nearly the same percentage 56.7% confirms the need for previous training on using distance learning platforms. In addition, 46.1% agreed that the English language period is convenient.

Table 4.7 Learner's perspectives on educational issues

#	Statement	Scale					M	SD	
		SA	A	M	D	SD			
13	There is an increase in required homework/assignments in distance learning (more than in face-to-face learning)	N	411	296	184	193	65	3.7	1.3
		%	35.8	25.8	16	16.8	5.7		
14	The increase in homework negatively affects my learning abilities	N	439	287	182	199	42	3.8	1.2
		%	38.2	25	15.8	17.3	3.7		
15	The English language curriculum is suitable for distance education.	N	206	402	277	193	71	3.4	1.1
		%	17.9	35	24.1	16.8	6.2		
16	I prefer using online English language learning activities in distance education more than the activities used in traditional learning.	N	253	344	355	186	111	3.4	1.3
		%	22	29.9	22.2	16.2	9.7		
17	I actively participate in distance learning.	N	249	292	222	232	154	3.2	1.3
		%	21.7	25.4	19.3	20.2	13.4		

#	Statement	N	Scale					M	SD
			SA	A	M	D	SD		
18	The English language lessons in distance learning do not fulfil my educational needs	N 148	263	316	329	93	3.0	1.2	
		%	12.9	22.9	27.5	28.6	8.1		
19	I have concerns about course quality in distance learning.	N 210	346	214	272	107	3.2	1.3	
		%	18.3	30.1	18.6	23.7	9.3		
20	English language teachers are highly qualified for distance learning.	N 317	422	261	100	49	3.8	1.1	
		%	27.6	36.7	22.7	8.7	4.3		
21	Distance learning ensures fair assessment in English language learning.	N 150	288	305	265	41	3.0	1.2	
		%	13.1	25.1	26.5	23.1	12.3		
22	Learning English language requires (face-to-face) interaction	N 360	286	226	205	72	3.6	1.3	
		%	31.3	24.9	19.7	17.8	6.3		
23	English language learning is considered more difficult than other subject in distance learning.	N 183	217	204	353	192	2.9	1.3	
		%	15.9	18.9	17.8	30.7	16.7		
24	Learners in distance learning show seriousness willing to learn	N 182	353	371	188	55	3.4	1.1	
		%	15.8	30.7	32.3	16.4	4.8		

Table 4.7 elucidates the educational issues from the learners' perspective. The educational section of the learners' questionnaire consists of 12 items. As Table 4.7 shows (61.6%) of the participants either agree or strongly agree that they face an increase in required homework that affects their learning abilities. The results of Q15 indicate that learners have a positive overall perception of the English language curriculum and its' accuracy for distance learning (Mean: 3.42 = Agree). However, the answers are convergent regarding the preference for using online learning activities (Q. 16) and whether they actively participate (Q.17). The highest result is (28.6% = disagree) for Q18, which indicates that distance English language learning fulfils their educational needs. However, the overall score for this question was moderate (Mean:3.04 = Moderate). Regarding their concerns about the course quality in distance learning, the answers are convergent; however, the highest percentage (30.1%) agree about these concerns. Interestingly, learners show positive thoughts towards English language teachers' qualification for distance learning, (27.6%) strongly agree and (36.7%) agree that they are qualified. Answers are neutral about the fairness of assessment in distance learning. The majority of respondents either strongly agree (31.3%) or agree (24.9%) that English language learning requires face-to-face interaction. Neutral responses take place in Question 23 and 24 about their opinions if English language learning is more difficult than other subjects, as well as if learners show a willingness to learn.

