

Impact of Distance Learning on the English Language Learning Process

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Abstract

Interaction plays a critical role in processing data utilized for language learning. The outcome of a learning system depends on the learner's level of knowledge of a second foreign language (L2). The study uses a primary qualitative approach, working with data from primary sources in the form of open-ended questions. The use of primary research methods in this study was important because it allowed for a better understanding of the impact of distance education on English language learning (concerning Arab learners). This study used the main qualitative research methods and the case study method as a research tool because this method allows qualitative data to be collected, investigated, and calculated combined. In addition, the open-ended questions allowed participants to share their experiences of the impact of distance education on English language learning (applied to Arabic learners). The results of the qualitative research also revealed the challenges teachers face when innovating in online foreign language teaching, including, but not limited to, difficulties related to broadband access, accessibility, LMS connectivity issues, and appropriate assessment tools. The study results also showed that teachers would like more in-service training and preparation courses on the effective use of innovations and the application of unique applications in online teaching.

Keywords: e-learning, virtual classes, EFL, distance learning

1. Introduction

Interaction plays a vital role in processing data used for language learning. The outcome of a learning system depends on the learner's level of knowledge of a second foreign language (L2). Therefore, students and teachers must find harmony between

(1) exchanging ideas and thoughts and (2) ensuring a successful open learning process. To enhance interaction through verbal input, the teaching system must include both verbal and non-verbal communication to achieve learning outcomes in the L2 classroom (Al-Sobhi and Preece, 2018). The use of correct examples of interaction is therefore considered an essential factor in achieving the desired learning objectives in the L2 classroom. However, due to the current global emergency caused by the COVID-19 pandemic, the world's education systems have been forced to learn some lessons, and managers have shifted from face-to-face teaching in real classrooms to online teaching to ensure a degree of consistency in instruction (Al-Sobhi and Preece, 2018; Aghajani and Adloo, 2018).

In general, improvements in e-learning have included a range of online teaching methods such as virtual classrooms, videoconferencing and blended learning (Bahruddin and Febriani, 2020). However, virtual classrooms are equipped with various devices designed to provide learners with relevant information, support, interaction and continuous critique through web conferencing. It is often difficult to compare their usefulness with traditional classrooms, especially in language learning, where the latter option requires information linkage, face-to-face interaction and productive input to enhance the learning system. Saudi Arabia is one of the countries whose educational system has been hit by a pandemic; all courses at all levels (schools, universities, colleges, etc.) have been closed without exception and replaced by distance learning to ensure progress during the academic year (Al-Sobhi and Preece, 2018).

As required, all English classes of Saudi students were moved to virtual classrooms to find an English lesson plan and make up for the first year of study (Bahruddin and Febriani, 2020). In addition, all students had to register for a final online test, which included an English module. Consequently, one of the challenges Saudi students face in

learning English in a virtual classroom is ensuring a certain level of interaction. Therefore, this review examines how the virtual classroom affects students' interactions (Bahruddin and Febriani, 2020). Particular attention has been given to the potential value of e-learning and distance learning. For example, the approaches and students' contributions to blended learning, such as combining face-to-face and one-to-one classes with online learning, were analysed. The results show that students in EFL classes have satisfactory levels of communication in various exercises (Alrabai, 2018).

In addition, e-learning, e.g. web-based learning, is an element that increases students' opportunities to communicate in the subject language (in this review, it is English) (Ruipérez-Valiente et al., 2020). The results show that using various e-learning devices outside the home school can increase students' engagement with the learning system. Similarly, interactions between e-learning and blended learning in EFL classrooms in Saudi Arabia indicate a positive relationship between learners' English language proficiency and e-learning, despite the proximity of individual lessons (Ruipérez-Valiente et al., 2020). Therefore, this review examines whether virtual classes can help learners communicate at the L2 level because they are exclusively online and include little or no face-to-face instruction. To answer these questions, quantitative research methods were used, and information was collected through a questionnaire to determine students' opinions on online learning and their ability to collaborate in L2 through virtual classes (Bahruddin and Febriani, 2020; Shahzad et al., 2020).

Overall, the feedback was positive in terms of how students interacted in the virtual classroom and the extent to which they learned and completed tasks in English (Mahyoob, 2020). This review can help clarify the impact of virtual classrooms on English language classes in Saudi Arabia and elsewhere. Four basic knowledge cycles in language learning can be distinguished. First, the knowledge acquisition cycle includes listening and listening comprehension. In addition, explicit skills are how people make sense of conversations they see or hear. In addition, useful skills enable language learners to effectively communicate the meaning of a language to others (Mahyoob, 2020). Finally, the composition cycle is conversational and compositional. Many factors cause English language learners to have difficulty communicating in English. Some relate to specific students, teaching methods, curriculum and climate (Mahyoob, 2020).

