

ACADEMICIANS' VIEWS ON FOREIGN LANGUAGE TEACHING: ONLINE DISTANCE-LEARNING VERSUS FACE-TO-FACE INSTRUCTION

OPINIONES DE LOS ACADÉMICOS SOBRE LA ENSEÑANZA DE LENGUAS EXTRANJERAS: APRENDIZAJE A DISTANCIA EN LÍNEA VERSUS INSTRUCCIÓN PRESENCIAL

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Abstract

The objectives of this study are to examine the challenges faced by academics teaching foreign languages (Arabic and English) via distance education, in comparison with face-to-face instruction; and to suggest strategies and solutions for managing the challenges and difficulties encountered in an online-teaching platform. The recent Covid-19 pandemic provided a real life lab experiment from which to glean information and draw lessons from, given that online distance learning was primarily utilized during the pandemic to facilitate uninterrupted education. Accordingly, 77 academics providing foreign language education remotely during the pandemic were interviewed. These interviews were conducted in the fall semester of the 2022-2023 academic year. The survey questions were developed by the authors, based on established methods. Open-ended questions were developed as an online data collection tool, and data were obtained with a semi-structured interview form (aptly named "*The problems faced by instructors teaching foreign languages in Arabic and English during the Covid-19 pandemic*"). This study employed a qualitative research method and utilized a phenomenological design that was structured based on this research method. This technique is based on the idea that teaching should be functional, and that the degree of efficacy with which specific learning functions are achieved should be observable and subject to evaluation. The findings of this study suggest that face-to-face education is more effective than distance education, with regard to learning functionality. However, the study also finds that combining online distance learning with face-to-face instruction (i.e. hybrid teaching) appears to elevate learning functionality to an even greater extent. With regard to distance learning alone, the most common problem experienced and thus the greatest perceived challenge to educators was a lack of student interest and motivation. Additionally, assessment and evaluation of student performance in online environments were found to be not sufficiently accurate. The consensus opinion of the survey respondents is that hybrid teaching approaches offer greater effectiveness with regard to both the stimulation of student-interest and more accurate assessment of student performance.

Key Words: Arabic, University Distance Education, English, Foreign Language Teaching, Covid-19 Pandemic

Resumen

Los objetivos de este estudio son examinar los retos a los que se enfrentan los académicos que enseñan lenguas extranjeras (árabe e inglés) a través de la educación a distancia, en comparación con la enseñanza presencial; y sugerir estrategias y soluciones para gestionar los retos y dificultades encontrados en una plataforma de enseñanza en línea. La reciente pandemia de Covid-19 proporcionó un experimento de laboratorio real del que extraer información y enseñanzas, dado que la enseñanza a distancia en línea se utilizó principalmente durante la pandemia para facilitar una educación ininterrumpida. En consecuencia, se entrevistó a 77 académicos que impartían enseñanza de lenguas extranjeras a distancia durante la pandemia. Estas entrevistas se realizaron en el semestre de otoño del curso académico 2022-2023. Las preguntas de la encuesta fueron desarrolladas por los autores, basándose en métodos establecidos. Se desarrollaron preguntas abiertas como herramienta de recopilación de datos en línea, y los datos se obtuvieron con un formulario de entrevista semiestructurada (denominada "Los problemas a los que se enfrentan los instructores que enseñan lenguas extranjeras en árabe e inglés durante la pandemia Covid-19"). En este estudio se ha empleado un método de investigación cualitativo y se ha utilizado un diseño fenomenológico estructurado basado en este método de investigación. Esta técnica se basa en la idea de que la enseñanza debe ser funcional, y que el grado de eficacia con el que se logran determinadas funciones de aprendizaje debe ser observable y susceptible de evaluación. Las conclusiones de este estudio sugieren que la enseñanza presencial es más eficaz que la enseñanza a distancia en lo que respecta a la funcionalidad del aprendizaje. Sin embargo, el estudio también concluye que la combinación de la enseñanza a distancia en línea con la enseñanza presencial (es decir, la enseñanza híbrida) parece elevar aún más la funcionalidad del aprendizaje. Con respecto a la enseñanza a distancia por sí sola, el problema más común experimentado y, por tanto, el mayor reto percibido por los educadores fue la falta de interés y motivación de los estudiantes. Además, se consideró que la evaluación y valoración del rendimiento de los estudiantes en entornos en línea no eran suficientemente precisas. La opinión consensuada de los encuestados es que los enfoques híbridos de enseñanza ofrecen una mayor eficacia en lo que respecta tanto a la estimulación del interés de los estudiantes como a una evaluación más precisa de su rendimiento.

