A call for a CALL Post lockdown online learning at King Khalid University: Students' Perspective

Dr.Aayesha Sagir Khan[1], Ms Samar Alnmer[2], Dr.Sagir A Khan[3]

[1]*Assistant Professor Department of English Language and Translation, King Khalid University Abha KSA*
[2]*Head of the Department, English language and Translation, King Khalid University Abha KSA*
[3]*Associate Professor Department of Computer Science, I K College DAVV India*

Abstract
The aim of the study is to examine the opportunities and challenges of remote emergency learning with emphasis on language learning during COVID-19. Technology has assumed an even larger role in the education of our students amid a global pandemic. This is an unprecedented time where the universities around the world embraced online learning as the new normal. The research mainly investigates the learner's views and perceptions of online learning, as well as its future potential in higher education and the impact of online learning on language learners. The study's emphasis on Blackboard (BB) stems from the fact that it is a widely used teaching and learning medium at many Saudi and foreign universities. For the same quantitative survey was done on the 226 students at King Khalid University undergraduate students. The findings also suggest that in times of lockdowns and social distancing due to COVID-19 pandemic, online learning which was obligatory was welcomed by students. The interview conducted with the respondents reveled that the direct contact with the professors was one of the motivational factors for them. In addition to tools, the findings reveal that faculty preparation, student accessibility, and motivation all play a role in ICT integrated learning.

Keywords: Online Learning, Technology, Language Learning, COVID-19, Pedagogy

1. INTRODUCTION

King Khalid University (KKU) made every effort to provide both instructors and students with support and facilities to make their online journey successful after the remote learning was announced in early March 2020. KKU held 27 online workshops in the first semester, with 11,498 students attending. It used the Tamkeen channel to administer 9,652 oral exams to ensure the Kingdom's educational process remained consistent. Many of the Kingdom's universities have already implemented a sophisticated integrated online education scheme Arab News (2021).

Instruction delivered on a digital device that is intended to support learning is referred to as online learning (Clark, 2016). The swift evolution of Information Communication and Technology (ICT) and the escalating complexity that comes with its bursting potential explains why, in the wake of the COVID-19 pandemic, technology integration in education continues to receive special attention. This was clearly unveiled by the efforts put forward by the King Khalid University administration with an aim to continue learning and teaching with an aim to

receive all the leaning outcomes of the various courses imparted by the University. Faqeeh (2011) in his study on King Khalid University students, reported on the factors that affect e-learners' acceptance of Blackboard. Participants discussed the facilitators and inhibitors of e-learning previously recognized in previous studies, according to the results of the report. They also demonstrated that students are willing to embrace technology and move to an e-learning model of education.

Similar study done by Al Dosari(2011) focused at how faculty and students in the English department felt about e-learning and found that their responses were mostly positive and that learning improved in an e-learning setting compared to a conventional approach. Modern technology has offered educators and students a variety of new tools that helped to continue learning and teaching during pandemic. Many research studies suggest that most of the students are now already confident with technology-based learning. Throughout 2020, there was a combination of remote and face-to-face distribution. With a high degree of regional heterogeneity until 2021was marked due to geographical variance. Face-to-face training is restored, but there are still rolling closures because of the recursions regional wise in certain countries. Education was affected by local and regional resurgences until late 2020.As a result even assessments for the final year have been deferred at many places. According to Czerniewicz (2020), this change is inevitable as the current COVID-19 situation demands it for the safety of students and the teaching staff.

Attention, memorizing, writing, language and numerical processing, understanding, connecting, analyzing, and evaluating information, problem-solving, etc. are all part of the learning process. All these were kept in mind while taking online sessions so as to benefits the learners the most Various policy initiatives are being launched by governments and tertiary institutions around the world in response to the COVID-19 outbreak to continue teaching activities to manage the spread of virus. There is consternation and conflict about what to teach, how to teach, teacher and student workloads, teaching environments, and the implications for educational equity (Zhang, Wang, Yang, & Wang, 2020). To address the issues, Huang, Liu, Tlili, Yang, and Wang (2020) propose that governments and education providers should continue to promote the construction of educational information, consider providing standardized home-based teaching and learning equipment to teachers and students, conduct online teacher training, and support academic research into online education.

