

Distance CALL Online and Off-Campus Teaching: Students' and Teachers' Perspectives after COVID-19

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Abstract

The COVID-19 emergency situation affected not only human health but all aspects of life including the educational process. It required students to take their classes online, and it appears like distance online education will be a significant educational aspect going forward. This research provides insight on students' and teachers' perspectives on distance computer-assisted language learning (CALL) online and off-campus teaching after COVID-19 pandemic. Twenty English teachers from Assulayil province and sixteen students from Tamrah secondary school took part in the research. For the teachers 41-items quantitative questionnaire and the students 20-items quantitative questionnaire, both were designed using a five-point Likert scale and the data were analyzed using IBM(SPSS) program. The results showed that both teachers and students have positive attitudes toward distance learning and instructing. Teachers mostly agreed on the importance of integrating technology in teaching, they were satisfied towards the online assessment and students' engagement in the online classes. However, results were not conclusive for students' preferences regarding mode of communication. A considerable number of students feel confident in their engagement in the English online classes, but they felt intimidated by being unable to interact using the ministry's LMS (Madrasati & Microsoft Teams), besides some obstacles regarding the number of assignments, timing and internet connection issues. This suggests that a greater emphasis should be put on the development of digital communication skills to prepare our students for the new interaction reality besides the students and teachers training for adopting the online learning, teaching and assessment methods even after the schools reopening.

Keywords



Distance learning, computer assisted language learning (CALL), off-campus, online instruction, COVID-19 lockdown.

1. Introduction

Before the development of technology, learning a language with old-fashioned approaches did not fulfill the instructional objectives and what learners needed from the language for successful communication. In addition, learning was annoyingly time-consuming in the nonexistence of software development as well as many other facilities through which students could rapidly improve their language skills. In recent years, technology has been an inseparable part of the lives of individuals. It also improves language interaction, and most individuals feel the need to enhance communication as a consequence (Dwivedi, 2020). Moreover, technology has transformed the way social interaction occurs and connected people and educational institutions with their peers in other countries. It establishes "an electronic environment that is accessible to participants who might otherwise be separated by time zones and physical distance" (Wells, 1992, p. 1). As a consequence, the relation between the student and the instructor relies on technical intelligence for both sides. In

fact, there are several different types of technology that can contribute to language learning, the most important one is computer-assisted learning (CALL). Computer-assisted Language Learning (CALL) has begun a revolution in the domain of language pedagogy (Dwivedi, 2020). Based on the findings of many

researches, CALL was recognized to be so beneficial for both language learning and teaching inside and outside of the class. Several scholars have overwhelmingly confirmed that the use of computers and the Internet will promote the process of learning, especially second language learning. It is claimed that CALL can be more powerful and economical than conventional methods in the developing world today.

Recently more than 1.5 billion students of all ages from around the world are estimated to be influenced by the shutdown of schools and universities due to the COVID-19 (UNESCO, 2020; UNICEF, 2020). Considering that education is a substantial human right (UN, 2020), numerous steps have been taken in the implementation of the motto #learningneverstops and solutions have been instantly implemented to promote the



educational system (UNESCO, 2020). This condition prompted all levels of education to work from home and bring online emergency instruction into effect (Bozkurt& Sharma, 2020). At a short notice, Learning Management System identified as (LMS) has been widely utilized by the education faculties around the world. Online courses take place through the preferred learning management system of the educational institutions, a platform that involves connectivity, delivery of content and evaluation resources to improve the teaching and learning process. As many schools and colleges students now have experience using online platforms, preparation for distance online course delivery has probably been enhanced and faculties have developed a wider variety of skills to provide and promote high-quality courses through technologically rich and distance formats (Alshehri, Mordhah, Alsibiani, Alsobhi& Alnazzawi, 2020; Atkins, Giunti & Smith, 2020).

Even when campuses reopen, networked distance has allowed us to build new intersections that seem likely to continue. Although some consider that the unintended and accelerated transition for studying online would lead to a weak user experience, unfavorable to sustainable development without instruction, limited resources, and little planning, others claim that there will be a modern hybrid

curriculum platform with impressive results. Wang Tao stated that "I believe that the integration of information technology in education will be further accelerated and that online education will eventually become an integral component of school education" (Ibrahim, 2020, para. 8). Digital technologies will help to enhance the role of teachers, they may become co-creators of knowledge, trainers, guides and evaluators, instead of only sharing knowledge. It is apparent that this pandemic has completely disrupted the educational system that many claim has already lost its significance.

