

English teachers' perceptions of supplemental teaching during the pandemic

Cesar L. Corpin

Teacher III, Sagkahan National High School, Bliss
Sagkahan, Tacloban City, Philippines
<https://orcid.org/0009-0000-1032-3370> /
Email: sweetflax@gmail.com

Abstract - The coronavirus disease, often known as COVID-19, has been a global pandemic since March 2020. According to UNESCO, schools in approximately 100 nations, including the Philippines, are shuttered due to a public health emergency. Due to the condition, teachers migrated from face-to-face instruction to modular learning, online learning, blended learning, and other learning modes. Teachers in Tacloban City switched to modular modality and other forms of learning to reach out to our students. Supplemental teaching was designed as one type of teaching approach in the classroom. Teachers' perceptions of supplemental teaching in English language acquisition were analyzed in this study. Their perspectives were examined in three areas: their opinions on using online platforms, their attitudes toward language teaching and preparations, and their perceptions of the usefulness of online supplemental teaching. The study utilized a qualitative design that gathered in-depth information through a semi-structured interview. The responses of 12 junior and senior high school English instructors at Sagkahan National High School were elicited through an interview. During the COVID-19 pandemic, 7 out of 12 participants had a favorable opinion of the effectiveness of supplemental teaching-learning methods, according to the findings of this study. However, 5 of the 12 respondents disagreed about its usefulness. Even though teachers confront numerous challenges in the online teaching process, they can demonstrate the proper attitude toward using technology to educate online amidst the pandemic.

Keywords: perception; supplemental teaching; online learning; English teachers; COVID-19 pandemic

I. INTRODUCTION

COVID-19, a new coronavirus, has been discovered. This emergence and the World Health Organization's (WHO, 2020) declaration of a pandemic as a result of the virus's rapid spread across borders caused an unexpected lockdown in nearly all parts of the world. More than 91 percent of students, or about 1.6 billion children, were removed from the educational setting Miks & McIlwaine (2020). In this situation, schools and higher education institutions worldwide were forced to discontinue face-to-face education in favor of online courses, which caused confusion

and had a direct impact on all stakeholders such as students, teachers, families, and administrators. The situation created a massive effect on people from biological, psychological, social, spiritual, and economic perspectives, resulting in severe issues in overall life and education (Arslan et al., 2020).

Governments throughout the world have made education continuity a priority. Countries have used distant learning with the support of various degrees of technical infrastructure during the epidemic, as evidenced (Can, 2020). Teachers had to develop teaching strategies to deal with the present way of teaching as part of the Basic Education Learning Continuity Plan. A desire for innovation in teaching methodologies emerged from traditional to non-traditional tutoring that focuses on collaboration and engagement for supporting students. Physical, in-person (or face-to-face) learning settings quickly gave way to virtual, online learning environments for teaching and learning. These have posed significant difficulties for both language teachers and students. They've had to quickly adapt to new learning methods and surroundings while coping with the pandemic's personal and social repercussions on their everyday lives and well-being.

As education has altered considerably, e-learning has emerged, in which teaching is done remotely and via digital platforms. With the introduction of technology and the Internet, many questions have been raised about the ideal style of instruction. Teachers attempted to reach out to learners during the pandemic via distant learning. Through its innovations, teachers, particularly Language teachers, undertook extra teaching to reach out to learners.

In most educational settings, they combine technology with traditional language learning and teaching methods to bridge the gap and improve the language learning and teaching process. Educators and researchers have discovered that technology plays the most crucial role in raising learners' awareness, providing knowledge, and facilitating English language learning. E-learning can help learners improve their linguistic skills, develop their ability in punctuation, grammar, and spelling, and provide opportunities to enhance their performance in writing, listening, speaking, and reading skills. Additionally, integrating technology in education plays a vital role in facilitating English language teaching and learning environments by digitizing all content and making it available on demand. Aside from the utility of technological devices to improve EFL learners' English language skills (Ahmadi & Reza, 2018; Milonm & Hasanand, 2017; Holtman, 2009; Lai & Kritsonis, 2006; Abu-Ayfah, 2020; Pozzobon, 2008).

