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Beyond Learning Management Systems: Teaching Speaking During the Covid Era and Similar Calamities

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ABSTRACT

Learning Management Systems (LMS) started in the 1990s. However, they were put under a global test after the spread of Covid-19 in 2020 as educational institutions were forced to resort to LMS. However, LMSs do not meet all the educational needs of the students. One of them is achieving an entire dialogical atmosphere among the students without the instructor's presence. This article discusses the procedures implemented by the instructors of the English language in the Faculty of Tourism, Sakarya University of Applied Sciences (SUAS) during the pandemic. A five-point Likert scale questionnaire was applied, in which 74 students from the aforementioned faculty participated. The variables were reliable with Cronbach alpha $\alpha = 0.841$. The main concentration was the speaking skill, which was the primary challenge teachers met as it needed a group environment where students could talk to each other and then find someone to amend the parts where they failed to express themselves in the way their English level should show.

1. Introduction

As the side effects of Covid-19 were unleashed, all active sectors of the world were affected and became under tremendous pressure to cope with the new terms of living. One of the most affected sectors was education. Both students and teachers were largely unfamiliar with tackling a situation where the teacher and the student became widely unattached, at least geographically. All of a sudden, everything started to move online in Turkey in an attempt to cover most of the needs of society, including the education sector. Affected by this unprecedented dilemma, officials, parents, and teachers alike started digging deeper to claim a solution that might suffice, to a certain extent, the educational needs of the diverse levels of students.

Devising tools that were not as popular as they became after this occasion, Zoom, Google Classroom, Edmodo and Google Meet became the dominant education instruments (Singh, 2020). Sakarya University of Applied Sciences took a different parameter using its schemed program ÜZEM (Distance Learning Center). This Learning Management System (LMS) program tries to follow the steps of the

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aforementioned programs, but with shortcomings sometimes hindering the flow of the given lessons. Moreover, switching to online classes limited the number of students as attendance became no longer obligatory at SUAS. Thus, many students decided to move utterly to the passive recipient's position, watching the lesson, if ever, after the live session in its recorded version. The current case was evident in several educational institutions worldwide. According to Setiawan et al. (2021), for example, the number of active attendants in some Indonesian schools reached 11% only (p. 190). Thus, the culture of assignments became dominant, as it was the only tool left to guarantee that the students were actively involved in the after-class activities.

This study focuses on utilizing online learning applications in teaching English as a Foreign Language (EFL). These teaching/learning tools came as auxiliary elements to work hand in hand with the LMS provided by SUAS. The principal goal was to encourage student class involvement, even when the instructor was absent (Famularsih, 2020). Moreover, this study measured students' satisfaction and the actual outcomes of the online English language subject.

1.1. Problems

Between 2020 and 2021, English language classrooms were constantly hindered by different factors, including internet speed, total internet disconnection in some rural regions, and differences in time zones between the actual time of lecturing, and the receiving student, to name a few (Batubara, 2021). Thus, new teaching methods were considered at SUAS as there was no clear end to the Covid crisis. The SUAS academic staff involved in e-learning was asked to enjoy higher levels of technological competency. SUAS academicians found themselves forced to deal with their audiences as YouTubers and bloggers (Yumnam, 2021). Direct communication can only be achieved via social media. Google Classroom, Google Meet, WhatsApp, podcasts, vodcasts, blogger.com and YouTube became the voice of teachers and their students. Teachers became responsible for engaging "the students to interact and perform the assigned tasks;" they should help students to "effectively learn the language in the online platform" (Yumnam, 2021, p. 4). Unfortunately, an "unplanned and rapid move to online learning with no training, insufficient bandwidth, and little preparation" resulted "in a poor user experience in teaching activities" (Famularsih, 2020, p. 114). Not only the instructors but also students fell into the same dilemma; students during this pandemic felt obliged to study remotely without adequate facilities or the right infrastructure in their residential areas (Purwanto et al., 2020).

The goal of teaching set by any university is to take students a step forward in every lecture in the field of knowledge in general and the specialization they chose in particular. However, as the pandemic proliferated, instructors worked on regaining students' confidence in the English they had rather than developing or building on what the students already enjoyed. This situation was evident, especially in the earlier stages of e-learning.

