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A Review of Studies on Emergency Remote Teaching to Learners of EFL during the Pandemic

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Review Article

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Abstract

With the emergence of Covid-19, education, business, trade, tourism, health sectors and other parts of the life have undergone a tremendous change. Countries were caught up unprepared by this new normal lifestyle. Because of the measures inflicted during the pandemic, English language courses have been modulated via emergency remote teaching (ERT) through specific online platforms such as Zoom, Google Hang outs, WhatsApp.

Objective: The aim of this study is to review worldwide ERT took part in 2020 in terms of benefits and challenges and make suggestions based on the analyzed studies.

Method: A content analysis of 18 articles published in 2020 using qualitative or quantitative methods with student participants found by using search engines, journal websites such as Journal of European Association for Computer Assisted Learning (EUROCALL), Computer Assisted Language Learning (CALL), and British Journal of Education Technology (BJET), databases such as ERIC, SAGE, JSTOR, Goggle Scholar and analyzed by setting, participants, implemented methods and results within this principled review.

Results: Most of the studies were conducted in Indonesia and used qualitative research methods. Their aim was to survey student attitudes, beliefs and suggestions on ERT benefits and challenges and their perceptions about the online platforms they were instructed.

Conclusion: After reviewing the studies, it is found that students are mostly willing to attend e-classes, face benefits such as saving time, money, and practicality, and obstacles related to less interaction, technical problems, and networking problems needed to be handled within time.

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Keywords: Online teaching; Emergency remote teaching; ELT; Covid-19 pandemic

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Introduction

On 12 March 2020, COVID-19 was declared a global pandemic. Several measures, such as lockdowns and social distancing, were mandated and had an undeniable impact on education in terms of teaching techniques and methodologies, assessments, psychological states of teachers and students, and their social life. Teachers around the world had to adapt their teaching methods and education settings to the changing circumstances quickly because countries were not ready for such an unexpected incident. The second academic term was spent making necessary adaptations across various countries. Throughout the pandemic, the education of almost 300 million students was interrupted by 2020, and their future education rights were threatened (Afrin, 2020). ERT was offered as a temporary alternative solution by the governments to continue their education. Online teaching took part via several platforms and applications in countries through video conferences, learning management systems and mobile apps. These platforms mentioned in the collected studies are Google classroom learning management, Cisco WebEx meeting video conferencing, Zoom, Google Meeting, Hangout, WhatsApp, Line, Regular LiVE, Unpad, Skype, YouTube, Instagram, Facebook, Moodle LMS, online blogs, Blackboard, Learn, Discord (Abel, 2020; Almusharraf& Khahro, 2020; Altan, 2020; Amin& Sundari, 2020; Danmash,2020; Destianingsih& Satria, 2020; Famularsih, 2020; Krishnapatria, 2020; Krishnan, 2020; Nugroho& Atmajo, 2020; Sujarwo et al., 2020).

In that difficult period, various information and communications technology (ICT) companies supported the schools free of charge. Microsoft offered its premium version free for six months, Zoom increased the video conference limit in several countries such as Japan, the USA, China, and Italy as they proposed so. In addition, Google introduced the recording of corporate video meetings and conferences of up to 250 people to G Suite for educational use. (Molla, 2020 as cited in Basilia and Kvavadze, 2020). Keeping in touch with students and updating them about the latest news were realized by using apps such as Telegram, WhatsApp groups (Ami& Sundari, 2020; Nugroho and Atmajo, 2020). However, there were some inequalities in terms of accessing the internet, affording computers, and students' physical setting problems rising from their socioeconomic statuses. Researchers have studied the impact of Covid-19 pandemic on daily routines, economic situations, physical and mental health, as well as education and sporting as academic activities (Clabaugh et. al,2021; Moore et. al., 2022; Smith et. al. 2022 cited in Linnes et. al. 2022). Since these inequalities might have created efficacy problems, they naturally required solutions from governments to include all students to the ERT. The pandemic's negative impact on university students varied depending on their

socioeconomic situations. There might have been social and technical infrastructure inequalities such as access to ICT tools as all learning took place remotely and online (Linnes et al. 2022). In their study conducted to find out students' learning loss disparities during Covid-19 pandemic, Dorn et al. (2020) reported that white students had delays of 4-8 months while Black and Hispanic students had six to twelve months of delay. The report highlights that Black and Hispanic students are significantly more likely to have had no live contact with teachers and less consistent live instruction during the pandemic, which exacerbates existing educational disparities. As for the pre-pandemic time, minority students claimed that they were suffering from distractions and family obligations (Clement, 2016), and the pandemic further increased their disability because of the inflicted pandemic measures (Dorn et al., 2020; Linnes et al. 2022).