Therefore, the sudden outbreak of a worldwide pandemic, the need to evaluate education modalities more profoundly and effectively has been amplified. Actually, so many students have been interested in starting a new friendship and engaging with persons from different cultural backgrounds. In spite of their using of social technologies for communication, they also follow on through their learning targets. Eventually, language learning has always been the prime focus of the classes of learners who are following their objectives academically.

2.Literature review

2.1. Distance CALL and online learning

According to the traditional methodology, content is essentially



processed in the classroom by word of mouth and the use, among others, of multimedia presentations and audio-visual tools. Regarding, Yuval Noah Harari outlines that instead of concentrating on qualities such as analytical thinking and inventiveness, schools continue to rely on typical learning abilities and conceptual memorization (Li& Lalani, 2020). On the other hand, distance education is fundamentally based on the use of all the technological or interactive materials available and practicable, social mobile applications, audio, video, teleconference, broadcast, computers for educational communication. In distance education, instructional interaction takes the form of an integrated perspective in which a variety of technological media are used to teach the learner from a distance. During the pandemic, various institutions directed personnel development services online to improve the members. The tools utilized by teachers during the lockdown for teaching and learning via online modes such as Zoom, Google Hangouts, Skype get together, Google homerooms, LMS, ICT, YouTube Live, and so on are the tools used by staff during lockdown for training and assessment via online modes.

Online learning can be described as an approach that will develop the classroom instruction into a more student-centered, creative and far more efficient. Online learning is defined as “learning

experienced through the internet/online computers in a synchronous classroom where students interact with instructors and other students and are not dependent on their physical location for participating in this online learning experience” (Singh & Thurman, 2019, p. 302). For online learning, various terms have been used, a characteristic that makes it more difficult to construct a certain concept. E-learning, online learning, distributed learning, networked learning, tele-learning, virtual learning, computer-assisted learning, web-based learning, and distance learning are also widely used terms. All these words mean that the learner is at a distance from the tutor or teacher, that any sort of technology (usually a computer) is used by the learner to access any assistance by sharing the learning resources that the learner uses to interact with the teacher and classmates (Anderson, 2011).

Whilst distance learning is an interdisciplinary area that has developed over time and has contributed well in meeting learning needs and directing open teaching activities (Bozkurt, 2019). Distance learning as defined by Khan (1998) that distance instruction is an innovative approach for delivering instruction to a remote audience using the web as the medium. By definition, distance education is distinguished by the distance between learners, teachers and learning tools in time and/or place,



promoting connections between multiple parties and through various networks to enable learners to participate even more in the learning process (Riggs, 2020). Recently distance online learning provided opportunities to enhance and provide education to a much larger community of students who were unable to come to campus because of social distance considerations (Tesar, 2020). Communication is a central process in distance learning because it promotes partnerships that enable information to be effectively developed (Berridi, Guerrero & Cabrero, 2015). The distance learning instruction can and will utilize every tool that facilitates learning, including the CALL demonstration.

As an efficient approach in the instructional field, CALL (computer-assisted language learning) has concentrated on supporting language learners with self-paced and auto-correcting tasks to improve their abilities and develop their understanding in distinct areas of language learning (Godwin-Jones, 2007). The interaction between this technology, teaching and learning, and learner needs has been illustrated by some distance CALL research and has been able to inform the preparation of distance instruction (Derakhshan, Salehi & Rahimzadeh, 2015). For example, a case study conducted by Stickler and Hampel (2010) concerning the use of a virtual

classroom system based on Moodle, including collaboration wikis and reflective learning blogs. Distance learners were enrolled in an online language course that designed with merged multiple approaches. The results revealed a relation between the choice of instruments for students and their learning interests (e.g., emphasis on type or interaction; preferences for written or spoken language).

