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FOREIGN LANGUAGES E-LEARNING: CHALLENGES, OBSTACLES AND BEHAVIOURS DURING COVID-19 PANDEMIC IN JORDAN

NABIL ALAWAWDEH,
University of Yarmouk, Jordan
n.awawdeh@yu.edu.jo

MA'MOUN ALSHTAIWI
University of Yarmouk, Jordan
m.alshtaiwi@yu.edu.jo

ABSTRACT

As a result of the new CoronaVirus pandemic, the jordanian government requested higher education institutions to transfer traditional learning to distance learning. The goal of the current research is to explore on one side how online learning was carried out and the challenges and obstacles they have. On the other side, what were the student behaviors which either helped the process of Online learning, or rendered the process impossible or partially impossible to study through online sources. Few teachers and students were asked to volunteer in this study by invitation. Participants were asked to give written observations on their activities in the conduct of online language education and on the issues they face. To test the data for validation, several discussions were administered and directed by researchers. Educators have implemented online learning using a range of activities operating synchronously and using a variety of apps and platforms, varying from E-learning systems to external services, depending on school policy. However, several issues have arisen from the learners, the educators, the university and the families of the students, along with legitimate reasons. Online learning, therefore, is not going well because it lacks expertise, relevant policies, training and planning. Complexities of online learning are discussed. Future potential research is being guided and observed to encourage facilitating the online education process.

INTRODUCTION

In late 2019, First COVID-19 or (CoronaVirus) cases or disease emerged in Wuhan - China where it is believed that this NewVirus originated.The new situation was declared a pandemic worldwide as many countries have been affected by the pandemic. Just several days later, the World Health Organization (WHO) reported a health crisis as COVID-19 reports claim that positive cases have spread widely and globally (McAleer, 2020; Velavan & Meyer, 2020). Media reports on this pandemic have overwhelmed global mass daily (McAleer, 2020). In late March 2020, confirmed COVID-19 cases started to appear in Jordan everyday (WHO, 2020). Thus, the highest Authorities in Jordan, declared the situation to be serious and forced the Quarantine. This serious health situation affected traditional teaching/learning resulting in carrying out all classes online (Moorhouse, 2020).

The Minister of higher Education in Jordan has agreed with all types of educational institutions to run online learning since last week of March in all the country to protect the health of all engaged persons in the teaching/learning process. New situations impose distance learning and have to completely replace the traditional learning in the classroom into online teaching/ learning which conceivably keeps going until the end of the semester / pandemic cycle due to COVID-19 being widespread. It became an unused challenge for learners and instructors to conduct online education (Cao et al. 2020). Such situations certainly provide an effect on instruction, especially learners' development.

During the Online learning process, in which researchers usually investigate the validity of learning tools, teaching methodologies, teaching/ learning environments, and where the comparison between the traditional classroom and online learning is considered to be discussed. The main focus is always on the learner's frame of mind, perception, Assessment, happiness and success (Gonzalez & Louis, 2018; Sun, 2014).

In spite of the fact that a considerable number of researches have been done to explore the viability of distance classes (Gonzalez & Louis, 2018), researches on distance language classes are still very limited to few reflections here and there (Sun, 2014), in particular in context of teaching foreign languages in Jordan. Thus, the new situations of the disease led to a rapid, unpredictable and totally unprepared incidence of fully online language learning.

German and French, beside English, still become the most distinguished foreign languages in Jordan. They remain among other foreign languages proposed to students in higher education level. It has been officially taught in the University of Yarmouk since the beginning of the academic year 2019-

2020, precisely since only one semester. As foreign languages, German and French have gained a special status due to the existence of several working institutions representing both languages such as DAAD and Cultural attaché of France. The need for higher education instructors in many institutions in Jordan and the fact that many jordanian dream of finishing study or working in Germany or francophone countries. University students have the choice either to study German or French as a double major along with English in Yarmouk University. At the beginning of the academic year 2019, around 100 students were admitted to each of the new double majors, along with few other students who are minoring in German and French. Therefore, Jordan can be considered as one of the most welcoming countries to teach the both languages in its institutions.