According to UNESCO in the Education 2030 Incheon Declaration and Framework for Action that countries should: Provide alternative modes of learning and education for children and adolescents who are not in education institutions, and put in place equivalency and bridging programmes, recognized and accredited by the state, to ensure flexible learning in both formal and non-formal settings, including in emergency situations (R. H. Huang et al., 2020, p. 1).

Bendania (2011) in his study find out that Saudi Arabia's King Fahd University of Petroleum and Minerals, how instructors and students felt about teaching and learning online. The study's findings revealed favorable attitudes toward the application of information and communication technology (ICT) in teaching and learning the factors influencing attitudes, primarily experience, were explored in this report confidence, pleasure, utility, intention to use, and motivation a and whether students had ICT skills were all correlated.

The overall effect of computer-assisted instruction CAI differs. Scaffolding and feedback have been identified as important components of successful CAI approaches in several studies. Gerald et al. (2015), Belland et al. (2017), 7 and Kim et al. (2018) all found that scaffolding leads to better student outcomes. During the controversies and state of confusion amid COVID-19, universities began to go online in new ways, each influenced by their unique institutional contexts. This implies not only developing solutions tailored to specific situations, but also

being mindful that technical decisions will be influenced by current institutional gaps, partnerships, discourses, and perspectives s (Murgatrotd, 2020).

Pedagogy comes before technology
UNESCO applauded Saudi Arabia's education ministry for its efforts to combat the coronavirus pandemic. The report by the UN's Educational, Scientific and Cultural Organization said Saudi Arabia had "ensured the continuation of the remote educational process and maintained the safety for more than six million students in public schools and universities." UNESCO further added "Specialized committees and work teams were formed to ensure the readiness of the education and training system to produce results that guarantee the safety of education personnel," UNESCO. (Arab News,2020) The context of technology integration in teaching and learning is investigated to demonstrate its connection to pedagogy.

Faculties and students at King Khalid University can explore, connect, and collaborate with others using the new social learning tools available for Blackboard Learn. University built a global learning network called Blackboard Learn to allow users to learn from one another in a social, informal setting, in addition to the more formal classroom and online course experience. (King Khalid University). Each technological explanation is also a social development issue: integrating technologies into learning necessitates providing time for teachers and students to experiment with and become accustomed to new tools, routines, and pedagogies.

Teaching has, and technology has played a critical and indispensable role in this transformation. In the past two decades, the use of technology in the classroom has increased. The conventional classroom chalkboards, textbooks, and clunky desktop computers have all but replaced digital whiteboards, tablets, and laptops, and today's teachers and students have access to hundreds of thousands of apps, videos, and online courses designed to improve the learning experience.

Technology is difficult to define because it is constantly changing and transforming. With these shifts, technology's relationship to other concepts and ideas shifts as well, making technology and its impact on other concepts "dynamic" in nature. The most difficult learning goal to achieve is progression; the necessitates to be more intensive and coordinated effort and investments across various components, as well as high levels of system capacity and readiness to be implemented quickly and at scale are required at all levels. (World Bank 2020)

During University closures, the design and implementation of effective learning components varies depending on the learning objective(s) pursued throughout the various campuses of King Khalid University. Despite the COVID-19 crisis, many universities worldwide have been able to continue teaching and learning without interruption, thanks to online learning. The global pandemic crisis has prompted the most extensive experimentation in online education of the century. Given its widespread adoption, a systematic approach to understanding the benefits and drawbacks of online learning, as well as to investing, planning, and delivering it, is required as stated by (Vlachopoulos 2020).

In view of Christopher Dede, Timothy E. Wirth Professor in Learning Technologies, Technology, Innovation, and Education Program, Harvard University, "When we talk about 21st century pedagogy, we have to consider many things the objectives of education, the curriculum, how assessment strategies work, the kind of technology infrastructure involved, and how leadership and policy facilitate attaining education goals."

