
The effects of online learning on English language education during the COVID-19 pandemic: A meta-analysis

Ratna Yunita

Institut Agama Islam Negeri Ponorogo; Jl. Pramuka No. 156 Ponorogo, Jawa Timur, Indonesia
e-mail: ratnayunita@iainponorogo.ac.id

ABSTRACT

Keywords:

COVID-19, English Language Education, Online Learning, Meta-analysis

This study aims to conclude the effects of online learning on English language education during the coronavirus disease (COVID-19) pandemic. This meta-analysis study examined the results of relevant studies conducted and published in various countries worldwide within the two years of the pandemic (between January 2020 to April 2022). With a database of 430 research, only eight articles met the inclusion requirements to answer the overview of the effects and four articles to answer the overall effect, benefits, and drawbacks of online learning on English language education. The data were analysed quantitatively and qualitatively. Data in percentages and figures representing the effects of online learning were analysed using quantitative methods. The important research findings, including the advantages and disadvantages of online learning based on content analysis, were described using qualitative data analysis. The objectives of researching online learning in English language education, forms of online learning research, samples, analyses of online learning research data, and settings of online learning research were discovered from the eight research publications this meta-analysis found. The outcomes demonstrated that online learning positively impacted English language instruction during the COVID-19 pandemic.

1. INTRODUCTION

Numerous countries, including the education sector, have been affected by the Coronavirus disease 2019 (COVID-19) pandemic (Crawford et al., 2020). More than two years into the pandemic, educational institutions are still closed worldwide (Meinck et al., 2022). To prevent the spread of COVID-19, the teaching and learning process has been switched from face-to-face classroom instruction to online learning instruction. The end date for this pandemic is unpredictable and online learning remains the primary instruction in educational institutions.

The strategy to move classes online affects research on different disciplines and fields in education, and English language teaching and learning is not an exception. Implementing fully online learning amid the COVID-19 pandemic in various contexts is the subject of research on the impact of online learning, which compares students' English language learning outcomes under entirely online or blended learning conditions with those under face-to-face classroom instruction. Emergency remote teaching (ERT) or emergency online teaching or learning (EOT-L) are common names for this type of online learning and refer to the epidemic

that began in March 2020 and has since persisted (Fuchs, 2022). Also, English online learning can be done through E-Learning (Mardiah, 2020).

English language learning educational research is impacted by relocating lessons online. Research on the impact of online learning compares students' English language learning outcomes under entirely online or blended learning environments to those under face-to-face classroom teaching prior to the COVID-19 epidemic (Means et al., 2013). However, since the pandemic, the research trend has moved to a complete online learning implementation amid the COVID-19 pandemic in various contexts. It may include the effect of online learning on English language teachers' voices (Ayu & Pratiwi, 2021), engagement (Lie et al., 2020), students' views (Yılmaz İnce et al., 2020), readiness (Tang et al., 2021), experiences (Famularsih, 2020), academic dishonesty (Rohmana et al., 2022), the benefits of online learning, the challenges faced, and the online teaching strategies (Lee & Bailey, 2020) as well as students' response (Husaini, 2020).

Though much research discusses online learning in English language education, half the earth's students will decrease their language proficiency, for instance, reading (United Nations Educational, Scientific and Cultural Organization). The reason is that the current research has not provided more apparent evidence on whether online learning can be beneficial or not in English language education that occurred during the COVID-19 pandemic. No previous meta-analysis has investigated the effect of online learning on English language education during the COVID-19 pandemic. There are systematic reviews of online learning during COVID-19 that have several advantages over narrative reviews (e.g., Mohtar & Yunus, 2022), but meta-analyses are required since they offer a more accurate and precise effect estimate than individual research (Yuan & Hunt, 2009).

This research wants to evaluate the effects of online learning, have a more in-depth understanding of this issue, and elaborate on the previous studies by conducting a meta-analysis study. This research aligns with UNESCO's agenda to prioritise education recovery to prevent a generational catastrophe (One Year into COVID: Prioritising Education Recovery to Avoid a Generational Catastrophe, Education: from school to recovery) by providing conclusive results when individual studies are inclusive. It will also help policymakers, researchers, and practitioners to develop English language education policies and practices and to propose a solution to related issues.

The impact of online learning on the teaching of the English language during the COVID-19 outbreak has been studied using a variety of approaches and outcomes in a number of different nations. A quantitative questionnaire study supports online learning in schools in Thailand, considering its benefits (Khamkaew, 2021). In Jordan, a qualitative study using an online semi-structured interview shows the advantage of e-learning during the Covid-19 pandemic (Talal, 2021). These various research articles on online learning can be used as materials for meta-analysis research. The meta-analysis research can provide conclusive results in determining the effects of online learning on English language education during the outbreak of COVID-19 on a global scale when individual studies are inclusive.

