

THE INVESTIGATION OF EFFECTIVE ONLINE ENGLISH TEACHING: LEARNERS' VIEW

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Abstract

Remote English teaching and learning must not be avoided at all costs during pandemic. Effective online instruction delivery is still a work in progress of Higher Education. The prior study explained that English pedagogy could have implemented in a virtual ecosystem. This study investigated learners' viewpoints of online English for Specific purposes course in a higher education program. The mixed research design involving qualitative and quantitative approach provides detailed and accurate information about effective online English teaching. The instrument included aspects of effective online teaching. Data were collected through online questionnaire of 237 students' responses towards online teaching. The twenty-one items identify elements that are described as very important to not important aspect of effective teaching, including socio-affective, subject-matter knowledge, pedagogical knowledge, and personality characteristics. The factors developed as participants include accommodating language learners' needs, employing meaningful models, motivating language learners to do their most reliable, promoting the courses' pattern entirely, giving a relevant course, interacting productively, and presenting adequate attention to learners. Online learners could learn as complete in face-to-face language classes. The online ecosystems' view may motivate English lecturers to evaluate pedagogy in unconventional approach and designs. The study's implication of online learning options has the possibility for language educational productivity, and it is also essential to recognise the pedagogical and practical advantages.

Keywords: *Effective Online Teaching, English for Specific Purposes, Language Learners' Perspective*

INTRODUCTION

The impact of the Coronavirus disease 2019 pandemic is instantly starting to reach the education aspect. The traditional pedagogical process has shifted to the electronic environment through a Learning Management System (LMS). All participants made their effort to adjust and accept the new environment, particularly in Higher Education circumstances. The active spread of Covid-19 pressured the Indonesian Ministry of Education and Culture (MOEC) to stop academies and

implement study for home or distance learning. Multiple actions are initiated to guarantee learning activities proceed, notwithstanding the deficiency of traditional pedagogical activity in school or university. A similar condition has happened by different nations endangered to the condition, the restriction activity or quarantine regulation implemented to reduce the interactivity many people worldwide. The pandemic caused 91.3%, or approximately 1.5 billion learners

worldwide, not to attend their school (UNESCO, 2020).

Technology is promptly extensively applied to promote distance learning, especially the smartphone, Internet, and laptops. Olavia (2020) explained that Indonesia's largest internet providers tracked increasing broadband traffic by as much as 16% amidst the pandemic crisis, most of which spikes to the utilisation of online learning. Chun et al. (2016) expressed that the application of Information Communication Technology (ICT) in the English language pedagogical had become a significant result. A definite connection between mechanisation and English language teaching and learning inspires various English lecturers and learners more engaged. The foreign pedagogical language implemented particularly agreeable conditions and features in this meaning (Ahmadi and Reza. 2018). It was challenging to maintain this for various method of learning and teaching, particularly in Higher Education. Healey (2016) expressed that English Language Teaching (ELT) technology required precise direction, and faired advantages become underpinned by education. English lecturer obliges to the sense of convinced. The majority of the learners could have a more reliable understanding of technology than the lecturers, consequently turning who continues the experience.

Davies (2016) affirmed that Computer-Assisted Language Learning (CALL) had been immediate advances in numerous directions, making it challenging to communicate a consistent and complete foundation for the electronic environment's content. CALL has gradually emerged and can be classified in CALL as integrative, behavioristic, and communicative (Sylvén and Sundqvist. 2017)). Behavioristic involved constant language practices. The content of drill and practice is developed on the computer

model as the instructor. Specifically, Alresheed et al. (2017) added that computer-assisted transport presents informational content to the learners. The reason for the activity was not artificial. This learning condition distinguished from communicative CALL. This type of call concentrates more on accepting structures and explains grammar to support and inspire language learning to create creative expressions rather than constructed language (Ai. 2017). The last type of call is communicative CALL. Parmaxi and Zaphiris (2017) asserted that this type of CALL recognised participants to participate in brief communications and long documents integrating and facilitating synergetic reporting and other files media.