Numerous investigations have been undertaken to investigate technology in various settings. A classroom environment that promotes language learning and teaching. For example, Shadiev and Yang (2020) defined technology as "the use of technical processes, methods, or knowledge to complete a learning task or instructional goal." Several studies have concluded that using technology in the classroom for language learning and instruction is beneficial and is just as effective as traditional methods for assisting and improving learners' performance, interaction, feedback effect, and motivation (Golonka et al, 2014); Shadiev & Huang, 2020). As a result, using innovative digital approaches to provide authentic learning experiences through multimedia lessons, engaging e-activities, and interactive e-discussions can motivate learners to improve their language learning experiences.

According to Gómez et al (2012), distance learning and online learning are synonyms because they use the same instructional methods to deliver various instructional materials. Their research on students' perceptions of a web-based distance course discovered that using technological tools such as chats, forums, e-mails, and videos allows students to successfully communicate, interact, and provide feedback on course content. Similarly, students had positive attitudes toward online learning because it offered numerous benefits such as saving time, effort, and money. Furthermore, Al Zumor et al (2013) stated that using technological tools in the classroom effectively enriches English skills and increases students' confidence and cooperation in language learning.

Kundu and Bej (2020) conducted an exploratory study to determine teachers' challenges and successes when implementing online teaching-learning. There were 141 teachers from all over the world among the attendees. The findings revealed that both teachers and education

systems were not fully prepared for this shift. Teachers faced numerous challenges, including a lack of student and parent engagement, the need for training, limited access to digital equipment, unclear monitoring mechanisms, and other systematic obstacles.

Al-Khresheh (2021) investigated how the pandemic influenced and informed Jordanian EFL teachers' beliefs about EFL teaching. The teachers explained how the pandemic had severely limited and complicated pedagogical activities by limiting education to online platforms. The most critical aspect of sustaining EFL teaching was providing students with a constructive learning environment outside of the school context. Traditional teaching methods are unattainable due to health and safety concerns. These led to the third point, in which teachers emphasized the particular skill set required to effectively conduct lessons for EFL students, putting additional strain on educators. The skillset is divided into four distinct teaching areas: assuming, planning, preparing, and performing (hence, the four P's).

Nashir and Laili (2021) conducted a study with 50 English teachers from Banyuwangi on the perceptions of English teachers toward the shift from face-to-face teaching to online teaching during the outbreak of COVID-19. According to the study's findings, teachers' perceptions of virtual education have not been thoroughly evaluated. Because teachers could not adequately monitor students' learning activities, only about 35% of learners were active and severe about participating in virtual learning and submitting their assignments on time. Approximately 68 percent of teachers felt that their workload was heavier than in face-to-face learning because they needed more time to operate appropriate virtual learning media and learning to boost students' motivations and desires in English lessons.

Finally, Astuti and Solikhah (2021) investigated teachers' perceptions of teaching English using an online system and how teachers prepare to teach objectives, materials, methods, and evaluation processes during the COVID-19 outbreak. The findings revealed that teaching English is perceived to be complicated. The primary impediment was the limited availability of support systems and internet quotas. Because learners only had Android mobile devices to access the online lessons, some of the applicable teaching methods or online teaching were primarily Google Classroom and Google Meet. The evaluation process was entirely reliant on Google Forms; paper-based evaluations were conducted, with students expected and required to submit their work online.

The success of language learning development is dependent on genuine interaction between educators and their students. This interaction can be achieved by using technological tools in the educational system. According to studies, using technology to develop language skills, provide appropriate feedback, and improve the learning environment through realistic communication between students and teachers was beneficial. Students were also pleased to learn a language in settings that used technological techniques. However, a few researchers stated that using the distance education system to teach English is extremely difficult due to the lack of direct interaction between teachers and students (Ghanizadeh et al., 2015; Memić-Fišić & Bijedić, 2017).

A comprehensive study based on an integrative literature review is required to build on research findings based on challenges encountered, problem-solving, the benefits or drawbacks of emergency online teaching, teaching practices and platforms, technological resources, and student and teacher-related issues. An examination of the literature reveals that there is a major gap in terms of an integrative literature review study that reviews and synthesizes studies from the available literature for this important period. For several reasons, the experiences of English teachers during the COVID-19 pandemic of language teaching and learning within emergency online education are significant. To begin, researchers, academics, English language teachers, students, and other stakeholders must understand the global impact of the pandemic, particularly on language education. Following that, learning from the shortcomings and strengths of emergency online teaching and learning from a global perspective may assist program developers. During such important periods, instructors, students, families, and school administrators can all help to improve the quality and efficiency of language instruction. Integrative review studies allow for generating generalizable conclusions from a research

standpoint. As a result, a review study illuminating the world's experience with emergency online English language teaching during the COVID-19 pandemic may provide critical insights into the pedagogical and techno-pedagogical aspects.