Even though there has been a thorough analysis of the literature discussing the international aspects of teaching English during the first year of the Covid-19 epidemic (Erarslan, 2021), this meta-analysis study can enhance the objectivity and validity of the findings (Glass, 1976). The integrated literature review study undertaken by Erarslan (2021) analyses and summarises the research papers completed between March 2020 and February

2021 to provide an overview of the pandemic's first year in terms of English language teaching and learning around the globe. By including a further year of investigation, the current study completed the earlier one. The study is limited to the empirical studies conducted from January 2020 to April 2022, when the compilation of the research studies is finalized.

The research questions are:

- a. What is an overview of the research on the effects of online learning on English language education on a global scale?
- b. How much is the overall effect of online learning on English language education on a global scale?
- c. Based on the content analysis, what are the benefits and drawbacks of online learning globally?

2. METHOD

This study's primary goal is to understand better how online learning has affected English language instruction worldwide over the two years of the COVID-19 epidemic. Meta-analysis is the study methodology employed. One of the statistical techniques for comparing and combining the findings of numerous quantitative research projects is meta-analysis. Gene V Glass created it at first (Glass, 1976) and had the potential to enrich and promote evidence-informed policymaking (Mallett et al., 2012). However, it can also be applied to quantitative and interpretive research by coding qualitative data (words, texts, statements) into themes and categories to be quantified (Nassaji, 2021). As a meta-analysis mixes several smaller units with more massive data, the possible trend or link which could not be identified in smaller-scale studies can be recognised.

Researcher took articles published between January 2020 to April 2022. A systemic database search was conducted to identify peer-reviewed, data-driven studies that met the criteria. The central databases are the Education Resources Information Centre, Elsevier ScienceDirect, SAGE, and Google Scholar. Manual searches were also done by including the influential journals in educational technology and e-learning, such as the Australasian Journal of Educational Technology, British Journal of Educational Technology, Computers & Education, Computer Assisted Language Learning, Educational Technology Research and Development, Journal of Computer Assisted Learning, Language Learning & Technology, and ReCall.

Three sets of keywords were searched (1) online learning-related keywords, such as online learning, emergency remote teaching, e-learning, distance learning, online platform, synchronous, and asynchronous; (2) English language education-related keywords, such as English teaching, learning, school, higher education, listening, speaking, reading, and writing; and (3) COVID-19 pandemic related keywords, such as a pandemic, COVID-19, novel coronavirus, SARS-CoV-2, and coronavirus. The three sets of keywords were linked when searching the databases. The studies discovered were thoroughly examined in light of the inclusion criteria. The following publications were excluded from the study because they were outside its purview: those published in languages other than English, those whose titles or abstracts did not contain the keywords, papers not based on research data, conference proceedings, theses, books, and book chapters.

3. RESULTS AND DISCUSSION

To address the absence of conclusive results in determining the effects of online learning on English language education during the two-year outbreak of COVID-19 on a global

scale, this meta-analysis provides a more accurate and precise effect by answering three research questions answered in the following subsections. The Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) flow diagram of the eligibility process of included studies generated by Review Manager 5.4.1 software can be seen in Figure 1. This meta-analysis was conducted through a review of 430 research articles obtained from the data sources described earlier. Three hundred sixty-five independent studies were identified after omitting duplicates of the same article in different databases.