Therefore, CALL is a model that can facilitate the process of language acquisition because it incorporates many technical resources and an ongoing systematic flow of tasks that are directly connected to real world experiences, promoting effective learning for students. In addition, resources and activities offer encouragement and independence for students and encourage them to measure and analyze their progress on the major topics of the course. CALL activities will promote English learning and improve the capacity to understand and address contextual issues (Farooq and Javid, 2012). There is a continuing debate on whether the use of specific implementations of technology or the quality of the teaching increases learning (Ally, 2004). In his study Alqurashi (2020) explained that 35% of students and 60% of teachers shared worries about the lack of communication between student–student and student–teacher. Also, the Emergency



distance education has forced teachers to use different evaluation approaches, which most (70%) agree have had a positive influence on the overall abilities of students. Finally, nearly half of the students (45%) were worried about the absence of guidance followed by unfamiliar evaluation approaches. This implies that distance learning and technology have clear effects on learning and teaching on both sides negatively and positively.

The unexpected shift to distance learning in spring 2020 was a confusing transition to their regular school practices for many of the nearly 60% or 1.8 million postsecondary students who did not get previous distance educational experiences. Students moving away from their classes, delivery techniques and in-person contact with teachers complicated ongoing problems in some schools, such as students' engagement. Yet, before spring 2020, many colleges used online resources, such as learning management systems and applications, to provide students with scores, their achievement feedback, homework instructions, online tasks, documents, and quizzes, including using lockout browsers to conduct remote tests easily, in addition to providing whole courses online.

2.2. Off-campus teaching

The procedure of teaching and learning is already challenging, but when the aspect of online education is added, the cognitive demands of the teacher expand significantly. The value of scaffolding to help students to excel in the online learning world is a major challenge in providing student support online. Good management skills can help to maintain the quality of the online learning platform and that students are all well supported (Russell& Murphy-Judy, 2020). How well teachers are trained and involved in online learning is a significant factor. Teachers need to be interested in preparation to be competent so that their teaching requirements are fulfilled by technology (Syaifudin& Rensburg, 2018). If not, until things have returned to normal, they will not begin adopting digital technology. As an example of many teachers who are already promoting the benefits: Dr Amjad, a Professor at The University of Jordan, who began using Lark to teach his students says (Farrah& Al-Bakry, 2020):

It has changed the way of teaching. It enables me to reach out to my students more efficiently and effectively through chat groups, video meetings, voting and also document sharing, especially during this pandemic. My students also find it is easier to communicate on



Lark. I will stick to Lark even after coronavirus, I believe traditional offline learning and e-learning can go hand by hand. (P. 66).

A lot of challenges are related to online education, teachers will always have ways to overcome these problems. By pre-recording video lessons, checking the materials, and always having an alternative plan ready, technological problems can be addressed so that the teaching and learning process cannot be interrupted. It is important to make online courses flexible, fascinating and collaborative. To keep them alert and responsive, educators should set deadlines and reminders for students. In order to personify learning, efforts should be made to keep the best standards ever possible. Students should be provided with personal attention so that they can respond quickly to this educational setting. In this moment of crisis, to connect with students, social media and various community platforms can be used. Communication is the answer as it becomes challenging to attempt to contact students via emails, multiple texting applications, video calls, etc. Content must be developed as it encourages students to learn and still develop their abilities (Dhawan, 2020). This will be efficient to create a collaborative and engaging environment for learning. During the pandemic, technology delivers creative and flexible

ways to overcome instability and allows individuals to collaborate and even work remotely without the need for face-to-face communication. The results of a study conducted by Fandino& Velandia (2020), assumed the teacher's role in teaching a foreign language is essential, which means that the key factor that affects learning English as a foreign language is how the teacher continues to be emotionally aware and warm throughout the distance learning and teaching process, in addition to improving communication processes.

Concerning the position of the teacher, along with this modern interactive learning environment, Ware and O'Dowd's (2008) results have made it absolutely clear that the debate is no more focuses on either teacher-centered or learner-centered, but on student groups with well-thought-out and well-planned expert assistance (Blake, 2009). Similarly, in CALL, the position of the instructor can be very essential, because if he or she relies on a versatile communication atmosphere with the students and enhances the motivation to learn English online, he or she can meaningfully lead the processes of learning foreign languages (Chapelle and Jamieson, 2008; Motteram, 2013). In their study about teacher presence during COVID-19, Rapanta, Botturi, Goodyear, Guardia& Koole (2020) have illustrated that the teacher needs to keep communicating with students with a



combination of three types of presence (social, cognitive & facilitatory) as well as integrating useful activities and resources. In addition, new and various assessment methods must be adapted in order to fulfil the requirements of the new learning requirements. Therefore, in the emergency situation of COVID-19, teachers were asked to become both developers and instructors almost overnight, using instruments that few have practiced proficiently.