Thus, it can be inferred that closures of the schools may have raised educational problems for kids having such disadvantages (Ferri et al., 2020). The World Bank's Education Global Practice (2020) stated that prolonged school closures could create the problem of learning loss, which would lead to a loss of "human capital" and "economic opportunities" in the future. In addition, problems such as infrastructure issues, connection problems like slow internet and lack of internet access, and insufficient technological skills of teachers or students created disruptions in the conduct of distance education and training processes. (Alvarez, 2020; Mathew & Iloanya, 2016; Lynch, 2020 as cited in Toquero, 2021). In Netherlands, these inequalities and hindrances have caused a big learning gap among students. In Ghana, this gap is more visible because there are more inequalities among the students because of socioeconomic factors. Malaysia experienced similar impediments as well (Ferri et al., 2020). Yousuf, (2020) cited in Ferri et al., (2020) stated that governments must provide solutions to these impediments, such as developing teachers' interactive learning skills through online workshops and conferences, as well as supplying technical support for infrastructure problems and students' delivery problems in order to provide an effective teaching and learning process during the lockdown.

Besides the challenges, there have been several advantages of remote teaching such as saving time and money. Information is accessible with a single click on the searching engines, so teachers can provide whatever they want to teach or demonstrate during the virtual classes. Education has taken place anytime, anywhere comfortably via synchronous and asynchronous digital tools. Moreover, online learning provides flexible and effective atmosphere, and makes the students self-directed and self-disciplined individuals (Afrin, 2020; Ferri et al., 2020;

Ferrah& al- Bakyr, 2020). Thus, it is vital to analyze problems and advantages of remote education so as to contribute to the needs of this process and guide the education stakeholders to supply solutions. With this regard, the aim of this manuscript is to analyze how remote teaching education during the pandemic took place in the world by considering its effectiveness via students' experiences, perceptions and attitudes by means of related studies in the field of English language teaching (ELT). Moreover, its purpose is to find advantages and disadvantages of ERT that took place during the pandemic and make suggestions to experienced impediments process depending on the results of the studies.

Problem of the Study

In the wake of the COVID-19 pandemic, the global education system has faced significant challenges, including disruptions in teaching techniques, assessments, and the social and psychological well-being of teachers and students. The sudden shift to ERT has brought about a wide range of platforms and applications for online learning. However, this transition has also revealed inequalities in internet access, technological resources, and learners' socioeconomic statuses, leading to potential disparities in educational outcomes. Furthermore, while ERT offers advantages such as flexibility and cost-effectiveness, it also poses challenges related to infrastructure, connectivity, technical skills, as well as students' physical and psychological health. Therefore, there is a need to critically examine the effectiveness of ERT, and analyze students' experiences, perceptions, and attitudes towards remote education not only in other fields, but also in ELT. By identifying the advantages and disadvantages of ERT during the pandemic, this study aims to provide insights and recommendations for addressing the challenges encountered in the implementation of remote teaching and learning.

Significance of the Study

The significance of this study lies in addressing the urgent need to understand the effectiveness and impact of ERT in ELT during the COVID-19 pandemic. This global phenomenon has disrupted traditional educational practices, and created urgency to meet the demand for new methods, techniques, implementations, and practices through the use of technology. By conducting a principled review of previous studies, this research aims to provide valuable insights into the platforms used during ERT process, their effectiveness, the advantages and disadvantages experienced by English language students, and students' attitudes and suggestions regarding efficiency and effectiveness of ERT. The findings of this study can contribute to the field of ELT by informing educators, policymakers, and institutions

about the efficiency and effectiveness, and the implications of ERT process for future teaching practices. The analysis of different platforms used during ERT, and their effectiveness can help identify the most suitable and efficient tools for online English language instruction. Additionally, understanding the disadvantages and challenges faced by students during the ERT process can guide the development of strategies to mitigate these issues and enhance the quality of remote teaching. Moreover, exploring students' attitudes, beliefs, and suggestions can provide valuable insights into their learning experiences and inform instructional design and support mechanisms. In conclusion, this study has the potential to contribute to the ongoing discourse on remote teaching in ELT and provide valuable recommendations for effective implementation of ERT in future emergency situations or blended learning scenarios.