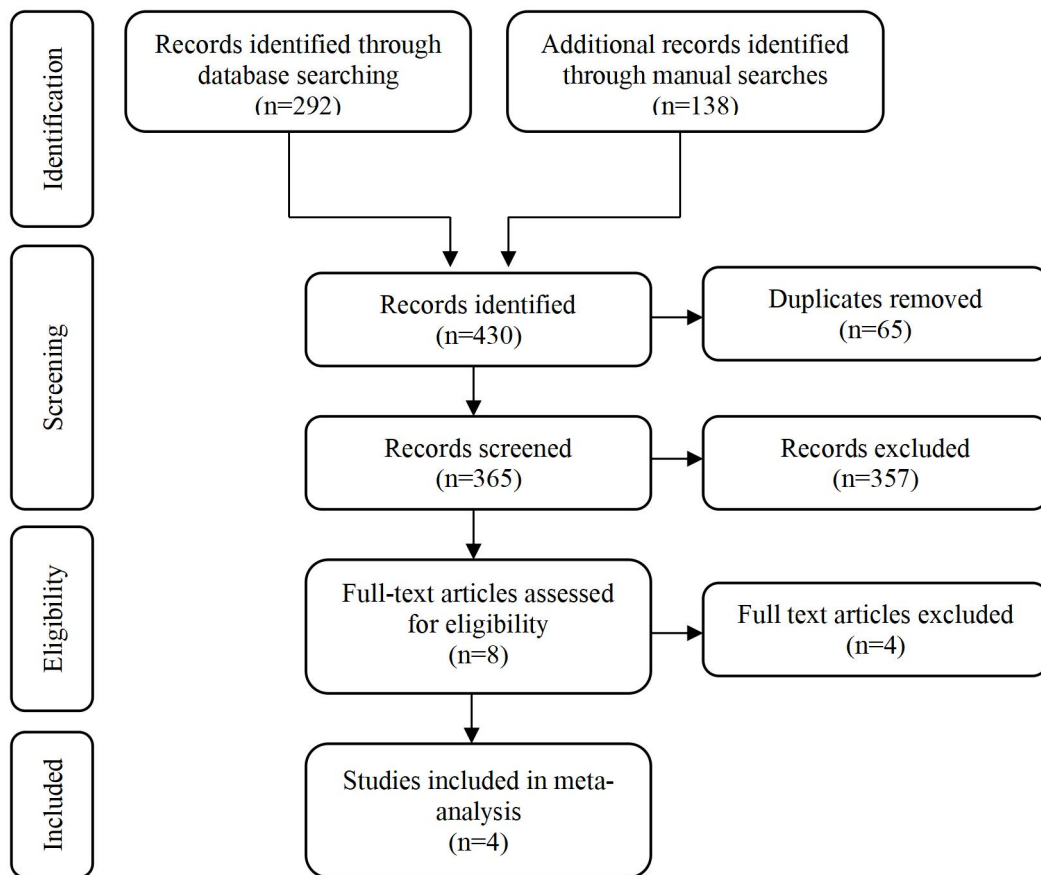


Figure 1. PRISMA Flow Diagram

From the database searching of the Education Resources Information Centre, Elsevier ScienceDirect, SAGE, and Google Scholar database, 292 studies were obtained. Most studies were from Education Resources Information Centre (ERIC) searching, with almost one-third (103) of the studies of database searching. Secondly, a Google Scholar search recorded 84 studies, while an Elsevier ScienceDirect search identified 60 studies. Lastly, 45 studies were attained from SAGE searching. Two hundred ninety-two studies were more than twice those recorded through manual searches from eight predominant journals.

One hundred thirty-eight studies were identified through manual searches. ReCall is one of the journals contributing to one-third (47) of the total record of manual searches. The second journal rank in which most studies identified from manual searches is Computers & Education, with 24 studies. Next, 16 articles were obtained from Computer Assisted Language Learning. With one article difference (15), Journal of Computer Assisted Learning ranked fourth. Again,

with one article difference, 14 articles were identified through the British Journal of Educational Technology, and 13 were detected through Educational Technology Research and Development. Lastly, Language Learning & Technology and Australasian Journal of Educational Technology record the remaining studies, 8 and 1, respectively.

After 365 studies were screened, eight articles were kept. 40% of the deleted articles were eliminated through this screening because they did not address the context of English language instruction. Thirty-eight per cent of omitted studies were eliminated because, according to the criteria used for this meta-analysis, their intervention did not constitute online learning. Articles that failed to report learning outcomes comprised 7% of all removed articles. The other 15% of removed publications gave additional justifications, such as that they were written in a language other than English, were part of a systemic review or meta-analysis, were theses, dissertations, books, or conference proceedings.

The outcomes of documentation data gathering are further divided into various meta-analysis studies to address the research concerns. For the first research topic, eight papers were used. Four of these eight articles—including positive and negative effects—were compared to examine how online learning globally affected first- and second-year English language instruction. The articles come from the years 2020, 2021, and 2022. The second topic was then addressed by analysing four quantitative data papers. Analysing the content of four articles also provided the solution to the third query. The three research questions are addressed in these four papers, which are constant throughout.

Name	Purposes of Online Learning Research	Types of Online Learning Research
Derakhshan (2021)	The effect on the language skills of students	Qualitative
Hussein et al. (2020)	The attitudes of students	Case study
Jebbour (2022)	The view of faculty	Phenomenology
Karataş & Tuncer (2020)	The effect on the language skills of students	Qualitative
Thi & Luy (2022)	The perceptions of teachers	Mix
Tuncer & Karataş (2022)	The recommendations in developing language skills	Qualitative
Wong (2021)	The experiences of teachers	Qualitative
Yan & Wang (2022)	The experiences of teachers	Case study

Name	Settings of Online Learning Research
Derakhshan (2021)	Iran
Hussein et al. (2020)	United Arab Emirates
Jebbour (2022)	Marocco
Karataş & Tuncer (2020)	Turkey
Thi & Luy (2022)	Vietnam
Tuncer & Karataş (2022)	Turkey
Wong (2021)	Hong Kong
Yan & Wang (2022)	China

Figure 2. Characteristics of included studies

3.1. Overview of Research on the Effects of Online Learning on English Language Education on a Global Scale

The primary goal of the first meta-analysis study is to provide a global perspective of how online learning has affected English language instruction. The implications of online learning on English language education globally are summarised in eight research publications. The overview contains the goal of the research, types of online learning research, examples, analyses of the data from online learning research, and contexts for online learning research. The data were categorised using NVivo software. Figure 2 presents an overview of the research on the effects of online learning on English language education globally, as well as the characteristics of the included studies.