3. Objectives and research questions

This research aims to find out both students' and teachers' perspectives on distance CALL online and off-campus teaching after the covid-19 pandemic through exploring answers to the following questions:

- * What are students' beliefs and perspectives about taking online courses via LMS?
- * How do students perceive their English skills after taking online courses?
- * What are teachers' perspectives about off-campus teaching via online technology?
- * How do teachers perceive their assessment methods and the effectiveness of students' engagement in online classes?

4. Methodology

A quantitative approach was used in this research to achieve the objectives. An in-depth review of the literature was conducted, and two questionnaires were distributed to a sample of (35) teachers and a sample of (28) secondary students. Questionnaires were collected electronically via Google Forms link and entered into the IBM (SPSS) in order to analyse them and reach to useful results.

4.1. Participants

The researcher used the simple random sample method, in which two distributed electronic questionnaires were to a group of 35 teachers and another group of 28 students. The participants who responded to the questionnaires in this research were (16) Secondary students from Tamrah secondary public school and (20) English language teachers from Assulayil province.

4.2. Instrument

In this research, a questionnaire survey was used to collect the factual, perceptive, and attitudes of the participants. Two closed questionnaires using five-points Likert scale for both students and teachers, both questionnaires were designed using Google Forms. The



questionnaires included the type of multiple-choice questions. The variations of these questions are designed first to meet up with the research objectives, also to gather all the required data that can support the results in the research. The questionnaire targeted students was made up of four sections to perform the purpose of the research: (Technical skills, Experience with online learning, Attitudes toward online learning, and Assessments). Another questionnaire targeted the teachers was made up of five sections: (Technical skills, Experience with online learning, Attitudes toward online learning, Assessments, and Time management and time commitment).

4.3. Procedure

English language teachers in Assulayil province were given a questionnaire to elicit their views on off-campus teaching using online technology (LMS). In addition, students of Tamrah secondary school were given a questionnaire to elicit their views on taking online courses for the academic year 2020/2021. The teachers' questionnaire consisted of 41 items and the students' questionnaire consisted of 20 items, a 5-point Likert scale was used to rank the responses of both questionnaires. The students' questionnaire was

distributed online via a telegram application group, and the teachers' questionnaire was distributed online via a WhatsApp application group. The data were analyzed using quantitative research methods and using IBM (SPSS). The scale ranged from 1 (Strongly Disagree) to 5 (Strongly Agree) and was used to categorize each student's and teacher's response to the questions. See (Appendix1) and (Appendix2).

4.4. Data collection

The method that was used in collecting data in this research was the questionnaire. The questionnaire is easy to distribute, collect, analyse and its accuracy can be tested and validated through the means of different statistical methods and formulas (e.g., Cronbach's coefficient of internal consistency and reliability test).

5. Results

5.1. Students' perspectives and attitudes

This part shows the results of the 16 questionnaires related to the students was divided into four sections as follow:

1.1 Technical skills

Results from Table 1 indicated that:

“I have my own device (mobile phone-tablet- I pad)” was the highest item with a



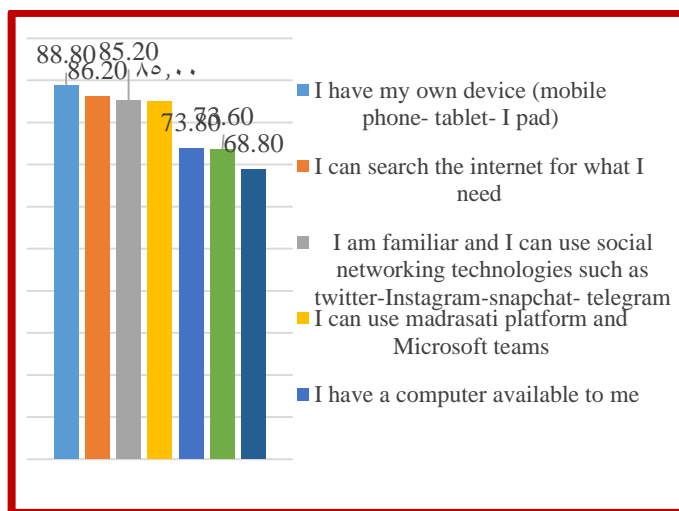
relative importance index 88.80%. It can be concluded that the respondents agreed to this item as an important item. This means that owning a personal device is very important in distance CALL online after the covid-19 pandemic.

