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INTERNATIONAL JOURNAL OF ADVANCED RESEARCH (IJAR)

Article DOI: 10.21474/IJAR01/14632
DOI URL: <http://dx.doi.org/10.21474/IJAR01/14632>



RESEARCH ARTICLE

REMOTE LEARNING DURING COVID 19 PANDEMIC AND ITS IMPACT ON EFL LEARNERS: AN ANALYSIS

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Manuscript Info

Manuscript History

Received: 28 February 2022
Final Accepted: 30 March 2022
Published: April 2022

Key words:-

EFL Learners, Pandemic, Online Learning, Learning Challenges, Variance

Abstract

The problem with a coronavirus posed a challenge to the education system, forcing educators to change to a wholly E-learning environment. Many educational institutions were unprepared for such a fast transformation. During the COVID-19 shutdown, distant study of foreign languages caused current teaching technologies to increase the breadth of the educational process, broaden its practical direction, and contribute to the intensity of students' autonomous work, boosting their cognitive activity. The article's goals include: defining the types and specifics of modern edTech for the educational process as it transitions from no E-Learning to fully E-Learning; and eliminating the role of the Internet as a means of information and communication edTech in teaching foreign languages at higher education establishments is to discover how to improve students' learning at higher education institutions, the significance of employing remote edTechs, and the SWOC (Strengths, Weaknesses, Opportunities, and Challenges) examination of E-learning strategies during the pandemic shutdown. This study's contribution is to analyse learners' new experiences in online education and to examine the viability of virtual ways of learning. This is accomplished by analysing the replies of 228 students to a survey-based questionnaire. The study's validity was tested using a descriptive statistical approach. The key issues that influence and effect online EFL learning during COVID-19 are technological, academic, and communication concerns. According to the survey findings, most EFL learners are dissatisfied with continued online learning since they have not made the desired gain in language learning performance.

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Introduction:-

Students were taken aback by the development of the Coronavirus pandemic in the latter months of 2019, forcing them to resort to remote learning. The governments created legislation requiring academic institutions to implement e-learning as an alternative to traditional education. Because of COVID-19, E-learning technologies have played a key role in most academic institutions throughout the world. During their closure, they aim to assist teachers, universities, universities, and academic institutions in facilitating the process of teaching and learning. Furthermore,

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several of these tools (YouTube, Zoom, video conferences, educational platforms, free websites, and others) are free or costless and allow for ongoing learning.

The success or failure of any technical system is on how users utilise it; both instructors and their pupils have challenges while adopting e-learning at home in some underdeveloped countries owing of their shadow experience. Simultaneously, academic staff is educated how to use the e-learning platform. However, the transition to e-learning has raised questions about educational quality. In this paper, we take it one step at a time. We begin with definitions, benefits and drawbacks of e-learning and its components for language learning, then compare e-learning with conventional language learning, and lastly address the paper's topic or problem, which is as follows: Is e-learning a suitable alternative for conventional language learning?

English Language Development

Universities offer a range of critical services and tools to help ELs enhance their English language skills, including formal language teaching programmes. These programmes differ in their approach between universities, but research consistently shows that bilingual education is more effective than English-only ones. Facilitating chances for collaborative peer learning and "productive discussion" in English with peers, which is vital to oral language development, is a key component of all EL educational programmes. Unsurprisingly, university disengagement diminishes these critical learning opportunities. ELs are people who grow up in homes where English is not the predominant language spoken. This may also be true of their immediate surroundings and the larger community. For many ELs, university may be their primary or sole source of exposure to English hearing, speaking, writing, and reading—particularly academic English, which is essential for success in class and on standardised academic achievement assessments.

Literature Review:-

Learning methods have evolved as technology and education have advanced. Many university systems have turned to online learning instruction as a result of the coronavirus (COVID-19) outbreak. Hoq (2020) confirmed in his study that the usage of information technology plays a crucial role in the application of remote learning during the coronavirus pandemic.

With the availability of quickly developing information technology such as e-learning, Google class, WhatsApp, Zoom, and other information media and internet networks that can connect lecturers and students, the learning process may operate smoothly. Heppen et al. (2017) revealed that online courses are increasingly being utilised for credit recovery in districts around the country and that these courses are useful for students. Video observation is one approach offered as a replacement for student teaching in some sessions that require practise, such as practicum courses (Kim, 2020). To attain the goal, online learning requires different learning teaching methodologies than traditional learning. According to Barhoumi (2015), the mathematics statistics course that included WhatsApp group media was highly effective when measured by student learning results. According to Al Hadhrami and Al Saadi (2021), some of the benefits of e-learning include: the ability for learners to take a course without attending an educational institution; the ability for learners to take a course from the comfort of their own home or any other location; and the ability for learners to obtain credible certifications and improve their qualifications. Kuama and Intharaksa (2016) identified two challenges that students face as a result of e-learning: technological and individual difficulties. To overcome technical challenges, sufficient and reliable Internet access, as well as 24-hour Internet availability, are required; while, to overcome individual challenges, it is critical to pay attention to the design and content of an online course, which cannot be overstated.

