

EFL Learners' Perceptions Regarding Peer-Collaboration and Communication in Face-to-Face and Online Classes

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ARTICLE INFO

Article history

Received: May 06, 2022

Accepted: July 23, 2022

Published: July 31, 2022

Volume: 10 Issue: 3

Conflicts of interest: None

Funding: None

ABSTRACT

The study aims to reveal the perceptions of EFL learners regarding peer collaboration and communication in online and face-to-face classes. Online classes were already on the agenda of many educational institutions with the growing interest in utilising various digital platforms; however, with the COVID-19 epidemic, the process accelerated and offering online classes became an urgent necessity for schools and universities. This radical and sudden change presents both opportunities and challenges for universities and students. One of the challenges is fostering the foreign language literacy of the learners and pursuing effective communication and collaboration among students in online classes. The study adopted a qualitative research design with the aim of exploring the phenomenon from the inside out. The students in the participant group are actively learning English at a state university in hybrid education conditions. As the participating students are exposed to both face-to-face and online teaching practices simultaneously, they are expected to have the ability to compare the two types of instruction in terms of peer communication and collaboration. Semi-structured interviews were conducted to reveal the perceptions of the EFL learners, and the qualitative data were analysed by utilising the content analysis procedures. The analysis of the qualitative data revealed that the EFL learners found face-to-face classes more effective, and they credited the real classroom setting in that it creates more authentic and sincere communication opportunities for them. On the other hand, some opportunities created by the online classes were also stated by the participating students; in addition, some valuable suggestions were also offered by the participants for the improvement of online classes.

Key words: Online language education, Peer-communication, Perceptions

INTRODUCTION

The use of online teaching platforms in learning settings has begun as an obligation with the outbreak of COVID-19 in 2020. In that process, education institutions all over the world began to utilise various online platforms for teaching and learning purposes, as pursuing face-to-face teaching was not possible because of the restrictions. Within this period, the institutions have gained many experiences in planning and implementing online classes. Following the restrictions, many countries started to open universities and schools again; however, it was seen that online classes created valuable opportunities for institutions, teachers, and students, so institutions have begun to implement hybrid education programs in which the students were offered online and face-to-face classes simultaneously. While some of their classes are conducted in real classroom settings, they can also have some of their courses on digital platforms. In the online classes of a hybrid learning environment, students are able to get access to the lectures at any time and any place; with the help of an Internet connection, they can receive instruction, compose and submit assignments, and ask questions to their

instructors and fellow students. With this in mind, offering online education has gained an important place in teaching practices in many schools and universities.

With the advent of this type of teaching, there is a growing interest in the related literature for investigating the efficiency of teaching and learning practices and perceptions of the related parties in the process. The current study is essential in that it focuses on one of the relatively neglected aspects of hybrid education environments. Peer communication and collaboration play an important role in students' learning in foreign language classes. In a real classroom setting, the students are grouped and directed to collaborative tasks very often. To include collaborative tasks in their teaching, teachers in online classes use discussion rooms and try to create a collaborative atmosphere among their students. There are studies in the related literature which evaluate the peer-communication and collaboration in general or from the perspectives of instructors; however, the number of studies evaluating this aspect from the perspectives of learners is far from being sufficient.

Purpose of the Study

The current study primarily aims at assessing the perceptions of learners towards the face-to-face and online classes in terms of the collaboration and communication among their peers in that sense the current study has the potential to explore the phenomenon from an insider perspective. In addition, the suggestions offered by the participants will provide some insights for the improvement of teaching practices.

Research Questions

The current study is conducted to find answers to the following research questions;

1. What are the perceptions of EFL learners regarding peer-collaboration and communication in face-to-face and online classes?
2. What are the opportunities and challenges perceived by the EFL learners in terms of peer-collaboration and communication in face-to-face and online classes?

LITERATURE REVIEW

Various studies have been conducted by researchers related to online classes and various issues related to online courses (Murtiningsih, 2020). The concepts of peer communication and collaboration and their role in language learning are discussed in numerous studies (Baleghizadeh, 2010, Ammar & Hassan, 2017, Yu, 2009). Within the scope of hybrid teaching and learning, there is a limited number of studies in the related literature. This section summarises the key terms and findings of related studies.