The Internet and computer encouraged language learner independence by empowering them to determine the material, place, time, and context favourable to electronic learning (Hedayati et al., 2018). Besides, collaboration technology can boost language learners' motivation in language learning by offering their curiosity and proposing different English pedagogical methods in the electronic classroom. Skilled and fitted English lecturers are crucial for effective pedagogical practices and improving teaching and learning quality. Gong (2018) affirmed that the lecturer or instructor's role was also primary in their electronic teaching and learning achievement. Moreover, their characteristic can profoundly impact language learners' results. Higher Education must be offered formal' online pedagogical language classes. The condition is to overcome the pandemic situation.

Sriwichai (2020) explained that learners were expected to be customarily evaluated for knowledge or qualification. This ecosystem will generally happen toward a Virtual Learning Environment (VLE) or Learning Management System (LMS). Both of them include online

language learning content provided by the institutions. Formal programs (course) regularly concentrate on completing language communicative abilities, structure and glossary (Means et al. 2014). The present communicative language teaching instructional design are frequently in the term of units and skills strategy. Iaremenko (2017) supported that language learner accomplished entirely online and principally in asynchronous studying, writing, listening, and reading. However, the speaking practices mostly applied in the synchronous mode through conferencing of the video platform.

English language lecturers are crucial in online pedagogical circumstances. Soliman (2016) remarked that particular attention ought to draw to the integration among lecturers and learners, and the activity usually happens formally in the classroom setting. On the other hand, Richards (2017) explained that an effective lecturer or instructor had developed as a facilitator, which changed traditional face-to-face pedagogical methods and online classes. These shifting roles require an outstanding complete integrated pedagogical ability of technology to assist language learners in collaborating and developing the unique ability in the online course or program (Canagarajah. 2014). The term of effective online English teaching referred to the natural pedagogical process by lecturers or instructors. The condition is developed with the unique characteristics and utilisation feature in online learning media. Copland et al. (2014) described that the ideal online language lecturers understood with their learners, ensure the appearance of communicative circumstances in the electronic class, promote learners' confidence, concentrate the pedagogic, and employ the target language appropriately. Moreover, they have to give definite and well pronunciation, stress, and tone to be involved in activities and be manageable.

Effective online lecturers demonstrate a wide variety of experiences and capabilities that guide composing electronic learning conditions so that all learners perceive encouragement and motivation intellectually and individually (Khoshsima et al., 2018). The lecturer (instructor) is indeterminate only with the technical knowledge of the e-Learning system, teaching, and interaction abilities. Joshi et al. (2020) asserted that the idea of higher education online pedagogical was to encourage magnificent learning and teaching procedures. The previous. The previous study had significance found the effecting English teaching in the sense of pedagogical environment and the lecturer characterisation, in addition to the critical quality circumstances of effective English lecturers, and observed the practical aspects of language learners as noticed by EFL lecturers and learners (Yarmatov et al. 2020; Yao et al. 2020). The previous study had significance found the effecting English teaching in the sense of pedagogical environment and the lecturer characterisation and the critical quality circumstances of effective English lecturers and observed the practical aspects of language learners as noticed by EFL lecturers and learners. However, the detailed importance of students' general view of their expectations had limited context, particularly in the Indonesia Higher Education setting. The focused study is to find and explore the detailed information as follow:

1. What activities should be arranged to make online learning effectively in higher education?
2. How can effective lecturers accomplish online teaching in higher education?

METHOD

This study is concentrated on a mixing method with qualitative and quantitative approaches. A mixed-methods study purposely harmonised quantitative and qualitative approaches as investigation elements (Ponce et al., 2015). The adoption of these procedures can happen at various aims. The basis of these approaches is to have the comprehensible and profound result of effective online teaching. This research method is practised exclusively when the study issues' entanglement cannot be approached from a quantitative or qualitative study's single view.

This study was begun by considering English learners adjusted online learning, and it conducted in Universitas Budi Luhur, whom they were informed to have participated voluntarily. The consideration of designating learners experienced in this study referred to effective teaching English with online circumstance. Their ages varied from 19 to 21 years old, learning English for major economics, science communication, engineering, and political science. The participants are 237 questioner participants and 35 semi-structured interviews (open-ended question). They had experienced online learning utilised with Learning Management System (LMS) Moodle and Google Classroom in the last term. They concentrated on observing and expressing

The analysis was intended to identify a respondent's response to each indicator and relate it to effective online teaching. Additionally, categories of learners' responses to the open-ended question were determined developed on the regression analysis outcomes. The result presents the

their response to the English for specific purposes.