With this goal in mind and based on research on English language teaching/learning, this study seeks to investigate the perceptions of English teachers from one of the schools in DepEd that implements supplemental teaching as an alternative mode of delivering instruction during the COVID-19 pandemic.

This study aims to determine the perceptions of English teachers who teach remotely in addition to the modular mode of learning. English language teachers were about their experiences implementing supplemental teaching during the COVID-19 pandemic as part of the study's goal. Specifically, this study will answer the following questions:

- (1) What are the English teachers' perceptions of the adoption of supplemental teaching during the pandemic in terms of? a) class preparation, b) use of technology, c) and student's performance.
- (2) What challenges do English teachers face when adopting supplemental teaching and learning during the COVID-19 pandemic?

Perception - refers to a teacher's personal opinion, judgment, and teaching knowledge, determining how they feel about supplemental teaching as a form of learning during the pandemic.

Supplemental Teaching - is an online-based teaching strategy that teachers utilize to supplement modular learning. Teachers created and implemented this teaching strategy to engage students in learning continuity throughout the pandemic.

II. METHOD

2.1 Research Design

The research qualitatively investigated English teachers' perspectives on supplemental instruction during the COVID-19 epidemic. Qualitative research studies and understanding of the meaning individuals or groups attribute to a human social situation, Creswell (2012). The research process includes developing questions and approaches, obtaining data from participants, assessing the results inductively, from specifics to broad ideas, and forming data interpretations. The study examined how English teachers perceive supplemental teaching as an alternative learning mode. As a result, the study aimed to determine how extra instruction affects students' performance and what challenges teachers face during this time. Aligned with the qualitative inquiry methods, semi-structured interviews, and the triangulation data collection method will be employed. Qualitative methods provide a significant amount of information about a small group of people and encourage in-depth and detailed data collection (Patton, 2015).

2.2 Participants of the Study

The study employed targeted purposive sampling to choose the participants. Purposive sampling is widely used in qualitative research to identify and select information-rich cases for the most effective use of limited resources (Patton, 2015). The study aimed to gather information about the perceptions of English teachers on supplemental teaching during the COVID-19 pandemic. The researchers determined the selection criteria for the sampling. As a result, the participants are chosen based on the following criteria that are relevant to the study's topic: (a) An English teacher in Junior/Senior High; (b) Implemented supplemental teaching during the pandemic; (c) Currently teaching in one of the schools in DepEd; (d) With 1 -8 years of teaching experience; (e) With Teacher I - III designation

A sample size of 12 English teachers from one of the DepEd's schools who met the given selection criteria was purposefully chosen as participants with their informed consent.

Table 1 Demographic Segmentation of the English language teachers taking part in the study

Name of Teacher	Number of years in School	Grade level taught	Designation
P1	1	11	T-I

P2	2	8	T-I
P3	1	9	T-I
P4	4	11	T-II
P5	3	12	T-II
P6	5	11	T-II
P7	5	11	T-II
P8	8	7	T-III
P9	4	12	T-II
P10	5	11	T-II
P11	4	12	T-II
P12	7	7	T-III

As the table suggests, the majority of the participants belong to T-II, and the rest are T-I and T-III. 4 participants, or 33.33%, have served for 1-3 years, 6 or 50% have done 4-5 years, and 2 or 16.66% have served for 7-8 years.

2.3 Instruments of the Study

The researcher-made survey (Appendix B) and an interview guide (Appendix C) were used in the study to gather participants' responses in terms of their demographic data and their perceptions of supplemental teaching during the COVID-19 pandemic. The study utilized a semi-structured interview to produce in-depth information from the participants. An interview guide that includes open-ended questions was validated by two experts before being filed for practical use, and changes were made after the validation process. It is divided into two parts: Part I attempted to collect participant data such as name, years of teaching experience, grade level taught, and teaching position, whereas Part II includes questions that directly answer the objective of the present study (Appendix C).