Aim of the Study

Unexpected COVID-19 pandemic declared in 2020 had a tremendous impact on education and English language teaching across the world. The entire lifestyle of people from business to education has become upside down in the name of "The New Normal". In the field of education, this sudden transformation, not only in other fields but also in ELT, may have caused some impediments that need to be addressed in the following years. During this ERT process, the ICT dominated ELT and learning so as to carry on teaching and learning effectively via some applications or platforms. However, to what extent has it been effective and what kind of advantages and disadvantages has been experienced awakens curiosity in the globe (Abel, 2020). With this regard, this study, a systematic review of previous studies conducted in ELT on ERT during the pandemic, aims to shed a light on the effectiveness and efficiency of ERT by evaluating the advantages and disadvantages of the ERT process, students' attitudes and perceptions towards ERT, and seeks relevant suggestions by examining related studies through these questions:

1. Which platforms have been used during ERT process in the world?
2. Which platforms were more effective?
3. What were the disadvantages of ERT for English language students at primary schools, high schools or universities during the pandemic?
4. What were the advantages of ERT for English language students at primary schools, high schools or universities during the pandemic?

5. What were students' attitudes, beliefs and suggestions on ERT?

Method

Data Collection

All the relevant studies published during the Covid-19 pandemic with titles containing the terms 'online learning/teaching,' 'digital learning,' 'e-learning,' 'emergency remote teaching,' 'distance learning,' or 'virtual learning,' related to 'English language teaching,' 'English language learning classes,' or 'English language learning courses' were searched. Despite the differences between these learning concepts, they were considered relevant for this study, which examines any teaching and learning practice mediated by technology in a remote setting. A total of 18 papers met the inclusion criteria for this research, which focused on the source (academic journals), the nature (empirical), and the topic (remote teaching and learning practices during the Covid 19 pandemic in ELT) of the studies.

By considering the criteria mentioned above, data collection started with creating an overall list of key terms related to the main theme in order to find all relevant studies. Articles indexed in search engines, journal websites covering studies on technology based language teaching and learning such as *Journal of European Association for Computer Assisted Learning (EUROCALL)*, *Computer Assisted Language Learning (CALL)*, and *British Journal of Education Technology (BJET)*, databases such as ERIC, SAGE, JSTOR, Google Scholar and digital libraries were searched and identified by using the keywords "Online teaching, emergency remote teaching, ELT, the COVID-19 pandemic, 2020, virtual learning "ESL/EFL/ELT". As a result of this search, 57 articles which were mostly conducted in Eastern countries were collected by the researcher. Publication year of the studies, their objectives, research question(s), their methods (quantitative, qualitative, or mixed methods), their contexts (country, target language, university, high school, private courses), participant features (age, number), type of remote ELT course(s) (blended, remote), data collection instruments, and findings of the studies were identified by the content analysis method (Fraenkel & Wallen, 2000) in the text of every empirical study in the dataset. After identifying the collected articles, those within the scope of this study in terms of study type, year, and context were selected. The studies included in this principled literature review are the ones which were conducted between 2020 and 2021 on ERT in the field of ELT. Besides, the studies within the content of this literature review were researched among the ones conducted with student participants of either university, high school or primary school. The eliminated studies regarding these features were:

- not conducted with students but the teachers.
- not related either with ELT, English as a second language (ESL) or English as a foreign language (EFL).
- literature review manuscripts.

Although the studies on ERT during the pandemic were analyzed carefully, there may be potential methodological limitations in this study. There may have been missed or neglected studies as the researcher might not completely track and analyze all relevant research papers for this kind of review. If some relevant research is excluded by mistake because of methodological limitations, the researcher apologizes for the inconvenience.

Data Analysis

Data analysis was performed after a large collection of articles had been generated, and an initial review had been carried out, all studies that met the inclusion criteria were then fully reviewed for archiving. For the overall review, in order to arrange information from each of the reviewed articles, data forms were organized by means of previous classification forms (Sözbilir & Kutu, Yaşar, 2008). These forms include sub-dimensions such as country, setting, year of publication, research design, number of articles, participants, data collection tools and results. Changes were made to the forms when necessary. The number of studies allocated after the scrutiny, and the publication year of the articles integrated in this study are as follows.