Students' Perceptions Towards Online Classes and Peer-Communication in Online Classes

In a hybrid learning environment, some students participate classes in person while some others connect online. (El-Dib, 2004). In a hybrid model, teachers can use synchronous learning tools such as online activities and pre-recorded video lessons to provide students with some supplementary for face-to-face classroom sessions (Padaguri & Akram Pasha, 2021). When well-designed, hybrid courses combine the best aspects of in-person and online learning while making education more accessible to a broader range of students (AbuSeileek & Qataweh, 2013). While planning and implementing a hybrid course, the content and methodology need to be adapted to the learning types and learner interests (Xu & Jaggars, 2011). Although they share many instructional components, hybrid and blended learning are commonly confused; however, each is a distinct learning model. Blended learning combines face-to-face instruction with asynchronous learning methods in which students complete online activities and watch instructional videos. Hybrid learning is a teaching method in which teachers instruct both in-person and remote students simultaneously (Zhao et al., 2005). In hybrid learning models, asynchronous teaching approaches can be used to supplement synchronous, face-to-face training. Many schools have transited to hybrid learning because it offers more flexibility for students to interact

with their learning materials and more flexibility in collaboration and communication between students and instructors (Brallier & McIlreavy, 2016). Students who are unable to attend classes in person can use the hybrid learning environment to learn remotely from home.

Peer interaction is described as “any communicative activity carried out amongst learners with minimum or no engagement from the teacher” in the study literature on second language acquisition (SLA) (Phillips et al., 2014, p. 3). Peer contact can involve two or more people, and while they're doing it, they're working together to achieve a common objective. The term “peer” can be defined in terms of the participants' equivalence on one or more characteristics (such as age or competence). In this study, the peer is determined by the fact that all participants are university students, and at least one of the participants is a student who speaks English as a second language. Collaborative learning, cooperative learning, and peer tutoring, for example, are the most popular in language courses. Collaborative learning, according to Phillips et al. (2014), “involves a strong sense of mutuality and cooperative effort” (p. 3). In other words, the task at hand can only be completed if the pupils collaborate with each other. The concepts of collaborative learning and cooperative learning are sometimes used interchangeably. Cooperative learning, on the other hand, “does not necessarily include mutuality to the same degree,” according to Phillips and colleagues (2014, p. 3). Peer tutoring happens when one person—often with more competence—assists another participant with less proficiency in accomplishing the desired objective. According to a study done by Koohang et al. (2016), online learning encourages students to participate actively. Furthermore, Cole (2016) notes that some students prefer online classrooms to face-to-face classes because it fosters a desire for students to participate in the online lectures actively. According to Hase (2009), some students dislike online courses because they create eye fatigue, which can lead to visual issues. As Thamarana (2016) and Felix (2020) have stated, collaborating using various technologies like Zoom, and G-suite cloud meetings adds value to the learning process. Finally, it has a good impact on increasing pupils' enthusiasm for learning.

METHOD

This section describes in detail how the study was conducted, including the setting, participants, data collection, and data analysis. The following sub-sections present each methodological aspect in detail. The current study used a qualitative research approach to investigate EFL learners' perspectives of peer communication and peer collaboration in face-to-face and online classes. A qualitative approach was thought to be advantageous for gathering detailed information about the central phenomenon, which was difficult to investigate using more traditional research methods (Packer-Muti, 2009). More precisely, this study used a case study approach to “see the case from the inside out” and examine the primary phenomena through the eyes of EFL learners (Gillham, 2000, p. 11). Semi-structured interviews were used to obtain qualitative data from participants.

The Setting

This study was conducted in the English preparatory program of a state university in the fall semester of the 2021-2022 academic year in Turkey. The preparatory program aims to equip students with a basic level of English proficiency and assist students in developing their reading, writing, listening, speaking skills, and grammar. The school of foreign languages, which constitutes the setting, developed a hybrid system and the students in the participating group have both face-to-face classes and online classes. In this regard, the participants are expected to have the chance to compare and contrast the two instruction types in terms of the opportunities and/or challenges the online conditions created for them.