LITERATURE REVIEW

The process of distance learning is additionally seen as benefiting from the wide range of webpages existing online for teaching purposes, or even other purposes, in reaching useful educational contents; enabling interactivity within educational context with all its components: material contents, instructors, and other learners; and asking for help within the learning process to reach the maximum information, make meaning, and advance through learning encounters. Thus, both Gonzalez and Louis reassure that such learning is defined as learning through digital equipment, such as iPads, tablets , laptops and computers that need a web link (2018). White sees that "Online learning goes on to spread internationally since students and teachers feel comfortable and see possibility in setting up and accessing opportunities to learn alternatively" (2008, 38). This point of view agrees with the general goal of Online learning which is conducting educational tasks in a given topic using certain applications and platforms providing access and sharing of information. This definition emerged explicitly to reflect the method to teaching and learning that includes online services. Kirsh thinks that "Online learning environments are not only useful for students to access knowledge and materials but also to associate and make collaboration among course participants" (2008, 29).

Plaisance sees that the far-reaching need for distance learning eventually takes learners into an elective, non-traditional, online language learning world (2018). Distance learning of foreign languages, therefore, may point to a range of learning shifts, such as web-based learning, blended or mixed learning, and fully virtual online education. As a result of the pandemic, the language learning in university context takes place in completely distance

learning since learners and instructors are not allowed to meet in a traditional classroom.

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. Brown (2001) lists three levels that help in building a learning community in the context of distance learning: The first level, there is a student who acquires knowledge. The Second, where students interact with each other to determine the similarity and/or differences between them, and then interact with the content of the curriculum. At the third level , students often tend to value others and to take their connection off the curriculum. Thus, The success of this collaborative environment is seen as all participants share knowledge, study, connect and think about effective learning collectively. Concerning improvement of distance learning, researchers focus on the student's Engagement. Wagner (1997) describes a series of interactions that he insists need to be changed, beginning with increasing engagement, enhancing interactions, obtaining input, improving consistency and engagement, encouraging students and promoting discovery and exploration. Other researchers see the interactivity from different points of view: William, Rice, and Roger (1988) see that the interactivity is "the extent to which participants in a communication process have control over, and can exchange roles in, their mutual discussion".

In the light of the pandemic situations, this research focuses on how teachers run online classes and what obstacles and challenges they face as well as legitimate explanations.Counting on documented observation collected from both teachers and students from two different classes at Yarmouk University, this research provides key contributions to improve distance language teaching/ learning researches. It also offers detailed knowledge of how instructors in Yarmouk conduct distance classes in an unexpected and totally unprepared condition as a result of the COVID-19 pandemic. It also highlights the difficulties they face during their online learning practices.

RESEARCH METHOD
Study context and active participants
The present study was conducted in the context of teaching foreign languages in Yarmouk University, in Jordan, which welcomes foreign language teaching in all its institutions, where German and French have been put into priority as majors by students since these majors are offered for the first time in this University. However, German and French are seldom spoken in Jordanian everyday life.It is particularly used for scholarly and business needs. for those who chose to major in it.

In academic forums and classrooms, jordanian language teachers prefer to use Arabic for written and oral communication activities at beginner levels to explain the foreign languages. This changes when students' level gets better, teachers tend to use more the foreign languages more. Student's language proficiency does change after graduating. Their abilities to use the language can be diminished as time passes in particular if they do not use it in their professional life (Wulyani, Elgort, & Coxhead, 2019). In the present research, both languages are determined as foreign languages in the present research.