Table 1. Publication year of the studies

Publication Year	Number of the studies in this review
2020	18

As it is seen in Table 1, all the studies in this study within remote education process in ELT during the COVID- 19 pandemic were conducted in 2020.

Table 2. Context and number of the conducted studies

Study Context	Number of studies
University	17
High School	1

Table 2 shows that among eighteen reviewed studies related to ELT through ERT, most of them took place only in university settings. One study was conducted in high school setting and students were chosen from different high schools randomly.

Research Design

The primary research method used in this study is a systematic literature review. This review aims to answer the research questions presented in the study and to provide a comprehensive understanding of the adaptations in ELT over a specific period by organizing and synthesizing relevant content. Now that ERT has been a new concept in education, understanding this recent concept is best achieved by analysing all related data by delving into its “variables, causes, and impacts” (İnal, 2022, p: 30). A systematic literature review makes it possible to thoroughly examine the related literature in detail. Thus, this method is ideal for ensuring that all available research is taken into consideration. This review incorporates qualitative elements, making it a qualitative systematic review (Snyder, 2019 cited in İnal, 2022). As Bogdan and Biklen (1998 cited in İnal, 2022) convey, qualitative research is used to understand people's behaviours and experiences. This research focuses on understanding the ERT period in ELT throughout the world and is deeply connected to English language learners' experiences during that time. To structure the research systematically, a detailed search strategy was employed to gather the sample, followed by qualitative content analysis to synthesize the findings, and address the research questions by answering them based on the related data (İnal, 2022, p: 30). Selecting the studies for this review, all kinds of research designs were accepted as a selection criterion. Based on the information provided, I have summarized the research designs used in the reviewed studies from Table 3:

Table 3. Research methodologies of the research articles

Qualitative	5
Quantitative	2
Mixed	4
Descriptive	
- Qualitative	3
- Quantitative	4

Quantitative studies: There are six quantitative studies included in the review. These studies primarily used questionnaires or surveys to gather data. The number of participants in these studies ranged from 56 to 197.

Qualitative studies: The table demonstrates eight qualitative studies included in the review. These studies mainly collected data through interviews, focusing on students' perceptions, experiences, and perspectives related to ERT.

Mixed methods studies: The table demonstrates four mixed methods studies included in the review. These studies aimed to investigate the challenges of ERT and students' attitudes towards the ERT process. They combined both qualitative and quantitative research methods and administered a questionnaire as a data collection instrument.

Descriptive research design: Some studies, both qualitative and quantitative, utilized a descriptive research design. These studies aimed to provide a detailed description of the ERT process, challenges, students' needs, preferences, and experiences. Based on the available information, it seems that the reviewed studies employed various research designs to examine different aspects of ERT and students' experiences.

Table 4. Study Setting, participants, topic and research design

Country	Number of students	Topics of the articles	Research design
Bangladesh	60	Virtual EFL Classes during COVID-19 in Bangladesh: Pros and cons of ERT with Possible Solutions at Tertiary Level	Qualitative
Belgrade Serbia	52	Online Language Teaching and Learning: Anglistics Students' Perspectives on the New Educational Environment Imposed by the Covid-19 Outbreak.	Qualitative
Indonesia	140	EFL Students' Preferences on Digital Platforms During ERT: Video Conference, LMS, or Messenger Application	Descriptive Quantitative
Indonesia	71	Digital learning of English Beyond Classroom: EFL Learners' Perception and Teaching Activities.	Descriptive Qualitative
Indonesia	35	Students' Experiences on Using Online Learning Applications Due to Covid-19 in English Classroom.	Descriptive Qualitative
Indonesia	110	English Learning Strategies of Using Application in Online Class: An ERT during Covid- 19 Pandemic	Mixed