1.2. Covid-19: The dilemma of e-learning

The pandemic was still hiding its best, if one may metaphorically say so. Five years before the spread of the pandemic, Haron et al. (2015) believed that "putting everything at the tip of the finger, e-learning looked like a promising futuristic element that one day will dominate the world" (2015, p. 88). Though the general trends showed that the world was moving towards a more online-based life, the emerging pandemic accelerated the push toward exploring new e-arenas. Even social life was digitalized. The pivotal centres were decentralized: landlords, businessmen, and teachers alike were no longer the crux where all other satellites orbited around. The same applied to the education sector. The receiver became an active member. Instead of having a teacher-student approach, the self-educating student or student-

student methodology of learning became the dominant factor. Teachers, in this case, were forced to be more in tech and closer to Generation Z. E-literacy was highly needed. Were teachers up to that challenge? Famularish (2020) referred to the fact that when the pandemic hit the globe, "teachers and lecturers were not yet proficient in teaching using online learning applications" (p. 112).

The relationship between the teacher and the student had also changed. The teacher did not have any direct power over students. SUAS believed that due to the internet instability resulting from diverse technical issues, attendance was deemed non-obligatory. Consequently, the level of education and the old teacher-centred approach were in question in their validity and significance. Students accepted at SUAS Tourism Faculty, on whom this study orbits, usually take a national proficiency exam (LYS) to guarantee that their level of English is not less than B1. However, the exam referred to excludes both writing and speaking from its goals. Students, in this case, could hold a respectable skill of English language understanding but with low performance in speaking.

To cover this mischief, education was taken to the student's arena. Students were guided during live lectures to sharpen their English by referring to the points of weakness that their homework unearthed. As this step was the only applicable solution, a number of teachers thought that preserving the students' level of English and not letting them go further down due to non-practice were the alternatives. This ERT (Emergency Remote Teaching) method (Huang et al., 2020, p. 1) was widely applied in the Autumn and Spring semesters of the 2020-2021 academic year and later after the massive earthquake that hit Turkey in February 2023. For example, though the students' level was at least a step ahead of A2, those responsible for the quality of education decided to stick with the students in their weekly proportion with the A2 level. The goal was to stop any possible deterioration of their English, which was already fragile due to the non-intensity of the English language program that they were exposed to earlier in the previous academic/school year(s).

Though none of the instructors was a native speaker of English, it was decided to divide the roles among the instructors; one teacher would play the role of a local English teacher (LET) and the other the role of a native English teacher (NET) (Carless & Walker, 2006). As a result, all conversations made with the NET were utterly in English. In the Spring Academic Semester of 2021, the focus was shifted to a full-speaking robust methodology. Though the LET went on with speaking Turkish, when necessary, students were now more exposed to English; even WhatsApp conversations, emails, and telephone calls were entirely in English.

1.3. Moving to English language speaking

"Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue" (Eid, 2016, p. 839). As Turkey is an English-non-speaking country, there was tremendous difficulty in rooting confidence in students to speak this foreign language. The Learning Management System used in SUAS was short of receiving multiple speakers live at the same time. Chaos could result if all students talked simultaneously as there was no technical organizing method to put them in a row, let alone the quality of mikes used by the students and echoes reflected. Severe atrophy was marking all classes if not guided wisely by the lecturer. Thus, shouldering students with the burden of self-developing and partially guiding themselves during the learning process was a decision unanimously taken by the English language teaching cadre at SUAS tourism faculty.

2. Literature review: E-learning

Online learning through learning management systems and platforms started in the 1990s. Then LMS continued developing slowly with ranging experiences of success and failure, depending on the curricula of the academic institution and how adaptive its teaching and learning tools were to the emergent online-based educational systems (Keengwe & Kidd, 2010). However, LMS was put under the direct test of efficiency in the early days of Covid-19. Prior to the pandemic era, a plethora of studies referred to the extra freedom of choice which students enjoy when they choose LMS curricula offered by their universities; online learning is self-driven, where students become the centre of the education process instead of the instructor. Thus, LMS breaks the prevailing dogma and status teachers have revelled in for centuries (Grieve et al., 2017). As for the lecturers, they "should be able to develop the ability to be more creative in using ology to meet students' learning needs" (Famularsih, 2020, p. 113). However, moving online has its implications as students "feel forced to study remotely without adequate facilities and infrastructure at home" (Famularsih, 2020, p. 114). Not every student has a stable online connection, a good pc, smartphone, or tablet that can run the LMS platforms efficiently.