For example, many learners lack the vocabulary needed to convey information to interlocutors and are therefore unable to make progress in communication. A lack of life and communication skills may be another explanation for their inability to make connections to the best of their ability (Ruipérez-Valiente et al., 2020). Moreover, speaking skills remain the most difficult for most English language learners who are not yet able to express themselves verbally in English (Ruipérez-Valiente et al., 2020). Furthermore, speaking skills related to selecting, rearranging and ordering words, structures, phrases and sentences to produce a strong, sustained and meaningful oral or written message have been improved by using educational technology as a communication tool to avoid unnecessary redundancies and place each symbol in its logical place. Researchers use this tool because teaching methods have serious problems (Ruipérez-Valiente et al., 2020).

This review shows that the main communication difficulties encountered by the fifth graders were semantic problems, use of the first language and moderation (Mahyoob, 2020). Those who were unsuccessful could not use English because they did not know the basic vocabulary and grammatical structures (Mahyoob, 2020). They also needed skills in sentence formation to use their first language. In addition, mistakes in speaking in front of peers are seen as very humiliating, which causes students to avoid such situations. Five main factors exacerbate speaking problems: teachers' understanding and implicit beliefs about speaking, the presentation system, the curriculum, extra-curricular activities and assessment guidelines (Mahyoob, 2020). Furthermore, since speaking is a key skill not included in tests, it receives less attention in teaching and learning (Febriani et al., 2020).

The focus was not on grammar and vocabulary but on demonstrating reading comprehension and writing skills (Zakarneh, 2018; Sadeghi, 2019). Although the teaching of speaking could be integrated with other skills such as reading and composition, teachers felt that there was not enough time for this and that the focus should be on other skills rather than speaking, as these are skills that need to be memorised for exams and speaking is not (Mahyoob, 2020). Also, many classrooms should be equipped with computers because innovation has become an integral part of the curriculum, such as the video recorders and tape recorders that students use to take exams. Students use them to complete parts of the course available online and to write essays. Teachers need to be persistent (Zakarneh, 2018). There is no English-speaking atmosphere in Iraq. English is not a subject of study here. Iraqi students and teachers don't like it very much. For some reason, English is not taught in schools, either outside or inside the school (Mahyoob, 2020).

When they leave school and go to university to study vocational subjects, they all have to focus on English, so

English suddenly becomes very important. At this point, students become frustrated (Zakarneh, 2018). They need to learn English, but they find themselves in a difficult situation because they cannot understand and write English texts correctly. As a result, they lose interest in English and find it the most difficult subject. In this phase, the teacher plays a crucial role. If the teacher is motivated, competent, intelligent and understands the peculiarities of the student's minds, he can prevent their dissatisfaction (Zakarneh, 2018). Only a competent teacher can be helpful to these students. It is extremely easy to show students English grammar and structures with English information, but preparing them to learn English is the most difficult task (Ritonga et al., 2021).

The progress of these students in learning English depends entirely on the teacher's skills and the curriculum (Febriani et al., 2020). Teachers also complained about the lack of cooperation and guidance from parents. Substitutions are only effective when parents support the teacher. However, the truth is that parents start harassing teachers when they feel that their children are unhappy with them. Parents like to defend their children without understanding their behaviour and problems. This is especially true given the problems Iraqi students face, especially with the ongoing war across Iraq and the lack of days and hours. Indeed, Iraqi students have a sense of injustice, sadness in life, horror, and despair. There is nothing good in their daily existence (Ritonga et al., 2021). Most of the students do not finish the subject and have no time to complete the course, so they end up in the test class with disappointing results (Febriani et al., 2020).

Most teachers do not use listening materials, which may be due to the small number of recorders and many teachers in the school (Alkhanani, 2021). As a result, teachers tried to repeat the speech to the students, which did not allow them to learn important local speech patterns. When learning to listen, it is important to listen carefully. To this end, it is important to ensure that pupils listen carefully to everything (Minalla, 2018). This can be achieved through repeated practice. There are also many techniques that teachers can use in the classroom to further develop listening skills, such as transcription, listening comprehension and note-taking. Therefore, the main factor for success in learning to listen in a foreign language is confidence, which comes from practice (Minalla, 2018).