It's also critical to offer comprehensive explanations for the classes and exercises. Learning mission planning and content must be evaluated and updated on a regular basis. Khabbaz and Najjar (2015) investigated students' language learning strategies in a Moodle-based language acquisition programme, and the study discovered that emerging technologies in language learning may impede autonomous learning due to the challenges posed by new technology. Adnan and Anwar (2020) investigated the efficacy of online learning among higher education students during the COVID 19 pandemic and discovered that e-learning is unable to produce good results in developing countries because most poor students cannot use the internet and it is not available or weak in their villages and towns.

The student's motivation to study is diminished because of the effects of E-Learning on the user, such as alienation, isolation, and a lack of contact between students and the community in some E-Learning platforms. As a result, Wu

et al. (2020) investigated how chatbot technology might assist students minimise alienation and social isolation. They created a chatbot to be used in conjunction with the E-learning platform. This chatbot may be used with course materials as well as in everyday discussion. As a result, it is critical to understand the benefits and drawbacks of E-learning in order to prevent the latter.

During the epidemic, however, students stated that online learning was successful. Yildiz (2020) did a meta-analysis research on current trends in educational technology from 2015 to 2020. The research focused on a variety of aspects in the sector. The study's findings demonstrated that the use of educational technology in teaching and learning was suitable. The influence of the pandemic on entrepreneurial education is discussed in an essay published by the editorial board Liguori and Winkler (2020). They advocated for greater research and resources on the issues of online entrepreneurship education. Another research analysed the significance of online learning and examined the examination of the pandemic's shortcomings, strengths, problems, and potential in online education (Shivangi, 2020). The research offered some recommendations for dealing with online learning issues in the aftermath of natural catastrophes and epidemics. Wolfinger conducted a case study for characteristics of teenage online learners in Pennsylvania (2016). The project concentrated on achieving entirely online virtual learning through middle university. The study focused on academics, social support, learner characteristics, and educational support. The findings highlighted the significance of instructors' roles in virtual learning, and parental engagement might boost their academic success. The International Association of Universities 2020 sponsored a poll to assess the global impact of COVID-19 on higher education institutions. The study's findings suggested that the COVID-19 issue had an impact on all of the institutions' activities. The findings also revealed a detrimental impact on activity quality and disparity in educational chances. Ali (2017) conducted research on the usage of Blackboard as a motivator in English language learning and teaching. The study discovered that some students were encouraged to work more when learning English on the Blackboard platform, whereas others were demotivated. Alturise (2020) did a research at Qassim University in Saudi Arabia on the satisfaction of learners and teachers in the online learning paradigm utilising the Blackboard platform. The study indicated that while e-learning is a step forward in education, more effort is needed to develop online learning applications. During COVID-19, several researchers study issues and impediments in e-learning based on their educational environment and the facilities supplied by various institutes. The purpose of this research is to identify university students' challenges during the present global crisis, as well as potential solutions that might improve learners' performance and overcome these challenges in the future.

Methodology:-

An online survey-based questionnaire was devised to evaluate the EFL online learning problems amid the unexpected health and economic crises in order to collect the data. The survey-based questionnaire included 23 multiple-choice and open-ended items (agree/disagree, multiple-choice, and open-ended questions) that addressed the study's goals. It was created using Google Forms and given to students online. The questionnaire is divided into four sections: the first is about students' demographic information, the second is about their experiences with online learning platforms (Blackboard and other platforms) and the facilities that they could use, the third is about the problems they encountered during online learning, the fourth is about their satisfaction with online learning, and finally, open-ended questions to get feedback. The questionnaire's validity and reliability were validated.

Results and Discussion:-

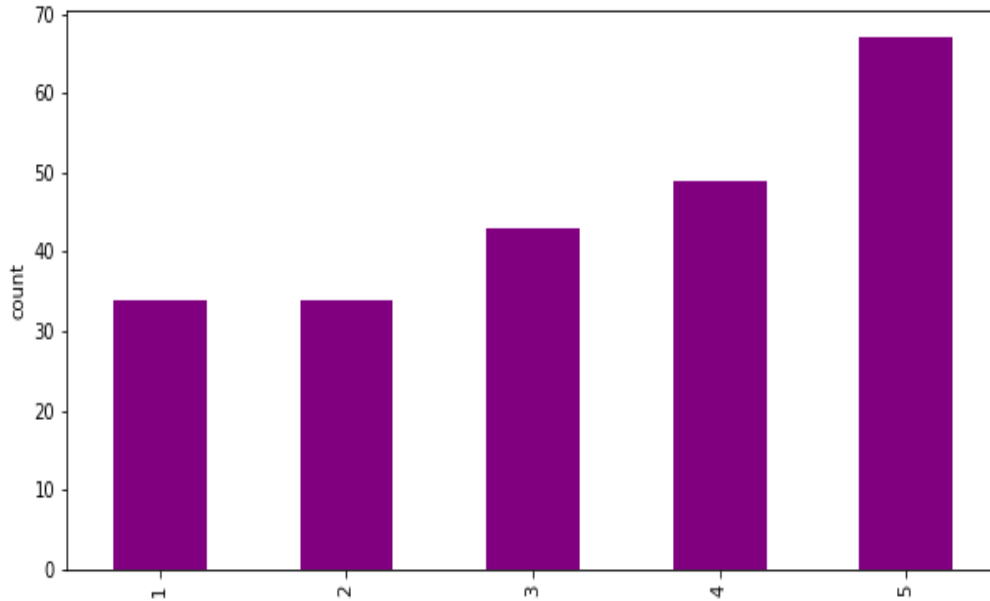
The study used descriptive research methods to analyse the collected data, and its conclusions are centred on four major factors:

1. Using the Blackboard tool's various activities and services; and
2. Using tools other than Blackboard during online learning.
3. The difficulties and barriers experienced when taking online English lessons.
4. The satisfaction of EFL learners with face-to-face virtual learning at COVID-19.

The first study topic concerned the learners' capacity to use all of the Blackboard features for online learning activities.

The majority of our participants (59.5 percent) agreed on the benefits of teaching the online course in terms of time flexibility. These differing perspectives may be attributed to participants' unfamiliarity with the e-learning medium, varying technological knowledge, and abilities, highlighting the necessity for formal training and workshops on using various technology approaches and platforms to boost e-learning activities. According to the present study,

36.1 percent and 63.9 percent of participants strongly agreed and agreed, respectively, that the online course allows staff to teach at their own speed. Similarly, a prior research praised online learning's ability to be self-paced. Other research, on the other hand, found few differences between males and females in their usage of e-learning, motivation, and satisfaction. This disparity might be attributed to differing gender representation in the research.

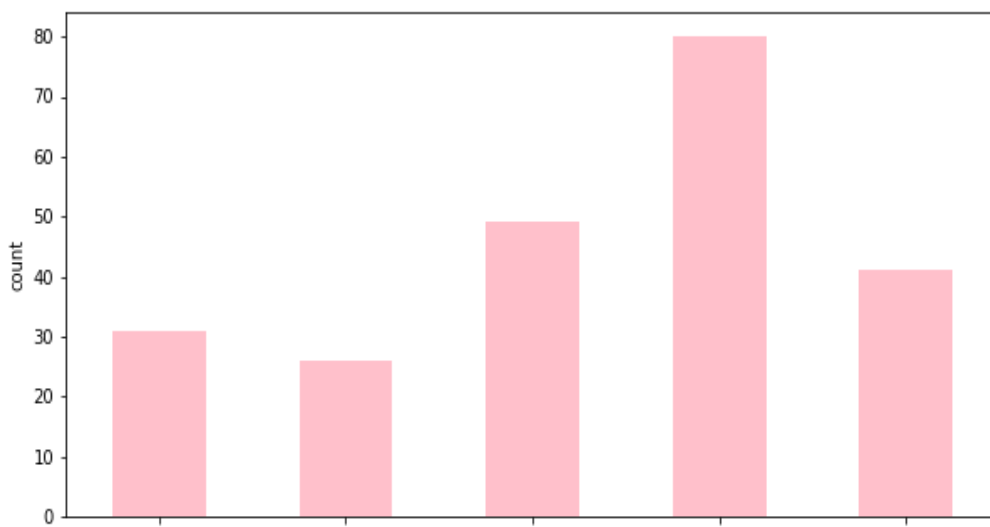


tions by circling one out of numbers 1 - 5 against each statement. * [10. Teacher and students face to face communication has a strong impact

Figure 1:- Student response for that question Teacher and students face to face communication has a strong impact on students performance.

This figure shows that, how much respondent,Teacher and students face to face communication has a strong impact on students performance.

As the above data collected from our survey clearly shows that nearly 70% and above of the respondents are strongly disagree and 35% of respondents are strongly agree and 35% are agree , 42% are shows that don't know and 50% are of disagreeabout Teacher and students face to face communication has a strong impact on students performance.



Please answer all questions by circling one out of numbers 1 - 5 against each statement. * [9. I understand my teachers hard work as well.]

Figure 2:- Student response for that question I understand my teachers hard work as well.

This figure shows that, how much respondent I understand my teachers hard work as well. As the above data collected from our survey clearly shows that nearly 80% of the respondents are disagree and 50% of respondents are don't know and 30% are strongly agree, 25% and above are shows that they agree and 50% are don't know and 40% are strongly disagree.