Figure 4.2: Statements apply on distance education from learners 'perspective

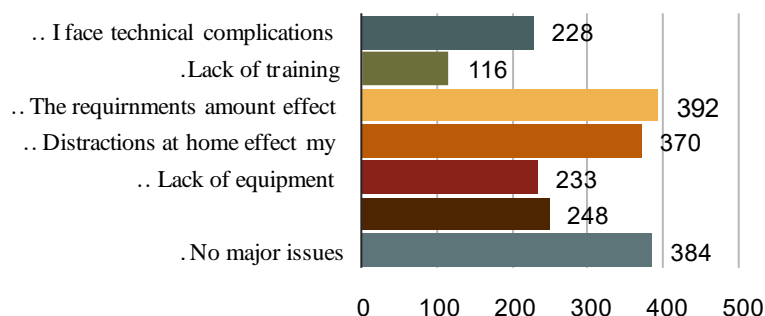


Figure (4.2) indicates that learners face two main issues in distance learning. The highest results are concerned with the increase in requirements and assignments. Meanwhile, 384 respondents agree that these issues are not considered major issues.

Table 4.8: Differences between school sectors and the increase in homework/assignments

Sector	Sample Number	Mean Rank	Sum. Rank	Mann-Whitney U	Z score	Sig.
Public	998	562.76	561633.50	63132.500	3.337	*0.001
Private	151	655.90	99041.50			

Table 4.8 indicates the students' opinion about the high demand for online learning as compared to direct education (face-to-face). A *Mann-Whitney test* indicates that the mean rank for students from the public sector is (mean rank=562.76) and those belonging to the private sector (mean rank=655.9) with [P value= 0.001]. Therefore, the results show differences in learners' opinions regarding the increase in homework, whereas the results of learners from the private sector are higher.

Table 4.9: Differences between genders in using online English language learning activities in distance education more than the activities used in traditional learning.

Gender	Sample Number	Mean Rank	Sum. Rank	Mann-Whitney U	Z value	Sig.
Male	114	504.47	57510	50955	2.458	0.014*
Female	1035	582.77	603165			

Table 4.9 indicates the gender difference is statistically significant [P value= 0.014]. Therefore, female learners prefer using online curricular activities more than male learners.

Table 4.10 :Learner's perspectives on technical issues

#	Statement	N	Scale					M	SD
			SA	A	M	D	SD		
27	The technical infrastructure is limited in a way that does not support distance learning.	153	307	417	220	52	3.3	1.1	
		%	13.3	26.7	36.3	19.1	4.5		
28		N	447	444	131	105	22	4.0	1.0

#	Statement		Scale					M	SD
			SA	A	M	D	SD		
	Technical issues affect my concentration during lessons.	%	38.9	38.6	11.4	9.1	1.9		
29	Technical issues affect my attendance at English language classes.	N	365	370	213	152	49	3.7	1.2
		%	31.8	32.2	18.5	13.2	4.3		
30	I have a computer which ensures my ability to do homework.	N	379	453	130	136	51	3.9	1.1
		%	33	39.4	11.3	11.8	4.4		

Table 4.10 shows that learner 13.3% strongly agree and 26.7% agree about limited support of technical infrastructure. The percentage increases to 38.6% agree, and 38.9% strongly agree that technical issues negatively affect their language classes' concentration. Similarly, 31.8% strongly agree and 32.2% agree that these technical issues affect their attendance, as well. Learners indicate in item 30 that they have computers, which ensures their ability to do homework (mean:3.85 = agree).

Table 4.11

The comparison of students' opinions about the effect of technical issues on their concentration during lessons in different regions.

Region	Sample Number	Mean Rank	Kruskal-Wallis H	Df	Sig.
Northern Region	97	611.82	4.427	4	0.351
Central Region	476	571.97			
Southern Region	282	549.08			
Eastern Region	156	586.41			
Western Region	138	599.64			

Table 4.11 indicates no differences in the learners' opinions about the effect of technical issues on their concentration during online lessons in different regions.

4.2. Results from Qualitative Data Analysis

This part provides the results of the qualitative data. Interviews were conducted via (Zoom) among three female teachers (two of them were working in the private sector) and four learners (all from the public sector). One of the learners was male (L4).