From the eight articles included, only four articles (Derakhshan, 2021; Hussein et al., 2020; Jebbour, 2022; Karataş & Tuncer, 2020) were used to answer research questions two and three. An article about teachers' practices and perceptions is excluded because it does not provide quantitative data on the positive and negative effects of online learning on English language education (Thi & Luy, 2022). The other article only mentions the recommendations of ELT students for four language skills development and does not discuss the effects of online discussion on English language education (Tuncer & Karataş, 2022). The third article excluded is about the teachers' response to their student's educational and linguistic needs in online environments (Wong & Moorhouse, 2021). The last article is excluded because it only shares the teachers' transition to teaching online because of school closure during the COVID-19 pandemic (Yan & Wang, 2022).

Table 1 shows the different results among articles published in 2020, 2021, and 2022. At first, there were various responses about the effects of online learning on English education because of different backgrounds. The student's language skills were not developed properly, especially speaking skills. Due to research and practices, the stakeholders became aware of the challenges and problems. Thus, they improve their teaching and learning through various training programmes. Now, online learning in English Education can be more comfortable.

Table 1. The effect based on time

Year	Author	Online Learning Effects on English Education
2020	Hussein	The responses contradict each other (e.g., about convenience and time efficiency of online learning) because students' learning styles, home environments and socio-economic conditions vary significantly.
	Karatas	The reports related to the internet and technology also contrast because the positive effect is based on reality, and the negative effect is from expectation. The practice shows a more positive effect.
2021	Derakhshan	The disadvantage of English language skills was that speaking skills need more attention in online classes than other language skills.
2022	Jebbour	After a three-day training programme for teachers and having first-hand experience as online learners, the online environment becomes comfortable. In sum, the teacher and students experienced the realisation that the reason the previous online environment felt uncomfortable was due to inexperience.

Online learning appears to have a more positive effect on English language education than a negative one. This result is specially applied in the contexts of Iran, the United Arab Emirates, Morocco, and Turkey. Three of them (Iran, United Arab Emirates, and Turkey) are countries in Western Asia, and Morocco is a Northern African country. No research represents this topic from the other continents. The reason is that the studies did not address the English language education context qualified as online learning defined for this meta-analysis. For example, online learning research in Australia (Hou et al., 2022) did not refer to ERT but only provided insights into English language teaching and learning for the COVID-19 pandemic contexts.

3.2. Overall Effect of Online Learning on English Language Education on a Global Scale

The second meta-analysis study objective is to identify the overall effect of online learning on English language education on a global scale. The most critical inclusion consideration is that the studies must contain both positive and negative effects of online learning on English language education. When this is applied, only four studies remain to be reviewed to obtain the data for calculating effect size.

Table 2. Data on positive and negative effects

Year	First Author	Positive Events	Total	Negative Events	Total	Positive Effect	Negative Effect
2020	Hussein	71	180	52	180	39%	29%
	Karatas	429	563	378	535	76%	71%
2021	Derakhshan	554	762	360	724	73%	50%
2022	Jebbour	14	20	43	80	70	54%

Data containing positive and negative effects of online learning were manually listed using Microsoft Excel software. Table 2 shows the detailed events, the total of the effects, and the percentage of them. The events and total were used to calculate the overall effect of online learning on English language education on a global scale using Review Manager software. There is also more quantitative data on the effects of online learning on English language education in developing each skill from two (Derakhshan, 2021; Karataş & Tuncer, 2020) of the articles included. Another article (Jebbour, 2022) contains data on specific themes, presenting only one of the positive or adverse effects.

Table 3. Effects of online learning on each skill

Skills	Year	Positive Events	Total	Negative Events	Total	Positive Effect	Negative Effect
Listening	2020	120	151	86	127	79%	68%
	2021	150	202	128	194	74%	66%
Speaking	2020	68	130	138	157	52%	88%
	2021	174	206	152	184	84%	83%
Reading	2020	120	142	79	130	85%	61%
	2021	87	175	31	172	50%	18%
Writing	2020	121	140	75	121	86%	62%
	2021	143	179	49	174	80%	28%

Table 3 shows that the positive effect on listening and writing was high and constant during the two years of the COVID-19 pandemic. The positive effects on speaking and reading changed in those two years, and the value contrasted. The positive effects on speaking skills

increased by 32%, while reading skills decreased by 36%. On the other hand, the adverse effects on listening and speaking remain high-level at more than 66% and 83%, respectively. Fortunately, the adverse effects of reading and writing fell significantly by around 40% and 30%, respectively.