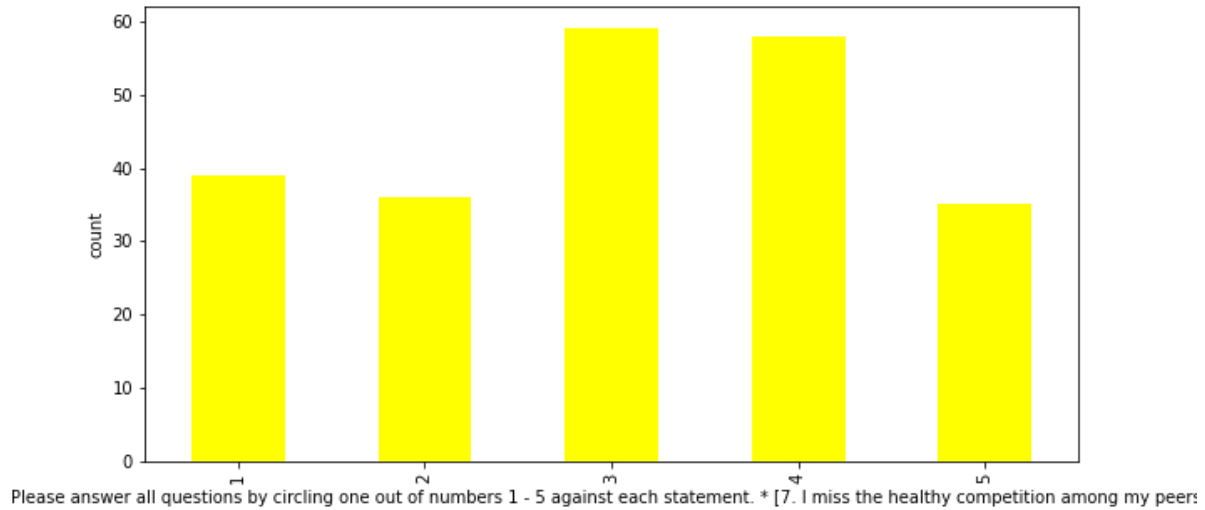


Figure 3:- Student response for that I miss the healthy competition among my peers.

This figure and survey shows that, respondent feels that that they miss the healthy competition among my peers.

As the above data collected from our survey clearly shows that nearly 60% of the respondents are don't know about that that they miss the healthy competition among my peers. 39% of respondents are strongly agree and 35% are agree, near about 60% shows that they are disagree and near about 40% are of strongly disagree.

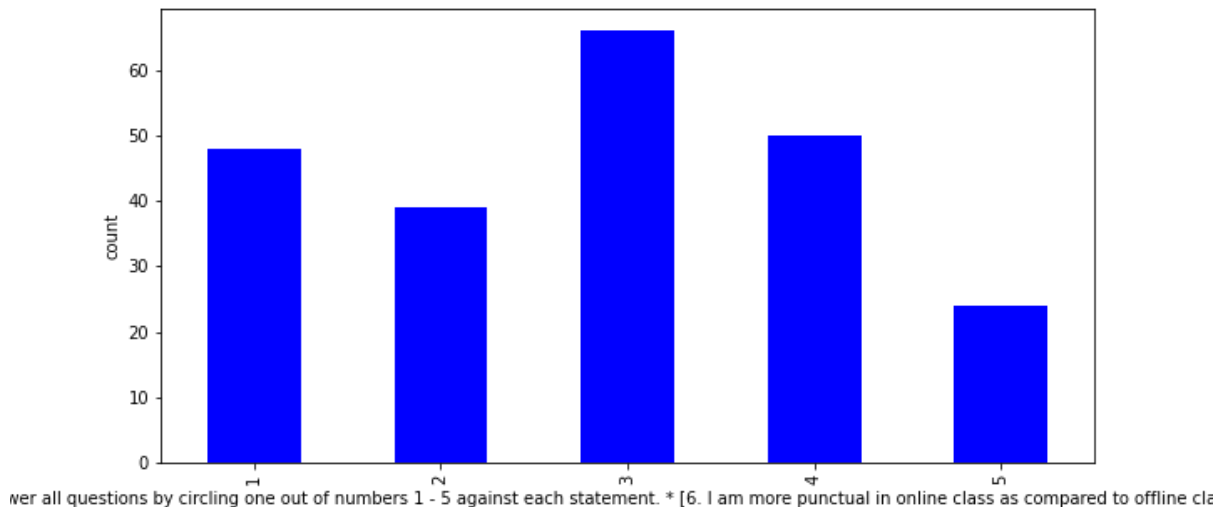


Figure 4:- Student response for that question I am more punctual in online class as compared to offline class in campus.

This figure and survey shows that, they are more punctual in online class as compared to offline class in campus.

As the above data collected from our survey clearly shows that nearly 65% of the respondents are don't know and 49% and above of respondents are strongly agree and 40% are agree, 50% are shows that they are disagree and 25% are of strongly disagree.