“I can search the internet for what I need” was ordered in the 2nd rank with relative importance index 86.20%. This is an indication that students, through distance learning, can search the Internet for everything and are able to search for any information related to the curriculum they study.

“I am competent in using presentation software such as PowerPoint” was ordered in the last rank with relative importance index 68.80%. This illustrates that the students lack the competence in using presentation software program, which means they need technological training.

Generally, the results for all items in this section (Technical skills) show that there is agreement with the technical skill items, and that means the technical requirements for distance CALL online after the covid-19 pandemic including devices, software programs, internet connection and LMS familiarity are available to the members of the study sample of students.

Table 1. Means and test values for “Technical skills”



1.2 Experience with online learning

Results from Table 2 indicated that:

“I have taken online quizzes and assignments” was the highest item with a relative importance index 51.60%. This means that there are neutral by respondents to this item.

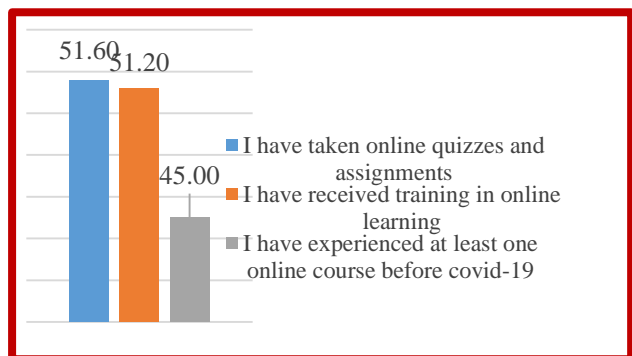
“I have received training in online learning” was ordered in the 2nd rank with relative importance index 51.20 %. This means that there are neutral by respondents to this item.

“I have experienced at least one online course before covid-19” was ordered in the last rank with relative importance index 45.00%. This means that there are neutral by respondents to this item.

Generally, the results for all items in this section (Experience with online learning) show that there is equality between agreement and disagreement with online learning experience, in other words almost

half of the research sample students have no prior experience in online learning.

Table 2. Means and test values for “Experience with online learning”



1.3 Attitudes toward online learning

Results from Table 3 indicated that:

“It is difficult to concentrate during online classroom” was the highest item with a relative importance index 82.60%. It can be concluded that the respondents agreed to this item, which illustrates the difficulty of distance learning to the students.

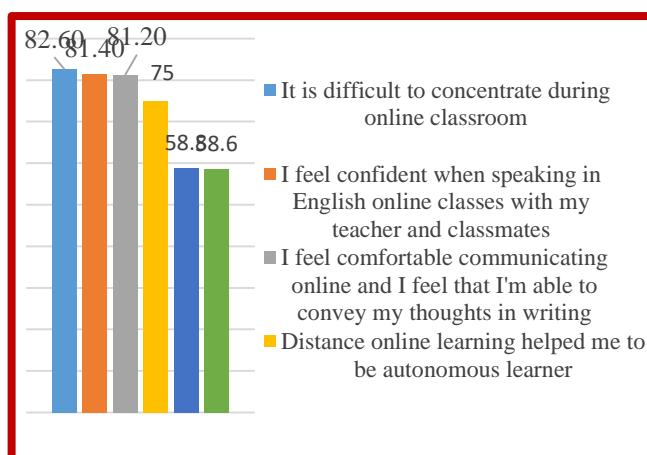
“I feel confident when speaking in English online classes with my teacher and classmates” was ordered in the 2nd rank with relative importance index 81.40%. It can be concluded that the respondents agreed to this item, that online learning motivates students to use the language without embarrassment or anxiety.

“I believe that online learning is motivating than in-classroom learning”

was ordered in the last rank with relative importance index 58.60%. This means that this item does not differ significantly from the degree of neutrality (3), which contrasts with the result of the second ranked item.

Generally, the results for all items in this section (Attitudes toward online learning) show that there is agreement by the students on the items of this section, as the students’ attitudes in general were positive towards online learning.