Palabras clave: árabe, educación universitaria a distancia, inglés, enseñanza de lenguas extranjeras, pandemia Covid-19

1. INTRODUCTION

The emergence of the coronavirus pandemic in Wuhan, China in late 2019 posed a significant threat to human life and rapidly disseminated across global regions. On March 11, 2020, the World Health Organization (WHO) officially classified the ongoing outbreak as a worldwide emergency, designating it as a pandemic (WHO, 2020, as referenced in de Amorim et al., 2022). The coronavirus is a viral virus that induces respiratory illnesses and is primarily spread through droplet and contact-based mechanisms.

The epidemic led to full lockdown measures being implemented in 188 nations on March 27, 2020, as reported by UNESCO (2020, referenced in Kaymas, 2023). The comprehensive implementation of lockdown measures had a detrimental impact on the education sector, similar to its effects on other sectors. According to research conducted by the United Nations in 2020, a significant majority of students globally, up to at least 91%, reported experiencing adverse consequences as a result of disruptions in their educational activities. Distance education emerged as the sole recourse to mitigate the repercussions of these adverse influences on the field of education. The prevailing circumstances had a profound impact on the fundamental daily routines of numerous pupils, educators, and caregivers,

as evidenced by the research conducted by Siddiqui et al., (2022), Reimers et al., (2020), and UNESCO (2020). In an effort to safeguard public health, several states have opted to reinstate distance education as a means to maintain educational and training continuity, as well as to prevent students from experiencing educational setbacks (Reimers, Schleicher, Saavedra, & Tuominen, 2020; Telli-Yamamoto & Altun, 2020). This finding underscores the importance of distant education.

Distance education provides a platform for facilitating active connection between academics and students residing in disparate geographical regions, irrespective of their physical locations. According to Altıparmak et al., (2011), this system establishes a conducive working environment for both academics and students, promoting independent and collaborative learning experiences that are not constrained by temporal or spatial limitations. According to Solak et al., (2019), students have the opportunity to see recorded lecture videos of distance education courses and have unrestricted access to supplementary materials such as papers and videos at their convenience. The utilization of online education during the COVID-19 pandemic proved to be a valuable means of facilitating ongoing education. Additionally, distance education effectively removes the constraints of time and distance that sometimes hinder individuals from accessing educational opportunities. This eliminates the necessity for instructional resources typically associated with educational institutions, including physical infrastructure, spatial requirements, transportation, and so forth. Digital education allows for the facilitation of learning in virtual environments, eliminating the necessity for traditional educational tools and equipment. This effectively mitigates the financial burden associated with acquiring an education. The rapid development of technology, and its use in all fields has had an impact on education, in addition to the changes it has brought to various aspects of social life (Marangoz & Ozen, 2010). Many students have been impacted by the shutdown of schools and universities due to the pandemic. Lack of physical and material conditions can be a problem between students and academics (Zhong et al., 2020; Alcoforado, 2020; Urdan & Weggen, 2000). The use of distant education to reduce the impact of the pandemic on education has proved to be an overall beneficial move.

Nevertheless, like any other system, distant education possesses both advantages and problems. The utilization of distance education, while often regarded as favorable in terms of its ability to reach a larger number of individuals, might present certain drawbacks when considering the aspect of educational quality. For example, as noted by Moreno & Gortazar (2020), this approach has the potential for exacerbating educational disparities. Economic circumstances and technological infrastructure issues may combine to hinder the accessibility of digital educational technology necessary for remote education, especially among disadvantaged populations.