The participants were 12 foregin languages (FL) teachers and 38 students. During this experience of online teaching, information and observations gathered from students were used to develop this research and give better contributions, explanations and understanding to what teachers provide. All the teachers held a graduate diploma to teach a foreign language. Educators had professional experience in different languages varying from 1 to 8 years. in higher educational institutions. Both, teachers and students, have Arabic as their mother tongue. As a national tendency, In fact, English becomes a second language that serves for communicative purposes between participants with distinct and educational media at the university and formal events.

Data collection and analysis
The 12 FL teachers accepted to become an active participant in this study through a direct request. In responses to a list of pre-prepared questions, the teachers provided written reflections on their experiences and background with online education and on the problems they face. Furthermore, 7 of respondents participated in a follow-up interview through the Zoom Platform, as they provided interesting observations and insightful themes in the written reflections that were relevant for further research. The teachers were directed to share point by point clarifications on instructing strategies, learning tools, Materials, quizzes, tests, and also activities for students to practice the online FL learning process conducted out throughout the pandemic, as shown in the written observations.Instructors were also asked to explain the difficulties they faced in conducting online education during the pandemic and to provide clear explanations for this.

In the context of research concerns and emerging online education hypotheses (Ally, 2008; Gonzalez & Louis, 2018; Krish, 2008), collected data was checked thoroughly and key rules representing the patterns of distance Language teaching were established and its issues defined. All interviews were recorded and transcribed in order to be further studied. The agreement was

reached by all respondents before the study was carried out. Transcribed data have been carefully read in order to gain specific Observations on the Online FL teaching activities and their difficulties. Data entry was done to demonstrate classification and emerging patterns. Recurring and irrelevant details have also been removed. Recurrent and insignificant details have also been removed. At the final stage, sufficient excerpts on the activities of online FL learning and its issues have been notified in the results section. Few improvements in grammar have been meant to ensure the linguistic effectiveness of the noted observations without changing the value and interpretations of the participants. To analyze the observation , the data coding was treated in depth by the authors, followed by many rounds of consultations to come to a conclusion on the findings. Both researchers are teaching in the university: one is teaching German and the other is teaching French.

RESULTS & DISCUSSION

This section focuses mainly on three core issues involved in the online FL educational process and issues. This covers the apps and tools often used by the educators, how the educational process is conducted, and what difficulties they face along with logical reasons. In order to examine each of the three core issues, the most prominent and influential excerpts from the teacher's response are selected for review. To simplify follow-up, written reflections from all teachers are marked as 'WR' while the conducted interviews from the Zoomconferences meetings are marked as 'Int'.

Technologies and frameworks employed for educational purposes
In their education process, teachers used several applications and platforms. These can be divided into seven types: (1) E-learning as a main managing system; (2) chat and message (on E-Learning, Facebook messenger and Whatsapp); (3) video conference (mostly ZOOM as directed by the university; (4) content maker; (5) assessment (Quiz.com, E-Learning or QuestionMark); (6) video streaming and sharing (YouTube through google share links); and (7) other additional resources.

The teachers primarily use mainly E-learning to manage the online process as requested and directed by the University since most teachers should have used it before.
  - I chose using E-Learning Since it does not need to be downloaded on electronic devices , students do not worry about wasting their data and needing only a secure connection. Learners only have to login into the

system using their University account and entering the class information. It's faster and more available than other apps. (Int.).

- My prefered application is E-learning. I use it to share all materials (WR). Secondly, most teachers prefer to use WhatsApp to perform a lot of activities, since E-learning is incorporated by the University.

- WhatsApp is considered to me the best option to give information, directions, exchange materials, have discussions, provide questions and answers sessions, and give personal feedback from and to students. It is easier and can be used anytime, anywhere and requires the least amount of data from both students and teachers (int.).

Zoom platform is encouraged to perform those tasks that are required by a video conference by the University.

- I employ Zoom Conference, which is incorporated into the E-learning system by teh University, to discuss baselines, as in traditional meetings, to have an active and real conversation with participants, and to enable discussion sessions. (WR).

E-learning quizzes, Quiz.com, and QuationMark are evaluation tools used by educators. These are offered by the University and employed to build online assignments in the form of multiple choice answers, short answers, True or False options, and essays.