Teaching and technology can have a constructive relationship. The emergence of new technologies pushes educators to understand and leverage these technologies in the classroom; at the same time, how these technologies are implemented in the classroom can (and does) have a direct impact on how they continue to evolve. Technology has assumed an even larger role

in the education of our children amid a global pandemic. More than 1.5 billion children worldwide were taken out of the classroom at the height of the COVID-19 outbreak due to school closures, which, in turn, forced the widespread adoption of remote teaching technologies and the suspension of in-person instruction. (World Bank 2020)

Computer Assisted Language Learning- CALL

In the Saudi Arabian context, universities always use BB to provide blended learning courses. Computer-Assisted Language Learning (CALL) was done using computer as a learning tool, in 80s and early 90s. With the growth in the technology internet facilitated the constructions Virtual Learning Environment (VLE).The chaos caused by the COVID-19 pandemic enabled almost every institution of higher education to rethink its priorities in terms of what constitutes quality teaching and learning, and in many cases provided proof of concept for the widespread adoption of non-traditional pedagogy, and remote learning became an absolute requirement. An empirical study undertaken by Jesse (2015) confirms the comment as his findings reveal that majority (99.8%) of the students have access to have mobile phones and they use it for texting, visiting social media and applications apart from talking. Peterson (2011) stated apps are a portable way to stay connected to social media and 97% of smartphone users use apps for social networking purposes.

Fageeh and Mekheimer (2013) published a study that concluded that students have positive attitudes toward asynchronous discussion platforms, but that they are more relaxed in traditional face-to-face contact than in asynchronous discussions. While it is apparent that today's generation are technologically savvy, the current state of literature indicates that students use their cellphones frequently, which has proved to be help in sudden remote learning due to COVID-19. However too much use of cell phones is not recommended as per the medical studies. So, the best option to attend the online sessions/class is on laptops or desktops. In a broader perspective, technology integration can be described as the process of improving learning using existing tools, equipment, and materials, including electronic media. Language learning can have a big impact on how you feel connected and how you interact with others. Benson (2002) and Conrad (2002), described online education as a relatively new process of teaching that seeks to expand the ability of students to access opportunities. A study by Anas (2020) at Bisha University confirms that Saudi students value blended learning and appreciate the interactivity of online tools, such as discussion forums and collaborative activities.

According to Al Zumor, Al Refaai, Eddin, and Al-Rahman (2013) Saudi students believe that Blended Learning (BL) has helped them extend their reading opportunities and expand their English vocabulary with the use of BB. It has also been used as an e-Learning platform in Saudi Arabian universities to offer blended learning. Thus, years back this received a favorable response from Saudi students and teachers.

Aim of the Study

Higher Education (HE) institutes globally are grappling with how to maintain continuity of teaching and learning while facing extended closures because of a novel coronavirus and the resulting COVID-19 pandemic. Following that, this research investigates how teaching and learning can continue in such unprecedented times. This research uses a literature review and a survey to see how this positive pattern is promising for the future of English Language Teaching (ELT) in King Khalid University. The research also examines faculty and student perceptions of the efficacy and preference for internet learning.

Following that, the research was guided by the following criteria that is research questions:

- Role of technology in sudden remote learning
- Language learning and Technology

- Language learning during pandemic
- Teacher students' relations during online classes

Significance of the Study

For a multitude of settings, the results of this study are recognized as extremely important by multiple stakeholders. To begin with, there is a scarcity of prior research on how universities are dealing with keeping students engaged during the COVID-19 pandemic and the closure of many higher education institutions around the world. The significance of pursuing studies with the help of information technology and how online modes to improve teaching and learning abilities. Is also one of the major concerns now a days.

As a result, our research will contribute to the advancement of the E-learning process, as it offers useful information data on the effectiveness of various approaches used to offer the courses, as well as the time frame spent on completing tasks and projects, course material and student complaints, suggestions and preferences for teaching approaches in the sudden shift to remote leaning.

This study will guide and help to uncover major critical areas related to the field. The Literature added in the study will also be of immense help both teachers as well as the learners. Furthermore, the results of the study make a significant contribution by highlighting the differences between different groups and their attitudes toward the use of ICT in teaching and learning. The findings will be especially useful to employees, who are in direct contact with students and will be able to better understand their behavior and discuss online management concerns because of the findings.