Distance education was useful to avoid disruptions in education due to the pandemic. The ease of implementation of distance education forces school administrators to transition from traditional administrative responsibilities to educational leaders who are open to contemporary innovations (Akyavuz & Çakın, 2020). Experts (Duran H., 2008) have already explained that distant education using digital technologies produces major changes in the roles of students and academics. Knowledge management is crucial nowadays. Information age organizations have emerged that aim to bring technology and people together to use and manage information. Information age organizations are found in educational institutions where knowledge is regarded as a priority. Academics and students in these

organizations are urged to ensure their own development and learning, as well as the continuity of learning in the organization (Atak & Atik, 2007). Universities are of the greatest importance in these organizations.

Universities differ from each other in terms of their development, size and equipment. The growth of solidarity and collaboration among institutions has been encouraged under the supervision of the Council of Higher Education (YÖK) in order to prevent these differences. The perfect example of this encouragement is that universities with limited or no distance education infrastructure meet these requirements by cooperating with universities with established infrastructure (YÖK, 2020a). Universities that have addressed their infrastructure deficiencies were able to continue their education through Distance Education Centers (UZEM). The digital sharing of lecture notes and materials of several universities by YÖK under the title of Higher Education Institutions Courses (YÖK Dersleri) enabled students and academics to access course content both in their own universities and in other universities (YÖK, 2020c).

In the educational framework proposed by Murphy (2020) known as "emergency electronic learning," educators, learners, and guardians endeavored to leverage online platforms by capitalizing on the available technical capabilities. Academics who transitioned into the role of "digital immigrants" in light of the advent of digital technology were required to adjust to the novel system, effectively administer distant education, and acquire the necessary proficiencies associated with the system (Kıraç, 2020).

Throughout history, language acquisition has consistently emerged as a significant concern. The most fundamental characteristic of human beings is the ability to communicate. By nature, people communicate with other individuals around them. In order to effectively communicate with individuals of diverse nationalities, it was necessary for them to acquire proficiency in languages other than their native tongue (Özer & Korkmaz, 2016). They should learn the languages of international common preference. The selection of these languages is based on technologically, scientifically and militarily advanced nations. When considering foreign language education in Türkiye, one immediately thinks of English as the primary language taught, followed by German and French (Özdemir, 2006). However, Arabic language learning has also increased in recent years. English is the most widely spoken of the world's languages. Due to its widespread usage in communication, trade, and politics, English has become a globally dynamic language that is experiencing tremendous growth over time (Emeksiz, 2006).

As it is known, foreign language teaching is provided in public schools and private educational institutions. In the process of learning a foreign language, certain criteria are taken into account. These criteria are based on learners' ability to communicate in the target language. It is anticipated that these communications will attain proficiency in the four fundamental abilities, namely listening, speaking, reading, and writing. Similarly, it is imperative for learners to have acquired proficiency in the language with respect to its grammatical structure and lexical repertoire (Doğan, 2008). It should not be forgotten that learning a foreign language is a complex and challenging process. The proficiency of students in acquiring a foreign language exhibits variability within this particular process. The variability of

learners' settings, individual differences, families, and schools might result in disparities in the learning process (Özer & Korkmaz, 2016).

Distance education activities are employed with efficacy in the domain of language, as well as in other fields. The implementation of distant education in the realm of foreign language instruction originated in the 1980s, specifically with the introduction of the "National British Program" aimed at teaching French in England. The program encompassed the distribution of information to students via radio and television, as well as the provision of counseling services through telephone communication. Prior to the outbreak of the Covid-19 pandemic, the utilization of distant education was already prevalent in the field of foreign language instruction (Tümen, Akyıldız, 2020). It might be argued that advancements in technology in recent years have brought about certain modifications in the domain of foreign language instruction. The utilization of various distance education resources has led to the emergence and implementation of novel teaching models in language education, including blended learning, flipped learning, computer-assisted language learning, and distance education. These models have gained popularity due to their frequent usage and proven effectiveness in language teaching (Boyadzhieva, 2014). The inception of foreign language instruction via online education in Türkiye was achieved by FONO and Limasollu Naci for Teaching English, as documented by Geray (2007). The Common Compulsory Foreign Language I and II courses, mandated by Article 5-i of Law No. 2547 since 1981, are often offered in the initial years of undergraduate and associate degree programs in higher education. It has been observed that certain universities have adopted remote education as a means of delivering these courses (Eroğlu & Kalaycı, 2020).