Yandell (2020) discussed the concept of virtual classrooms, describing teaching under the lockdown as totally different and saying that "teaching online is not like moving to a different classroom" (p. 264). Activities should change to suit the new virtual atmosphere; the face-to-face activities that were designed before the pandemic became different. Before the pandemic, the audience or the learner knew well the level of expectations awaiting when choosing to study through distance education. The current learner in the pandemic did not choose the approach but was forced to be part of it (Yandell, 2020). As mentioned earlier, the educational platforms which were used by a restricted number of pedagogical institutions were "recentralized," and the older traditional methods of teaching were "decentralized" (Williamson et al., 2020, p. 109).

On the other hand, Yandel (2020) confirmed what Famularsih (2020) raised about the case of student involvement. When educational institutes turned online, students' participation was not guaranteed. In fact, there was fear that students might not feel part of the education process, even if a "meaningful curriculum [was] enacted" (Yandell, 2020, p. 264). Thus, the curriculum should be "a form of communication" between two existing bodies (Barnes, 1976, p. 14). Knowledge, for Yandell (2020), "is made and remade in the dialogic cauldron," an element that became very hard to achieve with the global pandemic closure (p. 263).

Fitria (2020) discussed the role the internet played in facilitating the culture of online education during the pandemic (p. 139). Had there been no internet, the academic year would have failed; the internet became "a paradigm in the teaching and learning process as interactive tools" (p. 140). Students and teachers were open to different resources and the limits of geography became almost non-existent. YouTube, for example, became an "open educational resource, supplementing" all fields of knowledge given by different teachers and professionals (Christiansen & Weber, 2017, p. 128).

In addition to the LMS, instructors at universities tried to use YouTube, Facebook, Twitter and other social media tools. They reverted to other platforms and websites to enhance learning and reach the maximum they could within the limitations of online education. Prior to the pandemic, Fung & Jeyaraj (2017), for example, used recorded videos as supplementary materials. However, they discovered that these videos lacked "spice due to the nature of third-person filming" (p. 99). To face this problem of the non-attractiveness the videos suffered from, Fung & Jeyaraj (2017) decided to shoot their educational videos by adopting a "solution engineered by the gaming industry in the form of first-person

shooters." The gamers, or teachers in this case, played/taught "from the perspective of a gamer in the game" (p. 102). In the current study, recorded live sessions carried out on Zoom and run by the students were the option adopted by the instructors to let the class be more involving to the students and allow them to avert their passiveness. Students were like friends sharing the same game.

One final point to discuss is online student anxiety. Grieve et al. (2017) believed that "social anxiety and extraversion influence students' attitudes to online and offline learning," especially when it comes to "tertiary level practical activities" (p. 1). However, 322 students in their study completed the HEXACO-60 Personality Inventory and the Mini Social Phobia Inventory, to reveal that "in contrast to predictions, extraversion and social anxiety did not significantly contribute to attitudes to online learning activities." However, "greater extraversion and lower levels of social anxiety were associated with more favourable attitudes towards face-to-face practical activities" (p. 6). In other words, all students, whether they were suffering from social anxiety or not towards online education, preferred face-to-face education. Students' levels of anxiety were almost stable, whether it was online or face-to-face education, with a preference given to traditional education in an actual physical classroom.

2.1. Research questions, addressed gap, and contribution

This research raises two questions:

1- How can extra curricula methods, such as Tricider and Xoyondo work as auxiliary tools to bring students to the centre of the academic process without the observation of the teacher?

2- Did students benefit from the self-led online English language speaking activities the way they would if there had been a teacher observing them in a physical classroom?

As for the gap addressed, this study focuses on two platforms that help organize the work of the students and put them into groups to facilitate their online discussions in English. To the best of the researcher's knowledge, Tricider and Xoyondo were not previously used by any educational institution to organise university students' online speaking group sessions. The two aforementioned platforms were to help students achieve 'satisfactory' levels of improvement in English language speaking within the limits Covid-19 forced.