Indonesia	56	From 'Lockdown' to 'Letdown': Students' Perceptions about e-Learning amid the Covid-19 Outbreak	Descriptive Quantitative
Indonesia	116	Investigating students' needs for effective English Online Learning during Covid-19 for Polbeng Students	Descriptive Quantitative
India	181	ELT through the Internet at Post Covid-19 Age in India: Views and Attitudes	Mixed
Italy	19	Digital Learning in Foreign Language Teacher Training in Higher Education: A case Study	Descriptive Quantitative
Malaysia	55	Challenges of Learning English in the 21st Century: Online vs. Traditional During Covid	Mixed
Mumbai	100	Utilization of Information Technology in Online Classroom for English Language Learning.	Quantitative
Palestine	197	Online Learning for EFL Students in Palestinian Universities during Corona Pandemic: Advantages, challenges and solutions.	Quantitative
Pakistan	100	Impact of Virtual Teaching on ESL Learners' Attitudes under COVID-19 Circumstances at Post-Graduate Level in Pakistan	Mixed
Saudi Arabia	12	Students' satisfaction with online learning experiences	Qualitative
Saudi Arabia	283	'I Couldn't Join the Session': Benefits and Challenges of Blended Learning amid COVID-19 from EFL Students	Qualitative
Türkiye	118 pre-service EFL teachers	Sustaining Language Skills Development of Pre-Service EFL Teachers despite the COVID-19 Interruption: A Case of Emergency Distance Education	Descriptive Qualitative
Türkiye	81	Backstage Story of a Successful Online Course Experience	Qualitative

Results and Discussion

EFL related articles within the scope of ERT are listed first in chronological order and then the ones before 2020 were eliminated. The rest of the identified articles were discussed according to possible common themes. After reviewing all the collected studies on ERT in the field of ELT, it was found that the most researched international topics on ERT during the COVID-19 pandemic were based on analyzing students' experiences, perceptions, and perspectives of the ERT process while learning English and English teaching practices at

university. The second most searched topic focused on the advantages and disadvantages of ERT in learning English or ELT practices, examining the needs and attitudes of students towards ERT environments and process. After detecting the needs, possible solutions for a better implementation during the pandemic are suggested by the authors. In evaluating research designs, all research methodologies are clearly specified in the research articles. Majority of the studies listed in Table 3 and 4 employed only qualitative research methods, reflecting the inherent focus of qualitative design on understanding complex, contextual, and nuanced aspects of educational phenomena (Creswell, 2014), explaining and commenting on experiences, collecting novel information, and acquiring insights and comprehension without preconceived notions such as ERT. It is noteworthy to indicate that qualitative research commences from instinctive knowledge, targets gaining a deeper understanding of the researched phenomenon, and has more subjectivity. (Cilic, 2020: 42 cited in Dzogovic & Bajrami, 2023). Therefore, it can be inferred these studies conducted in Table 3 and 4 within the scope of this study may have more subjective nature and deeper understanding about ERT process regarding with the quantitative or mixed ones. The second most preferred research design is quantitative. As table 4 demonstrates, half of the quantitative studies were conducted in Indonesia, reflecting a significant focus on understanding the impact of ERT in this region. The Indonesian studies predominantly employed descriptive quantitative methods to explore students' preferences, perceptions, and needs during the ERT period. In contrast, Italy and Palestine each contributed a single quantitative study that investigated digital learning in higher education and the broader challenges and solutions for online learning during the pandemic, respectively. The sole study from Mumbai by Parab (2020) utilized a statistical survey to examine the utilization and impact of information technology on accentual pattern improvement before and after teaching specific English words in online English language learning. This indicates a divergence in methodology aimed at capturing measurable outcomes. Variety in geographical focus and research design provides a comprehensive understanding of the ERT experiences and outcomes during the COVID-19 pandemic. Furthermore, the prevalence of qualitative studies, particularly from Indonesia, underscores the region's emphasis on exploring in-depth, descriptive insights into English Language Teaching (ELT) practices and their contextual applications.

The research sample sizes range from 12 to 283. Studies with small sample sizes of 12 to 81 are half of the collected research in this study, making up 50% of the total articles. The smallest sample size recorded is the one with participants enrolled in a Level 1 or Level 2 intensive English course during the COVID-19 pandemic at the College of Applied Studies

and Community Service, King Saud University. Its data is collected through individual interviews and focus groups during a six-week span. Conversely, the second most common sample size range is between 100 and 283, representing 50% of the articles. Except from two of the smaller-scale studies in this study typically involve qualitative methods focusing on participants' and perspectives, whereas majority of the studies with sample sizes between 100 and 283 primarily use quantitative or mixed methods with numerical data. The largest sample size recorded is 283, gathered through an online survey from higher education students in a quantitative study.

Finally, this study does not intend to include and analyze every single article related to the mentioned titles. Instead, the purpose is to select specific articles that represent various research directions and cover a wide range of topics. The focus is on providing examples that showcase different areas of research rather than conducting a comprehensive analysis of each individual article. The research questions are answered in the light of the selected studies from Table 4 accordingly:

Which platforms have been used during ERT process in the world and which of them were more effective according to students?