The challenge for teachers is to give students as much practice as possible in interacting with English language learners, providing them with a wide range of listening materials in the classroom, and allowing them to use all the facilities available in the institution or district (Febriani et al., 2020). The transition to the teaching styles of the new millennium is a great challenge for today's teachers. Moreover, innovation has become an important part of teaching that classrooms are now equipped with computers. Students can use computers to search for help and information on the Internet and do their homework (Wargadinata et al., 2020). The combination of innovation has created many challenges for teachers. Teachers now have the confidence to innovate, and students are the talk of the computer age. However, with the advent of innovation, students begin to abuse it to some extent, which is one of the major problems for teachers (Minalla, 2018).

The most effective way to solve this problem is to strictly control students, give up electronic tools, limit the time spent in front of the screen, use different software, limit their use to academic purposes only, provide support from computer staff and look for ways to keep up with innovations (Minalla, 2018). Teachers believe that to meet the educational needs of 2100, innovation must take place in the classroom. Currently, desperate schools can face insurmountable difficulties when it comes to finding funding to bring computers and various innovations into the classroom. Scholastic's experts advise schools on how to secure all the necessary conditions for innovation, keeping in mind everything from asking locals for a "great gift" to asking Uncle Sam for grants. In addition, the website suggests organising innovative ways of spending money where possible and allowing students to bring money from home (Minalla, 2018).

2. Literature Review

English is the most commonly used language; it is used to communicate information by people all over the globe, and it has become the foundation of commerce, global trade, strategy, tourism, research, medical, and entertainment. EFL is a required course in countries worldwide because of its worldwide significance (Zakarneh, 2018). The essential exam in Education is finding effective methods to show EFL. Establishing an atmosphere in which learners can speak English is one measure of EFL (Zakarneh, 2018). Secondary interaction is extremely beneficial because, in addition to comprehending linguistic expression, studies have demonstrated that frequent secondary engagement boosts language acquisition greatly. Students in certain language classes, on the other hand, seldom communicate with one another (Wargadinata et al., 2020).

Many academics have highlighted that English language learners' speaking abilities are generally quite low

compared to their hearing, understanding, and writing skills, which might be due to a lack of Education, especially when opportunities to communicate in English are restricted (Wargadinata et al., 2020). Previous academics and others have highlighted the lack of opportunity to practise speaking abilities as one of the explanations for learners' poor levels of speaking skills. These questions may be addressed through virtual EFL classes and online learning (also known as e-learning). Virtual classes can increase opportunities for interaction between learners and teachers and between learners themselves (Zakarneh, 2018). Most of the new research on EFL focuses on the potential benefits virtual learning environments can bring to English language learners.

However, in addition to its potential use, it is critical to assess whether e-learning environments can be designed to be as cost-effective as traditional classroom environments. The study on virtual classrooms in EFL instruction is examined in this review (Toujani, 2021). It looked at the benefits of virtual classrooms and distance education before demonstrating their effectiveness in EFL instruction. The extent to which virtual courses are employed in EFL classrooms for interaction amongst L2 language users was then explored (Toujani, 2021).

2.1 Distance Learning

The potential value of computers and advanced innovations for learning has recently been examined about the explosive growth of innovation (increasingly used in educational contexts). Innovations and computers are now widely used for presentations and transferring data, classroom resources and supplementary materials outside the classroom (Toujani, 2021). In addition to Internet improvements, other computer technologies are widely used to support learning, including video conferencing, broadcasting, satellite communications and audio recording (Hazaea et al., 2021). Virtual classrooms are "home-based electronic classrooms that can be extended in time, space and content". They are synchronous, which means that they take place 'live', and students participate simultaneously. Previous researchers have pointed out that virtual classrooms have many features similar to real classrooms but do not have the same limitations (Hazaea et al., 2021).

They allow interaction between students and teachers, including verbal communication, messaging, video discussions, PowerPoint presentations and audio. Students and professors may also exchange information through whiteboards, virtual rooms, collaborative online surfing, reviews, and, unexpectedly, the sharing of various internet gadgets, depending on the virtual classroom at home (Hazaea et al., 2021). The virtual classroom can be accessed from many locations and at various times. Virtual classrooms may be a particularly effective tool to engage students in the learning process since they are increasingly recognised as competent speakers eager to participate and communicate online (Febriani et al., 2020). However, since the advent of virtual classrooms, educational researchers have seriously questioned whether they can be as effective as real classrooms in creating a useful learning environment and achieving educational outcomes for students. Researchers have obtained somewhat contradictory results (Hazaea et al., 2021).