In recent years, educational institutions, particularly schools, have assumed a leading role in the provision of foreign language education. In addition to educational institutions, foreign language instruction is also offered at language training centers. Face-to-face trainings are offered to accommodate both obligatory circumstances, such as pandemics and natural catastrophes, as well as to give convenience for individuals unable to attend in-person sessions. Additionally, online training alternatives are also accessible. It is worth mentioning that a significant number of universities in Türkiye are actively engaged in research and development endeavors pertaining to remote education (Başaran, Doğan, Karaoğlu, & Şahin, 2020). The proliferation of distant education programs at higher education institutions has been driven by a careful assessment of the advantageous features offered by information and communication technologies, as observed in the study conducted by Bilgiç and Tüzün (2015).

Furthermore, digital technologies facilitate the establishment of a universal language across global communities by means of the distinctive symbols and signs they employ. This language is not English, French, German, Arabic, Turkish or any other national language. It is a technological language at an equal distance to all world languages (Duran, 2009). This language possesses the capability to efficiently translate and facilitate communication between languages that are mutually perceived as unfamiliar to the intended recipients. It should be noted that the education defined as distance education, which was immediately put into practice all over the world during the Covid 19 process, was made with these digital technologies. In this particular case, it is unavoidable that the distant education process,

which adheres to the traditional roles of instructor and student, will inevitably confront certain challenges.

1.1 Purpose of the study

Due to the swift global dissemination of the Covid-19 epidemic, Turkish institutions expeditiously transitioned from traditional in-person instruction to remote education, commencing in March 2020. The competencies of both teaching personnel and students play a crucial role in this process. The purpose of the present study was to ascertain the perspectives of educators regarding the efficacy of remote learning in the instruction of foreign languages, specifically English and Arabic, within the context of higher education. In accordance with this general objective, answers were sought for the following questions posed to academicians experienced in both face-to-face and distance learning:

1. Can you compare face-to-face and distance education in terms of efficacy of learning functionality?
2. What are the problems you encounter in teaching a foreign language in an online environment?
3. What are your views on the acquisition of foreign language skills in an online environment?
4. What are your views on online assessment exams?

2. METHOD

The present study employed an interview method to assemble the challenges encountered by academics teaching Arabic and English in foreign languages departments of universities within the Covid-19 pandemic. The perspectives of experienced scholars in the domain of foreign language teaching are reflective of the empirical evidence. Consequently, educators specializing in the instruction of Arabic and English languages via remote education were selected for interviews. A question form was created in accordance with the stated objectives above. These interviews were compiled and evaluated based on established qualitative research methods and techniques. The chosen research design is a phenomenological design, which falls under the category of qualitative research methodologies. The phenomenological design aims to uncover individuals' experiences of a phenomenon and the interpretations they ascribe to it (Ersoy, 2016). The inclusion of participants with firsthand experiences is deemed significant in this particular design (Patton, 2014).

2.1 Study group

The research sample comprised academics specializing in Arabic and English foreign language instruction, who were actively engaged in teaching at various universities. During the pandemic era, the academics in the sample were engaged in the instruction of Arabic and English languages using remote education methodologies. The sample was determined using maximum variety, which is one of the forms of deliberate sampling. The objective of employing this approach is to optimize the inclusivity of individuals who could potentially be involved in the issue within a limited sample population (Yıldırım & Şimşek, 2016). To ensure the attainment of optimal variety, the sample for this study encompassed academics who specialize in Arabic and English foreign language education, hailing from various universities situated in Istanbul. A total of 77 academicians participated in the study on a voluntary basis. Demographic information about the participants is provided in Table 1.