3. Methodology: To speak or not to speak

First, students were asked to shoot videos that targeted general English, such as 'Your Favourite City' or 'Your Favourite Movie.' Students received detailed guidelines and comments at this stage, discussing the core of their errors and how to rectify them. In one way or another, the goal was to correct mistakes on the level of the individual/student to move later to the communication context. The goal was to move to "special communication," which usually "occurs in contexts where speaking performance is conducted for an audience in differing circumstances" (Eid, 2016, p. 839). Students complained that they did not know their audience; they wished to have a quasi-live feeling while recording their videos. Thus, the teachers decided to move to group work. Students were asked to work in groups of five members. To let them choose their groups, a poll was created on the Xoyondo platform (Figure 1). Later, students moved to the Tricider platform to guarantee that their selected topics were unique and different from other groups. The third and final step to be taken by the students was to upload their videos to SUAS Google Drive. Students were also asked to upload their group work videos to YouTube in case they wanted more people to see their production and evaluate the short videos presented by them. Students were asked to do videos that lasted at least 3 to 5 minutes for each member

of the group. However, some groups were able to have a round of one full hour discussing the topics given to them. The goal was to let students be part and parcel in the mechanism of "choosing topics, organizing thoughts, tailoring the message, and adapting to listener feedback" (Eid, 2016, p. 839). Consequently, though students were geographically far from each other and not in direct touch with any educator, they were able to make the maximum of what was available. Those who joined the experiment were able to reach an impeccable level gradually, which had never been forecasted eight months before, at the beginning of the 2020-2021 academic year.

Figure 1: Xoyondo Platform (with permission from xoyondo.com)
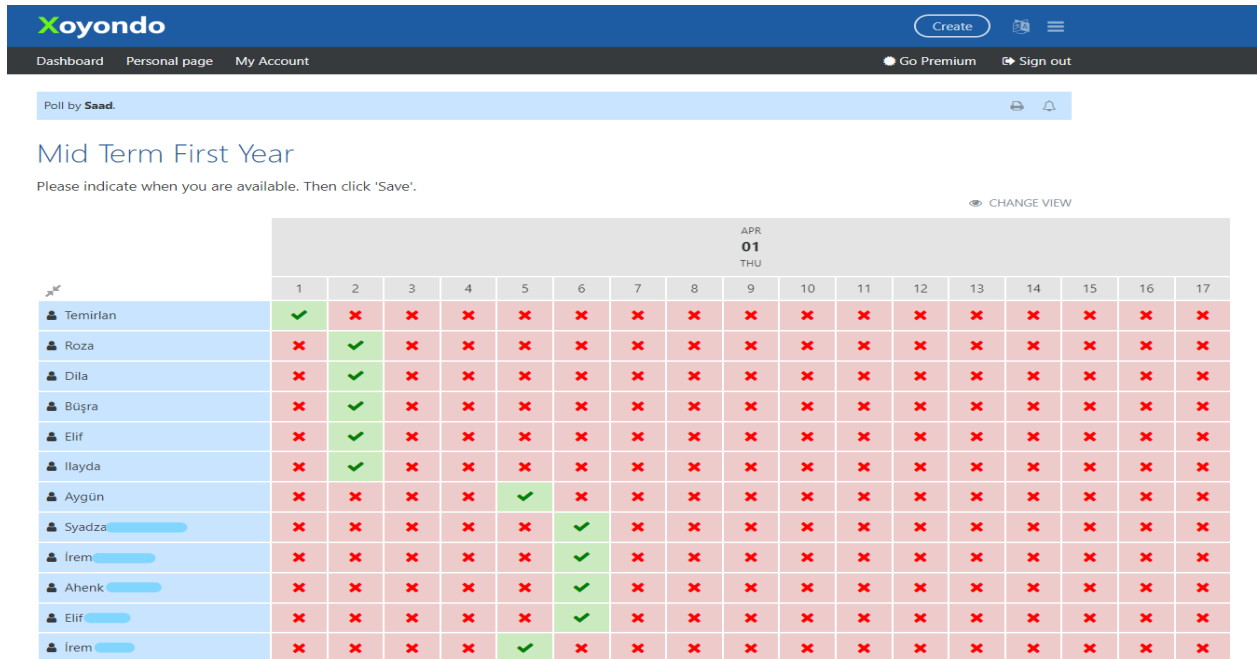
3.1. Research design