The findings included the two major themes, general view about distance learning, challenges, and the impact of shifting into distance learning among learners and education insight into distance learning from data collected from the questionnaires:

Teachers' General Views of Experience of Distance Learning

Although not all teachers who participated in the interviews used the same platform, they gave nearly similar information about their experience from the beginning of the sifting into distance learning (May 2020) until the present time (November 2020). T1,

who works for the private sector, explained: "At the beginning of the experience we used (Zoom meetings), however, the videos were recorded previously which was not good enough for the lack of interaction with learners". T2 illustrated the experience as it came in two main phases: the first phase was in the second semester of the academic year (2019-2020), and the second phase was in the first semester of the academic year (2020-2021). T2 described the first phase as an experimental phase, and she added, "In the second phase, we were more qualified and trained". T3, as a part of the public sector, emphasizes that neither learners nor teachers took the situation seriously until the second week of the academic year (2020-2021).

The Challenges and Impact of the shifting into distance learning among Teachers

Every new experience has challenges. T3 described the first week as "complete chaos", as initially, we faced a lot of technical issues, "sound problems, logging issues, lag, etc". T2 explained that the school offers them a private platform, which enables them to avoid common problems the public sector faced at the beginning. However, this was not the situation in all private schools. T2 indicated that the main challenge was to determine learners' levels and work on their weaknesses. She also added: "mainly the pronunciation". T3 Agreed about the challenge of speaking lessons and added: "not only speaking, even facial expressions". On the other hand, T1 thinks that "day-by-day learners show a willingness to learn". T2 highlighted that although learners struggle initially, distance learning improves their sense of responsibility.

Learner's General Views about Distance Learning

L1 explained the new situation was not difficult to adapt to the current circumstances. L2 claimed that "learning English requires individual efforts with the guidance of the teacher". However, L4 (only male in the interviews) claimed that some teachers do not explain lessons effectively, and they rather use videos from (IEN TV). L3 pointed out that the experience was not easy initially, and she faced difficulties concentrating on lessons.

The Challenges and Impact of the shifting into distance learning among learners

Learners showed respect for teachers, and L1 explained that they were qualified and helpful. L2 agreed that they needed more effort. L3 added: "I face minor difficulties only in writing". All learners agreed that the technical issues were the least concern. L1 showed acceptance and excitement towards distance learning. She described the situation that "it is a great solution for not missing classes".

5. DISCUSSION

The main aim of the study was to explore the challenges and benefits of secondary school English language teachers and students during the pandemic lockdown in Saudi Arabia and the lessons learned post COVID-19.

5.1. The Challenges of Online Language Learning in Saudi Arabia from Secondary School Teachers and Learners' Perspective

Findings in (section 4) can sort the challenges from teachers' perspectives into two main aspects. The most challenging aspect was the lack of training for both learners and teachers. This result corroborates with Sherif's (2023) report of participants which shed light on the importance of ongoing professional development and the requirement for additional digital upskilling development among learners, educators, and workplace environments. The following issue was the increase in teachers' workload. T2 emphasizes workload was due to a lack of planning or management. Moreover, Mauno et al. (2010)

argued that teachers' overall work satisfaction is deeply affected by the stress of the workload increase. Bates & Bates (2005) described learners were not demonstrating autonomous behaviour for language learning.

The studies conducted by Fandiño et al. (2019), Kara (2020), and Yan and Li (2020), affirmed the positive impact of distance learning from learners' perspective. The questionnaire's results elucidated that they have an overall positive opinion towards distance learning. Learners' perceptions about schedule timing, teachers' qualifications, and period duration are positive. All female learners agreed that they needed training, which is not onerous. One participant replied the only obstacle is synchronizing the experience. In contrast, one participant argued that distance learning provides more opportunities for interaction. Elyas and Al-Garni (2015) concurred with this result that distance education promotes students' self-discipline and motivation and encourages them to take responsibility for their learning.