- I employ E-learning to build assignments including multiple choice answers of three or four choices and True or False options. I often use Quiz.com to build different assessments for different choices of four options and essay types. Quiz.com requires a more secure internet connection, while e-learning is more available with an unstable internet connection. Anyway, both of them also provide ease in generating results (Int.).

- I use Quiz.Com to develop assignments in multiple choices form because i had done this several times before(WR).

- As an additional assessment tool, YouTube is sometimes used by educators as a visual instructional medium in clips and animated film formats. I insert youtube links in my assignments to supply instructional media to my students. (Int.).

Many teachers also tend to use contents, such as quizzes and lessons, from several Online Language courses providers such as EasyGerman or TV5 as additional resources. They share it with their students as supplementary material to ensure understanding.

- I pick some of the quizzes offered by EasyGerman.com that are appropriate to the lessons I teach. I also do copy / paste or screenshots to

collect some of the exercises or quiz items. Then I exchange it with my students and I ask them to do some of the exercises on the website.(Int).

- I direct my students to visit such websites after verifying their validity to the material I am covering. They have to follow my explanations and then to do some exercises on the same website. It is usually a reading activity, especially a detailed reading task with questions.(Int).

Teachers' practices in the area of online FL learning
In Educational context, Educators are performing their distance classes in either of the two following modes: synchronous and asynchronous mode. The first ensures that educators conduct distance learning during certain pre-selected times. The second gives the educators the option to run online learning at any time depending on their plan. Thus, the asynchronous apparently has more flexibility than the synchronous which gives educators more freedom to work according to their time. However, most educators perform their distance classes in synchronous mode as this is the rule of their university.

- The University has developed a plan with a timeline for these distance courses, so I should respect the policy of my university. (WR).
- When to teach is not important! i,The most vital point is that educators must conduct their instructional activities, such as supplying resources, creating quizzes or assigning projects for students to complete the course.   (WR).
- Generally, teachers begin their classes by checking the students' attendance, but it is not required. Teachers then vary in using a wide range of selected materials such as PowerPoint presentations, videos online, and pdf files, or produce their own materials such as short videos, illustrations, powerpoint presentations, word and PDF docs. (Int.).

The topics discussed are submitted to the E-learning managing system by educators or exchanged via chat apps such as FaceBook Messenger or WhatsApp. Before or afterwards, the teachers illustrate the content using Zoom platform, for example. Teachers' description may also be used in resources such as short clips, word docs and Pdf files. Educators then develop quizzes to test students' comprehension of the topic. Teachers also delegate certain learners to certain activities and assignments, while other teachers relate projects to be conducted for learning to their distance education. In order to provide a better comprehension and strengthen students' lack of information, educators collaborate with students in discussions: teachers have questioning and answering activities to involve students and overcome learning issues. Educators then provide personal insight on the work of the students. Feedback is usually provided to help students make improvement in their skills

development. Finally , the teacher provides a grade for each student as evaluation.

- First, I ask learners in my class to explicitly state whether they are available in online courses as planned by stating their full name and student ID number in the Zoom Chat section. It is not required based on the University policy but it is intended to attract students' attention (WR).

- In the form of a powerpoint presentation, I upload all the designed materials relevant to my classroom lessons. I often upload a variety of alternative clips from a number of websites and YouTube to deepen learners' understanding of themes. Then I send those materials to WhatsApp group chat (Int).

- I use Google Drive to upload and share documents and files which are pre-prepaid either by me or other collegues (Int).

- I transfer my documents to e-learning as a learning management framework. I upload these documents to each class I teach.(WR).

- I clarify the contents through a video conference enabled by the Zoom program. Here, I describe the contents orally. (WR).

- In Word files, I adapt instructions by providing my description, which is generally conveyed directly and orally to the contents. So, in the same word doc, I note down the key points and notes of the contents and my interpretation. (WR).