2.4 Data Gathering Procedure

The researcher gave a consent letter to each participant before the interview to assure them of their utmost care and confidentiality, especially to their data (see Appendix A). The researchers arranged the time and venue for the interview that is convenient to the participant and the researchers. The researchers asked open-ended questions, allowing for an in-depth discussion with the interviewee. An audio recorder was used to store data with the participant's consent that approximately lasted from 30 minutes to 1 hour. Focus group discussion was also utilized to help improve the research's accuracy, credibility, and trustworthiness by clarifying responses and questions answered in the first interview and gathering any extra data relevant to the study. The instrument takes responses within a day and completes the task unless the required data is missing. After the interview process, all the data gathered was transcribed carefully. After transcribing all audio recorded files, a copy was distributed to participants for accuracy and validation. This will allow participants to go over the transcripts and clarify any statements that were misinterpreted or misunderstood during the interview process (Creswell & Miller, 2000). In addition, the data was collated to create themes for each of the planned study's objectives.

2.5 Data Analysis

The researcher transcribed the audio recordings and utilized a thematic analysis to determine the categories. The raw data from the instrument was extracted to analyze the collected data. These data were reviewed twice to carefully interpret their meaning. As a result, themes and a list of conceptual categories emerged from the raw data. Each of the new conceptual categories was investigated further. As a result, the chunked data was organized into a matrix for further analysis. For organizational purposes, the researchers used a pseudonym for each participant, such as P1, P2, etc. The key findings in each research question were developed through this process.

2.6 Establishing Trustworthiness

The issues behind the study's credibility cover multiple layers of validation in qualitative research (Lincoln & Guba, 2000). The validity of the study was established through the use of several kinds of information, including interviews and focus group discussions. Member checks were also carried out to ensure that the researchers' interpretations and analyses matched the participants' perceptions and interpretations of the data. Data were coded and analyzed for the development of emerging themes until saturation was reached, resulting in a significant number of data to aid generalizability.

III. RESULTS AND DISCUSSION

This section includes the findings obtained in the research. They are presented by direct quotations under themes and codes based on the responses given by the English language teachers. Figure 1 and figure 2 show the frequency of the responses to the question, *“What are the English teachers' perceptions on the adoption of supplemental teaching during the pandemic?”*

3.1 In terms of class preparation

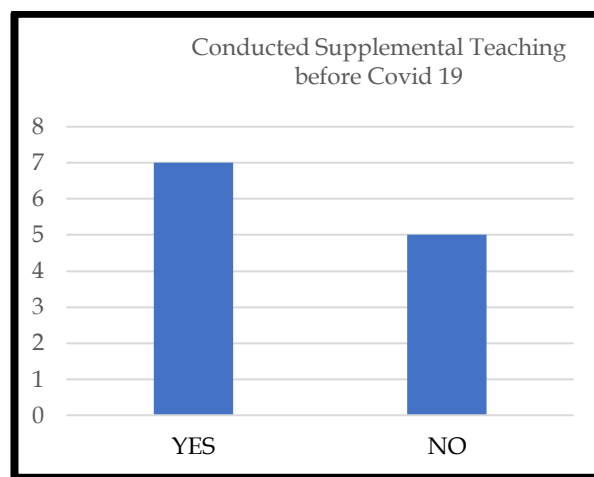


Fig. 1 Demographic Segmentation of the English language teachers in terms of class preparation on the conduct of supplemental teaching before the pandemic

As the table indicates, the majority of participants engaged in supplemental teaching prior to Covid-19. 7 of the 12 participants said "YES," while five said "NO."

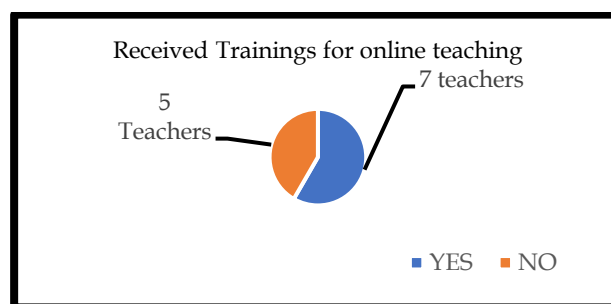


Fig. 2 Demographic Segmentation of the English language teachers in terms of class preparation in pieces of training attended prior to the conduct of supplemental teaching

As the table indicates, the vast majority of participants received online training. Seven (7) of the twelve (12) participants received online teaching training, while the remaining five did not.