Table 3. Means and test values for “Attitudes toward online learning”



1.4 Assessments

Results from Table 4 indicated that:

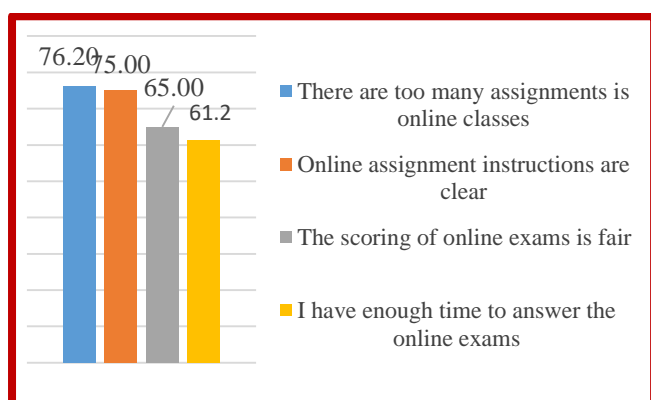
“There are too many assignments is online classes” was the highest item with a relative importance index 76.20%. It can be concluded that the respondents agreed to this item.

“Online assignment instructions are clear” was ordered in the 2nd rank with relative importance index 75.00% . It can be concluded that the respondents agreed to this item.

“I have enough time to answer the online exams” was ordered in the last rank with relative importance index 61.20%. This means that this item does not differ significantly from the degree of neutrality (3).

Generally, the results for all items in this section (Assessments) show that there is agreement by the students on the items of this section, this shows that the assessments via online learning are suitable to the students.

Table 4. Means and test values for “Assessments”



5.2. Teachers' perspectives and attitudes

This part shows the results of the 20 questionnaires related to the teachers. It was divided into five sections as follow:

1.1 Technical skills

Results from Table 5 indicated that:

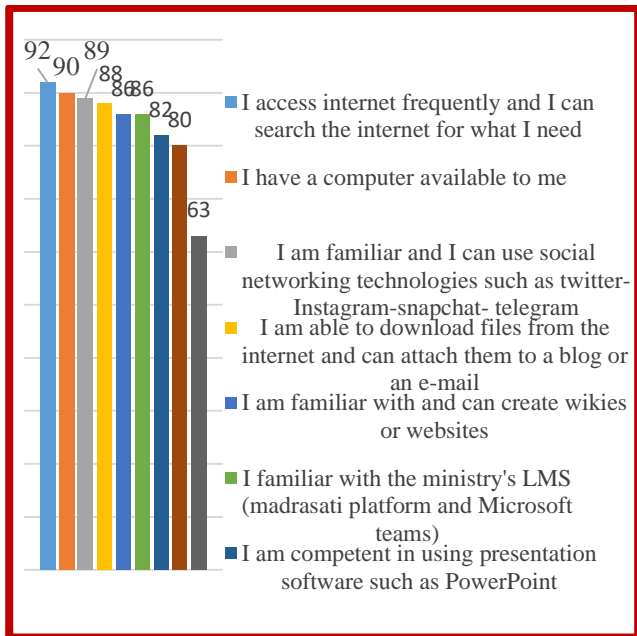
“I access internet frequently and I can search the internet for what I need” was the highest item with a relative importance index 92.00%. It can be concluded that there is strong agreement on this item from the teachers.

“I have a computer available to me” was ordered in the 2nd rank with relative importance index 90.00%. It can be concluded that there is strong agreement on this item.

“I have used technology to support my face-to-face teaching” was ordered in the last rank with relative importance index 63.00%. This means that this item does not differ significantly from the degree of neutrality (3).

Generally, the results for all items in this section (Technical skills) show that there is generally agreement with the items of this section. This illustrates that the teachers are able to use technology efficiently and have the facilities to integrate technology in their teaching.

Table 5. Means and test values for “Technical skills”



1.2 Experience with online learning

Results from Table 6 indicated that:

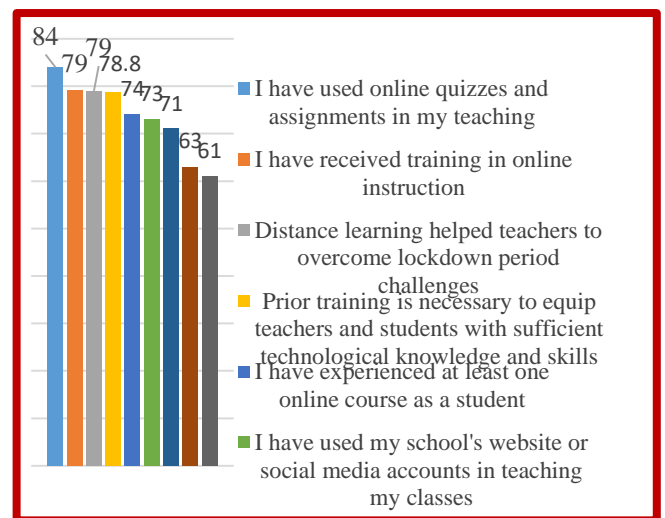
“I have used online quizzes and assignments in my teaching” was the highest item with a relative importance 00%. It can be concluded that index 84 there is strong agreement on this item from the teachers.