- I make practice tests such as multiple choices, papers, and True or False options. (WR).

- I give a task to my students to write an essay on aspects relevant to lecturesWR).

- I lead my students to explore the basic concept of reading comprehension by asking specific questions first to encourage debate. These questions help students to objectively consider the contents and promote their questioning and reasoning skills. Students are asked and motivated to respond to my questions and point out other concerns. So there's an exchange of views in this dynamic discussion (Int).

- I organize question and answer processes via Facebook Messenger and WhatsApp. In the group chat of each class , students are encouraged to ask questions about their special needs in online learning and lack of information about the subjects learned. (Int).

- I often provide students with specific recommendations on their performance through Zoom 's private feedback. I allow Students to get to recognize what needs to be changed and the way to change it for better outcomes. It encourages students to make significant improvements in their education (WR).

- I grade the work of my students because it has to be assessed at the end of the term. It also offers students perspectives and insights into how well they achieve planned goals. (WR).

The tasks conducted by the educators are generally similar to the teaching activities in traditional classrooms, because the systematic structure of the online activities proposed is much similar to those in traditional classrooms. Thus, the teachers just switch the traditional classes into an online learning environment. But, it is observed that teachers have not yet given much consideration to the differences between traditional and online learning classes. They are not aware of the need to attempt to increase the use of technology in the field of distance learning. In addition, they do not involve playing, machine learning, and virtual reality in their education. Teachers' awareness and skills on the use of new tools in distance courses, as well as students, really do need to be strengthened. Educators need to be imaginative and inventive in offering opportunities for learners in the new imposed educational environment. that could be changed in the future with further experience. In short, transferring traditional classes to a virtual learning environment would not be enough. Instructors and learners must be skilled and qualified to teach by distance courses. They must develop material to be valid for such a learning environment, master online learning technologies, and foreign language teaching pedagogy.

Challenges and obstacles for both teachers and learners

In the context of FL education conducted online by the teachers in the University of Yarmouk, Many problems emerged. 'The source of these problems varies, and they mostly originate from learners, educators , ors students' social environment. The underlying explanations for these issues have been found after a thorough investigation: the first concern is that certain learners do not have their own devices (smartphone , tablet, personal computer, etc.). It is typically due to the financial situation of parents / students.

- Several of the learners in my classroom don't have a cellphone or the required smartphone that enable them to use Online learning platforms. The family can't afford to purchase their children a smartphone because of their financial situation. (WR).
  The second concern is the poor internet connection. Some of my students come from remote, mountainous and rural areas where cellphone signal and internet coverage are very weak, which causes them a problem.
- In my both classes, Several learners suffer from poor internet connectivity as they reside in rural and mountainous regions.. (WR).

The economical situation of learners and their families also causes another issue for learners, which is that they are unable to have enough data that enable them to access adequate information on the Internet for distance education. A limited level of internet data can be afforded for them; this isn't enough to actively participate effectively in distance courses.

- Often my students don't have enough internet data to make it possible for them to use the Platforms and engage in online classes. (WR).

Several students in each class have a low level of digital literacy. It is difficult for them to run programs and websites used for distance courses. The reasoning here seems to be that learners have not used it to learn online and communicate with these apps and platforms.

- Initially, my students don't know how to modify the text in social networks or Zoom conversation to point out that they are present. Several of my students even find it challenging to use the Zoom Lesson because they have never experienced this technology before. This encouraged the University to develop some video tutorials on how to use the Zoom application to help them recognize the way to use it and to deal with texts: such as edit short texts for web chats(Int).

In addition to low levels of digital literacy, several learners are also weak in general literacy. They can not understand the classroom instruction of the teacher well, even though it was clearly explained. It's probably because they're not engaging with the teacher' discussions or because They 're so lazy to follow the directions of the instructor. Technical language may not be easy for both teachers and students. Often they miss part of the lesson since terms are too complicated to them.