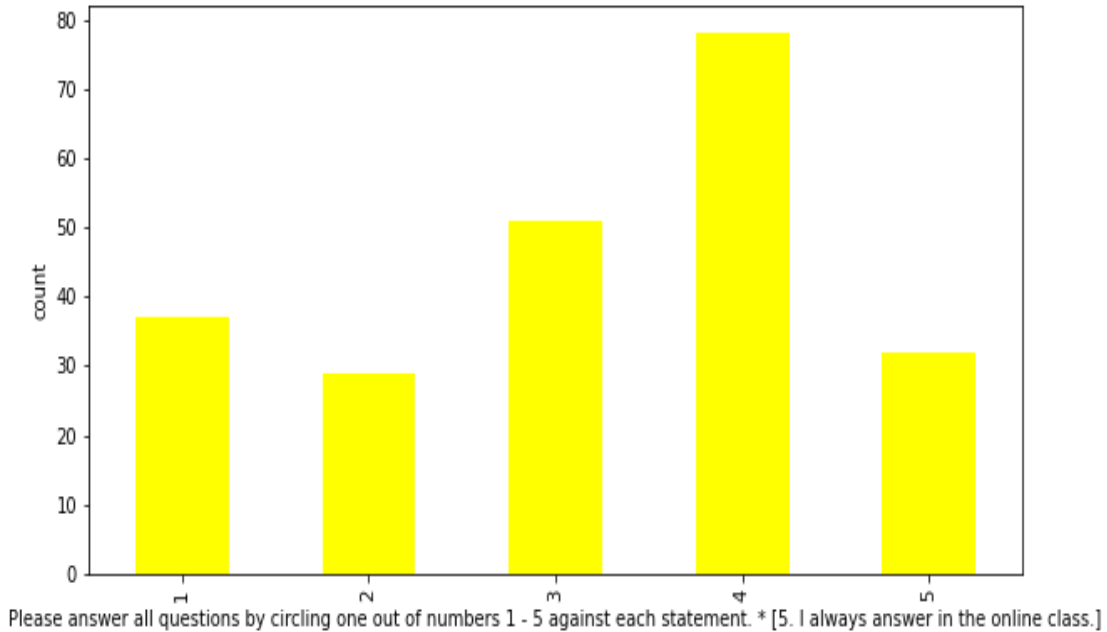


Figure 5:- Student response for that question I always answer in the online class.

This figure and survey shows that, they are always answer in the online class. As the above data collected from our survey clearly shows that nearly 80% of the respondents are disagree and 50% of respondents they don't know and near about 40% are strongly agree, 30% are shows that they are agree and 30% are of strongly disagree.

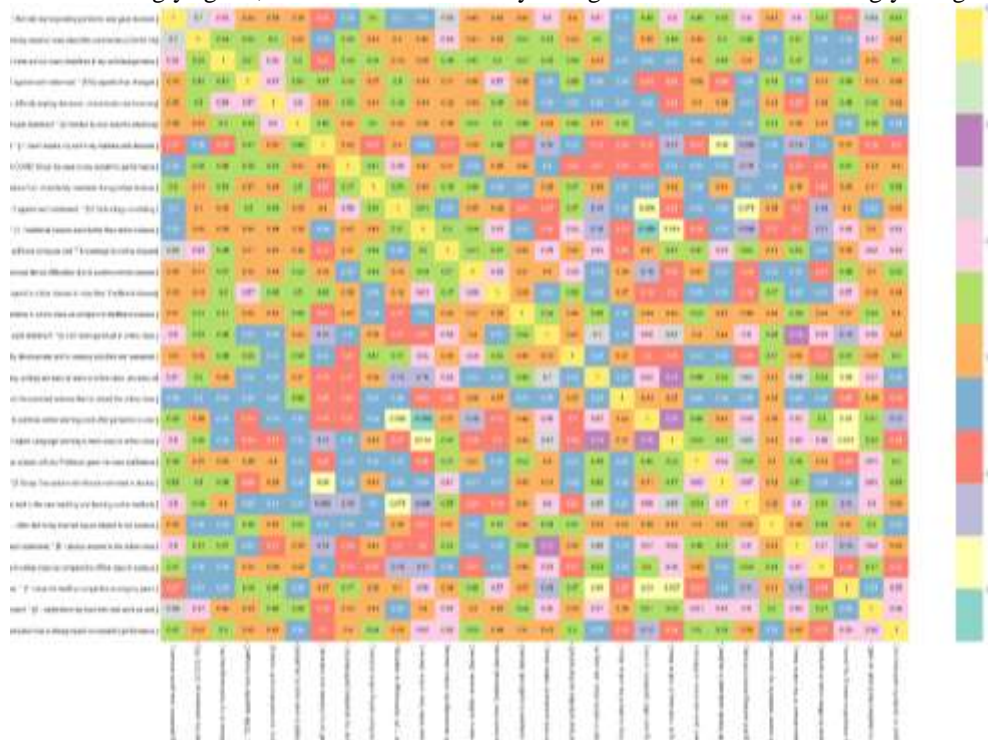


Figure 6:- MLP pallet heatmap.