“I have received training in online instruction” was ordered in the 2nd rank with relative importance index 79.20%. It can be concluded that there is agreement on this item.

“I have used virtual classroom tools such as zoom or Google classroom in teaching my classes” was ordered in the last rank with relative importance index 61.00%. This means that this item does not differ significantly from the degree of neutrality (3).

Generally, the results for all items in this section (Experience with online learning) show that there is generally agreement with the items of this section which shows that teachers are familiar with online quizzes and assignments as they have received training for online instruction, also they have agreed that distance learning helped them to overcome the lockdown period challenge. However, they need more practice for applying virtual classroom tools.

Table 6. Means and test values for “Experience with online learning”



1.3 Attitudes toward online learning

Results from Table 7 indicated that:

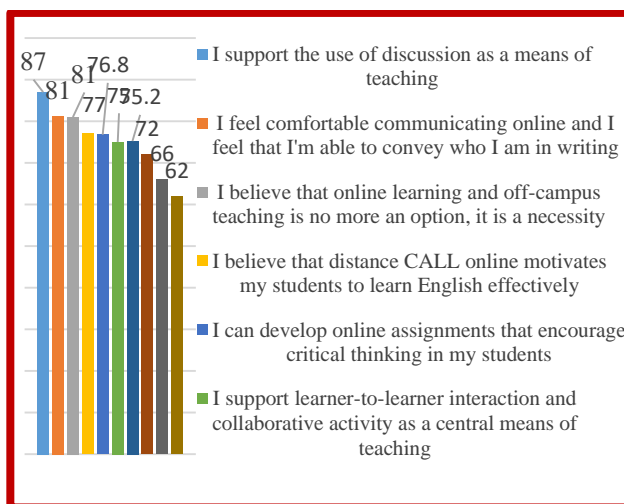
“I support the use of discussion as a means of teaching” was the highest item with a relative importance index 87.00%. It can be concluded that there is strong agreement on this item from the teachers.

“I feel comfortable communicating online and I feel that I'm able to convey who I am in writing” was ordered in the 2nd rank with relative importance index 81.20%. It can be concluded that there is agreement on this item.

“I believe that online learning is accurate as in-classroom learning” was ordered in the last rank with relative importance index 62.00%. This means that this item does not differ significantly from the degree of neutrality (3).

Generally, the results for all items in this section (Attitudes toward online learning) show that i teachers believe in the importance of interacting and discussion with their students, also they agreed on the effectiveness of distance teaching during the pandemic.

Table 7. Means and test values for “Attitudes toward online learning”



1.4 Assessments

Results from Table 8 indicated that:

“The time assigned for online exams is fair enough for students” was the highest item with a relative importance index 86.00%. It can be concluded that there is strong agreement on this item from the teachers.

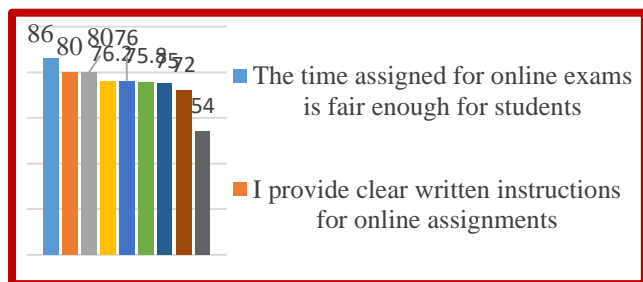
“I provide clear written instructions for online assignments” was ordered in the 2nd rank with relative importance index 80.00%. It can be concluded that there is agreement on this item.

“Students have problems in understanding and doing online exams” was ordered in the last rank with relative importance index 54.00%. This means that this item does not differ significantly from the degree of neutrality (3).