2. METHODOLOGY

The research design expressed in this study investigated King Khalid University students' attitudes toward online learning via BB. Amid COVID-19, the worldwide lockdown and social distancing, an exploratory study design was found to be the most suitable for revealing the salient complexities associated with online learning. Exploratory experiments are a good way to ask questions and get a baseline of knowledge that can be used as a springboard for further study.

Closed-ended Likert scale statements (quantitative data) and open-ended questions (qualitative data) were used in both survey forms (information). These instruments were used to determine the situation factors that affected the efficacy of online learning during pandemic students' viewpoints. A questionnaire with five parts was used as the research instrument in this analysis. The first section was total about the personal background of the students as this was one of the major points that will reflect the variations in the answers. The students' Internet skills, computer literacy, and e-learning experience were all assessed in the second segment. The questionnaire's third segment consisted of Likert-type statements that concentrated on language areas or abilities that students improved because of e-learning courses, as well as benefits, disadvantages, and suggestions. The fourth section consisted of questions related to the relations between the teacher and the students, during traditional and online classes. Two open-ended question were included in the last segment of the questionnaire to elicit qualitative data about students' impressions of the online learning setting.

The analyses were done using IBM SPSS Statistics Version 21. Online and face to face interview was done with the undergraduates of King Khalid university students. The main question was the relation between teachers and students in the light of online classes during pandemic. Almost all the interviews were taped and transcribed to be analyzed further. The result was as expected that students were missing the direct contact with their professors. Issues

concerning distance learning are including technology pedagogy, the design of interactive activities, the enhancement of formal learning, student support, and the management of technological challenges (Son, 2018). The aim was to find both quantitative and qualitative information. A total of 225 full-time students of King Khalid University participated in the student perspective survey.

3. RESULT ANALYSIS

Fig 1. Gives the details related to the background of the respondents as this is very important to mention as it will help to understand the reason in the various in the responses to the questions been asked in the survey. Total participants were 225 as the aim of the survey was to get more accurate. The figure clearly shows that the survey was done by taking the response from the students from different levels. As this could reflect the psychology of the learners at the different level during pandemic and the sudden remote learning. The survey also includes the students from level 1 and final year as the students as both the level are at the turning points of their academic life. Among the total participants 29.9% were from the 1st year,35.7% from 2nd year,19.6% from 3rd year,13.4% from 4th year and the rest around 2% from final year. The marital status of the participants was asked as survey was done when the learning was continuing from home. The responsibilities of a learners change a lot on the bases this basis. Out of total 226 participants 90.3% students were unmarried, and the rest 9.7% students were married.

Fig.1-
Case Processing Summary

		N	Marginal Percentage
Gender	1	217	96.9%
	2	7	3.1%
I am a student of	1st year	66	29.5%
	2nd year	80	35.7%
	3rd year	45	20.1%
	4th year	30	13.4%
	5th year	3	1.3%
Age	1	67	29.9%
	2	120	53.6%
	3	24	10.7%
	4	8	3.6%
	5	5	2.2%
Marital Status	Married	21	9.4%
	Unmarried	203	90.6%
Valid		224	100.0%
Missing		1	
Total		225	

Fig. 2 : as shown below clearly shows that the marital status and the age of the participants does not matter a lot as the point of view and the response and the promptness to learn English