Krishan et. al. (2020) designed research to explore how learners perceive the process of learning English through free online resources compared to traditional methods during the Covid- 19 pandemic. Both quantitative and qualitative approaches were utilized in this study. A total of twenty-five international pre-elementary intensive English students participated in the research. The findings indicate that learners view free online resources as valuable tools for improving their English proficiency, particularly in the areas of reading, conversation, and vocabulary acquisition. Additionally, these resources contribute to the cultivation of a conducive learning environment and facilitate the development of constructive attitudes among learners. The use of free online resources not only motivates learners but also enhances their analytical and critical thinking abilities. Furthermore, it fosters social interaction among teachers, learners, peers, and other participants, thereby promoting an engaging learning experience. In their study where they used descriptive quantitative research design, Amin and Sundari (2020) searched for students' preferences and perceptions of online platforms through a closed ended survey which was developed based on the criteria of CALL evaluation by Jamieson et al. (2013). The survey included criteria such as language learner potential, learning focus, positive impact and learning fit, authenticity, and practicality. The findings of the study

indicate that Google Classroom, Cisco WebEx Meeting, and WhatsApp were highly favoured by students as they fulfilled all the criteria in the survey. WhatsApp received the highest score (51%) for delivering materials, indicating its effectiveness in this aspect. Google Classroom, on the other hand, received the highest percentage for displaying language exercises. Approximately half of the participants found the digital tools used during ERT to be beneficial and to have potential for language learning. Regarding the meaning focus criterion, WhatsApp ranked first in terms of content material learnability with 48%, while Google Classroom received the highest score (57%) for following directions and instructions easily. In terms of learner fit criterion, WhatsApp ranked the highest for learning style (24%) and preferences (31%) scores. Overall, both WhatsApp and Google Classroom ranked at the top by students in terms of the six criteria, with percentages ranging from the 70s% to the 90s%. Google Classroom and WhatsApp scored the highest (over 90%) in terms of language learning facility, ability to focus on meaning, and authenticity. WhatsApp was also the most preferred platform (88%) in terms of practicality, positive effect, focusing on meaning, and learner fit. However, despite the positive experiences and perceptions of learning through these digital tools, none of the platforms had a positive effect on every participant in the group, resulting in lower scores for Cisco WebEx Meeting, Google Classroom, and WhatsApp (73%, 74%, and 79%, respectively). This suggests that while there were overall positive experiences, individual preferences and experiences varied among the participants. It is noteworthy that the participants seemed to prefer face-to-face learning over the online systems used throughout ERT, although they still enjoyed learning through these digital tools. The study indicates that ERT was perceived as a positive alternative to face-to-face education during the temporary conditions created by the Covid-19 pandemic lockdowns taking place in 2020, and related social distancing measures. The participants' perceptions of English learning through digital learning activities during the 2020 were generally positive. However, the participants expressed concerns about the item "learners are comfortable using digital devices beyond the classroom," which the writers Nugroho and Atmajo (2020, p. 228) interpreted as indicating a high workload for the participants. Overall, this study highlights the preferences and perceptions of students regarding different online platforms used during ERT, indicating the strengths and weaknesses of each platform as perceived by the participants. It also sheds light on the participants' concerns about the workload associated with digital learning beyond the classroom and their overall preference for face-to-face learning. As it was found out after the pandemic that, Ng and Ng (2022) observed children were significantly impacted by the pandemic, facing temporary closures of daycare centers and schools, online homeschooling, restricted access to

recreational facilities, and other limitations, which justifies students' preference for face-to-face learning (Cost et al., 2021; Wang et al., 2020 cited in Ng and Ng, 2022). They experienced social isolation from peers, teachers, extended family, and the community, increasing the risk of mental health issues such as anxiety and depression (de Laia Almeida, Rego, Teixeira, Moreira, 2022 cited in Ng and Ng, 2022). Additionally, the disruption of daily routines due to school closures led many children to spend more time on computers, iPhones, or watching television, with insufficient physical activity (Breidokiené et al., 2022; Dunton, Do and Wang, 2020 cited in Ng and Ng, 2022). Previous studies have shown that excessive screen time negatively affects children's cognitive and socio-emotional development (Domingues-Montanari, 2016; Grechyna, 2020 cited in Ng and Ng, 2022) and is linked to sleep disruption (Falbe et al., 2015; Zhao et al., 2022), further harming their physical and psychological health (Arufe-Giráldez, 2022 cited in Ng and Ng, 2022). These challenges highlight the importance of face-to-face learning, as it provides essential social interaction and structured routines that support children's overall well being. Additionally, the researchers underscore participants' concerns about the workload associated with digital learning beyond the classroom, as the increased screen time and lack of physical activity can contribute to both cognitive and emotional difficulties.