Participant Characteristics

The study included 28 EFL students as participants. They were all enrolled in the English preparation program in the indicated semester. The study used a purposeful sampling strategy to recruit participants and research settings, which was thought to be the most appropriate approach to selecting exploitable individuals and sites (Creswell, 2002). There were two key reasons why this particular school and group were chosen as the study's environment. First, the school implemented a hybrid language education program, and students were exposed to both online and face-to-face classes. Second, before the current study was completed, the researchers had been working as lecturers at the institution for over five years. Maximal variation sampling was also used to account for the many viewpoints on the central phenomena. According to Creswell (2002), the maximal variety sampling approach is a sort of purposeful sampling used to choose individuals with various features or attributes. Similarly, the current study's participants were selected to reflect the perspectives of learners at various language levels. According to their language levels, the participating students were categorised into two main levels before the analyses: 1) elementary level students and 2) intermediate level students. The semi-structured interviews were conducted with 28 participating students, 18 from elementary level classes and 10 from intermediate level classes. All the students participated in the current study on a voluntary basis. All the participants were actively participating in both types of classes for at least a semester in their schools. A consent form was taken from the participants prior to application, and they were informed that their answers would only be used for research purposes. The approval of the ethical committee of the university was also taken.

Data Collection

Two semi-structured interview questions were used to gather qualitative data. The questions were written in Turkish, the participants' native language. The participants were not given a time constraint, and they took part in the interviews via an online platform at various times. The data from the interviews were recorded using protocols. The interviews were

also audio-recorded and completely transcribed. To improve the reliability and validity of data collection, the transcriptions were reviewed separately by two study researchers. The interview items were generated by the researchers after a thorough examination of the related literature. The first drafts were submitted to ten EFL lecturers for evaluation. The final versions of the questionnaire and interview items were then decided based on adjustments made in response to their feedback and suggestions. After completing the procedure of getting expert opinion and making offered suggestions, the face and content validity of the instruments was obtained. The semi-structured interview mainly included five open-ended central questions. They investigated (a) general evaluation of the online classes in terms of student-student communication, (b) the thoughts of the learners on the effectiveness of student-student communication in online classes, and (c) comparison of face-to-face and online classes in terms of communication and interaction between students (Strengths/weaknesses), d) evaluation of the "discussion rooms" practices and activities used extensively in online classes, e) the suggestions of the participants for the improvement of online classes in terms of peer-communication and collaboration in online classes.

Data Analysis

The content analysis approach was used to analyse the qualitative data. In data analysis, thematic approaches were primarily used. First, the information was organised. Following a thorough evaluation of the qualitative data, the overall sense of data was investigated. The codes were then created using in vivo and descriptive coding approaches (Miles et al., 2014). Finally, themes were discovered by describing and interpreting these codes. All of the steps in data analysis were completed by two researchers separately so as to ensure inter-rater reliability. The results of each phase were compared at the end, and an agreement was reached on the contentious issues.

RESULTS AND DISCUSSION

This section provides the findings for each research question. The results are explained in the light of two research questions. First, the findings regarding the perceptions of EFL learners towards student-student interaction in an online classes are presented. Second, the findings regarding the opportunities and challenges perceived by the EFL learners in terms of student-student interaction in online classes are given.

Overall Evaluation of Online Classes

To address the first research question, "What are EFL learners' perceptions of student-student interaction in online classes?" Semi-structured interviews were performed with the students who took part. The qualitative findings of the study showed a grand total of codes about EFL learners' attitudes of online classrooms. The codes were divided into four major themes. The overall perceptions, practicality,

communication, and recommendations were the primary themes. For the primary theme of overall perceptions, the content analyses yielded three sub-themes. Those sub-themes were effectiveness, procedures, and problems. However, there were three sub-themes for the central theme of practicality: logistical, economic, and academic factors. The major theme of communication, on the other hand, has two sub-themes. Quality and privacy were the sub-themes. There were two sub-themes for the final main theme suggestions: practical suggestions and technical suggestions. Following the extracts from the open-ended questions, the perspectives of the participating EFL learners are discussed in depth in light of these themes. The distribution of the main themes, sub-themes and codes are presented in Table 1.

In the light of the qualitative data, it can be said that the majority of the learners who participated in the research expressed positive opinions regarding the overall evaluation of the online classes. Most of the students expressed that they found the hybrid system effective and motivating. In her answers, P12 from the intermediate group stated that:

- *Since the objectives of the units and digital content are shared with us before the lessons, I think that there is a more effective process management, and this hybrid model is better than a complete distance learning process.* [P12, Intermediate Group]

On the other hand, some other participants asserted their relatively negative perceptions in terms of motivational factors. Some of the participating students compared the online classes with face-to-face classes, and they credited the face-to-face learning conditions in that they were able to create a more motivating and effective learning atmosphere in real classroom settings. P9 from the elementary group stated in his interview that:

- *I think that the interaction in online classes is mostly one way, the teachers try to teach, and while they are teaching, I cannot feel myself as an active agent in learning most of the time.* [P19, Elementary Group]

On the other hand, some of the participants credited the model in terms of the opportunities it creates for online and face-to-face classes simultaneously. These participants considered online classes as providers of theoretical information

and perceived face-to-face classes as an opportunity for confirmation and practice. For example, P7 from the intermediate level stated in her interview that:

- *I find online classes effective for learning theoretical issues, and in the face-to-face classes, I can discuss them with my friends and teachers.* [P7, Intermediate Group]

In terms of the second main theme procedures, the confusion in instructions appears to be the most outstanding code. Many learners found the instructions complex, and they stated that the instructions needed to be very clear; they added that they felt lost when directed to the discussion rooms online. As an example of this perception, P2 from the elementary level stated that:

- *Sometimes, we are directed to the discussion groups or breakout rooms before we clearly understand the procedure to follow. When I am unclear about what to do in the breakout room, I have to ask my friends, which leads me to speak in my first language.* [P2, Elementary Group]

As for the problems stated by the students, technical problems, connection issues, and not having appropriate tools seem to be the most outstanding issues; many students expressed that because of the technical problems, they had various problems like losing connection, poor audio quality, not being able to hear the teachers or peers well, and problems in following the instructions and listening to the tracks for listening activities. Regarding these problems, many participants expressed their concerns; for example, P19 from the intermediate learners' group stated in her interview that:

- *During the online classes, I have connection problems, and this affects my performance in a negative way. I tried to change the tools and get a better internet connection; however, I haven't been able to solve all issues yet.* [P19, Intermediate Group]

Another participant, P3 from the elementary level, stated that:

- *I find it hard to keep track of the lesson, particularly in listening exercises. When I lose some parts of the listening, I cannot go on the activity, and I cannot accomplish the tasks in the end.* [P3, Elementary Group]

Table 1. Distribution of the codes in the main theme of overall perceptions towards online classes

Main Theme	Sub-themes	Codes
Overall Perceptions	Effectiveness	Effective
		Motivative
		Ineffective
	Procedures	Unclear instructions
		Easily distracted
		Confusing
	Problems	Technical problems
		Not having appropriate tools,
		Silent peers
Invisible peers		
Individual differences		
Personal traits		
Manners of peers		

Practicality

The qualitative research findings revealed a large number of codes with regard to practicality. More than 90% of the participating students declared that the online classes offered in the hybrid model were practical. A significant number of students in the participating group highlighted that not having to go to school on some days created advantages for them, especially for logistic and economic aspects. Table 2 presents the distribution of sub-themes and codes within the central theme of practicality.

The analysis of the qualitative data revealed codes with respect to practicality. It is seen that practicality refers to the aspects regarding easy access, comfort and cost of travel. In addition to logistic and economic aspects, some students expressed practicality in terms of academic aspects. Additionally, the participants declared that thanks to the

online tools at hand during the online classes, it has become possible for them to use online dictionaries and other supporting tools easily. Regarding the logistic aspect, in her answers, P5 from the elementary group branch stated that:

- *I do not have to go to school for some classes, which makes it easier for me to plan my daily schedule. I can easily connect to the classes from home in a more comfortable atmosphere, and what is more, there is no travel cost.* [P5, Elementary Group]

Regarding the academic aspect of practicality, some students stated that the privacy they had during the group discussion activities was important for them. In the breakout and discussion room activities, the isolated groups work together, and they are not in front of the whole class as in real classroom settings, and some of the students perceived this aspect as an advantage for them. They stated that they felt more secure and confident, especially when they were matched with their close friends. As they were not being observed and listened to by others, they were more tolerant of making mistakes. Some other students added that they were also able to use the Learning Management System (LMS) of the coursebook and online dictionaries during the online classes, which facilitated their learning.

Peer-Communication

Communication and collaboration among the learners constitute the main issue investigated in the current study. The qualitative data analysis revealed two sub-themes for the central theme of collaboration. The sub-themes were identified as quality and privacy. Table 3 displays the distribution of the codes in this central theme.

Table 2. The distribution of the codes in the main theme of practicality.