3.2 In terms of technology

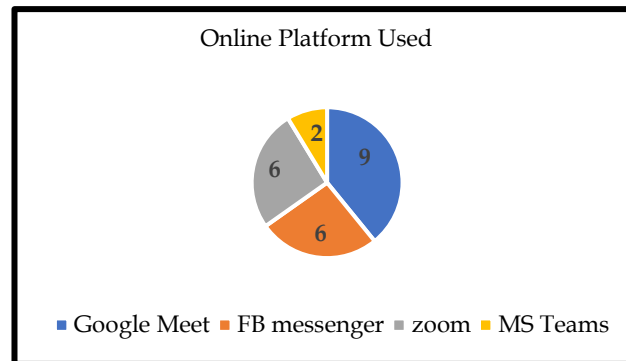


Fig. 3 Demographic Segmentation of the online platforms used by English language teachers

As shown in the table, Google Meet was used as an online platform for supplemental teaching. 9 participants used Google Meet, 6 used Facebook Messenger, 6 used the Zoom platform, and 2 used Microsoft Teams.

3.3 In terms of student's performance

The attitudes of English language teachers toward Supplemental learning, which was implemented during the COVID-19 pandemic, are divided into two categories: positive and negative.

Positive perceptions indicate that teachers believe distance learning is beneficial to teachers, helpful to student collaboration, and relevant to the current situation. In response to the most frequently expressed positive perception view, "effective for teachers," participant 2 stated, "Yes, because the student has the opportunity to ask, participate, and cooperate with their teacher and classmates." Another participant (2) stated, "Students will be able to raise questions on topics they are struggling with." According to the responses, teachers saw online teaching as a way for students to collaborate. According to Gómez et al (2012), research on students' impressions of a web-based distance course found that by using technical means such as chats, forums, e-mails, videos, students may successfully connect, participate, and provide feedback on course content.

When asked about the effectiveness of supplemental teaching, Participant 1 responded, "It is effective for me." Another participant (5) stated, "Yes because I was able to teach my students virtually." These statements demonstrated that teachers value supplemental instruction.

Finally, under the code "relevant to the pandemic," Participant 9 stated, "Yes, during this pandemic." The response concentrated on the current COVID-19 pandemic situation. The other category is negative perception. The view that "few students attend" has the highest frequency, with three participants agreeing. This is followed by "internet issue/poor internet connection," which has two supporters.

When asked about the effectiveness of Supplemental teaching, a participant (4) stated, "No, because only a few attended the classes due to a lack of internet connection." Another participant (7) stated, "No. There are only a few students who can attend the class," and participant (11) replied, "No. Not all of my students are able to attend my online supplemental instruction."

According to the responses, not all students attend classes online, which has a significant impact on teachers' teaching processes. Nashir and Laili (2021) stated that only around 35% of learners were active and serious about participating in virtual learning and finishing their assignments on time due to teachers' inability to appropriately supervise students' learning activities.

Furthermore, under the code "**internet issue/poor connection**," participants mentioned the lack of an internet connection. "For me, it's not that effective because of the poor Internet connection, and also those students who can't afford to provide a gadget and Internet connection, they can't join the class," said Participant 8. Participant 11 mentioned, "I may have access to the internet and other

online and offline resources, but the most important factor to consider when discussing effectiveness is the student themselves."

These responses indicate that Internet access has a significant impact on the teaching process among teachers. According to Kundu and Bej (2020), both teachers and educational systems were unprepared for this shift. Teachers experienced several barriers, including a lack of student and parent engagement, the requirement for training, limited access to digital equipment, ambiguous monitoring procedures, and other systematic obstacles.