Three different studies conducted by Famularsih (2020), Shahzad et al. (2020), and Afrin (2020) focus on students' attitudes and experiences with online learning and its pros and cons. Famularsih (2020) conducted a study with students and used qualitative research design with semi-structured interviews. The findings suggest that most of the students perceive learning English through online activities from apps as effective and efficient. However, they also mentioned experiencing hardships during the ERT process. The specific challenges faced by students are likely to be addressed in the advantages and challenges section of this ERT study. Shahzad et al. (2020) utilized a mixed research design to survey students' attitudes towards virtual learning. The study revealed that virtual learning had a positive impact on students' language learning. However, it also highlighted several drawbacks associated with the process, such as technology-related problems and insufficient interaction. These challenges likely affected the overall experience of the students. Afrin (2020) conducted interviews with 60 students in an EFL course in his study with qualitative research design. The study concluded that online teaching is considered a viable and valuable alternative to face-to-face teaching. This suggests that students perceived online teaching as a positive approach for language learning. These studies provide insights into students' perspectives on online learning. While

students generally acknowledge the effectiveness and efficiency of online activities and virtual learning, they also face challenges and drawbacks. These challenges may include difficulties related with technology use or access, lack of interaction, and the need to adapt to a different learning environment. Despite these challenges, students recognize the potential of online teaching as an alternative to traditional face-to-face instruction.

Overall, the studies reveal that learners generally perceive online resources as valuable tools for improving their English proficiency. These resources, particularly in the areas of reading, conversation, and vocabulary acquisition, contribute to a conducive learning environment and foster positive attitudes among learners. Online platforms such as Google Classroom and WhatsApp are favored by students due to their effectiveness in delivering materials, displaying language exercises, and accommodating different learning styles and preferences. However, it is noted that individual preferences and experiences vary among participants, and some students still express a preference for face-to-face learning. Despite the positive perceptions of online learning, challenges such as technology-related issues and insufficient interaction are mentioned. Nevertheless, students recognize online teaching as a viable and valuable alternative to traditional instruction, especially during emergency situations like lockdowns in the Covid-19 pandemic. The studies emphasize the strengths and weaknesses of different online platforms and shed light on students' preferences and concerns in the context of ERT and virtual learning. To sum up, online learning is viewed positively by students but comes with its own set of challenges that need to be addressed for optimal effectiveness.

Advantages, disadvantages of ERT in learning English or ELT practices examining the needs and attitudes of students towards ERT environments and process.

The related research conducted during 2020 in ELT, focusing on students' attitudes and experiences with online learning informs us that ERT has a positive impact on implementing language teaching or English teaching practices via online platforms (Afrin, 2020; Amin&Sundari, 2020; Famularsih,2020; Nugroho&Atmajo, 2020). The study conducted by Danmash (2020) aimed to examine the advantages and difficulties associated with blended learning, which is the combination of online and face to face teaching during the COVID-19 pandemic from the perspective of EFL students. Participants in the study underwent both traditional face-to-face teaching and virtual synchronous classes for a duration of seven weeks. These classes were part of an intensive English course at either level 1 or level 2, and the