Theme	Status	N	%
Sex	Female	62	80.5
	Male	15	19.5
	Total	77	100
Age	25-30	25	32.5
	31-36	18	23.4
	37 and +	34	44.1
	Total	77	100
Professional Seniority	1-3 years	19	24.7
	4-6 years	13	16.8
	7 years and above	45	58.5
	Total	77	100

Table 1. Demographic information of the study group

Source: own elaboration

2.2 Data Collection and Analysis

The researchers utilized a semi-structured interview form, which was developed based on the expertise of survey practitioners, to gather the data. Following the formulation of interview questions, the perspectives of three faculty members who have successfully attained their doctoral degrees in the field of language teaching were sought. The interviews yielded a finished form, which incorporated a total of four questions. In the study, an online interview form was used as a data collection method. The answers to the semi-structured interview questions were recorded through the Web 2.0 tool Google Forms <https://docs.google.com/forms>. In the academic context, code numbers were assigned to direct quotations. The code given is "A1, A2, A3...".

3. FINDINGS

3.1 Evaluation of Face-to-Face Education and Distance Education in terms of efficiency

Table 2 presents the results pertaining to the assessment of the effectiveness of distant education and face-to-face education in the context of foreign language instruction. The data presented in the table is derived from the insights provided by the consulted teachers.

Theme	<i>f</i>
Face to Face Education	51
Motivation	72
Interaction	42
Distance Education	6
Time Management	61
Opportunity for Repetition	48
Both Methods Together	20

Table 2. Views on the evaluation of distance education and face-to-face education in terms of efficiency

Source: own elaboration

Upon examining the results presented in Table 2, it is evident that a majority of the surveyed academics teaching Arabic and English foreign language courses at universities, specifically 51 out of 77 respondents, expressed a preference for face-to-face education as a more effective method for language instruction. A total of 72 academics expressed the view that motivation and its impact on education have a significant influence on the process of learning. One could argue that the effectiveness of distant education courses is compromised in instances when there is insufficient provision of incentive.

A total of 42 scholars have asserted that the emotional aspect of teacher-student and student-student contact is efficiently achieved through traditional face-to-face educational methods. According to these scholars, the full potential of interaction-based social learning remains unrealized in the context of remote education.

In the conducted study, a mere 6 academics expressed their perception of distant education as being efficient. According to these scholars, distance education offers advantages in terms of program adherence, retrospective evaluation, and time management. Nevertheless, it is important to acknowledge that proponents of face-to-face education have also elucidated that the efficacy of this mode of instruction stems from its ability to facilitate repetition and enhance time management skills. In contrast, a group of 20 scholars posited that a combination of both approaches can be employed. According to their statement, the successful attainment of both motivation and time management can be accomplished by the simultaneous utilization of the two strategies.

Views of Some Academics:

A1: "When we use both distance and face-to-face education effectively, productivity is the same. I received good feedback from my students in the distance education system."

A5: "Definitely face-to-face education is more effective. Our communication with students is at the highest level, so their learning is more effective than in distance education courses."

A8: "We are in the age of technology. The provision of a platform that enables students to attend lectures remotely and view lecture replays at their convenience is undeniably more conducive to successful learning than a traditional classroom setting. The first factor to be considered in this context pertains to the instructor's capacity to administer appropriately and efficiently."

Based on the analysis conducted, it can be inferred that traditional classroom instruction is more effective in comparison to remote learning. Nevertheless, the integration of digital technology into the realm of business has also permeated the field of education, where the utilization of digital tools is not solely justified by the exigencies imposed by the epidemic. In light of the digitalization of commercial operations, the utilization of digital tools has become imperative in the realm of education. The majority of expert views aligned with this perspective.

3.2 Findings regarding the problems encountered in foreign language teaching in an online environment

The findings regarding the problems experienced by academics in online learning environments frequently used in distance education system are presented in Table 3.

Theme	<i>f</i>
Low Interest and Motivation	47
Technical Problems (Internet, Technological Tools)	24
Classroom Management Difficulty	16

Table 3. The perspectives of scholars regarding the challenges encountered in instructing foreign languages within an online educational setting.

Source: own elaboration

In the realm of online foreign language instruction, namely in Arabic and English, a total of 47 scholars found challenges stemming from diminished levels of interest and motivation. Online environments refer to technological solutions that facilitate the simultaneous interaction of students and teachers in various settings. According to scholarly sources, it was observed that when students exhibit low levels of interest in an online course, their personal motivation tends to diminish as well. Without the presence of student motivation, the attainment of desired levels of instructor motivation is unattainable.