Above correlation matrix representing correlation between different variables involved in the study, overall matrix shows how one parameter is co related with another and more the intensity of colour it means more that parameter co relates with another. Above correlation matrix is MLP pallet heatmap

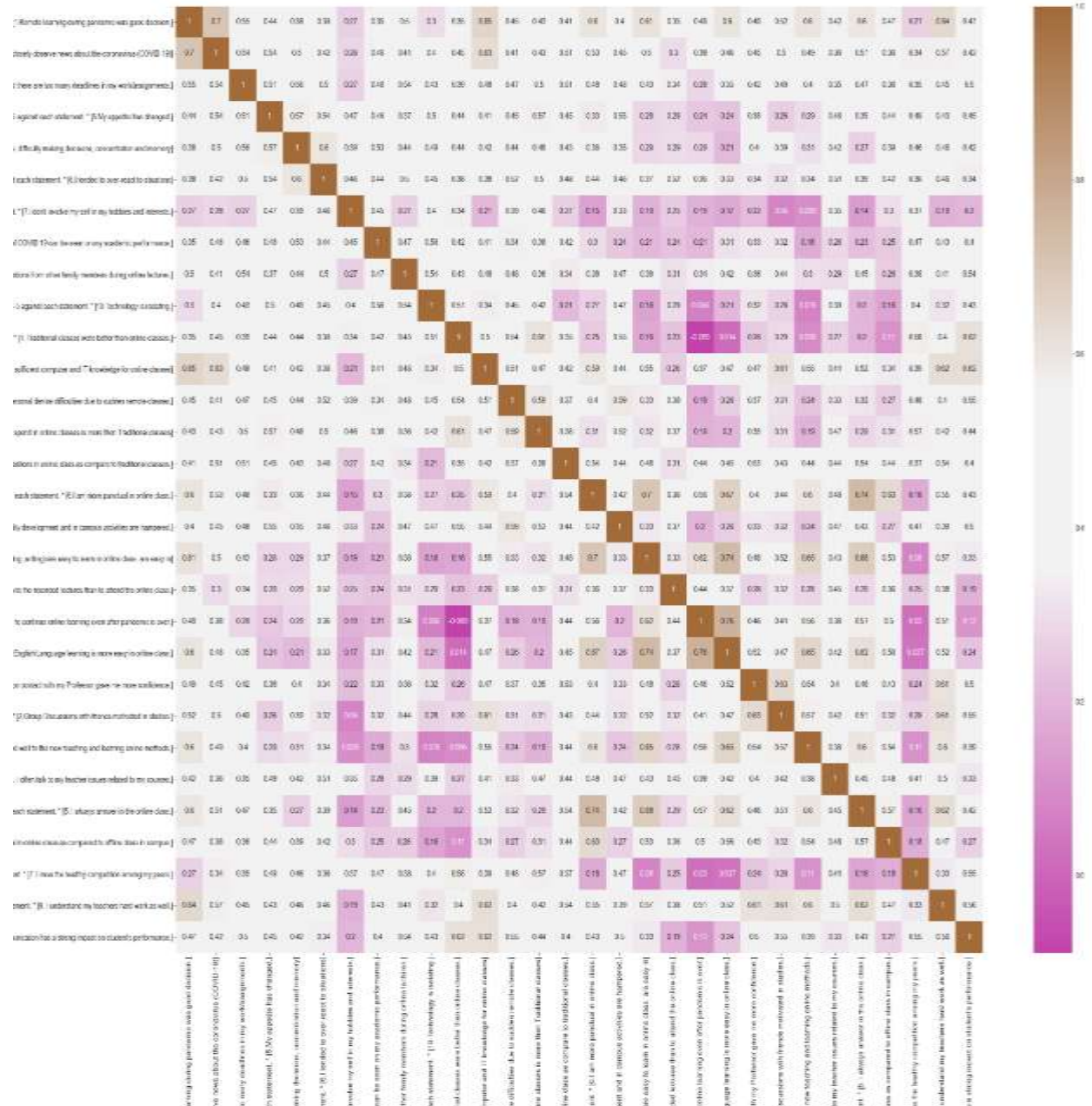


Figure 7:- Diverging pallet heatmap.