The qualitative design is a case study where data of learning English online collected through semi-structured interviews. Moreover, the quantitative design approach to the four categories of characteristics: socio-affective, pedagogical knowledge, subject-matter knowledge, and personality characteristics manifested in designing a five-point rating scale varying from very important, important, moderately important, slightly important, and not important. The respondents were invited to express wherewith critical they thought a particular characteristic was concerning effective English teaching. The quantitative data were investigated by using percentage, mean, and standard deviation. The respondent response open-ended questions were investigated, essentially qualitatively. This process included categorising, coding, and characterising transcribed feedback. The attributes of effective online English teaching were examined, applying descriptive statistics. The open-ended information was grouped and qualitatively analysed. The interviews conveyed on a semi-structured, which allowed the group to join inside and maintain the discussion.

FINDINGS AND DISCUSSION

means and standard deviations for the individual of the twenty-one indicators. Students described the effectiveness of online lecturers or instructors facilitated a subject in the open-ended question. The result was logical and appropriate so that learners did not appear because they were not isolated in the electronic class.

Socio-affective aspect

Table 1 *Socio-affective Indicators General Result*

			N (%)	\bar{x} (Mean)	SD (Standard Deviation)	Level of Importance
English lecturers are enthusiastic about teaching			237 (100%)	47.4	32.5	Very Important
English lecturer motivates students			223 (94%)	44.6	23.8	Important
English lecturer acknowledges students' needs			221 (93%)	44.2	24.2	Moderately Important
English lecturer spare time for students when they ask for help			210 (88%)	42	33.8	Moderately Important
English lecturers have positive attitudes towards students			202 (85%)	40.4	22.4	Important
English lecturer provides a stress-free electronic class atmosphere			200 (84%)	40	24.4	Moderately Important

Table 1 presents data about the overall mean score of students' views of effective teachers' characteristics (at a high level $\bar{x} = 47.4$). When analysing complete sections, it was found that the six categories of characters were also confirmed at a high level. Amidst the six categories, the mean scores could be provided in order of significance as results: lecturer should motivate their language learners ($\bar{x} = 44.6$), acknowledge language learners needs ($\bar{x} = 44.2$), have an appropriate time ($\bar{x} = 42$), having positives attitude ($\bar{x} = 40.4$), and stress-free environment ($\bar{x} = 40$). Based on the questioners' participants, language learners demand to have their passion for their English lecturer for 47.4 mean value and 32.5 Deviation Standard. These values interpret that data variation is completed to cover the students' perspective about their ideal English lecturer in the online context. The mean value is higher than the deviation standard—the range of the important selected to the very important, meaningful, and moderately important. The lowest participants respond to the language learners' expectation to have the unstressful electronic class environment with a total response of 210 or 88% of the sum.

“I very much appreciate the lecturer have more time to get a positive class environment because electronic learning might be a different situation in the face-to-face meeting. We do not always understand the content. That is the reason lecturers guide learners, including me.” (Respondent 24)

Electronic learning is essential because English lecturers have fundamental socio-affective abilities to communicate with their students and adequately support the educational process. Muin and Aswati (2019) asserted that these skills encompassed a broad range of motivating learners, saving time for learners when they request help, staying passionate about teaching, having positive perspectives towards learners, acknowledging students' necessities, and implementing an unstressful electronic class environment. Several course management systems accept chat messenger technologies in the system. Nghia (2015) remarked that the mode of communication applied synchronous and creating a place and time-flexible. It

presents a casual setting for language learners to improve their presence throughout communications with peers and lecturers. Besides, this aspect can be applied to collaborate among learners and

develop an association in the course. Learners can practice chat to communicate informally to another learner when they happen online simultaneously to get a more social presence in the course.