5.2. The strongest challenges related to the use of Technology

Teachers and learners agree that the technical issues are not serious Sherry (1995). This issue was obvious at the beginning, and it lasted for two weeks approximately. However, responses to the questionnaires indicate that technical issues negatively affect learners' attendance and concentration (table 4.4, table 4.10) which is equally applicable to Saudi Arabia's different regions. The findings of the current study i.e. learners and teachers put their efforts to learn the use of technical skills and find them easy, opposed the results of Reich (2019) who claimed students' or teachers' entail lack of technological skills and negative beliefs concerning to online learning. The mean rank of the management issues indicates that teachers agree about training and an increase in workload. However, they also agree about the suitability of schedule timing and that the increase in workload is considered logical. Discussing technical issues assures teachers' perspective reflects an obstacle towards effective distance learning.

The mean rank of the management matters indicates that learners have positive opinions towards the schedule timing and the period duration. However, they also agree with the need for training. Educational matters discussed in (table 4.6) have positively and negatively with the exact mean rank.

5.3. The impact of these challenges on applying the English language curriculum

To discuss the impact of the English language challenges, teachers agreed that challenges are limited in two skills; pronunciation and writing. Kara (2020) argued that female learners feel more confident in distance learning and encourage learners' participation. However, learners of this study agreed with this finding while teachers opposed it. On the other hand, Willis (1993) relayed the preference deference to personality differences and learning styles that might affect students' views about distance language learning. Participants were argued that blending learning will grantee better outcomes. They added that exams and some skills require face to face interaction.

5.4. The impact of these challenges on language learners

Learners concurred with teachers that the situation has its' pros and cons. Interestingly, some teachers noticed an increase in learners' participation; especially amongst shy learners which negates the claim of Bartolic-Zlomislic et al. (1999) that learners of this age lack awareness of their responsibility to learn and show unautonomous behaviour. This finding corroborates the theory of independent study introduced by Moore (1973) and the study by Elyas and Al-Garni (2015). They confirmed that distance education promotes students' self-discipline and motivation and encourages them to take responsibility for their learning.

Thus, the present study was designed to determine the strengths and weaknesses of implementing distance learning in Saudi Arabia during and post-COVID-19. By employing a mixed-method approach the researchers have identified the obstacles and merits from the perspective of secondary school English language teachers and learners. The most obvious finding to emerge from this study is that even though technical issues are considered one of the main obstacles, there is no difference in teachers' and learners' opinions from Saudi Arabia's different regions. The second major finding was that there are differences between public and private schools, as learners from the private sector had more homework and requirements. The study also revealed gender differences in accepting the English language online learning activities. Female participants have shown more preference for using online activities than male participants.

6. CONCLUSION

The study contributes to our understanding of the challenges and the benefits and opportunities of applying distance learning. The study provides insight into 3 main aspects of distance learning; management, educational, and technical. The teachers and learners indicated a significant impact on distance learning concerning technical issues and management issues. This study has found that teachers and learners generally face an increase in their workload that negatively affects the learning process. Other corresponding results concluded that the technical issues affect learners' attendance and concentration. Furthermore, regarding the educational issues, female participants prefer online learning activities, and male learners showed less interest than female learners. Although teachers and learners thought the English curriculum was suitable for distance teaching, they asserted that English language lessons require face-to-face interaction.

This study might have an effective implication for the policymakers in the Saudi education system. This research highlights the lack of training programs for teachers and learners in both sectors (public, and private), the technical issues are considered basic challenges and verifying assessment accuracy is a pressing issue. Therefore, providing previous training for the common technical issues, and establishing technical support centres are some simple solutions to reduce the consequences of these malfunctions. The study entails limitations as it was conducted among secondary school teachers and learners, yet it would be enriched if it involved more school grades. To develop a full picture of English language distance learning, additional studies are required. New studies are recommended to be carried out with distance EFL learners on issues; such as autonomy, motivation, academic procrastination, and technical and pedagogical support. One of the main findings in the current study is that teachers and learners believe that distance learning assessment is not fair and does not reflect learners' level. Studies about the effectiveness of different assessment methods would be beneficial. Further work is required to establish the viability of distance education concerning learners' different learning styles. This study used questionnaires and interviews for quantitative and qualitative data. In future investigations, it might be possible to use different classroom observations to have a better perspective. Finally, further studies, which compare different outcomes concerning the usage of different platforms, may provide us with interesting results.