Table 2 Positive perceptions of English language teachers on the students' performance in using Supplemental Teaching practices

Themes	Coded Teacher	F
Positive Percetion	Effective for Teachers	2
	"Its is effective for me" (P1)	
	"Yes, because I was able to teach my students virtually (P5)	
	Effective for students Collaboration	4
	"Yes, because the student has the chance to ask, participate and cooperate with their teacher and classmates" (P2)	
	"Students will be able to raise questions on topics..." (P3)	
	"Yes its is effective..." (P6)	
	"yes, it is effective for students ..." (P10)	
	Relevance to Pandemic	
	"Yes, in this time of pandemic" (P9)	1

The most frequently mentioned positive perception is that it is "an effective for student collaboration," which is mentioned by four participants. The other two views in the positive section are "effective to teachers," which is supported by two participants. The least rated viewpoint in the section is "relevance to the pandemic," which is held by only one participant. According to Al Zumor et al (2013), integrating technology tools in the classroom enhances students' English skills while also increasing their confidence and collaboration in language learning. Utilizing technology in the classroom for language learning and teaching is advantageous and equally effective as traditional methods for assisting and enhancing learners' performance, engagement, feedback effect, and determination (Golonka et al, 2014); Shadiev & Huang, 2020).

Table 3 Negative perceptions of English language teachers on the students' performance in using Supplemental Teaching practices

Themes	Coded Teacher	F
Negative Perception	Few Students attending	3
	"because only few attended the classes..." (P4)	
	"No...there are only few students can attend the class (P7)	
	"No. Not all my learners can attend my online class ..." (P11)	
	Internet issue/Poor connection	2
	"For me, it's not that effective because of the poor Internet connection (P8)	
	"Honestly no.... It depends upon the availability of the learners from getting of modules and ineten connectivity. P12)	

The table above focuses on the negative perception of teachers toward supplemental teaching. Code "*few students attend*" has the highest frequency, with three participants agreeing. This is followed by "internet issue/poor internet connection," which has two supporters. According to Nashir and Laili (2021), roughly 68 percent of teachers felt their workload was heavier than in face-to-face learning because they needed more time to operate appropriate virtual learning media and learning to boost students' motivations and desires in English lessons.

Researchers also seek to answer the question, *"What challenges do English teachers face when implementing supplemental teaching and learning during the COVID-19 pandemic?"*

The COVID-19 Pandemic presented numerous challenges to the educational system in using supplemental teaching amid the COVID-19 Pandemic. English teachers had difficulty validating their students' performance in comprehending the instructions in the medium of instruction used, English, and the teacher's specific topic. Participants 3 and 7 stated, *"Students have difficulty comprehending the instructions, especially if stated in English, so the teacher needs to translate it to understand fully."* These responses indicate that during supplemental teaching, low comprehension is experienced.

Al-Khresheh (2021) revealed that teachers explained how the pandemic had severely limited and complicated pedagogical activities by limiting education to online platforms. The most important aspect of sustaining EFL teaching was providing students with a positive learning environment outside of the school setting. Traditional teaching methods are cost-prohibitive due to health and safety concerns. This led to the third point, in which teachers emphasized the specific skill set required to effectively conduct lessons for EFL students, putting educators under additional strain.

Poor and inconsistent internet connections also hampered teachers, as English teachers rely on solid internet connections to interact with their students. During the interview, Participant 5 stated, *"Low internet connection, low percentage of student attendance."* Another participant (6) said, *"It's more technical, the internet connection. Another issue is the lack of spontaneity in-class interaction,"* as a participant (9) stated when he mentioned *"Low internet connection."* According to the responses, one of the difficulties encountered in supplemental teaching is connectivity. According to Fry (2001), E-learning based on technology improves usage use of the internet and other required technologies to develop learning materials, teach students, and control the organization's lesson plan. As a result, internet connectivity is critical.

Students have a low rate of attendance, and they struggle to understand the target language and cannot articulate in English. It is also revealed that students *"do not interact during the instruction; they just listen or talk to their cameras, but teachers do not know if they are listening well,"* participant 8. During the pre-instruction in using the supplemental teaching, Participant 11 mentioned that *"students were quite shy and not everyone could answer in the medium we were using."* Due to the lack of direct interaction between teachers and students, using the distance education system to teach English is extremely difficult (Ghanizadeh et al., 2015; Memi-Fii & Bijedi, 2017).

Meanwhile, not everyone has access to the internet. Teachers had difficulty connecting with their students. According to Participant 1, *"The number of students able to join."* Another interviewee (12) stated, *"Of course, the bare minimum number of participants who could attend."* The responses indicated that students were unable to connect to the internet, which had a significant impact on online learning. Astuti and Solikhah (2021) revealed that teaching English on an online platform is perceived to be difficult. The main impediment was the scarcity of support systems and internet quotas. Because learners could only access the online lessons via Android mobile devices, some of the applicable teaching methods or online teaching were primarily Google Classroom and Google Meet.