Bahrudin and Febriani (2020), for example, interviewed two students and their tutors at the Open University of Hong Kong to get subjective information on the usage of virtual family rooms (Interties) for teaching. The students and tutors were generally very confident at this stage and found it to be a very effective learning environment. However, the sources reported some technical problems and little interaction between the students (Febriani et al., 2020). In addition, both students and tutors did not see the virtual family room as a substitute for learning sessions but rather as a useful addition to in-person and outreach activities. Another subjective evaluation of classes for undergraduate and graduate students in American schools was carried out using Elluminate Live in a previous study. These courses were part of a specialised curriculum and brain research (Febriani et al., 2020).

Students felt that online courses promoted student engagement; they felt that student engagement was higher in online courses than in face-to-face courses and that students had more autonomy (Wargadinata et al., 2020). However, some students felt that chat could become a little intrusive and lack non-verbal communication in face-to-face interactions. They also identified technology-related difficulties, such as connectivity and microphone problems, as barriers to participation (Wargadinata et al., 2020). When analysing the impact of online colleges on student success. Some researchers found that online courses had lower success rates and lower grades. They also found that students who took online courses made less progress in their studies and were less likely to persist than students who took on-site courses. In conclusion, this study suggests that the virtual classroom is a promising teaching tool. However, it may also have disadvantages, especially when entire classes are taught online as EFL subjects (Bahrudin and Febriani, 2020).

2.2 Virtual Classes and EFL Learning

Although virtual classrooms are utilised in many fields of Education, they have proven especially popular in the

teaching of English. According to one previous researcher, there are 1.5 billion English language learners worldwide, with many of them using some type of online learning (Hazaea et al., 2021). However, he also mentioned that trained English teachers are in limited supply. This is similar to the reality of many English language teaching institutions worldwide, where competent English language teachers who are also native speakers are hard to come by. This is one of the reasons why language learners find virtual courses so appealing: they eliminate geographical obstacles and allow access to native speakers (Toujani, 2021). To put it another way, they allow students to communicate with native speakers worldwide. Furthermore, virtual classrooms provide a variety of activities that allow you to practise all four language skills: listening, speaking, reading, and writing (Toujani, 2021).

Many people believe that computer-assisted language learning (CALL) is a promising way to improve the effectiveness of EFL courses. However, if virtual classes are widely used in English language teaching, whether they are effective (Wargadinata et al., 2020). Several studies have demonstrated that virtual classrooms can be successfully employed in EFL education, which is fascinating and probably not surprising. For example, researchers at a Saudi Arabian institution compared the efficiency of virtual classrooms in teaching spoken English to traditional face-to-face sessions in one study (Febriani et al., 2020). Students were split into two groups: an experimental group of 35 students who studied spoken English through virtual classrooms and a control group of 35 students who learnt using traditional face-to-face techniques. According to the researchers, the kids in the virtual classroom outperformed the students in the regular classroom on the speaking exam (Febriani et al., 2020).

The virtual classroom students performed better in every aspect of the speaking test: pronunciation, comprehension, grammar, fluency and vocabulary. The study also found that students generally enjoyed the virtual classroom, used it easily and found it effective. This study confirms findings reported by several other researchers (Hazaea et al., 2021). For example, a previous study showed that high school students found that text and voice chat improved their English language skills (Toujani, 2021). Similarly, some previous publications have shown that most teachers and EFL learners in the samples they studied found virtual classrooms effective in improving learners' communication skills. Another researcher also observed that students who focused on learning English in a virtual classroom achieved higher English language scores than a control group who focused on regular face-to-face classes (Wargadinata et al., 2020).

Video negotiation may be particularly relevant to EFL learning environments; it improves L2 language production and facilitates refinement. Overall, learners were positive about the virtual classrooms used for English language learning and had good experiences using these phases (Al-Sobhi and Preece, 2018). The researchers recognised numerous reasons why virtual courses can be more engaging than traditional face-to-face courses (Zakarnah, 2018). They attributed the results of online courses to the fact that they are engaging, easy to follow and contain direct information for EFL learners. Some researchers also noted that learners have many opportunities to collaborate and interact with the teacher. This may provide more opportunities for practice than would be possible with face-to-face learning (Al-Sobhi and Preece, 2018).

In addition, some argue that this environment can reduce the tension and stress that students experience when interacting in class, which can also help improve communication skills. It is also argued that an online environment allows a wider range of communication and interaction between students than a real classroom (Al-Sobhi and Preece, 2018). Regardless of the many positive results of individual studies, some propose that one should be cautious about quickly concluding that virtual classrooms are superior to traditional forms of face-to-face learning. A methodological review and meta-study of computer-assisted language learning (CALL) in primary and secondary English teaching found only a small amount of unclear proof for the beneficial effects of CALL (Al-Sobhi and Preece, 2018).