Above correlation matrix representing correlation between different variables involved in the study, overall matrix shows how one parameter is co related with another and more the intensity of colour it means more that parameter co relates with another. Above correlation matrix is diverging pallet heatmap

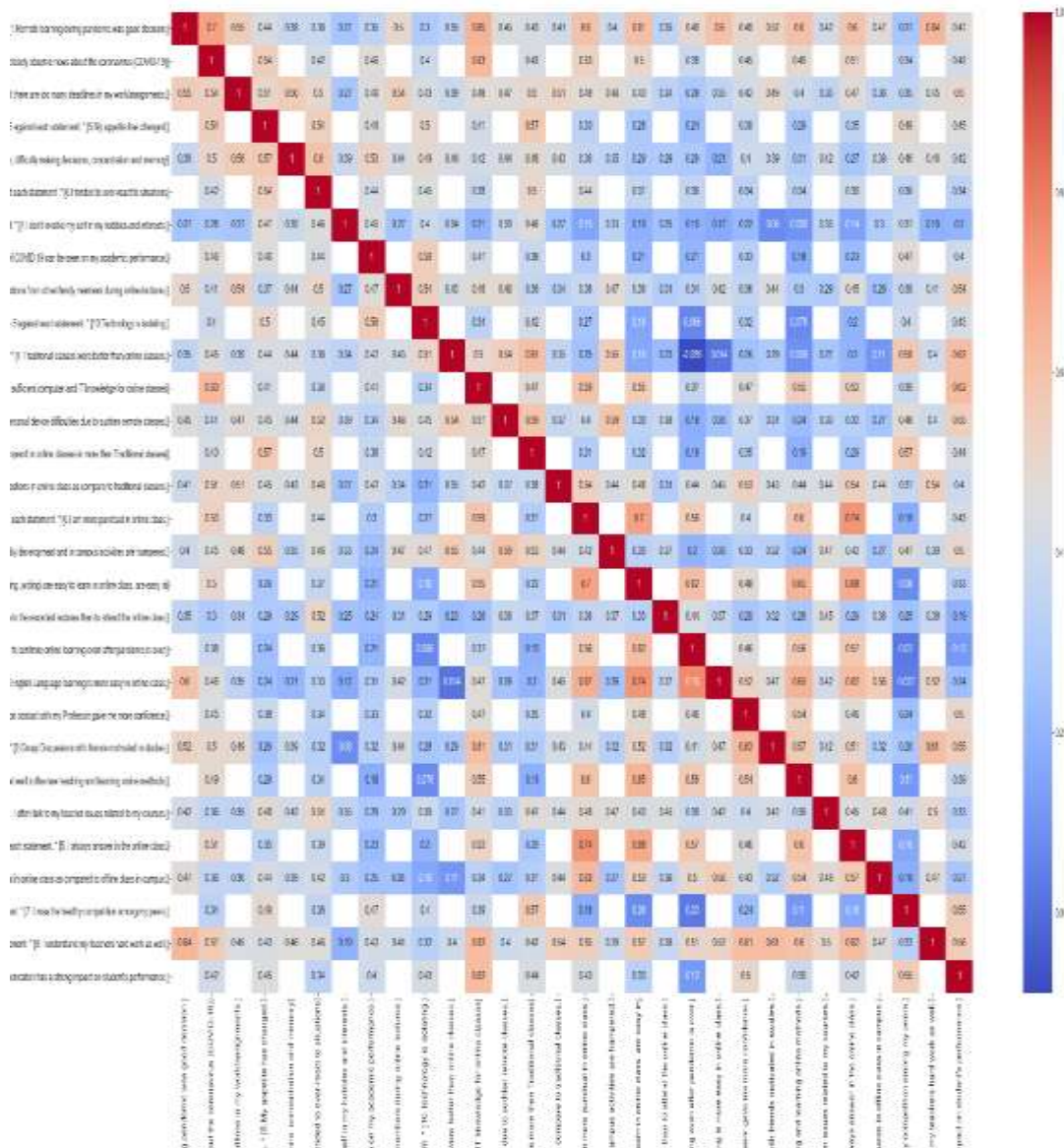


Figure 8:- Coolwarm pallet heatmap.

Above correlation matrix representing correlation between different variables involved in the study, overall matrix shows how one parameter is co related with another and more the intensity of colour it means more that parameter co relates with another. Above correlation matrix is coolwarm pallet heatmap with values.