REFERENCES

- Ahn, J., Beck, A., Rice, J., & Foster, M. (2016). Exploring issues of implementation, equity, and student achievement with educational software in the DC public schools. *AERA Open*, 2(4), 2332858416667726.
- Alahmari, A., & Kyei-Blankson, L. (2016). Adopting and implementing an E-learning system

- for teaching and learning in Saudi public K-12 schools: The benefits, challenges, and concerns. *World Journal of Educational Research*, 3(1), 11–32. doi:10.22158/wjer.v3n1p11
- Albashtawi, A., & Al Bataineh, K. (2020). The effectiveness of Google Classroom among EFL students in Jordan: an innovative teaching and learning online platform. *International Journal of Emerging Technologies in Learning (iJET)*, 15(11), 78-88.
- Al-Seghayer, K. (2011). *English teaching in Saudi Arabia: Status, Issues, and Challenges*. Riyadh, Saudi Arabia: Hala.
- Al-Seghayer, K. (2014). The four most common constraints affecting English teaching in Saudi Arabia. *International Journal of English Linguistics*, 4(5), p.17.
- Bartolic-Zlomislic, S., & Bates, A. T. (1999). Investing in online learning: Potential benefits and limitations. *Canadian Journal of Communication*, 24(3).
- Bates, A. W., & Bates, T. (2005). *Technology, e-learning and distance education*. Psychology Press.
- Blake, R. J. (2009). The use of technology for second language distance learning. *The Modern Language Journal*, 93, 822-835.
- British Educational Research Association. (2018). *Ethical guidelines for educational research* (4th ed) (London, BERA).
- Bryman, A. (2016). *Social research methods*. Oxford University Press.
- Çamlıbel-Acar, Z., & Eveyik-Aydın, E. (2022). Perspectives of EFL teacher trainers and pre-service teachers on continued mandatory distance education during the pandemic. *Teaching and Teacher Education*, 112, 103635.
- Cardoso, S. (2019). New technologies and new literacies in the English classroom: a study. *Revista Intersaberes*, 14(31), 168-186.
- Cenkseven-Onder, F., & Sari, M. (2009). The Quality of School Life and Burnout as Predictors of Subjective Well-Being among Teachers. *Educational Sciences: Theory and Practice*, 9(3), 1223-1235.
- Clark, J. T. (2020). Distance education. In *Clinical Engineering Handbook* (pp. 410-415). Academic Press.
- Deraney, P. M., & Abdelsalam, H. M. (2012). Private vs. public school education as a predictor for success for female students at a private university in Saudi Arabia. *Researchers World*, 3(3), 1-7.
- Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, Qualitative, and Mixed Methodologies*. Oxford: Oxford University Press.
- Ene, E., & Upton, T. A. (2018). Synchronous and asynchronous teacher electronic feedback and learner uptake in ESL composition. *Journal of Second Language Writing*, 41, 1-13.
- Elyas, T., & Al-Garni, A. (2015). Curriculum Design Quality Assurance of Distance Education in Saudi Electronic University: A Case Study. In *Teaching and Learning in Saudi Arabia* (pp. 145-174). Brill Sense.
- Fandiño, F. G. E., Muñoz, L. D., & Velandia, A. J. S. (2019). Motivation and E-Learning English as a foreign language: A qualitative study. *Heliyon*, 5(9), e02394.
- Fayyumi, A., Mohammad, H., & Faris, H. (2013). Mobile based learning and examination: Students' and instructors' perceptions from different Arab countries. *Journal of Software Engineering and Applications*, 6(12), 662-669. doi:10.4236/jsea.2013.612079