Main Theme	Sub-themes	Codes
Practicality	Logistic	Easy to access Comfortable Practical.
	Economical	No travel cost
	Academic	Privacy Easy access to supplementary materials Having other online tools available

Table 3. The distribution of the codes in main theme of peer-collaboration and communication

Main Theme	Sub-themes	Codes
Peer-Communication	Quality	High quality The inefficiency of administration time and course hours Limited time Inattentive peers Invisible peers Lack of enough practice before implementation
	Privacy	Feeling relaxed More secure More effective with close friends
	Academic	Need for modelling Problematic with peers with different levels Not ending in permanent learning Need for a more appealing learning environment

As seen in the Table 3, the content analysis revealed many codes regarding peer-communication in online classes. The first group of codes were grouped under the sub-theme of quality as they addressed the quality of communication and collaboration among students in online classes. The general sense in the qualitative data showed that the participating learners compared face-to-face classes with the online classes as expected. In terms of the quality of peer-communication and collaboration, many participants perceived the communication as highly qualified, but they also put forward many issues regarding the same aspect. One of the issues highlighted by the students was the inefficiency of time management and course hours in online classes. In other words, the participants stated that they did not have enough time to practice effectively. As an example of this issue, P14 from the elementary group stated in her interview that:

- *We are grouped and distributed in small groups by our teachers, they visit the rooms and observe our performance for a limited time, and as they are not able to monitor all the groups simultaneously, our rooms are closed when we are in the middle of the performances most of the time.* [P14, Elementary Group]

The second most outstanding finding was the inattentive students in the groups. As many teachers experience it, some students insist on keeping their microphones and cameras off, and this situation affects the communication activities in a negative way. Even some students do not give a reaction or answer, especially when they are with their peers in breakout rooms. Many participants underlined this issue as a drawback to the quality of communication in online classes. For example, P20 from the intermediate level group stated that:

- *When all the students in the communication activities are active, the peer communication among us becomes more valuable. However, some friends do not take part in the activities, and they insist on keeping silent and invisible, which makes me de-motivated and feel alone in the room.* [P20, Intermediate Group]

As for privacy, many students credited the online classes as they were not listened to and observed by their friends and even by the teachers for most of the activities. They stated that when they study with their friends in isolation, they feel more comfortable, and some students perceived on the grounds that they consider themselves an introvert and feel stressed when they are required to perform these communicative tasks in front of the whole class.

With regard to the academic aspects perceived by the learners, sample applications, modelling, and exemplary models seem to be the most frequently stated issues. In their interviews, some students emphasised the importance of modelling before they are directed to breakout rooms. They feel confused and sometimes lost in the activity when they are not provided with clear instructions or models. Some students stated that the modelling is critical for fluent peer-communication and collaboration among them as not all the students understand the procedures to follow in the same way. As an example of this perception, P12 from the intermediate group expressed his opinions with the following statements:

- *When I am sure about the procedures to follow in the activities in breakout rooms, I can manage it. However, sometimes a few friends in the small group do not understand the procedures as expected, and the activity does not flow as a result; it affects peer-communication and collaboration negatively.* [P12, Intermediate Group]

Another essential aspect stressed by the participants was the need for an attractive learning atmosphere. Some of the participants stated that when the online classes are conducted depending on the online presentation tolls of the coursebook all the time, the activities become routines, and they might become boring sometimes. These participants offered to enrich the activities by using various resources in addition to the online platform of the coursebook.

Suggestions

In addition to the overall evaluation of online classes and their perception regarding peer communication and collaboration, the students were also asked if they had any suggestions for the improvement of practices in online classes. As the students in the participating group had online classes in the final year of their high school and the first year of their studies at university, they were expected to have been exposed to many different implementations. In the light of the qualitative data, two sub-themes were identified as sub-themes or the central theme of suggestions. The codes were classified into two sub-themes as practical suggestions and technical suggestions. The codes addressing the issues related to the implementations of collaborative and communicative activities were gathered in the practical sub-theme; on the other hand, the suggestions related to technical aspects were gathered in the sub-theme of technical suggestions. The distribution of the codes in this central theme is displayed in Table 4.