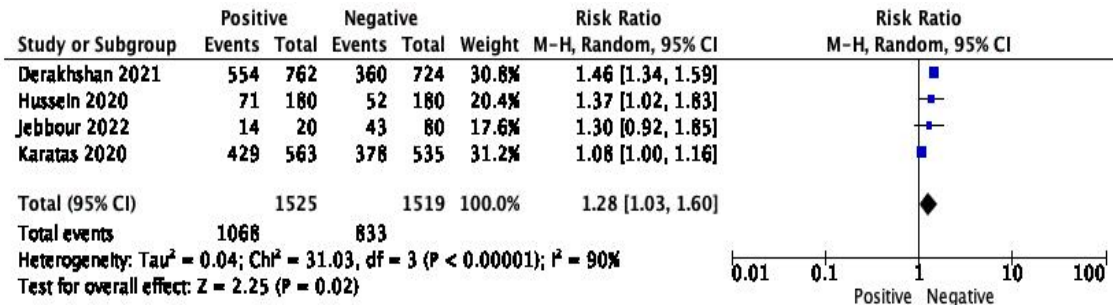


Figure 3. Forest plot of the effect of online learning on English language education

Across the four studies included in the analysis, online learning had more positive than adverse effects. The forest plot showing the effect of online learning on English language education can be found in Figure 3 ($RR = 1.28$; 95% CI: 1.03 - 1.60; $P = 0.02$). Moderate heterogeneity was seen ($I^2 = 90\%$). The pooled estimate was robust: omitting individual studies simultaneously did not change the statistical results (data not shown).

In visually analysing publication bias, funnel plots were utilised. Figure 4 determines whether the initial studies are biased and their impact on data analysis. If the initial studies do not have a diffusion bias, they should be distributed symmetrically around the average effect size, as shown in the diagram.

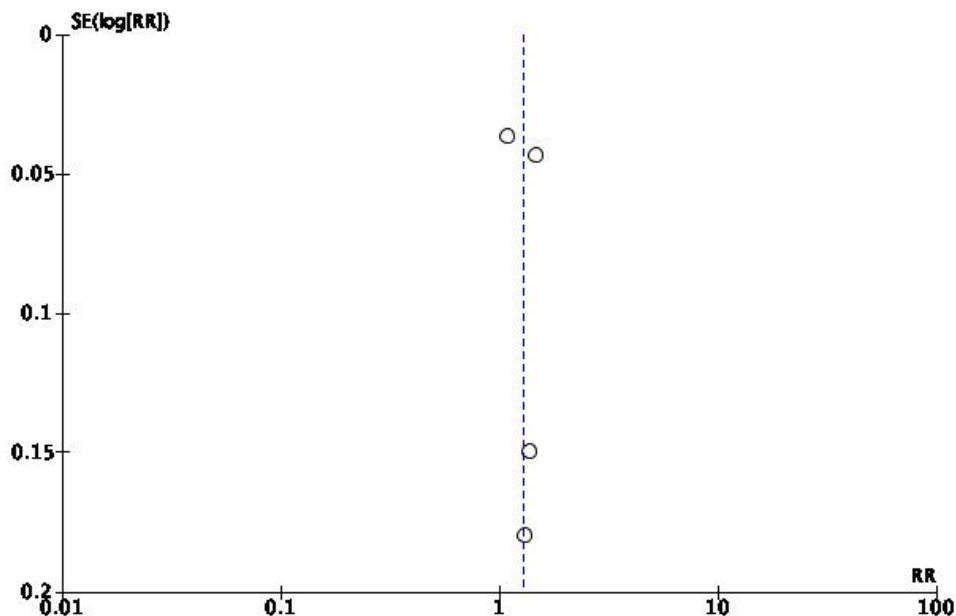


Figure 4. Funnel diagram shapes the size of each study with the effect size accuracy

This study was conducted to provide conclusive results when individual studies are included. It was conducted to help clarify some theoretical and practical issues concerning the effects of online learning on English language education. This meta-analysis, therefore,

quantitatively compared the positive and negative effects of online learning from 4 research articles. This study's finding supports the hypothesis that there is a significant difference between the positive and negative effects of online learning on English language education on a global scale. Online learning has more benefits than its drawbacks.

The data analysed manually using Microsoft Excel and Review Manager software gave the same results: online learning during the COVID-19 pandemic had more positive effects on English language education than adverse effects on a global scale. Each year also shows the same result, although the second year of the pandemic increases the positive effect moderately. That displays an improvement done by many parties to optimise online learning (Jebbour, 2022). The same results are shown by manual calculation using Microsoft Excel and Review Manager software to enhance the validity. Review Manager, which the researcher in meta-analysis has used, may provide a more precise visualisation of the result. The funnel diagram can also analyse publication bias. The Review Manager software is free and easy to use though the preparation of learning how to input the data and analyse the results may take time and effort. Therefore, the purpose of this study is to contribute to the lack of rigour, inaccuracy, and bias of previous research.

The quantitative result also supports the overview of the effects of online learning on English language education based on time. Studies in 2022 present more positive responses to online learning and reflection on the negative responses they felt. Continuous improvement during the first year of the pandemic (e.g., training) might be the main reason for the change. The teachers and students needed training in online language learning to successfully use multimodal synchronous online tools (Hampel & Stickler, 2012).

Furthermore, though the positive effects of online learning on each skill outweigh the negative ones, speaking skills must be paid attention to. In 2020, its positive effects appeared less than the adverse effects, and the other skills were always on top. It might be because of the lack of ICT infrastructure and training (Jebbour, 2022). Speaking needs more concern than other skills because it needs instant feedback. Meanwhile, synchronous online learning is challenging because of several factors, including gadgets and internet access.