It is believed that the influence of CALL may be dependent on individual learners' thoughts and behaviour. This research focused on ESL presentations in elementary and high schools (Wargadinata et al., 2020). An evaluation of the usefulness of using novel web technologies in second language instruction, in general, reveals that these technologies can be useful. However, their performance may be contingent on the environment. Therefore, the learner's attributes and the learning environment (school or university) are crucial in assessing the usefulness of CALL to language acquisition (Wargadinata et al., 2020).

2.3 Learner Interaction

One of the elements that make language classes interesting is the involvement of students in language learning. Language teachers try to provide opportunities for students to interact with each other or with local native speakers, as interaction is seen as a particularly attractive approach to language learning (Alkhannani, 2021). Interaction between students in the classroom is an important part of a persuasive learning environment. Students can work with

their peers, which contributes to persuasive English language learning in the same way as interaction with local native speakers (Al-Sobhi and Preece, 2018). Through interaction, they receive comprehensible information that they can understand and change due to working together. This cycle has been shown to participate in effective language learning and is a critical component of the EFL home learning programme. The virtual EFL classroom would facilitate such interaction with L2 learners in an ideal world, but it is unclear whether this is achieved (Alkhannani, 2021).

Several studies have shown that virtual classrooms create the conditions for such interaction. In an analysis of primary school students in Taiwan, the literature suggests that virtual environments can improve English language proficiency and create an environment conducive to positive interactions among students (Al-Sobhi and Preece, 2018). Some researchers have previously found that English language learners can have unusual interactions in virtual classrooms, which provide a protected way for male and female students to interact in ways that would normally inhibit gender interactions (Alkhannani, 2021). Certainly, the researchers found that the virtual classroom allowed them to connect and their teachers in a meaningful way and improved their interactions. For example, shy students who did not show such interest in the real classroom seemed to be more in tune with it in the virtual classroom (Alkhannani, 2021).

In addition, some research has been conducted on how virtual classrooms can facilitate interaction among EFL learners in Saudi Arabia. For example, a prior study indicated that Saudi students who switched to a virtual classroom had more student engagement, which resulted in higher speaking exam results than students in a traditional classroom (Bahruddin and Febriani, 2020). These findings are similar to the observations of many researchers who noted that students in the experimental group who received EFL lessons in the virtual classroom performed better in English at the end of the semester than students in the control group who received lessons only in the individual classroom (Alrabai, 2018).

Another study noted that teachers and students were generally positive about the usefulness of virtual classrooms for EFL learning. However, both sessions noted some difficulties, such as the need for further training and technical problems (Febriani et al., 2020). Both groups recommended not relying on virtual classrooms alone; all things being equal, combining virtual learning with face-to-face sessions would make more sense. These findings show that virtual classrooms might be beneficial for teaching English in Saudi Arabia. However, several challenges with virtual classroom engagement were identified. One of the challenges connected with virtual classrooms, according to some, is the risk of technological issues (Hazaea et al., 2021).

Students may face delays or 'slowdowns' in a virtual learning environment that relies on voice recording, which might limit their capacity to engage (Alrabai, 2018). Research on delays in video narrated learning environments suggests that even if delays are pervasive, learners can often find ways to continue meaningful learning and apply some secondary learning techniques to solve their problems. It is possible that with the development of innovation and Internet speed, these technical delays will become less of an obstacle. However, technical problems may limit the level of interaction or collaboration for some people (Alrabai, 2018).

3. Methodology

The study used a primary qualitative approach, working with data from primary sources in the form of open-ended questions. The use of primary research methods in this study was important because it allowed for a better understanding of the impact of distance education on English language learning (in relation to Arab learners). Furthermore, this method provided an atypical and quantifiable research framework that asked clear questions and ensured that the review was fully aligned with the main themes and objectives of the research (Patten and Newhart, 2017). Qualitative research involves collecting and analysing non-mathematical data (e.g. text, video or audio recordings). Qualitative research is quantitative research in which data is obtained through close contact and conversation.

3.1 Research Philosophy

Ontology is known as "the doctrine of being". It governs "the idea of the world as we see it, the idea of being and the development of reality" (Cazeaux, 2017). The premise of ontology answers these questions. What can we be aware of existing at any given moment? and "What is the idea of this present reality?". Having introduced these meanings of ontology, it is now time to understand the primary revision of ontology. The ontology used in the review assumes broad social implications from the outset (Cazeaux, 2017).