As displayed in Table 4, the content analysis revealed various codes within the scope of suggestions offered by the participating students. The first suggestion was regarding the grouping of students; the participants suggested setting fixed groups and not changing the groups within the same session for different activities on the grounds that some activities in a single unit or theme are linked to each other. When they are matched with different peers for each activity, they might lose cohesion. On this issue, one of the participants, P11 expressed her suggestions with the following statement:

Table 4. The distribution of the codes in the main theme of suggestions

Main Theme	Sub-themes	Codes
Suggestions	Practical	Setting standard pairs/groups within the same session Requiring each student to keep microphones on Declaring the time for group activity beforehand Visiting all groups during the activity Providing clear instructions Comprehension check for instructions
	Technical	Providing areas with a good connection Providing areas with appropriate digital tools Recording the lessons for review purposes

- *In some units, many activities are linked with one another; when my teacher groups us with different friends for related activities, we lose concentration; on the other hand, if I know that my pair/group will be the same in the upcoming activity, we can speak more easily.* [P11, Intermediate Group]

Some other students had concerns about their peers who kept their microphones off during the group communication activities. They suggested requiring all the students to keep their microphones on during the activities in breakout rooms or discussion groups to prevent inattentive students. What is more, some other students stated that their teachers need to visit all the groups during the activities to check and monitor the students' understanding and their performances. Many students underlined this aspect, and they stated that when the teacher visits the groups, the students feel more responsible and become more active during the performances. The learners' final suggestion regarding the practical aspects was declaring the time allotted for the activity before they were directed to smaller groups. For example, P13 from the intermediate level group stated her suggestion as follows:

- *In face-to-face classes, teachers can easily declare the beginning and the end of the activity; however, in online classes, it is critical to know how much time we have in the groups; if we are not informed about the exact time, we might have some useless time, or we cannot finish the activity when the teacher closes the groups without informing us.* [P13, Intermediate Group]

As for the suggestions for technical issues, there was almost a consensus among the participating students that the schools need to provide areas with appropriate connections and digital tools, especially for the ones who are staying in dormitories. Many learners stated that they need to participate in the lessons from the libraries in their dormitories or from the study rooms where many other students are studying, and as a result, they cannot take part in the online classes actively. Another suggestion offered for the technical aspect was recording the sessions for review purposes. In many schools, the sessions are not recorded and shared with the

students for privacy concerns; however, many participants state that being able to watch the sessions later would be beneficial for them.

DISCUSSION

The results of the current study show that implementing hybrid teaching and applying collaborative and communicative activities in online classes have the potential to create innovative opportunities for supporting EFL learning. Although some concerns were declared by the participating students, their overall perceptions were found to be positive toward online teaching practices. In this study, the findings highlight the advantages of hybrid education for the learners; on the other hand, some critical aspects to consider and some significant modifications and precautions to take are also highlighted. The use of online platforms helps learners to participate the classes easily and comfortably, particularly for logistic and economic reasons. These results are in parallel with some other studies in the related literature, such as Baker et al. (2015), Cavanaugh (2019), and Benigno and Trentin (2008).

Moreover, the hybrid education model was credited by many participants in terms of privacy issues. Some participants stated that they felt more secure and confident in group activities in online classes as they were not being listened to or observed by others. This finding is in parallel with some other studies like Kim (2021). In these studies, it was emphasised that crating small groups in online classes might foster students' motivation and autonomy, particularly for communication activities.

As for the challenges faced by the learners, the findings showed that planners and teachers need to take some important issues into consideration. Providing clear instructions, grouping the students according to their levels and informing the students about the exact time allocated for each group activity were the issues highlighted by the participants. These findings are in parallel with the findings of some other studies in the related literature, such as Steils and Hanine (2019), Song et al. (2016). These researchers also highlight the importance of providing assistance to the learners for many aspects of online lessons.

CONCLUSION

The study investigates the perceptions of Turkish EFL learners towards peer communication and collaboration in online classes. The findings show that when some critical aspects are taken into consideration, the hybrid education model might affect language learning more positively. While planning the online classes, teachers and planners need to take some critical aspects into consideration as the students report some challenges and de-motivating factors in online classes. The study revealed valuable findings in that it can shed light on some critical aspects from the perspective of learners. Based on the findings of the current study, it is recommended to provide students with clear instructions before the implementation of online group activities in order to prevent any misunderstandings. Teachers could also be provided pieces

of training for some technical issues to perform the online classes more effectively. Another recommendation can be made for planners and program designers. As perceived by students, when the activities are based only on the online presentation tools of the textbooks, the activities might become boring routines for learners; taking this into consideration, the content of the online classes and activities can be enriched and supported with various activities and materials. Finally, as highlighted by the learners, there is a need to support the students for technical issues like providing areas with appropriate connections and tools, particularly for those who have to attend the classes from dormitories or libraries.

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