3.3. Benefits and Drawbacks of Online Learning Globally

The content analysis of the four articles and the benefits and drawbacks of online learning globally can be seen in Table 4. They are environment, content and execution, support, coursework, and guidance.

Table 4. The benefits and drawbacks of online learning

No	Theme	Benefits	Drawbacks
1	Environment	Comfortable Environment	Distraction and Reduced Focus
2	Content and Execution	More Emphasis on Writing Skills	Insufficient Amount of Skills-based Content
3	Support	Use of Computer or Online Resources and Platforms	Inadequate Support
4	Coursework	Time and Cost Effectiveness	Workload
5	Guidance	No Timetable Constraints	Insufficient Teacher Guidance

A comfortable environment is undeniably compulsory for learning English since it enables learners to learn optimally and engage with the materials (Arnold, 2009). The results suggest that online learning provides emotional support for speaking. The research on chat-

room communication (Richards, 2022) also validates these results by revealing that stress-free virtual interaction can increase comprehension and quantity of English language production more than face-to-face communication. The students are not confined by their limited English proficiency or anxiety about making mistakes in front of other learners, which can make them reluctant to communicate in the classroom. In sum, the positive effect outweighs the negative one because the distractions only happen for a particular case (i.e., parents with many children).

Secondly, regarding the content and execution, it was believed that writing is the most practical skill among the three other skills. This result supports an individual study by Karatas and Tuncer (2020) that also found that writing is the most developed skill and speaking is the less developed skill during the COVID-19 pandemic. The lack of online learning to support speaking skills tends to have one-way communication. Discussion with a longer time frame is believed to overcome this problem (Qiyun & Huay, 2007). For this theme, in-person learning in the classroom is better than virtual learning. However, the teachers must design the lesson to develop all language skills because of emergency conditions.

As for the support and coursework, themes depend on the person, financial cost and preference. The context dramatically affects how online learning affects English language teaching and learning. Adverse effects are faced by rural school students who have limited access to Information and Communication Technology (ICT) infrastructure (Adarkwah, 2021; Jebbour, 2022). Sadly, the stakeholders do not have any advanced options except using the available support. Students who do not have gadgets or computers cannot participate in online learning, such as video conferencing. As a result, the teacher should visit their students at home. It makes the government policy of physical and social distancing not maximal. This obstacle needs to be helped by the government so that education can make access to online learning possible for all.

The last theme is basically about guidance in terms of feedback. It is also connected with autonomous learning in which, although there is no time guideline to study or feedback available, the students are motivated to manage their studies. Most students have low motivation for learning and do not do the activities (Jebbour, 2022); therefore, the instructors must design the activity to increase students' motivation. Google meetings significantly improved students' motivation to learn English (Putra, 2021). The students were enthusiastic about engaging with the questions and sharing their ideas.

4. CONCLUSION

Since this meta-analysis focuses on ERT with limited to online learning only, future research can employ blended learning and compare online learning and face-to-face learning as results of post-pandemic policy. More research is recommended in primary and high school English education settings to get a more outstanding picture of this topic from a different context. Further quantitative analysis is suggested to investigate a similar topic, particularly the outcome of English language skills. A highlight on learning activities and platforms to support would also be advised to identify factors that motivate students to learn English during the COVID-19 pandemic.

In answering the first research question, the research on the effects of online learning on English language instruction globally during the two years of the COVID-19 epidemic is summarised in this article. The overview addresses the goal of investigating online learning in English language education and the different forms of online learning research, sample

questions, data analysis, and contexts for online learning research. The findings demonstrate that the research type and country coverage are constrained, which may mean they do not accurately reflect various circumstances. For instance, this meta-analysis excludes wealthy nations located on continents. However, from the four papers included, this meta-analysis research broadens knowledge and provides an update on how online learning has affected teaching English as a second language.

The quantitative measure answered the second research question from four articles obtained in the meta-analysis: online learning positively affects English language education. The manual analysis of Microsoft Excel and the automatic analysis of the Review Manager present the same result. Each year, starting from the first year of the pandemic, the meta-analysis shows consistent results on the significance of the positive effect of online learning on English language education. In 2021 and 2022, remarkably, the positive effects increased significantly. Although not all skills got the most benefits from online learning (e.g., speaking skills), an improvement happened each year due to continuous problem-solving practices supported by faculty staff and other related parties.

As an answer to the third research question, five benefits and five drawbacks of online learning globally were found. Two years into the pandemic, the themes or categorisations are still similar. From the data and discussion, their experiences, perspectives, and practices are influenced by their background and context. The benefits and drawbacks of ICT infrastructure include devices and an internet connection; teaching and learning practices, including materials and tasks; and motivation. Those three factors might influence one another to determine the effects of online learning on English language education during the COVID-19 pandemic. The ICT infrastructure and training also cause the adverse effects of online learning on English language education.