Subject-matter knowledge aspect

Table 2. *Subject-Matter Knowledge Indicators General Result*

(Q) Statement subject-matter knowledge	N (%)	\bar{x} (Mean)	SD (Standard Deviation)	Level of Importance
English lecturers utilise the target language effectively in class.	237 (100%)	47.4	28.3	Moderately Important
English lecturers adjust adequate resources for content delivery	217 (91%)	43.4	9.8	Moderately Important
English lecturers applied audio-visual materials.	210 (88%)	42	23.8	Moderately Important
English lecturers have target language knowledge concerning fluency, accuracy, lexicon, and pronunciation to know the target culture.	207 (87%)	41.4	19.8	Important
English lecturers prepare effective lesson plans.	203 (85%)	40.6	21.4	Moderately Important
English lecturers inform the students to get some learning strategies.	197 (83%)	39.4	19.3	Slightly Important
English lecturers integrate lessons based on students' backgrounds.	183 (77%)	36.6	11.1	Important

Table 3 illustrates that the learners' total mean score on effective teachers' characteristics was high (\bar{x} = 47.4). Meantime, employ the target language effectively in class was established at a very high point, while the other six categories were verified at a determined level. The six categories could be arranged in the distribution of importance as results: adjust adequate resources for content (\bar{x} =43.4), apply audio-visual materials (\bar{x} = 42), have target language knowledge (\bar{x} = 41.4), prepare effective lesson plans (\bar{x} = 40.6), inform the students get some learning strategies (\bar{x} = 39.4) and integrate lessons based on students' backgrounds (\bar{x}

= 36.6). A low standard deviation (9.8) designates that the data objects directly to be very imminent to the mean. Meanwhile, the high standard deviation (28.3) shows that the data points are disseminated over many conditions.

“The lecturers let us use Google Translate to gain and improve our vocabulary. she (the lecturer) said we need to create more independent learning, so she recommends us to open the specific web browser to help us a better understanding of writing

formal English.”
 (Respondent 5)

Subject matter knowledge is related to the complete information lecturers comprehend concerning what they teach. Subject matter knowledge may change toward pedagogical content knowledge. It is not frequently the fact that it stimulates beyond learner-knowledge. The categories as elements of this knowledge are interrelated to ensure lecturers' practical conversion of knowledge to language learners. König et al. (2016) concluded that in English, for specific purposes, teaching practice, subject matter knowledge, and pedagogical

knowledge were regularly interpreted as essentially separate divisions, and one section is maintained by overlooking the other. That subject matter is a primary element of lecturers' knowledge because teaching online necessitates learners to learn and understand the topic. Collaborating with learners gain complete information requires more than the presentation of experiences and learning. Khoshsima et al. (2018) validated that the purpose of teaching online was to help language learners improve intelligent electronic resources to allow them to participate in the significant communicative aspect in the foreign language domain

Pedagogical knowledge aspect

Table 3. *Pedagogical Knowledge Indicators General Result*

(Q) Statement pedagogical knowledge	N (%)	\bar{x} (Mean)	SD (Standard Deviation)	Level of Importance
English lecturers inform curriculum knowledge	235 (99%)	47	28.2	Very Important
English lecturers implicate the assessment procedures	231 (97%)	46.2	23.1	Important
English lecturers have content knowledge	212 (89%)	42.4	19.4	Important
English lecturers notified knowledge of general education context	217 (91%)	43.4	19.6	Very Important
English lecturers are capable of understanding of knowledge learner and learning	201 (84%)	40.2	25.1	Slightly Important

Observing Table 2 explicates that the learners' total mean score on effective teachers' characteristics was at a high level ($\bar{x} = 47$). Meanwhile, analysing every category and informing curriculum knowledge was confirmed at a very high degree, while the other four categories were validated at a certain level. The four categories could be arranged in order of importance as follows: implicate the assessment procedures ($\bar{x} = 46.66$), content knowledge ($\bar{x} = 42.4$), notified knowledge

of general education context ($\bar{x} = 43.4$), and are capable of understanding of knowledge learner ($\bar{x} = 40.2$). All categorisation concentrated on the pedagogical knowledge, which led to the importance of Very Important as the priority and Slightly Important as the lowest point priority.