as Foreign Language (EFL) most of them are at ease in learning it online. This clearly shows that the adaptability with new normal of learning way.
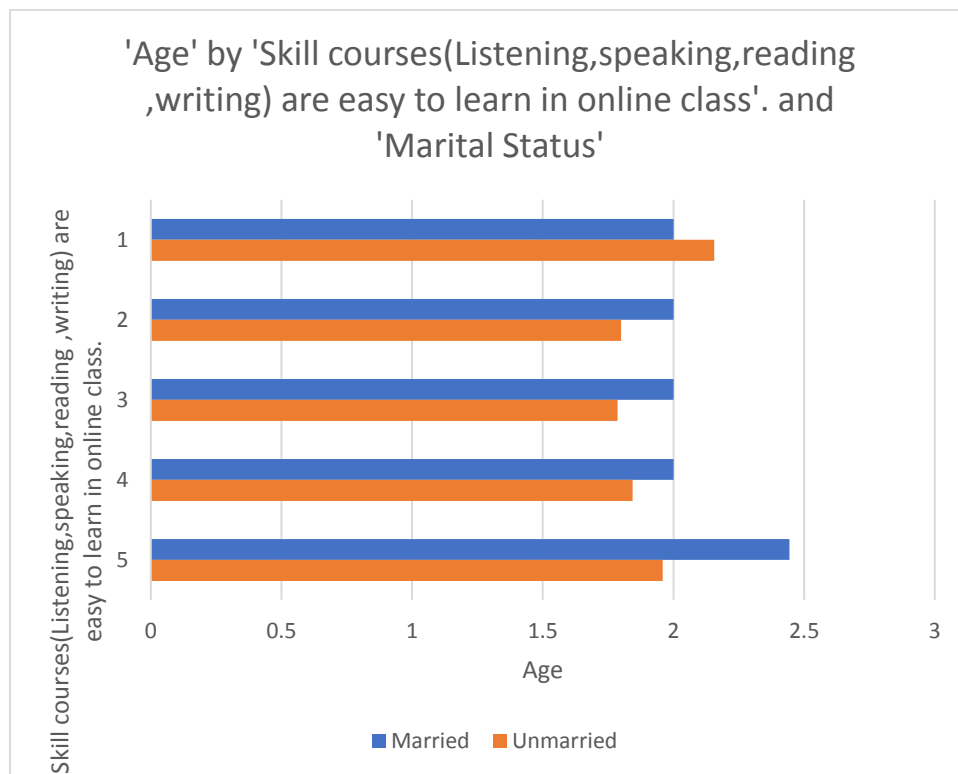

Fig. 3: Shows the comparison between the amount of time learners spend in traditional and online classes. As the comparative study shows the level of interest among the learners. The level of responsibility also differs as comparison was done on the bases of married and unmarried students. As per the data collected married students give less time in online classes as compare to the traditional classes. It may be more difficult for students with limited computer literacy to access online courses (Napier et al., 2012).
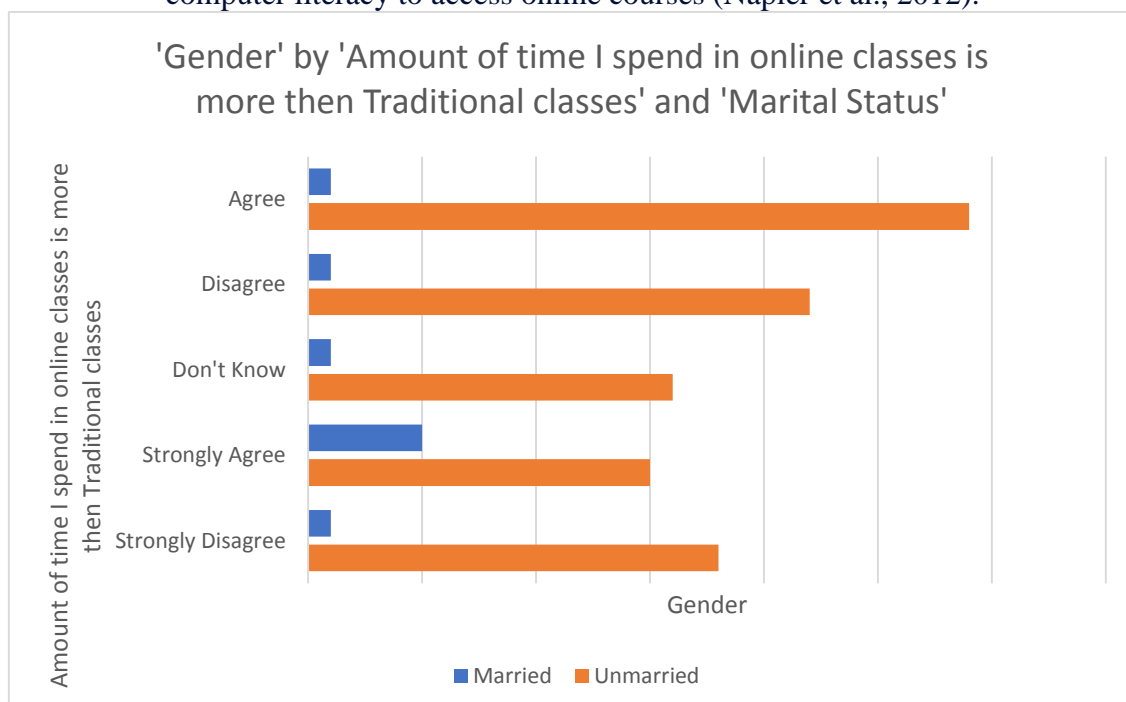
Fig. 4: Shows the psychological graph of the students. No matter that the responses related to the learning is coming out to be positive. The students are satisfied with the online learning in this new normal. But when asked is this technology is isolating, the answer was yes, and they do not wish to continue remote learning after the end of pandemic.