In this world, researchers need to recognise that the world they are exploring is inhabited by people with their

attitudes, assumptions and meanings. Researchers' exploration of this world is visible in the techniques and strategies they interpretatively organise, for example, in their encounters and observations of stimulating readings during game activities designed to stimulate students' emotions and internal examinations (Cazeaux, 2017).

Data science or epistemology is the next field. Epistemology addresses all aspects of data validity, scalability, and methodology, including (a) what legitimises data, (b) how to obtain or create data, and (c) how to study data variability. Epistemology is crucial because it influences how researchers organise their data (Cazeaux, 2017). By looking at the relationship between subject and task, we can look at epistemology and its recommendations for organising research. Objectivist epistemology assumes that reality exists independently or outside of our perspective. Therefore, objectivist research can provide external validity and reliability (Cazeaux, 2017).

The logic that it is possible to find an objective 'understanding' is rejected by constructivist epistemology. Other things being equal, our experience of this present reality is decisive for 'truth' or validity. There is no 'real world' that is not influenced by human behaviour and real language (Cazeaux, 2017). Constructivist research can help to understand a problem or situation correctly. Subjectivist epistemology argues that different emblems and etymological structures can interfere with reality. People who wish to reconcile and interpret a climate that should benefit them can modify these structures according to their needs (Cazeaux, 2017).

3.2 Sampling

Sampling refers to characteristics that are not completely constant across studies (Baran, 2016). Sampling saves time by reducing the amount of data and avoiding tedious work. In addition, sampling allows the collection of more accurate data with less research time (Baran, 2016). The study's target population was the Arab population who needed to learn the English language.

3.3 Approach

In this study, the main qualitative research methods and the case study method were used as a research tool because this method allows qualitative data to be collected, examined and calculated combined (Patten and Newhart 2017). In addition, the open-ended questions allowed participants to share their experiences of the impact of distance education on English language learning (applied to Arabic learners).

3.4 Data Analysis

In terms of analysing the data, content analysis was used to examine the impact of distance learning on the English language learning process. Content analysis is a research method used to identify the presence of certain words, concepts, or themes in qualitative data (e.g. a text). Content analysis allows researchers to measure and evaluate the presence, meaning and relationship of certain words, themes or concepts.

3.5 Validity and Reliability

Validity refers to studying the accuracy of reflections in qualitative reports (Cohen et al., 2017). For example, a study that assesses pain will not be considered valid if it measures electricity (Cohen et al., 2017). The second part of the value of qualitative reports is their reliability, for example, the instrument's accuracy. Thus, when analysing comparable reports, the research instrument gives reliable results. Finally, reliability refers to the consistency of the results (Cohen et al., 2017). For example, people tested with a breathalyser should show an overall high response every time (Cohen et al., 2017). Although reliability cannot be described explicitly, it is often high for certain assessments. As this is essentially a qualitative approach to understanding the impact of distance education on English language learning (in relation to Arabic learners), the reliability and validity of the data collected are high.

Thus, it can be concluded that the qualitative and thematic primary research methods used in this study produced significant and relevant results. Furthermore, the open-ended question on participant selection in the data collection centres provided reliable data on the impact of distance learning on English language learning (in relation to Arab learners).

3.6 Ethical Considerations

Ethical considerations can play an important role in research (Ketefian, 2015). Genuine ethical guidance can increase the credibility of research reports and encourage researchers to adhere to ethical standards throughout the research cycle (Ketefian, 2015). The above comments are more applicable to academic research, including primary data to address the concerns of other research participants. This study summarises the primary data collected during the open-ended questions posed to participants (teachers and trainers) who attended the interviews session.

4. Results and Discussion

The idea of distance learning has been around for a long time. However, it needs to be evaluated in more detail in the current context of the COVID-19 pandemic. A side effect was a comparative study conducted over a long period. Given more empirical and less popular innovations, the researchers found no difference between pre-and post-test learning outcomes in this review, leaving aside the additional time required for distance learning in each case. Due to the rapid progression of research on distance learning, and e-learning, in particular, carried out at different points in time, it cannot be considered comparable, so there is no general basis for correlation. These early conclusions that theoretically feasible online learning is particularly intriguing compared with more recent studies whose results differ from ours. Undoubtedly, two factors can influence the rapid growth in the effectiveness of online learning: the focus on facilitating this particular component of education and the age-related component of education (Aghajani and Adloo, 2018).