“The English lecturer should know the context in English all culture, compared to

Indonesia. The condition would be advantageous for us to look at from a complete perspective. We cannot interact directly and have a conversation, so we do only with a written message.”
 (Respondent 17)

Pedagogical knowledge integrates subject topic knowledge and pedagogical knowledge that is essential for the lecturer to maintain. This type of knowledge involves the teaching principles and strategies applied in electronic classroom management and design. Furthermore, this also includes lecturers’ knowledge of students determining, evaluation, and education goals. Mulyadi et al. (2020) explained that knowledge had related to lecturers’ ability to deliver an effective

teaching and learning atmosphere for all learners. Moreover, the knowledge concerned with the theory and belief about the performance of teaching and the process of learning. In the online learning context, Lecturer or Instructor interaction is quite distinct from the traditional learning environment. Major (2015) affirmed that the meaningful interaction that instructor had become among their learners is over content through online courses. The presentation of the topic or content is not always the lecturers’ fundamental activity, so they have to change from being the “informant” to the “guider”. Interaction should be constant to be sufficient to employ language learners, encourage, accommodate them to improve critical thought abilities and implement particular feedback to support them develop their performance.

Personality characteristics aspect

Table 4. *Personalty Characteristics Indicators General Result*

(Q) Statement personality characteristics.	N (%)	\bar{x} (Mean)	SD (Standard Deviation)	Level of Importance
English lecturers have challenging and reasonably high expectations,	236 (99%)	47.2	22.8	Moderately Important
English lecturers possess a sense of humor,	233 (98%)	46.6	23.3	Slightly Important
English lecturers being enthusiastic and creative, being tolerant, patient, kind, sensible, and open-minded, flexible,	193 (81%)	38.6	27.9	Very Important

Table 4 explains that the learners’ complete mean score on effective teachers’ characteristics was high ($\bar{x} = 47.2$). Meanwhile, having challenging and reasonably high expectations was discovered at a very high point, while the other two categories were confirmed at a circumscribed level. The two categories could be settled in the assignment of importance as results: possess a sense of humour ($\bar{x} =46.6$) and being enthusiastic

and creative ($\bar{x} = 38.6$). The low standard deviation (22.8) indicates that the data targets undeviatingly to be significantly expected to the mean. Meanwhile, the high standard deviation (27.9) reveals that the data points are distributed over many situations.

The representation of lecturers compelling brings their personalities to the working conditions. This condition is

additionally confirmed for lecturers who are human actualities and interact with a human (Vai and Sosulski, 2015). Therefore, lecturers are also thought to have any necessary personal attributes to teach effectively and thrive in their education. Profoundly determined lecturers presented passion for English subject, acknowledged field, and teaching performance. Language learners noticed this motivation and clarified that they viewed onward to reach classes. Johnson (2015) added that the most generally considered personal characteristic of the esteemed English lecturers was their equable, relaxed, or comprehensive manner and established the comfortable environment delivered to the electronic class situation. Learners also enjoyed suitable playfulness and an approach, which recommended that e-learning was delightful.

CONCLUSION

Effective communication implies the essential components of the thriving teaching of English online. The requirements of interacting might be upsetting. Versatility is an individual of the commonly frequently mentioned benefits of online education. Learners acknowledged the flexibility and adaptability that the electronic courses gave for time management. Implementing significant patterns encourages learners to construct necessary relationships with the subject content. In a conventional face-to-face meeting in the classroom, language learners can request lecturers' questions to interpret indefinite concepts. Nevertheless, the unpunctual response to these questions create disappointment and decreasing motivation to study.

Effective English lecturers or instructors should present valuable courses to the learners. Course content appeared as the essential elements of effective teaching online environment, and the online English

instructors must compose the class in advancement, adapting contents, agendas, evaluations, and discussion materials. Effective lecturers need to deliver much attention to helping the course during class starts. The instructor is wholly engaged with correspondence, including electronic mail, posted discussions, and chats. Therefore, they must achieve carefully answer the different demands and requirements of the learners' outcomes

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