Generally, the results for all items in this section (Assessments) illustrate that the online assessments are suitable for

students and teachers which is compatible with the results of the students' questionnaire. However, the teachers noted that they face some cheating problems and students sometimes have obstacles in understanding online exams.

Table 8. Means and test values for “Assessments”



1.5 Time management and time commitment

Results from Table 9 indicated that:

“I am responsive to my students, responding to their questions and giving them feedback about for assignments” was the highest item with a relative importance index 87.00%. It can be concluded that there is strong agreement on this item from the teachers.

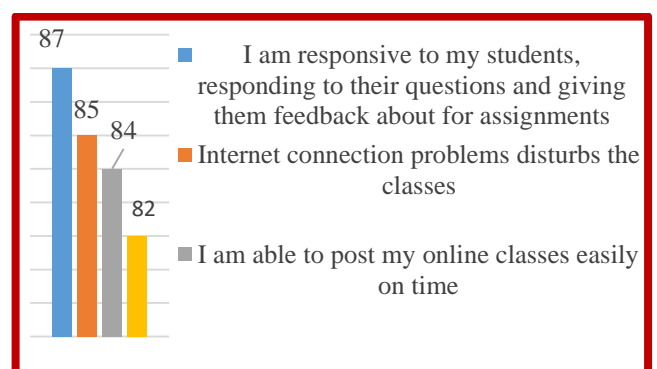
“Internet connection problems disturbs the classes” was ordered in the 2nd rank with relative importance index 85.00%. It can be concluded that there is strong agreement on this item.

“I am flexible in dealing with my students on such issues as due dates, absence and makeup assignments” was ordered in the last rank with relative importance index

82.00%. It can be concluded that there is agreement on this item.

Generally, the results for all items in this section (Time management and time commitment) illustrate that teachers are able to manage the time of their online teaching and they are keen on providing their students with assessments feedback. However, they agreed that internet connection issue is an obstacle in distance learning and teaching.

Table 9. Means and test values for “Time management and time commitment”



6. Discussion

The research results illustrate that to further improve student-teacher and student-student interactivity, this difficulty can be solved by utilizing applicable features of distance learning, such as discussion forums and virtual tools. Therefore, this will help students interact and concentrate more in online classes, a challenge that many students experienced

during the lockdown, the findings are compatible with the study conducted by Alqurashi (2020). In addition, the research results indicate that both students and teachers lack the social communication, however, they showed positive attitudes towards distance learning as it is flexible in time and space as well as it motivates students to learn independently as they are able to find resources for their learning and able to communicate via social software such as telegram, snapchat, twitter and so on. Meanwhile, the cons of distance learning and teaching are clear as both students and teachers emphasized on the internet connection issues that disturb the learning process regularly, their preference for face-to-face interaction and the difficulty of getting familiar with leaning online technologies. On the other hand, the methods of distance learning, encourage teachers to tailor their practices and processes based on learners' needs as there are several online resources available that are necessary for an efficient and productive learning process. The research indicates that students' English skills have improved after online learning and this illustrates that CALL helps learners to develop all language skills to communicate, to acquire new vocabulary and to develop pronunciation which goes with the study conducted by Fandiño & Velandia (2020). The need for planning to integrate online learning and teaching is

essential, which spots the light on the educational institutions' role in arranging such training courses for teachers and students, and the developers to start developing the curriculums, methods and materials to be compatible with distance online learning and teaching.

7. Conclusion

"Online learning has proven in the last decade that it is far more than a flash in the pan" (Davis, 2017, para. 42). In this changing world every faculty member became an online teacher, and every student became a distance learner (Bayne, Evans, Ewins, Knox & Lamb, 2020). New opportunities for technical communication process are created by the rapid increase of online education. There are resources for those who are willing to develop educational systems with online learning programs and for those who want to lead online academic educational projects. It is necessary to plan for the future of online learning because it is anticipated to be mainstream worldwide by 2025 (Palvia, Aeron, Gupta, Mahapatra, Parida, Rosner & Sindhi, 2018). The exponential development of emerging technology, internet globalization and the demand for technical preparation for the future all points to one conclusion: educators will need to find ways to reach around existing



challenges to build high-quality online educational experiences.

In this modern approach, the evolution of moving a classroom from face-to-face contact to a distance learning assisted by such technologies implies that there are major changes regarding educational methods, students and teachers. Finally, we are setting our hopes on technologies, aiming to save education and solve all the obstacles we might face (Weller, 2020).

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