- I always have to provide my students with the very same instructions on topics simply because they do not care enough to read the details. Their knowledge is not strong enough to support them(WR).

Many students do not attend classes at certain times of the week, As planned by the University. They are not present at the time of online training and ask their teachers what they have taught and given as assignment at night. It's because the students worry about misunderstandings for the situation (online learning).

- My students think it's just like a holiday to learn from home. From morning to nearly afternoon they go to sleep. For them, the online learning is not planned until noon in the morning. In the afternoon they contact me and ask if they have any tasks or projects. I typically don't help them if it is not working hours (WR).(WR).

Several students have the habit of submitting their homework beyond the deadline for a number of different reasons: Many learners are too lazy to

always do the given task or assignment. The limited data on the Internet that will run out is one of the reasons. Another reason, they can also encounter poor internet connectivity when uploading their work in the last few minutes that causes a delay.

- It really can occur to students who may not have their personal devices and they'll have to use any available electronic device from their parents or siblings that are also used for distance courses. It may also be influenced by the misunderstanding that teachers don't grade their work (WR).

Another emerging issue is the specific degree of mastery of students in the language that is caused by Cognitive ability and style of learning of students. It has been typical for students to have differing degrees of mastery in the language, even traditional classroom. This is becoming a new difficulty to instruct low-cognition students and a variety of cognitive types in an online learning environment.

- I consider it difficult to provide resources to each of my students who require further explanations on learning. It's because of their poor intelligence. It's pretty hard to suddenly educate learners from distance (WR).

- It is hard to have e-learning opportunities dependent on the individual needs of each student. Therefore, my students may not be able to master the language optimally, as They really aren't supported with learning experience that is suitable to their preferred style. It's challenging and it consumes a lot of effort to plan various learning environments depending on each learner's academic style in an online course. (Int).

Several Students are concerned more about workload they should be doing in their online study. They have quite a variety of duties and assignments given to them by Timelines.

- In general, my Students face a greater pressure of benefiting from online learning. This is because students are studying a wide range of knowledge via full distance courses, but most of these topics have tasks to be done by learners with timelines. (Int).

Many students have a poor level of online studying. They even see distance education is not serious. This significant issue is that students have misconceptions about distance courses. They presume distance education is easy and like holidays, so they're pretty confident.

- Many of my students often fail to take part in online study. They do not have any knowledge about online learning. They find it's sort of fun. It seems like a joke to them since they've never learned online before (Int).

When the students' issues emerge, teachers also face obstacles arising from themselves. Initially, teachers strive to create materials that are simple to

learn in an online environment, as some educators only employ low-tech application forms contributing to the absence of resources that their learners need to benefit from. This is also caused by a lack of knowledge and experience of teachers in the field of online learning.

- I have challenges with producing content that are both in accordance with core competencies and that are effectively recognized by students of individual study, as Some students don't have such sufficient tools to actively participate in engaging online learning, such as possessing their own devices with suitable requirements, a secure internet connection and sufficient internet data. (Int).

  Educators often see it challenging to give students personal feedback. It happens since the time left for grading after finals is not enough, and many students have recently submitted their work late.

- I can't really give any personal feedback on the progress of each student in real time. The time given to online learning as planned by the school is not enough. The time available to distance courses as expected by the university wasn't enough. Many learners have also sent their work lately, so I can't provide detailed feedback on their work on time. Learners would also react to my feedback at various points. It's simpler to have personal feedback on the achievement of the student in real time (WR).

Another issue with online education is the lack of proper tools for high-tech incorporation. It has already been identified that many students are deeply disturbed by unsteady internet connections, the lack of ability to afford good internet data, and the lack of smartphones. Teachers can not engage in interactive online learning without adequate facilities. They only provide materials for self education. However, educators must select programs that do not need a lot of internet data and can still function on a poor internet connection., such as E-Learning and WhatsApp.