Practically, the research findings can be used by teachers, parents, and students. Since online learning can foster writing skills, the teacher should provide constructive feedback for the students to amplify this skill development. As for the other skills, the teacher should insert a listening exercise, make the reading task not too long to avoid boredom, and extend the time frame of interaction, so the students have time to engage in the class. The design of the English language learning activities also needs careful consideration with the aim of students' motivation. Primary school parents also need to assist in the teaching-learning process of their children. The online learning practice will also become prosperous for all parties if the government supports those who need the development of ICT infrastructure and the financial cost of the internet. If the parents are supportive in controlling and financial support, students can inevitably be more motivated to do well in learning English.

ACKNOWLEDGMENTS

This work was supported by a Litabdimas grant from the Indonesian Ministry of Religious Affairs.

REFERENCES

- Adarkwah, M. A. (2021). "I'm not against online teaching, but what about us?": ICT in Ghana post Covid-19. *Education and Information Technologies*, 26(2), 1665–1685. <https://doi.org/10.1007/s10639-020-10331-z>
- Arnold, J. (2009). Affect in L2 Learning and Teaching. *Estudios de Lingüística Inglesa Aplicada*, 9, 145–151.

- Ayu, M., & Pratiwi, Z. F. (2021). The Implementation of Online Learning in English Language Teaching During Pandemic: the Teachers'Voice. *Journal of Research on Language Education*, 2(2), 93–99.
- Crawford, J., Henderson, K. B., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P. A., & Lam, S. (2020). Journal of Applied Learning & Teaching COVID-19 : 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning & Teaching*, 3(1), 1–20.
- Derakhshan, A. (2021). Emergence Distance Education (EDE) Role in the Learning of English Language Skills during COVID-19 Pandemic. *Journal of Teaching Language Skills*, 40(3), 41–82. <https://doi.org/10.22099/jtls.2021.39849.2948>
- Erarslan, A. (2021). English language teaching and learning during Covid-19: A global perspective on the first year. *Journal of Educational Technology and Online Learning*, 4(2), 349–367. <https://doi.org/10.31681/jetol.907757>
- Fuchs, K. (2022). The difference between Emergency Remote Teaching and e-learning. *Frontiers in Education*, 7. <https://doi.org/10.3389/feduc.2022.921332>
- Glass, G. V. (1976). Primary, Secondary, and Meta-Analysis of Research. *Educational Researcher*, 5(10), 3–8. <https://doi.org/10.3102/0013189x005010003>
- Hampel, R., & Stickler, U. (2012). The use of videoconferencing to support multimodal interaction in an online language classroom. *ReCALL*, 24(2), 116–137. <https://doi.org/10.1017/S095834401200002X>
- Hou, J., Lee, J. F., & Doherty, S. (2022). A study of the effects of mobile media on L2 text processing: Beyond offline comprehension accuracy measures. *Computers and Education*, 182.
- Husaini, R. (2020). Student's response in online learning process: A case study of English Education Students. *Journal of English Language Teaching and Learning (JETLE)*, 2(1), 16-22. <http://dx.doi.org/10.18860/jetle.v2i1.10127>
- Hussein, E., Daoud, S., Alrabaiah, H., & Badawi, R. (2020). Exploring undergraduate students' attitudes towards emergency online learning during COVID-19: A case from the UAE. *Children and Youth Services Review*, 119(August). <https://doi.org/10.1016/j.childyouth.2020.105699>
- Jebbour, M. (2022). The unexpected transition to distance learning at Moroccan universities amid COVID-19: A qualitative study on faculty experience. *Social Sciences & Humanities Open*, 5(1), 100253. <https://doi.org/10.1016/j.ssaho.2022.100253>
- Karataş, T. Ö., & Tuncer, H. (2020). Sustaining language skills development of pre-service EFL teachers despite the COVID-19 interruption: A case of emergency distance education. *Sustainability*, 12(19). <https://doi.org/10.3390/su12198188>
- Khamkaew, S. (2021). The Effects of Online Learning during the Outbreak of Coronavirus Disease 2019 (COVID-19) towards Grade 10-12 Thai Students' Opinions. *Journal of World Englishes and Educational Practices (JWEED)*, 3(1), 53–62. <https://doi.org/10.32996/jweep>
- Lee, A. R., & Bailey, D. R. (2020). Learning from experience in the midst of covid-19: Benefits, challenges, and strategies in online teaching. *Call-Ej*, 21(2), 176–196.
- Lie, A., Tama, S. M., Gozali, I., Triwidayati, K. R., Utami, T. S. D., & Jemadi, F. (2020). Secondary School Language Teacher's Online Learning Engagement During the Covid-19 Pandemic in Indonesia. *Journal of Information Technology Education:*

Research, 19, 803–832.