- Galusha, J. M. (1998). *Barriers to learning in distance education*. University of Southern Mississippi.
- Hyland, F. (2001). Providing effective support: Investigating feedback to distance language learners. *Open Learning: The Journal of Open, Distance and e-Learning*, 16(3), 233-247.
- Jha, A. K., & Stanton-Geddes, Z. (Eds.). (2013). *Strong, safe, and resilient: a strategic policy guide for disaster risk management in East Asia and the Pacific*. World Bank Publications.
- Johnson, G. (2006). Synchronous and asynchronous text-based CMC in educational contexts: a review of recent research. *TechTrends*, 50, 46–53.
- Kara, M. (2020). Transactional distance and learner outcomes in an online EFL context. *Open Learning: The Journal of Open, Distance and e-Learning*, 1-16.
- Karamifar, B., Germain-Rutherford, A., Heiser, S., Emke, M., Hopkins, J., Ernest, P., Stickler, U., & Hampel, R. (2019). Language Teachers and Their Trajectories Across Technology-Enhanced Language Teaching: Needs and Beliefs of ESL/EFL Teachers. *TESL Canada Journal*, 36(3), 55–81. <https://doi-org.sdl.idm.oclc.org/10.18806/tesl.v36i3.1321>
- Khikmatovna, J. N. (2020). New in English Language Distance Teaching. *International Engineering Journal For Research & Development*, 5(7), 4-4.
- Lomicka, L. (2020). Creating and sustaining virtual language communities. *Foreign Language Annals*.
- Luppicini, R. (2005). A systems definition of educational technology in society. *Journal of Educational Technology & Society*, 8(3), 103-109.
- Mauno, S., Kinnunen, U., Mäkikangas, A., & Feldt, T. (2010). Job demands and resources as antecedents of work engagement: A qualitative review and directions for future research.
- Moore, M. G. (1973). Toward a theory of independent learning and teaching. *The Journal of Higher Education*, 44(9), 661-679.
- Moore, M. G., & Kearsley, G. (2011). *Distance education: A systems view of online learning*. Cengage Learning.
- Moorhouse, B. L. (2020). Adaptations to a face-to-face initial teacher education course ‘forced’ online due to the COVID-19 pandemic. *Journal of Education for Teaching*, 1-3.
- Mouchantaf, M. (2020). The COVID-19 Pandemic: Challenges Faced and Lessons Learned Regarding Distance Learning in Lebanese Higher Education Institutions. *Theory and Practice in Language Studies*, 10(10), 1259-1266.
- Niemi, H. M., & Kousa, P. (2020). A case study of students’ and teachers’ perceptions in a Finnish high school during the COVID pandemic. *International journal of technology in education and science*.
- Niemi, H., Toom, A., & Kallioniemi, A. (Eds.). (2016). *Miracle of education: The principles and practices of teaching and learning in Finnish schools*. Springer.
- Panda, S. (Ed.). (2003). *Planning and management in distance education*. Routledge.
- Perraton, H. (1995). A practical agenda for theorists of distance education. *Open and distance learning today*, 13-22.
- Peterman, T. W. (2000). Elements of success at a traditional/virtual university: Lessons learned from three years of growth in cyberspace. *The Journal of academic*

librarianship, 26(1), 27-32.