- I haven't really been capable of engaging my students in interactive and engaging online learning, as Online education tools are still very minimal and very far from collaborative and active online education processes. In addition, the financial situation of students really can not buy the required facilities (Int).

  In addition, teachers find it difficult to engage timid and inactive students in distance courses environments. There are a small number of students who actively engage in the learning process. Some of the students don't concentrate and even prefer to sleep. whenever they are required to participate in a videoconference. This seems to be related to students' lack of care, bad internet connection and poor communication skills, which prevents them from engaging in conversation and questioning and

answering activities in the target language. Students ' language skills are becoming another issue with this distance courses process. That's because learners don't use language for daily contact, within and without the classroom.

- My students prefer to be silent, and they don't speak a lot while I teach or talk to them in the FL. They keep asking me to use Arabic for giving instructions. They typically take an active part in the conversation when we use Arabic. German was not used for Conversation and other everyday tasks. In using FL, they become lost in expressing their thoughts and concerns. They have a weak competence in foreign language (WR).

  Teachers are also concerned about their lack of training, preparation and motivation to teach online. That's because online learning hasn't been arranged and prepared before. The response to the COVID-19 pandemic in Jordan is sudden.

- I don't see that we are ready to move from a traditional classroom to distance learning, as such learning is done so unexpectedly in an urgent situation and was not planned previously (Int).

  In addition, instructors consider it difficult to educate their students' moral values. It's difficult to enlighten students' moral beliefs through distance learning, as students and teachers are far apart.

- It's difficult to educate my students' moral value through online learning, which seeks to strengthen the relationships between teachers and students from a distance so that I can't give my students (Int) an exemplary attitude directly and deeply (WR).

It seems to be difficult to improve the personal connection between the teacher and students online without physical closeness. This would be due to the lack of willingness to communicate with others in the context of distance learning.

   -The personal link between the educators and the learners can not be well established, as it is restricted by physical distance, in reality results in no physical closeness, such as smiling and using wrists, elbows or hands to welcome each other, which normally enhances the personal connection between educators and learners.

Interaction among the students and the teachers are very significant for education. Even so, online learning really can not promote interaction and communication as is the case in traditional classroom learning. It occurs because the distance between the learners and the teachers is restricted. Thus, interaction and communication between them is not implemented.

- students will not be able to contact teachers directly in case they are not completely understanding the content or encounter difficulties. They assume that it is difficult to communicate and interact in a distance

learning environment. In fact, online interaction and communication can not substitute face-to - face gatherings in learning contexts (Int).

A further concern is the lack of family care and support. Parents must seek to track and sustain the involvement of their children in online learning. Even so, Some parents don't pay enough attention to the development of their children. Their business and work take them far away from their kids.

- Several families do not control and follow the development of the children who take online courses. It's that they're overwhelmed with jobs, and they really can't coordinate between their kids' matters and their own work. They do not operate remotely as they serve in the private employment (WR).

Last issue is that the heavy overuse of electronic devices can cause damage to the eyes. It's because the device creates radiation that isn't safe for our vision and our health.

- My students and I have noticed stress and burnout while watching our electronic device for a longer period. This is related to the radiation exposure of computers or mobile phones that are not ideal for our eyes because they use them for a long time. (Int).

This research shows that the University has asked educators to run FL-learning online during the pandemic situation. Teachers choose a variety of related browsers and databases depending on their skills and ability of their learners to enter these platforms, which was limited because of the absence of classroom tools. These tools vary from E-learning managing systems to other useful resources. There are two opportunities to develop online classes, synchronous and asynchronous modes. Most teachers choose the distance classes in synchronous mode, since the university has set the rules and the exact schedule for online learning. In addition, Teachers perform a series of tasks to educate their learners through distance courses, varying from student 's attendance controls to student job scoring. Unfortunately, many issues arise from faculty members, learners and parents of learners. The source of each problem was analyzed in the results section. There are a lot of tools serving online distance learning that appear rapidly daily. Teachers are expected to deliver materials to their learners' devices. Educators could also employ a variety of educational applications, online resources and other possible alternatives to facilitate the learning process (Son, 2018). Synchronous frameworks help to improve contexts and make it much easier for instructors and learners to interact in the new distance learning environments. In addition, different kinds of technologies could be used for low-tech applications through discussions and

written comments. A comprehensive integrated variety of tasks may attract learners to distant courses (Plaisance, 2018).