According to the findings presented in Table 3, a significant issue encountered by scholars (47) in digital settings is the lack of motivation. According to the conducted survey, 24 scholars were of the opinion that technological difficulties encountered in the context of online courses have a detrimental impact on the quality of education. Technical issues might encompass a range of challenges, such as computer malfunctions, absence of internet connectivity, or system freezes caused by insufficient internet bandwidth. Furthermore, a group of 16 scholars reported encountering challenges in maintaining classroom management within virtual learning environments. The presence of sound and disturbance within the student's environment throughout the online course poses a significant challenge. Similarly, students possess the autonomy to activate or deactivate their cameras and microphones at their discretion, modify their names on the roster, and engage in distinct conversations outside the classroom through the chat feature.

Views of Some Academics:

A2: "When giving face-to-face education to students, the participation rate is high in the first weeks of the lessons but decreases in the last weeks. Students who attend the course because attendance is compulsory do not participate effectively. Since there is no attendance requirement in distance education, students' attendance rates are quite low. This also reduces the motivation of the lecturers."

A15: "I had problems with internet connections. When I had problems with my internet, I couldn't give the lesson on time."

A61: "I had to cancel some classes due to a problem with my computer's sound system."

A65: "I had difficulties in engaging students during the live lesson. I wasn't sure if my students who didn't turn on the camera and sound were really listening to me in class."

It may be posited in this particular scenario, that the challenges encountered within online contexts stem from the degradation of technological infrastructure. In the context of synchronous trainings, a notable issue arises when students opt not to activate their cameras, so hindering their active engagement in the session. In the context of synchronous education, the absence of active engagement throughout a lesson is likely to result in a decline in motivation.

3.3 Findings regarding the acquisition of foreign language skills in the online environment

The opinions of academics on the acquisition of foreign language skills in online education environments are presented in Table 4.

Theme	<i>f</i>
Effective Course Content	37
Effective Communication with a Small Number of Students	34
Gamification Programs	6

Table 4. Academics' views on the acquisition of foreign language skills in online environment

Source: own elaboration

Analyzing the study on the development of foreign language proficiency in online settings, it is evident that 37 scholars advocate for the reform of course materials to align with distance education programs, with the aim of maximizing learning outcomes. The current curriculum for foreign language courses was deemed inadequate for distant education and digital environments. The majority of scholars asserted that the material and curricula derived from traditional textbooks are inadequate for courses conducted in digital environments. The emergence of online education in digital environments has necessitated the development of supplementary programs to engage students. A total of 34 scholars responded affirmatively, asserting the significance of class size in attaining desired educational outcomes, while emphasizing the necessity to avoid overcrowded classrooms. The acquired feedback indicated that the class size was perceived as small, the cameras and microphones of the students were activated, and it was anticipated that this would facilitate interaction and hence lead to the attainment of desired outcomes. The significance of maintaining a small class size lies in its ability to enhance the level of interaction between students and teachers. According to six scholars, the implementation of gamification programs in online environments has been found to enhance student engagement and foster a positive learning experience. These technological advances are believed to effectively promote active participation and render the learning process enjoyable. Scholars who used education-themed gamification systems into their instructional practices said that these programs effectively enhanced the enjoyment of lessons and yielded favorable outcomes in terms of students' learning outcomes and engagement in the course. There are opinions that it is effective in achieving the course outcomes.

Views of Some Academics:

A1: "We are in touch with technology. In order to achieve course outcomes in online environments, it is crucial to make the lesson fun. Gamification, which has been frequently employed recently, makes a great contribution to learning in online environments. The Kahoot and Quizz programs that I use in my online classes enable students to learn in a competition. It is a highly effective technique."

A71: "Foreign language teaching in online environments should be based on the development of listening, reading, writing and speaking skills. Academics should develop teaching strategies that encourage students to be more participatory. It is necessary to prepare the course contents effectively and plan the activities in accordance with the contents correctly."

A69: "When we teach with a small number of students during the live lesson, our interaction is at the highest level since we all have cameras and voices on. In this way, we are able to provide four skill gains effectively."