A five-point Likert scale online questionnaire was applied in this research, as it was the only possible way to reach students who moved to their home cities and countries due to the pandemic. Online questionnaires can "collect large amounts of data from participants in a short time frame," participants can enjoy "user-friendly design and layout," and the researcher can select his/her "survey participants" and be able to "avoid multiple responses" and "ethical issues" (Regmi et al., 2017, p. 640-1). The questionnaire was distributed to the undergraduate students at Sakarya University of Applied Sciences, Tourism Faculty. The questionnaire tried to sort out the responses of the students towards the mechanism followed to compensate for the speaking skill requirements that students are usually asked to master during a typical academic year. The questions were divided into five sections; the first was demographic, tackling age, gender and, optionally, emails and nicknames students would like to be referred to during the study. The second section was about the tools students used or offered to them during the two online semesters they thrived in. The third section was about the hindrances they faced in attending their lectures and assessments online. The fourth section was about the development the students believed they had achieved regarding the activities they attended or ran themselves. The fifth section was about peer learning, as the role of the teacher was minimized to a maestro trying to fix the notes rather than creating them. Finally, there was an open-ended question to let the students reveal freely in words what they think about the experiment run to let them enjoy speaking English during the Covid-19 era.

3.2. Population and sampling

The targeted sample was the students who took all their required English Learning hours during the Fall and Spring semesters of the academic year 2020-2021. The survey was distributed in June 2021 to 104 students who were well-informed about the goals of the study. A total of (N=74) students responded to the questionnaire (Tables 1 and 2). All the participants were taking English for tourism purposes, ranging from first, second, and third-year classes. The students received the same educational material (*Oxford English File Pre-intermediate*, fourth edition), with the first-year students receiving extra two hours weekly. The main focus was on English language speaking skills. All the students received their education online due to the lockdown Turkey witnessed.

According to the demographic data, 57.5% of the participants were female, and 42.5% were males. 95% of the students were between 18 and 22 in age, which is the average age for students to join universities in Turkey. The questionnaire did not divide the students according to their year of education at the faculty, as they were all asked to do the same assignments. However, the assessment methodology followed took their academic level into account. In other words, the first-year students were asked the same questions as the third-year students, but the educators gave a larger space of permitted mistakes to those in the junior stage.

Table 1: Reliability Statistics

Cronbach's Alpha	N of Items
.841	16

Table 2: Item Statistics

	Mean	Std. Deviation	N
Learning materials improved my English	3.813	1.2487	75
My English got better	3.373	1.3333	75
Age	20.593	1.8338	75
Online assignments were easy	3.240	1.3238	75
Online learning activities motivated me	3.200	1.4977	75
Due to the pandemic, I prefer online education	3.413	1.5604	75
Finding difficulty with e-learning	3.627	1.3634	75
Internet problems	3.480	1.4829	75
Online education improved my speaking	3.240	1.5320	75
Online education improved my listening	3.280	1.4571	75
I tried to search for the given topics	3.973	1.2517	75
I did not attend the online classes	4.027	1.1147	75
I helped my friends to do their assignments	4.187	1.2269	75
Assignments needed hard work	4.027	1.2731	75
I like group work	3.800	1.5596	75
I am searching in English more	4.053	1.2509	75

3.3. Data collection and analysis

To ensure the study's validity, the study elements were subject to Cronbach's Alpha Based on Standardized Items. N=16 gave Cronbach alpha $\alpha = 0.841$, ranking good and showing the internal consistency of the research in measurement standards (Shashaa & Taher, 2020, p. 6849). All ordinals were counted, while the element of ʿDevices Used in Distant Educationʾ was considered nominal and not taken by Cronbach. The other factors were based on a five-point Likert scale, while the aforementioned one gave the participant the right to choose up to five choices at a time (whether students depended in their education on their: mobile phones, laptops, desktops, tablets, or smart TVs). The study did not look for any comparison between the elements, as it is meant to assess the methods followed by the instructors to cover up the essential messing tools in any English language class, taking the speaking skill as its primary goal. The means and standard deviations were all within the accepted limits.