Educators must offer simple, clear and accurate guidelines on the way to do things, as well as where learners must send their finished tasks. Indeed, tasks must be considered in determining strategic goals and planned in a synchronous manner in tasks that represent real-life situations in an attempt to promote and interact effectively (Gonzalez & Louis, 2018). Educators are expected to realize disengagement, arrange meaningful tasks, offer better discussion sessions, and also provide vital activities to keep students on task. Appropriate tasks, content and feedback should then be offered to students (Green, 2016).

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). Certain challenges in properly distance learning include conferences, previously planned involvement and continuing learning, sustaining ongoing engagement, also being a self-directed learner with both a high level of productivity and educational interaction. (Sun, 2014). Issues arise from the lack of ability to provide students with necessary electronic devices and enough internet data providing stable connection to the internet. In fact, a well established curriculum is going to be unreasonable if there are issues with access to technology (Burston, 2014; Cakrawati, 2017). Additionally, planning distance classes requires bigger effort than planning traditional learning (Krish, 2008). Distance education requires more preparation time than traditional learning to succeed in making it effectively constructed and developed (Green, 2016). It should be created to minimize tension and disengagement because learners may feel ignored and disconnected (Plaisance, 2018). That necessitates more taking responsibility and self-governing learners. They must be self-directed and highly motivated who invest time more effectively preparing, maintaining, managing, and reflecting on their engagement in learning (Gonzalez & Louis, 2018). In addition, Instructor-learner and learner-content interactions have an important positive impact on learner's Sense of achievement and satisfaction. Educators therefore are expected to develop such engagement in the class to enhance student learning (Chin-Hsi Lin, Zheng & Zhang, 2017).

Identified issues should therefore encourage educators to be reflective, accessible, innovative and flexible towards gradual development. This encourages teachers to experience new technological tools to improve the learning of foreign languages. Teachers therefore need to identify and use

applications on the basis of their strategic goals. In order to select and apply appropriate applications in a reasonable timeframe, educators need to prepare functionally to recognize educational tools, organize effective tasks, establish student engagement and evaluate student learning. Teachers are encouraged to participate actively in the advancement of opportunities for professional growth to improve their knowledge of integrating technology tools in the teaching of languages(Son, 2018).

CONCLUSION

The current study provides several key contributions on online education to the existing limited research on Foreign languages online learning based on teachers' perspective and experience. In this context, FL, educators have conducted distance classes through a sequence of tasks, varying from verifying student attendance to grading students' works synchronously based on the school policy due to the pandemic outbreak. Different features and systems, varying from E-learning systems to extra resources, are being used for distance courses. Unfortunately, many issues arise from teachers, learners and learner's social environment. As a result, online education is not going well as it lacks planning and preparation. Planning and preparation could be appropriated and performed in order to improve online learning because it requires more time than traditional learning to function exactly as intended. Teachers must be qualified and equipped to optimize their experience of online learning with appropriate skills and knowledge. Students must be taught professionally to improve digital literacy and overcome misunderstandings about distance education. Families of the students should be informed of their involvement and interactivity in distance courses to monitor and maintain their children. The availability of facilities for learners, however, such as electronic devices and secure Internet connectivity is still critical because of the financial situation of the families.

Any future educator training needs to integrate language learning new tech, technology-enhanced learning languages, telecommunications in language learning, and online courses into their curriculum, as technical implementation into language learning is unavoidable. Researchers are allowed to develop FL's online teaching tasks in a low-tech framework and the needs of teachers for teacher training in the implementation of technology in learning. 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.

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