In this particular instance, it may be posited that virtual learning environments are deemed satisfactory in attaining educational objectives within the context of foreign language instruction. The prevailing consensus among experts is that maintaining high levels of student interest, employing engaging instructional methods, and effectively designing course content are crucial factors. Instructors have a significant role in the effective use of online learning methods. Instructors should develop themselves in this field and design trainings suitable for the technological age. The rapid advancement of artificial intelligence technology, the increase in digital assessment tools and gamification methods have brought education to a new dimension.

3.4 Findings regarding the assessment exams conducted online

The findings regarding the online exams showed that almost all of the academics (71) stated that they were uneasy about reliability, while six did not answer the question. One of the answers was that the possibility of cheating is a major problem in online exams.

4. DISCUSSION, CONCLUSION AND RECOMMENDATIONS

This study evaluated the effectiveness of distant education for foreign language instruction in universities. The positive and negative features of distance education and face-to-face education were compared and explained by experienced academics.

The results of the study show that face-to-face education is more effective and efficient than distance education in teaching Arabic and English languages. There were also experts who indicated that combining online education systems with face-to-face education would be effective in providing comprehensive learning.

We live in the age of digital technology, and advances in technology present us with new scenarios every day. These digital technologies are known to simplify life in many areas, increase the welfare level and ensure life with continuous innovation ideas.

The significance of successfully integrating digital technology into courses and educational context is increasing every day. The efficiency of teaching with digital technologies is therefore a crucial issue.

The main advantage of distance education is the possibility of repeating the course. The student may repeat the lesson as many times as necessary in order to learn the subject. Combining the advantages of face-to-face and distance education, we can achieve permanent learning. Other studies in the literature also support this finding. Studies show that the combination of face-to-face and distance education will provide diversity in learning. Both learning media have their advantages and

disadvantages. What is important here is that instructors know how to use these two media and how to teach which skills (Taşabat et al., 2023; Belousova et al., 2022; Yagan, 2021; Gherheş et al., 2021; Serhan, 2020).

The biggest problem experienced in online education is the low interest and motivation towards the courses. It has been determined that the low number of students enrolled in the online course has a negative impact on the instructors and reduces their motivation. The fact that professors feel inadequate in classroom management online is also another problem. There may also be technical difficulties. Precautions must be made in the event of poor internet infrastructure, power outages, or problems with technological devices (computers, tablets, phones). Other studies in the literature also support this finding. The problems experienced in the distance education process are technical. Since these tools are technological, they might break down (Casacchia et al., 2021; Masalimova et al., 2022; Belousova et al., Mochalova, & Tushnova, 2022).

It has been concluded that effective course content should be developed for the acquisition of foreign language skills online. Before being used online, materials used in face-to-face education should be changed, and content that can be effective online should be included.

Ensuring that the class size is not overcrowded in online environments will aid in the achievement of the goals. It has been concluded that gamification programs, which are technological innovations in online environments, will increase students' interest in the course and improve students' participation in the course. There are many techniques that can be employed in online learning environments. One of the most prominent of these techniques is gamification programs. By incorporating elements of enjoyment into educational lessons, it is possible to facilitate the learning process for students. The findings of this study are corroborated by the results acquired from other investigations. Bennani et al., (2022) mentioned the importance and impact of gamification in distance learning environments in their study.

One notable benefit of remote education is the flexibility it offers, allowing individuals to access course materials at their convenience, regardless of time or location, and enabling them to review the content as frequently as desired. Hence, by modifying the course content and employing appropriate instructional strategies in alignment with the online learning environment, the desired outcomes can be attained. The findings pertaining to examinations administered in online settings led to the determination that the dependability of such examinations was lacking. This finding is corroborated by the outcomes derived from other investigations. The efficacy and dependability of distant education examination systems are compromised by their limited format and challenges in conducting audits (Yıldız, 2020; Ezginci, 2020; Dilman, 2022). It is advisable to undertake research endeavors aimed at enhancing the validity and reliability of distant education examination systems. The development of applications has the potential to expand the range of examination formats that can be utilized inside the distant education system.

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