participants were expected to attend nine hours of classes each week. Qualitative data were gathered through two focus group sessions and one-on-one interviews with twelve students enrolled in a general intensive English course at King Saud University over a six-week period. The findings indicate that blended learning had several benefits for EFL students. It supported their writing skills and encouraged them to conduct online research. Blended learning also accommodated their individual circumstances and proved to be cost-effective. However, the study also identified various challenges faced by EFL students. These challenges included technological issues, shortcomings in instructor performance, difficulties with online assessments, students' attitudes toward online learning and limited resources, as well as decisions made by the university council. The study concludes by providing recommendations to capitalize on the identified benefits of blended learning, and to address the challenges encountered when teaching English in an EFL context. Famularsih (2020) conducted a study using semi-structured interviews with students. The findings suggest that most of the students perceive learning English through online activities from apps as effective and efficient. However, they also mentioned experiencing technological and interactional hardships during the ERT process. Shahzad et al. (2020) utilized a mixed research design to survey students' attitudes towards virtual learning. The study revealed that virtual learning had a positive impact on students' language learning. However, it also highlighted several drawbacks associated with the process, such as technology-related problems and insufficient interaction. These challenges likely affected the overall experience of the students. Carlon (2020) conducted a study to explore students' perceptions of the effectiveness of emergency remote education implemented within the Community of Inquiry framework. After the course concluded, students were asked to complete the Community of Inquiry Survey Instrument, which assessed their perceptions of the teaching, social, and cognitive presence within the course. The results indicate that students perceived all three types of presence as effectively implemented, with social presence scoring the lowest, which can be stated as a disadvantage. Afrin (2020) conducted interviews with 60 students in an EFL course. The study concluded that online teaching is considered a viable and valuable alternative to face-to-face teaching. This suggests that students perceived online teaching as a positive approach for language learning. Overall, these studies provide insights into students' perspectives on online learning. While students generally acknowledge the effectiveness and efficiency of online activities and virtual learning, they also face challenges and drawbacks. Despite these challenges, students recognize the potential of online teaching as an alternative to traditional face-to-face instruction. The related research conducted during 2020 in ELT suggests that ERT has a positive impact on implementing language teaching or

English teaching practices via online platforms. Students perceive online activities as effective and efficient, although they also face challenges during the ERT process. Virtual learning is found to have a positive impact on language learning, but it is associated with drawbacks such as technology-related issues, limited interaction, and the need to adapt to a different learning environment. Blended learning, as explored in the study by Danmash (2020) offers benefits such as supporting writing skills and accommodating individual circumstances, but it also presents challenges such as technological problems and limited resources. The study by Carlon (2020) reveals that students perceive teaching, social, and cognitive presence as effectively implemented, with social presence being the lowest. On the whole, students view online teaching as a valuable alternative to face-to-face instruction, although they encounter challenges and adjustments in the online learning environment. Evaluating these findings can be valuable for institutions planning to develop and implement blended or fully online courses in higher education in the future.

Conclusion and Suggestions for Future Research

As we see from table 3 and 4, most of the studies were conducted through qualitative research design to seek for needs, experiences, perspectives, perceptions of students during online teaching. It is clearly observed that ERT is perceived as a savior during the pandemic times offering different facilities such as saving time, money, creating a comfortable environment by a single access to any kind of activity and information anytime anywhere and most of all carrying on learning and teaching. However, still face to face learning in a physical environment is preferred as ERT lacks enough interaction. In terms of academic success on the other hand, only one study, conducted by Parab (2020), argued that the success of specific linguistic abilities, such as pronunciation and writing, through ERT using mobile technology was achieved via a statistical survey conducted before and after teaching, resulting in significant success. Besides the attitudes, needs, advantages and challenges, more studies searching for the success of digital learning should be conducted by implementing assessments of language abilities before and after ERT with an experimental and control group. Moreover, as it is seen in Table 2, most of the studies collected and analyzed within this study integrate universities but did not entail elementary school kids learning English language through ERT. Among the reviewed research, it is seen that only one study is conducted with high school students. More studies should also be conducted with high school students, as they are preparing for university entrance exams, and some will prefer to have a profession related to English language. Finally, governments need to work on finding solutions emerging from the

aforementioned problems, such as students lacking internet access, materials and resources, and schools had better work on removing technical problems, such as audio and video quality problems, system problems and others. Findings of the studies summarized in this principled review can be valuable feedback for institutions planning to develop and implement blended or fully online courses in the field of ELT in the future.

The successful advancement of our education system relies on the integration of online resources alongside traditional methods. However, achieving this requires several actions to be taken across various areas, including education policy, curriculum planning, professional development, infrastructure, community engagement, and access. It's important to recognize that implementing this approach is not as simple as providing computers and internet connectivity. The key concern is how the education system as a whole can effectively incorporate technology into teaching and learning, seamlessly blending both aspects (Younesi& Khan, 2020). This viewpoint is supported by Kozma's (2005) research, which emphasizes that introducing technology into schools is not a quick solution for enhancing student learning. The real challenge lies in establishing consistent connections between student learning and ICT. Students need to approach technology as an intellectual partner and focus their learning efforts in conjunction with the use of technology.

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