4. Results

Seventy-four students participated in the study. Forty-six students gave themselves a nickname to be identified with. The others were given pseudonyms by the researcher. Thirty-five students accepted providing their emails. As for gender, more female students participated in the study than males, which correlated with the registered number of students in the classes as females were more by 20%. Females' participation was 57.5%, while males were 42.5%.

As for the devices used by the students for online learning, the majority of the students went for laptops and mobile phones. Laptops were leading the survey as 55 students out of 74 used them during the academic year. Mobile phones were second, as 44 students went for them. Many of the users of mobile phones also used their laptops simultaneously (44 students out of 55). This came as a result of the instructors' heavy dependence on different sources of audio-visual materials. Students found that the audio-visual method was efficient and sufficient, as around 70% said that the presented material was directive and beneficial.

Handing assignments online was also found as a non-challenging issue. However, as most of the students did not attend the sessions online, they did not believe that live discussion activities done during the lecturing sessions were of great help. On the other hand, 50% plus of the students considered that their English had improved compared to their level before. Students also expressed that video assignments given to them required hard work. As for whether they preferred online education over traditional pre-pandemic education, results were almost even, with 51% choosing online education, while the 49% left desired the old face-to-face method. Concerning the difficulty of online education, around 80% percent found online education hard and demanding when it came to digesting the material given by the instructors. The central problem students faced during the pandemic era with regard to education was internet disconnection. This hindrance was an expected result as students were extending over a large geographical area, covering Turkey, Russia, and Indonesia.

Students had also shown their enthusiasm to watch the recorded classes after the live session. 70% of the participating students confirmed watching the lecture(s) they missed afterward. Evidence from the university's attendance reports approved what the students claimed; students tended to follow their recorded classes but not regularly. In other words, not every lecture was watched. A student might attend four weeks solely out of the 15 he or she should; however, they considered themselves an ardent follower and attendant of the lectures' materials.

Students also expressed that they would use English as a search tool. Students' versified homework proved this accurate, though many of them described in the open question part how difficult it was to avoid their mother tongue in research and stick to English. However, over time, it became more accessible and more natural. Students said that it 'saved time to use English directly' instead of resorting to Turkish, Indonesian, or Russian to execute the required assignments.

4.1. Content analysis

The responses of the students to the open-ended question represented what they had already expressed in the questionnaire. Student Westwset said that "having conversations over a topic with a group was a fantastic experience. I hope I could have more of this type." Westwest's response went hand in hand with the questionnaire results, where 67% supported group-based assignments where students should hold conversations about a pre-decided topic. As for whether the students had improved their English, student Ricky said: "While I was afraid to talk in the video at first, now I can talk comfortably. I think I got over my fears of speaking." Student Tayma referred to the fact that watching so many videos on the topic she chose made her focus on pronunciation, and consequently, she "became more confident." Eliya said that the "unorthodox" methodology followed in the video assignment made absorbing information "more enjoyable." Student Ziko expressed his joy as he was "able to speak English, thanks to the video assignments for the first time in [his] life." Erhan supported this idea, saying it was "a new experience." Metin added it was "a unique experience." Elif, on the other hand, referred to the social environment the video assignment has created. The "group became close" in friendship. Student Serkan said there "could not be any other way to improve [his] English" besides the videos applied during the academic semesters. Gül, on her side, said she liked the system, and her English would not "have improved better." Furkan noted that this type of homework had improved his English, describing his experience as "good." Student Astra said that she found "relief" solely in "group work, as it was a nice tool to bring them together." Student Osman said that he "realized that [he] could speak English thanks to the given homework and video preparation."

Parallelly, many students talked about their dissatisfaction with online education, as their anxiety towards speaking English was still the same, if not worse. Student Snowflower emphasized that she could easily "claim that [she] learned almost nothing," not only in English but in the other topics and lessons she had been under. Student Entesar expressed dissatisfaction with the terms enforced by the instructors, saying that five participants should be present in every speaking round was something challenging, wishing they were only two. She believed that facing four colleagues was not something easy to deal with. Several times she could not say a word in the full speaking round. Student Zuleyha said that the biggest problem was living in a village with her grandparents, where good internet was a rarity. Berkcan, on his side, criticized the assignments as they were beyond his capacity; in fact, they added to his fears towards speaking the language. Student Zera also talked about the difficulty of handling the assignments, but there was no way to go back in time and avoid the pandemic. Student Rabia said she "found difficulty" in the online education system, and what she gained in e-learning was not efficient.