Recent studies have shown that the adequacy of distance education is almost non-existent (Albiladi and Alshareef, 2019; Febriani et al., 2020). Despite this and previous work, examination methods are somewhat outdated in distance education provision. According to Sadeghi (2019), the development of online education is directly related to the huge leap in technological development and the widespread use of the Internet and personal computers and educational strategies organised specifically around online learning. Therefore, the authors of this review consider it more appropriate to compare their conclusions with the results of recent work analysing the adequacy of distance education in developed countries. Similarly, a systematic approach should be considered in future reports that distance learning may now be much more effective than conventional learning. The key factors that can lead to this result are an open learning environment and less time spent studying, as predicted by the process study. Thus, the results obtained in this study are valid in the current review.

Distance learning is an exceptionally complex source, both mechanistically and academically. In particular, online reviews using validation methods in Turkish higher education institutions interrupt the need for close and personal contact and valuable networking and collaboration opportunities (Santikarn and Wichadee, 2018). Recent data research revealed that less isolated participants were even more stable. Furthermore, students who were more aware of their involvement in the collaborative process with other students were more inspired and felt more confident in their preparation (Shahzad et al., 2020). The apparent atmosphere of social organisation and the various electronic methods of communication today effectively combat student alienation in distance education. Much attention is now paid to how students coordinate their work online in collaborative learning and research tasks. This may illustrate the side effects of the presented research, in particular the decline in the profitability of online education (Mahyoob, 2020).

Focusing on students' perceptions of compulsory online learning in higher education, the researchers emphasise the importance of student organisation in achieving high levels of engagement. However, they acknowledge that this variable can have positive and negative effects. Creating organisations not only broadens students' inspiration and satisfaction but also contributes to pessimistic self-esteem and opens the door to a constant comparison of personal achievements with those of other students. In the case of online learning, this question is answered by the teacher's rules concerning the students' mutual access to the material and the teacher's rules of cooperation in the communication process. Another important issue in distance learning is how English lessons are conducted, which is directly related to individual control of the learning process (Slim and Hafedh, 2019). This approach explains a possible understanding of the results obtained in our review. The authors found a correlation between students' self-direction strategies and their level of proficiency in spoken English.

The structure of online learning takes more into account the individualisation of learning. The reduced importance of online teaching found in the side effects of our review may be related to the idea that it is the teachers' task to monitor, motivate, contribute and criticise their students' progress (Zakarnah, 2018). In two reviews with teachers and their students, it was found that teachers often did not appreciate the level of criticism required in the reviews. Those who have studied review methods also claim that the link between phonological achievement and dialectical discomfort in distance learning (especially English and French) is unknown. Another interesting collaborative learning procedure, the online discussion space, has been studied by researchers in relation to EFL learners (Febriani et al., 2020; Hazaea et al., 2021). Such exercises can be effectively conducted using online applications such as Zoom, Skype and Google Meet. Therefore, EFL teachers can also use learning spaces in their online teaching.

Through these techniques, learners can make sense of the language, achieve meaningful results and communicate with other learners. Students can be divided into small groups or games in the classroom and engage in language exchanges, discussions, pretend and pledge drives while the tutor stimulates their interest. Since the tutor can allow

children to interact with their peers without fear of making syntactic errors in language use, this strategy helps strengthen their second language skills (Patten and Newhart, 2017). In Bahrain, online courses in university EFL courses were studied (Bader, 2021). In this review, the researcher mainly used a quantitative survey with some general questions (32 participants) and a qualitative survey with semi-structured interviews conducted in an online class (3 participants). As a result, the survey showed that there are chances for students to get higher grades, increase student engagement and improve intelligence in EFL courses. Furthermore, students found online courses very interesting and saw them as an innovative approach to learning. As the results of this analysis show, most learners were satisfied with using the room in the EFL classroom. The centre also pointed out that the room allowed learners to participate in real-life work exercises, which can be difficult to do in an online course, especially when the class size is very large. A study in Saudi Arabia found that online scaffolding generally improved EFL learners' learning and writing skills (Al-Sobhi and Preece, 2018).

Although students' collaboration and learning improved, the researchers found that the greatest improvement occurred in the initial support phase (when the instructor provided absolute guidance) compared to the other phases (reducing the level of instruction and delegating responsibility to the student) (Baran, 2016; Ritonga et al., 2021). In any case, scaffolding is a key factor for EFL teachers in building their vision with a hypothetical structure to provide better support to their students in the long term. In addition, English teachers in higher education institutions in Saudi Arabia can benefit from online applications and help systems used in practical classes (e.g. Zoom, Blackboard). In addition, EFL teachers positively evaluated the effectiveness of using scaffolded learning strategies.