IV. CONCLUSION

During the COVID-19 pandemic, teachers viewed the online system's utility and ease of use favorably. Despite this, few teachers disagreed about the utility of online learning during the COVID-19 epidemic. They considered online learning ineffective due to a lack of quality communication and engagement between teachers and students, poor connectivity, and other internet issues. Some students lacked technological infrastructure and internet quotas, while others were less motivated and had less parental support. Meanwhile, several teachers were having difficulty utilizing ICT, creating engaging content, explaining it, assessing it, and providing feedback. Teachers believe that teaching online is neither enjoyable nor more convenient for students because of these issues.

Furthermore, during the pandemic COVID -19, teachers were enthusiastic about using technology in online instruction. The majority of the teachers had received online teaching training. Teachers' intentions to use technology in online teaching are relatively strong, as is their participation. They also stated that they needed to improve their digital skills. These demonstrated that teachers recognized the importance of technology in the classroom.

RECOMMENDATION

Teachers' ability to innovate in designing and gathering resources, learning methods, and selecting appropriate applications in line with the material and procedures will be tested in the COVID-19 pandemic. These can be manifested in the online platforms used by teachers and the preparations made for supplemental teaching. Creativity is critical for a teacher's effectiveness in motivating students to stay excited about online learning and avoid becoming a psychological burden. Teachers must be able to develop models and learning procedures that are appropriate for their students' personalities. Teachers in this learning process benefit from a variety of online learning applications.

Teachers must be at ease with complex internet media that is efficiently packaged, easily accessible, and easily understood by students. Teachers, for example, must be capable of managing online learning and utilizing ICT. As a result, more professionals are needed to help teachers improve the effectiveness of their online learning. The goal of online education was defined by the support of all stakeholders, including the government, schools, instructors, parents, and the community.

REFERENCES

- Abu-Ayfah, Z. (2020). Telegram app in learning English: EFL students' perceptions. *Canadian Center of Science and Education*, 13(1), 51-62. URL: <https://doi.org/10.5539/elt.v13n1p51>
- Ahmadi, D., and Reza, M. (2018). The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 3(2), 115- 125. DOI: 10.29252/ijree.3.2.115
- Al-Khreshah, M. H. (2021). Reconceptualizing the elements of effective English language teaching through the lens of pandemic induced online teaching: An exploratory study of Jordanian EFL teachers' perceptions. *Asian EFL Journal*, 28(2.3), 61-97.
- Al Zumor, A. W. Q., Al Refaai, I. K., Eddin, E. A. B., & Al-Rahman, F. H. A. (2013). EFL Students' Perceptions of a Blended Learning Environment: Advantages, Limitations and Suggestions for Improvement. *English Language Teaching*, 6(10), 95-110. <https://eric.ed.gov/?id=EJ1077093>
- Arslan, G., Yıldırım, M., Tanhan, A., Buluş, M., & Allen, K. A. (2020). Coronavirus stress, optimism-pessimism, psychological inflexibility, and psychological health: Psychometric properties of the coronavirus stress measure. *International Journal of Mental Health and Addiction*. <https://doi.org/10.1007/s11469-020-00337-6>
- Astuti, M., & Solikhah, I. (2021). Teacher perception in teaching English for SMP in Klaten Regency during COVID-19 outbreak. *Journal of Transformative Learning*, 6(1), 1-13. <https://doi.org/10.30957/ijotl-tl.v6i1.645>
- Can, E. (2020). Coronavirüs (Covid-19) pandemisi ve pedagojik yansımaları: Türkiye'de açık ve uzaktan eğitim uygulamaları. *Kırklareli Üniversitesi Fen Edebiyat Fakültesi, Eğitim Bilimleri Bölümü, Açıköğretim Uygulamaları ve Araştırmaları Dergisi*, Cilt 6, Sayı 2, 11-53. Retrieved from <https://dergipark.org.tr/tr/download/article-file/1179832>
- Creswell, J. W., & Miller, D. L. (2000). Determining validity in qualitative inquiry. *Theory Into Practice*, 39(3), 124-130.
- Fry, K. (2001). "E-learning markets and providers: some issues and prospects", *Education + Training*, Vol. 43 No. 4/5, pp. 233-239. <https://doi.org/10.1108/EUM0000000005484>
- Ghanizadeh, A., Razavi, A., & Jahedizadeh, S. (2015). Technology-Enhanced Language Learning (TELL): A Review of Resources and Upshots. *International Letters of Chemistry, Physics and Astronomy*, 54, 73. DOI: <https://www.scipress.com>