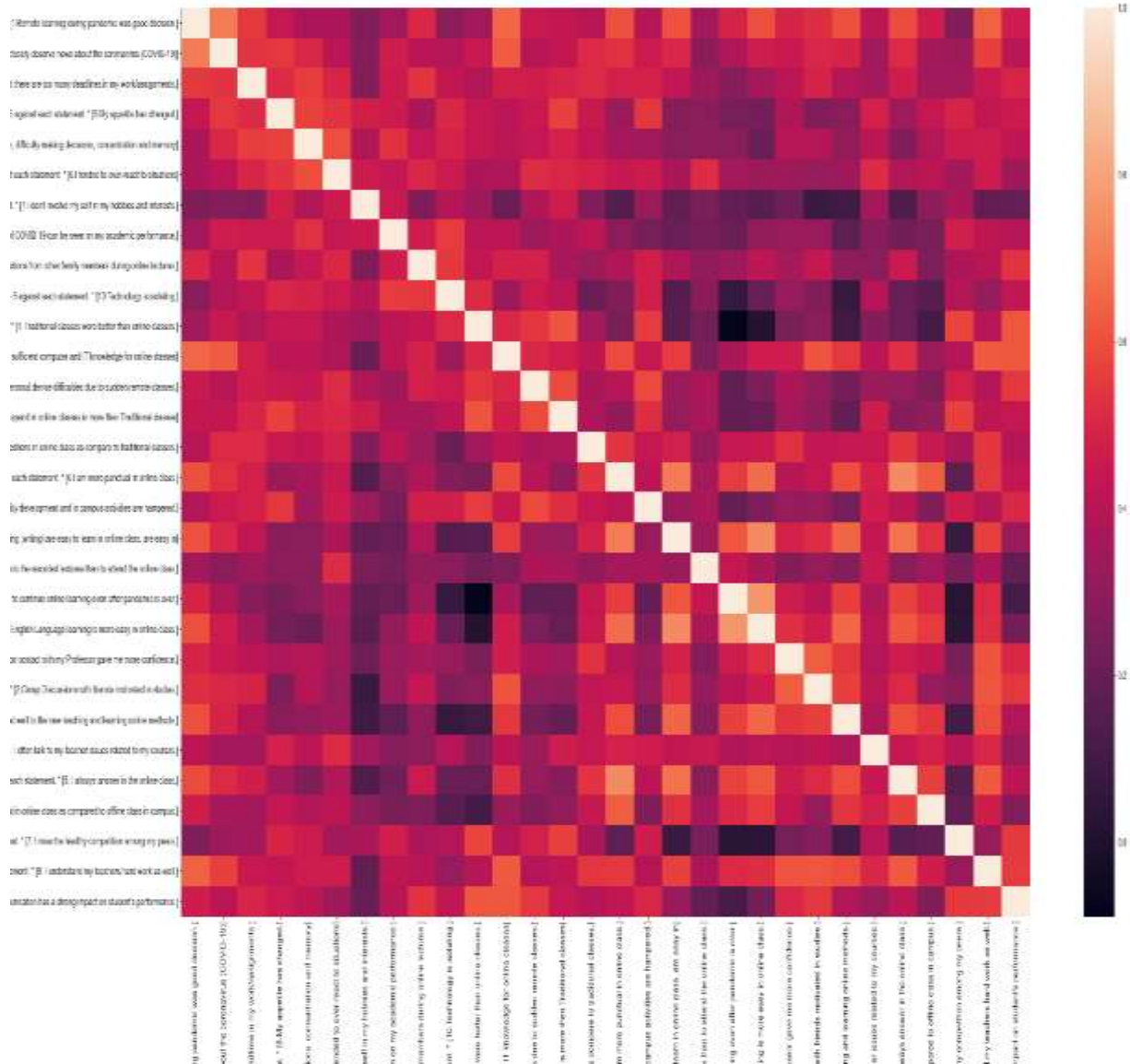


Figure 9:- Cluster pallet heatmap.

Above correlation matrix representing correlation between different variables involved in the study, overall matrix shows how one parameter is co related with another and more the intensity of colour it means more that parameter co relates with another. Above correlation matrix is cluster map type of heatmap. As concluded by (Khan, A 2022) platforms and online educational resources have grown in number and quality, users—both educators and students—have seen an increase in the number of technological challenges they have encountered when utilising or referring to these tools.

Conclusion:-

Online education was voluntary, and most nations, like Jordan, did not recognise distance learning graduates. It has now become an unavoidable issue. The purpose of this study was to shed light on and strengthen the benefits of e-learning. At the same time, it examined and attempted to overcome the limitations and problems of e-learning. This is a qualitative study that collected data using an online semi-structured interview and analysed the data using a Braun and Clarke thematic method (2006) to extract the themes that answered the research question. Future research should look at instructors' opinions on E-learning in vocational training, how students with disabilities deal with e-learning, the role of educational platforms as models, and the emotional challenges that families encounter when engaging in e-learning.

During the epidemic, synchronised e-learning was the remedy. It did, however, have a detrimental impact on the learners' performance and learning outcomes. The study discovered that students had difficulty accessing the Blackboard platform. Approximately 30% of learners missed courses and other duties while using Blackboard, and they switched to other programmes during online learning. According to the findings of the study, the most significant problems faced by EFL learners in online learning were technological. Some students encountered issues with internet connectivity, access to lectures, and downloading course materials. Online tests could not be accessed through mobile devices by students. In terms of language communication challenges, learners were unable to successfully connect with teachers during virtual English language skills lessons, as seen by their replies to open-ended questions. It is suggested that more study be conducted to better understand instructors' perspectives and experiences with online English language instruction during the epidemic.

Acknowledgement:-

The authors would like to express their gratitude to the Deanship of Scientific Research at King Khalid University, Abha 61413, Saudi Arabia, for funding this research work through Research Groups Program under Grant [R.G.P.1/392/42]

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