5. Conclusion

This study aimed to provide data and methods relevant to the implementation of Covid-19 in the EFL classroom. After reviewing many recent works, several instructional and learning systems were identified. Enjoyable/co-collaborative processes have the most significant impact on students' learning experience. Furthermore, co-teaching in the cloud has positively affected student learning outcomes, the involvement, and support of substitutes, and the way lessons are delivered in general. In addition to co-teaching, the 'flipped classroom' can be used to improve the perception and training of substitute teachers. Another essential approach, 'scaffolding', is an effective strategy for improving students' overall achievement and maximizing their skills and opportunities. These methods can be used in the online classroom and have proven effective in online EFL courses.

Furthermore, these strategies can be applied in Saudi Arabia, the Middle East, and other Asian countries to teach EFL during a pandemic effectively. A dynamic study examined the impact of innovations in online EFL classes and the challenges EFL educators face conducting technology-based online classes during the COVID-19 pandemic in Saudi Arabia. The review showed that most member teachers were positive about this new initiative to teach English in an increasingly difficult environment. They also pointed out that the online conversation classes were useful and generally better than if the pandemic completely interrupted the teaching process. In addition, technology-assisted online EFL lessons allowed students to engage in distance learning in a familiar and safe environment while also providing them with illustrations.

The results of the qualitative research also revealed the challenges teachers face when innovating in online foreign language teaching, including, but not limited to, difficulties related to broadband access, accessibility, LMS connectivity issues, and appropriate assessment tools. The study results also showed that teachers would like more in-service training and preparation courses on the effective use of innovations and the application of unique applications in online teaching. The current study results show that it is applicable and effective in addressing the problems identified. An effective measure would be to organize additional classes for English teachers to familiarise themselves with the applications needed for online teaching. In the case of initial certification, teachers are the most forgotten people in the educational structure, and their work often goes unnoticed. For example, researchers, educational policymakers, and trained teachers believe that comprehensive support for subject preparation will critically impact student well-being.

Moreover, research has shown that most teachers see online presentations as a consequence of these conditions and as an opportunity to develop authentic English language learning through more sophisticated innovations. Each case is an internal and external validation of the starting point of teachers' use of innovation, the availability, and support of gadgets, appropriate beliefs, and perceptions of difficulties. Improvements driven by clear implications for policy and practice are likely to become more evident. Thus, the findings of the mobility study have efficient and concrete pedagogical implications for teachers, students, and engineers in EFL education programmes. The better viability of English distance education compared to face-to-face and traditional education is confirmed by the student's t-test

results, with a typical coefficient of 7.76 for distance education.

When the t-test decomposes these differences, there is a significant difference in distance and home education suitability for the former. However, the typical overall rates of distance education during the COVID-19 pandemic suggest that the cost-effectiveness of distance education fell almost to the level of face-to-face education. Although no significant difference was found between the side effects of distance learning and classroom training during the pandemic, when looking at students' t-tests, the typical incentives of distance learning during COVID-19 were much higher than those of classroom training. Respondents were also surveyed to identify key variables that could significantly impact the adoption of academic distance learning.

For example, judging from the responses collected, they noted that they have more free time, take more breaks during training, have a more pleasant learning environment and do not need to invest their energies directly in the university. The study also identified possible reasons for the enhanced nature of distance learning in English compared to academic and face-to-face learning. These include the lack of brutal supervision by teachers and that students have fewer opportunities to compare their learning outcomes with university performance easily. Such opportunities can increase students' self-confidence and thus reduce the risk of underachievement.

6. Recommendations

Since students' technical and individual problems are the main challenges in online learning, helping them overcome these two challenges would increase their satisfaction with the new learning mode and promote online learning motivation. To solve technological problems, sufficient access to the Internet and twenty-four-hour Internet connectivity are also needed. Therefore, exciting and practical online course design and content are essential. Adequate explanations for the lessons and exercises are also required. Additionally, the design and content of learning tasks must be evaluated and revised from time to time. Online language learning strategies (OLLS) training should be conducted before and throughout the course to encourage students' motivation to learn online.

Moreover, an interesting and motivating orientation must be implemented at the beginning of the course. In addition, the interaction between instructors and students must be increased to motivate students to take responsibility for and control their online learning. Students' readiness for online learning should be measured before the course starts. Low English proficiency students must prepare to deal with changing learning modes. The measurement would include students' preference and style of learning, confidence, comfortable and competency in using the Internet and computers, ability to engage in self-direct learning, intrinsic and extrinsic motivation and positive attitude towards online learning.

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