- Mallett, R., Hagen-Zanker, J., Slater, R., & Duvendack, M. (2012). The benefits and challenges of using systematic reviews in international development research. *Journal of Development Effectiveness*, 4(3), 445–455. <https://doi.org/10.1080/19439342.2012.711342>
- Mardiah, H. (2020). The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic. *English Teaching and Linguistics Journal (ETLiJ)*, 1(2), 45–55. <https://doi.org/10.30596/ETLiJ.V1I2.4894>
- Means, B., Toyama, Y., Murphy, R., & Baki, M. (2013). The effectiveness of online and blended learning: A meta-analysis of the empirical literature. *Teachers College Record*, 115(3).
- Meinck, S., Fraillon, J., & Strietholt, R. (2022). The impact of the COVID-19 pandemic on education International evidence from the Responses to Educational Disruption Survey (REDS). <https://eric.ed.gov/?id=ed618542>
- Mohtar, M., & Md Yunus, M. (2022). A systematic review of online learning during COVID 19: Students' motivation, task engagement and acceptance. *Arab World English Journal (AWEJ) 2nd Special Issue on Covid 19 Challenges*, (2), 202–215. <https://dx.doi.org/10.24093/awej/covid2.13>
- Nassaji, H. (2021). Effect sizes in quantitative and qualitative research. *Language Teaching Research*, 25(5), 681–684. <https://doi.org/10.1177/13621688211040882>
- Putra, R. W. P. (2021). Improving the Students' Motivation in Learning English through Google Meet during the Online Learning. *English Learning Innovation*, 2(1), 35–42. <https://doi.org/10.22219/ENGLIE.V2I1.14605>
- Qiyun, W., & Huay, L. W. (2007). Comparing asynchronous online discussions and face-to-face discussions in a classroom setting. *British Journal of Educational Technology*, 38(2), 272–286. <https://doi.org/10.1111/j.1467-8535.2006.00621.x>
- Richards, J. C. (2022). Exploring Emotions in Language Teaching. *RELC Journal*, 53(1), 225–239. <https://doi.org/10.1177/0033688220927531>
- Famularsih, S. (2020). Students' Experiences in Using Online Learning Applications Due to COVID-19 in English Classroom. *Studies in Learning and Teaching*, 1(2), 112–121. <https://doi.org/10.46627/silet.v1i2.40>
- Rohmana, W. I. M., Kamal, S., Amani, N., & As-Samawi, T. A. (2023). Academic dishonesty in online English as a Foreign Language classroom. *EnJourMe (English Journal of Merdeka) : Culture, Language, and Teaching of English*, 7(2), 230–240. <https://doi.org/10.26905/enjourme.v7i2.8827>
- Talal, A. (2021). Online learning during the COVID-19 pandemic from the perspectives of English as foreign language students. *Educational Research and Reviews*, 16(7), 279–288. <https://doi.org/10.5897/err2021.4169>
- Tang, Y. M., Chen, P. C., Law, K. M. Y., Wu, C. H., Lau, Y. yip, Guan, J., He, D., & Ho, G. T. S. (2021). Comparative analysis of Student's live online learning readiness during the coronavirus (COVID-19) pandemic in the higher education sector. *Computers and Education*, 168(November 2020). <https://doi.org/10.1016/j.compedu.2021.104211>
- Thi, D., & Luy, T. (2022). Remote Teaching amid the Covid-19 Pandemic in Vietnam: Primary School EFL Teachers' Practices and Perceptions. *AsiaCALL Online Journal*, 13(1),

- 1–21. <http://eoi.citefactor.org/10.11251/acoj.13.01.001>
- Tuncer, H., & Karataş, T. Ö. (2022). Recommendations of ELT Students for Four Language Skills Development: A Study on Emergency Distance Education During the COVID-19 Pandemic. *SAGE Open*, 12(1). <https://doi.org/10.1177/21582440221079888>
- United Nations Educational, Scientific and Cultural Organization. (2020). Education: from school closure to recovery, 395-410. <https://en.unesco.org/covid19/educationresponse>
- United Nations Educational, Scientific and Cultural Organization. (2021, March 24). One year into COVID: Prioritising education recovery to avoid a generational catastrophe. <https://en.unesco.org/news/one-year-covid-prioritizing-education-recovery-avoid-generational-catastrophe>
- Wong, K. M., & Moorhouse, B. L. (2021). Digital competence and online language teaching: Hong Kong language teacher practices in primary and secondary classrooms. *System*, 103(September), 102653. <https://doi.org/10.1016/j.system.2021.102653>
- Yan, C., & Wang, L. (2022). Experienced EFL teachers switching to online teaching: A case study from China. *System*, 105. <https://doi.org/10.1016/J.SYSTEM.2021.102717>
- Yılmaz İnce, E., Kabul, A., & Diler, İ. (2020). Distance Education in Higher Education in the COVID-19 Pandemic Process: A Case of Isparta Applied Sciences University. *International Journal of Technology in Education and Science*, 4(4), 343–351. <https://doi.org/10.46328/ijtes.v4i4.112>
- Yuan, Y. & Hunt R.H. (2009). Systematic reviews: the good, the bad, and the ugly. *Am J Gastroenterol*, 104(5), 1086–1092. <http://dx.doi.org/10.1038/ajg.2009.118>