For 'Technology is isolating: 1', 'I want to continue online learning even after pandemic is over': 4 has noticeably higher 'Age'.
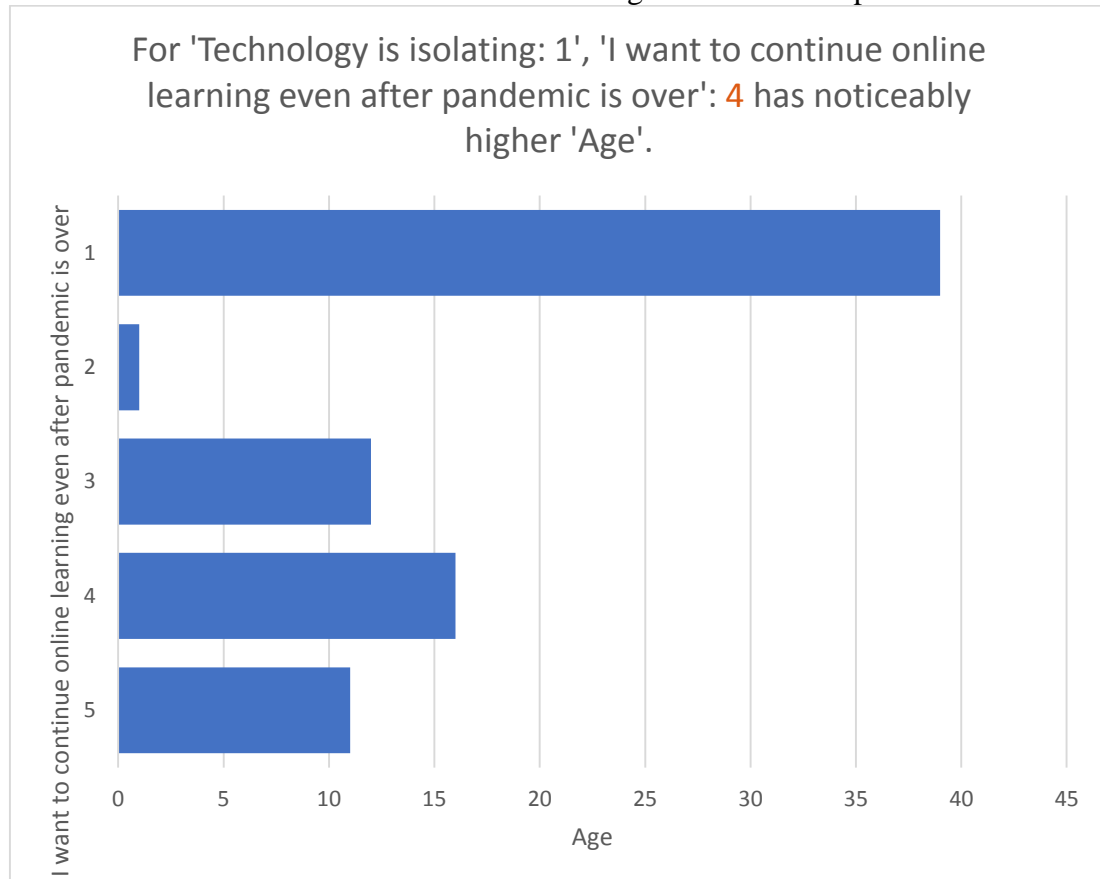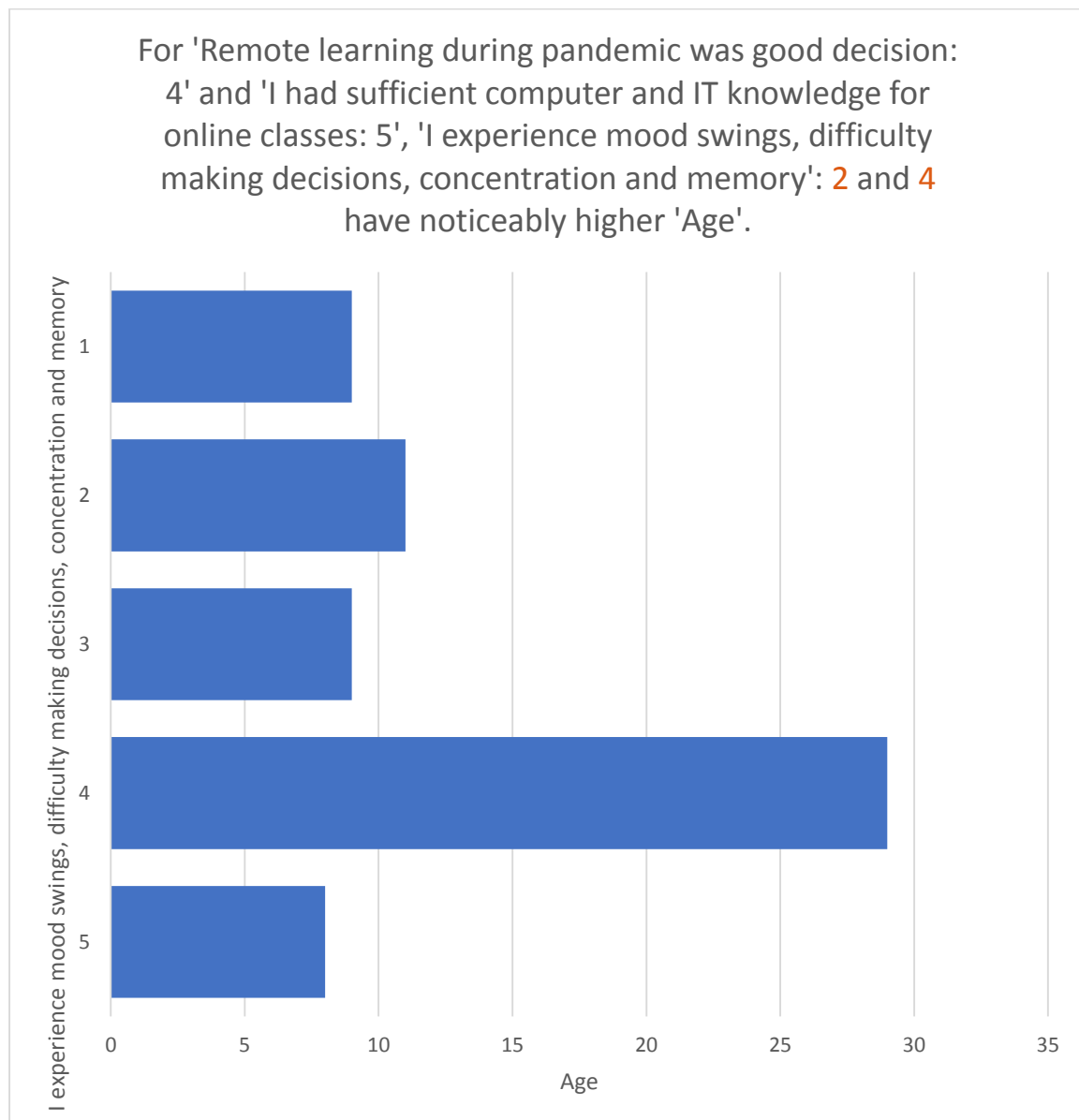
Fig. 5 :The analysis in graph shows that most students were satisfied and content with the decision of sudden n remote learning due to pandemic. The study reveals that the students did not object the sudden change, but they were not able to cop up easily with this sudden shift.