- Peterson, L., Scharber, C., Thuesen, A., & Baskin, K. (2020). A rapid response to COVID-19: one district's pivot from technology integration to distance learning. *Information and Learning Sciences*.
- Picard, M. (2018). The future of EFL and TESOL in Saudi Arabia. In *English as a foreign language in Saudi Arabia* (pp. 165-185). Routledge.
- Picciano, A. G., & Seaman, J. (2009). *K-12 Online Learning: A 2008 Follow-Up of the Survey of US School District Administrators*. Sloan Consortium. PO Box 1238, Newburyport, MA 01950.
- Rangiwai, B., & Simati-Kumar, B. (2020). The potential impacts of COVID-19 for the Master of Applied Indigenous Knowledge (MAIK) programme in Māngere: Planning for online delivery. *Te Kaharoa*, 15(1), 1-14.
- Reich, J. (2019). Teaching Our Way to Digital Equity. *Educational Leadership*, 76(5), 30-35.
- Ronfeldt, M., & Reininger, M. (2012). More or better student teaching?. *Teaching and teacher education*, 28(8), 1091-1106.
- Russell, V. (2020). Language anxiety and the online learner. *Foreign Language Annals*.
- Sangra, A., Vlachopoulos, D., & Cabrera, N. (2012). Building an inclusive definition of e-learning: An approach to the conceptual framework. *International Review of Research in Open and Distributed Learning*, 13(2), 145–159.
- ŞENER, B., ERTEM, İ. S., & Ahmet, M. E. Ç (2020). Online Teaching Experiences of ELT Instructors. *Journal of Educational Technology and Online Learning*, 3(3), 340-362.
- Sherif, N. M. (2023). Teaching EFL/ESL in the Digital Age: Education Post COVID-19 Pandemic. *Journal of English Language Teaching and Linguistics*, 8(3), 237-247.
- Sherry, L. (1995). Issues in distance learning. *International journal of educational telecommunications*, 1(4), 337-365.
- Simonson M., Smaldino, S, Albright, M. & Zvacek, S. (2000). Assessment for distance education (Ch 11). *Teaching and Learning at a Distance: Foundations of Distance Education*. Upper Saddle River, NJ: Prentice-Hall.
- The Ministry of Human resources and Social development. (2020, September3). The Ministry of Human Resources and Social Development supports male and female students who are beneficiaries of social security in distance education. <https://hrsd.gov.sa/en/node/735459>
- The Saudi Telecom Company. (n.d.). Browse These Apps Without Consuming Data. Retrieved December 5, 2020, from https://www.stc.com.sa/wps/wcm/connect/english/individual/campaign/free-data?utm_source=website&utm_campaign=2019_cbu_free-data&utm_medium=main-banner&utm_content=arabic
- The United Nations Educational, Scientific and Cultural Organization. (2020, December18). UNESCO's support: Educational response to COVID-19. <https://en.unesco.org/covid19/educationresponse/support>
- The World Bank. (2020, April29). Innovation in responding to coronavirus could pave the way for better learning outcomes in MENA. <https://blogs.worldbank.org/arabvoices/innovation-responding-coronavirus-could-pave-way-better-learning-outcomes-mena>
- Tomek, I. (Ed.). (1992). *Computer Assisted Learning: 4th International Conference*,

An Insight into Distance Language Teaching/Learning from Secondary School Teachers' and Learners' Perspectives during and post COVID-19 in Saudi Arabia

ICCAL'92, Wolfville, Nova Scotia, Canada, June 17-20, 1992. Proceedings (Vol. 602).
Springer Science & Business Media.

Tynan, B., Ryan, Y., & Lamont-Mills, A. (2015). Examining workload models in online and blended teaching. *British Journal of Educational Technology*, 46(1), 5-15.

Warschauer, M. (2000). The death of cyberspace and the rebirth of CALL. *English Teachers ' Journal*, 53(1), 61-67.

Warschauer, M., & Kern, R. (Eds.). (2000). *Network-based language teaching: Concepts and practice*. Cambridge university press.

White, C. (2006). Distance learning of foreign languages. *Language teaching*, 39(4), 247-264.

Willis, B. D. (1993). *Distance education: A practical guide*. Educational Technology.

Yang, Y., & Cornelious, L. F. (2005). Preparing instructors for quality online instruction. *Online Journal of Distance Learning Administration*, 8(1), 1-16.

Yi, Y., & Jang, J. (2020). Envisioning possibilities amid the COVID-19 pandemic: Implications from English language teaching in South Korea. *TESOL Journal*, 11(3).