- Golonka, E. M., Bowles, A. R., Frank, V. M., Richardson, D. L., & Freynik, S. (2014). Technologies for foreign language learning: a review of technology types and their effectiveness. *Computer-assisted language learning*, 27(1), 70-105. <https://doi.org/10.1080/09588221.2012.700315>
- Gómez, Flórez É., Pineda, J. E., & Marín García, N. (2012). EFL students' perceptions about a web-based English reading comprehension course. *Profile Issues in Teachers Professional Development*, 14(2), 113-129. <http://hdl.handle.net/10495/2918>
- Holtman, L. (2009). Using Wikis in the teaching of a short course on history and philosophy of [18] science. *International Journal of Instructional Technology and Distance Learning*, 6(1), 29-37. <https://www.immagic.com/eLibrary/ARCHIVES/>
- Kundu, A., & Bej, T. (2021). COVID-19 response: An analysis of teachers' perception on pedagogical successes and challenges of digital teaching practice during new normal. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10503-5>
- Lai, C.C & Kristonis, W. A. (2006). The Advantages and Disadvantages of Computer Technology in Second Language Acquisition. *Doctoral Forum National Journal for Publishing and Mentoring Doctoral Students Research*, 3(1), 95-110. <https://eric.ed.gov/?id=ED492159>
- Lincoln, Y. S., & Guba, E. G. (2000). Paradigmatic controversies, contradictions, and emerging confluences. In N. K. Denzin, & Y. S. Lincoln (Eds.), *The handbook of qualitative research* (2nd ed., pp. 1065-1122), Thousand Oaks, CA: Sage Publications.
- Memić-Fišić, I., & Bijedić, N. (2017). Teaching materials for ESL distance learning. *Explorations in English Language and Linguistics*, 5(1), 40-54. <https://hrcak.srce.hr/216834>
- Miks, J. & McIlwaine, J. (2020). Keeping the world's children learning through COVID-19. Research report, UNICEF. https://www.unicef.org/coronav_rus/keep_ng-worlds-childrenlearn-ng-through-cov_d-19
- Milonm, S. R., & Hasanand Ipban, H. (2017). Students' perception of technology in learning English as a foreign language: A case study of higher secondary students of Pabna, Bangladesh. *IOSR Journal of Humanities and Social Science*, 22(6), 47-53. DOI: 10.9790/0837-2206104753 www.iosrjournals.org 47
- Nashir, M., & Laili, R. N. (2021). English teachers' perception toward the switch from offline to online teaching during lockdown in the midst of COVID-19 outbreak. *Edukatif: Jurnal Ilmu Pendidikan*, 3(2), 250-260. <https://doi.org/10.31004/edukatif.v3i2.287>
- Patton, M. Q. (2015). *Qualitative research & evaluation methods; integrating theory and practice*. Thousand Oaks, CA: SAGE Publications, Inc.
- Pozzobon, C. (2008). Podcast and Literature. *Entre Linguas*, 13, 111-115. <http://www.saber.ula.ve/bitstream/handle/123456789/29564/articulo7.pdf?sequence=2&>
- Shadiev, R., & Huang, Y. M. (2020). Investigating student attention, meditation, cognitive load, and satisfaction during lectures in a foreign language supported by speech-enabled language translation. *Computer Assisted Language Learning*, 33(3), 301-326. <https://doi.org/10.1080/09588221.2018.1559863>
- Shadiev, R., & Yang, M. (2020). Review of Studies on Technology-Enhanced Language Learning and Teaching. *Sustainability*, 12(2), 524. <https://doi.org/10.3390/su12020524>
- World Health Organization [WHO]. (2020). WHO director-general's opening remarks at the media briefing on COVID-19. Retrieved from <https://www.who.int/dg/speeches/detail/who-director-general-s-openingremarks-at-the-media-briefing-on-COVID-19---11-march-2020>