5. Conclusion and Limitations

E-learning can be traced back to the 1990s, the time the internet started taking its place for the public. Fung & Jeyaraj (2017) considered the educational cassettes, CDs and DVDs as the first steps educational institutions took toward online education, though the goal, at the time, was building a kind of hybrid/blended education system. However, at the outset of the Covid-19 pandemic, online education

became a must and the only alternative for the education process to continue as smooth as possible. Teachers were not as enthusiastic as the students were (Keengwe & Kidd, 2010); in fact, students considered e-learning, LMS, and the auxiliary platforms used a better method for receiving knowledge; students believed that though they "spent more time on these classes," and were "more difficult," yet they were of "higher quality than traditional classes" (Keengwe & Kidd, 2010, p. 533). The same results were revealed in the current study.

70% of the students who participated in the questionnaire agreed that their English had improved. Their exams came as supporting evidence for their claim. These results go in line with Huang et al. (2020). Huang et al. (2020) asserted that students showed full "motivation" as online education was thought to be the only path to receive the required knowledge in such unordinary circumstances (p. 412). However, Keengwe & Kidd (2010) explained that online learning refers to a plethora of equipment that was never available before the introduction of the internet. Online learning covered "web-based training, e-learning, distributed learning, internet-based learning, web-based instruction, cyberlearning, virtual learning, [and] net-based learning" (p. 533). However, it is hard to claim that the students would have benefitted from online education at the same level if the teaching had been face-to-face. The main reason behind this fallacy is not related to the material given or the assignments asked but to two unignorable and undeniable facts related to this study: first, SAUS students' attendance was not obligatory; second, a few of the students were attending the live sessions or watching them recorded after class. Keengwe & Kidd (2010) described online learners as suffering from "procrastination" due to either the "lack of technical expertise among the instructors, [or] insufficient orientation" (Keengwe & Kidd, 2010, p. 535). Thus, the teacher cannot guarantee that all given knowledge is well absorbed. There is no way to measure everything in a single exam consisting of a video with material well-prepared beforehand by the student. This fallacy was again raised by teachers in Indonesian schools. Students proved to be less attentive and dealt with reading texts with more difficulty compared to the previous generations before the introduction of LMS (Destianingsih & Satria, 2020).

However, in the questionnaire of the current study, students working hard on the given tasks developed a good strategy for dealing with English language speaking skills. Yet, there is no evidence to prove that their English has evolved in the other facets of the language, or the different subjects related to their field, i.e., tourism studies. Though all exchanged emails, phone calls, and WhatsApp messages were run in English on the part of the instructors when dealing with the students, one would not deny the fact that at particular stages and when things were getting complicated, students resorted to their mother tongue, Turkish, Russian or Indonesian. Students referred to feeling anxious whenever they found themselves forced to speak a foreign language. Students suffering from anxiety were the same students who used to have anxiety towards foreign languages when education was face-to-face before 2020.

Finally, even though responses were in English on the instructors' side, in an attempt to create an authentic English-speaking environment (Bashir & Azeem, 2011), it is difficult to claim that students ticked all the boxes of English learning. Third of the Tourism faculty's students just delayed the English language subject to the following academic year, hoping they could benefit more when face-to-face education occurs again.

6. Future Studies

One topic that needs light to be shed on is online anxiety. Some students have expressed that they feared speaking in front of the camera, whether on a mobile phone or a laptop. They said that talking online

made them fall into unintended mistakes. Moreover, the same questionnaire or a similar one should be re-run as Turkish universities resorted to LMS again due to the 2023 earthquake. This happened after two years of face-to-face education. Problems students are currently suffering from should be compared with those they used to have during the pandemic to remeasure online anxiety and how the improvement of LMS tools might have changed their attitudes.

The interaction between the speaker and the audience has also changed as there are differing conditions under which educational discussions occur. Moreover, whether recorded or live online, the voice tone delivered by students also deserves a deeper look and research. Writing - a skill this paper did not dwell upon - needs further assessment, as it is a neglected and less fairly evaluated skill by the online education sector.

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7. Conflict of Interest

There is no conflict of interest in this study

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