For 'Remote learning during pandemic was good decision: 4' and 'I had sufficient computer and IT knowledge for online classes: 5', 'I experience mood swings, difficulty making decisions, concentration and memory': 2 and 4 have noticeably higher 'Age'.

4. DISCUSSION

As a result of this tremendous technological development, it is vital to analyze a number of critical factors that must be taken into account when creating successful online courses during pandemic. The need to increase web traffic is one of these factors student work/assignments completion rates, and online training for instructors can assist students in improving their technical /skills as well as improve the validity and reliability of online evaluations techniques. The researcher's investigation into the complexities of producing a strong online education was motivated by these elements.

Internet access issues, and technological issues ranked first and second, respectively, as the most severe challenges. University have undoubtedly made attempts to address these issues and enhance the functionality of E-learning platforms. Poor internet connections, signal loss, and a lack of adequate digital devices continue to be issues for students, especially those who live in rural areas.

Since students are reluctant to actively engage in online classes, which is understandable considering their remote location, some researchers provide advice about how to build an engaging online learning environment. Strengthening student-teacher engagement, for example, is recommended to improve online learning. Fung et al. (2020) recommends that teachers begin class early and use the map feature to perform routine checkpoints to ensure that everything is in order inviting students to turn on their audios, can also help them focus to the exercises in class.

Learning English as a second language is affected by several factors. To learn a second language, one must have a positive attitude even during difficulties like ongoing pandemic. Individuals vary in their approach and perception, and different stimuli have different effects on their attitudes. According to the conditions, students' attitudes change from time to time. The study shows that the students enjoy leaning even the four language skills in online class. Students from rural areas and other cities from the country participate in the online, this saves time by not having to travel a great distance and can stay with their families during this crucial time.

5. CONCLUSION

During the first semester of the academic year, over 60,000 students enrolled in various online programs at King Khalid University (KKU) in Abha. According to Arab News (2021) The university's president, Dr. Faleh bin Raja Allah Al-Sulami, praised the Education Ministry's assistance in the smooth transition from conventional to online learning in the aftermath of the coronavirus disease (COVID-19) pandemic. KKU's e-learning model, he said, is extremely dependable and built-in accordance with international standards. Before the coronavirus spread, one of the proposed proposals by KKU was integrated and remote education. Even though certain remote regions lack the requisite components for quick and efficient communication, emergency incidents aided in its implementation.

While the role of the teacher can never be replaced by any classroom technology, there is no denying that the right instruments can help create a more fun and flexible learning environment. The key technical problems are the unreliability of Internet access as thousands of students and staff are linked at the same time, as well as a shortage of technological of resources for many students. As Moorhouse (2020) has pointed out, prior research confirms that the transition from the traditional class to distance learning is also worthwhile in emergency situations.

The COVID-19 pandemic has thrown a wrench into the work of our entire education system, forcing teachers to embrace new technology solutions and to develop innovative ways to meet the needs of their students. The COVID-19 pandemic has revolutionized the concept of online learning in most, if not all, educational settings around the world. It is no longer a rare occurrence in many developed countries where online education is available. Prior to the pandemic, it was not well-established.

Finally, based on the lessons learned from this global emergency, problems and policy plans are raised to resolve the same challenges that can and sometimes have been implemented. But one thing is certain: whether classrooms reopen permanently or a hybrid online/in-person approach becomes the new standard; technology will be at the heart of the educational experience. In a nutshell, learners prefer teaching online during pandemic above all as the sense of safety on the health front and because it suits their learning styles, and they enjoy the versatility is now in the leaning domain is comfortable with them. A group of students who prefer to learn through the internet they enjoy the somewhat relaxed environment in which they learn.

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