COVID-19 and Education: Remote (Online) Learning Challenges and Potential to Improve Education

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Abstract

The epidemic of COVID-19 has had a negative impact on every facet of humanity. State-run administrations have briefly closed educational institutions as a result of the Covid' widespread distribution, seriously disrupting the educational system. Students can now continue their education by taking online classes in place of in-person ones thanks to the growth of online learning. However, the unexpected switch from face-to-face to online learning has presented a number of difficulties for learners, educators, administrators, and industry leaders in the field of education. Unsettling symptoms from the COVID-19 outbreak have been reported in a number of businesses. It has been put to the test whether academic institutions are capable of handling such an unforeseeable tragedy. COVID-19 has hindered the vast majority of international endeavours. The primary industry that has fully adapted to the internet environment in many nations throughout the world is education. Online learning has been the most effective alternative to continuing education during the epidemic, especially at the higher education level. The purpose of this study is to capture students' first impressions of online learning and to examine the practicality of virtual learning approaches. A meaningful and measurable technique was used to assess the effectiveness of the analysis. Major concerns related to professional, academic, and communication issues are those affecting online EFL learning during COVID-19. The review concluded that the majority of EFL students were dissatisfied with their decision to continue their education online. Because I didn't make the expected progress in my language learning

Keywords: *COVID-19, Education, Online Learning, Potential, Improve Education*

1. Introduction

The COVID-19 epidemic has disrupted society on a global scale and has had a significant impact on many facets of human life. The temporary closure of educational foundations around the world serves as a poignant picture of the disruption caused by COVID19. Eye-to-eye lessons have been relocated online in order to ensure that students' education is progressing. As a result, there is now another sort of online learning where all lectures, examples, and other learning tasks are carried out remotely. There is nothing new about online education in artificial social systems. It is essential for the educational strategy that students are aware with many facets of online learning using Moodle, Writing Board, and other learning the executive's frameworks.

Prior to the COVID-19 epidemic, the concept of mixed learning, which combines online and face-to-face instruction, was introduced in a few India universities, like the Organization of Innovation of India, but it wasn't exactly a standard teaching method. The appearance and impact of COVID-19 have significantly altered the situation. Traditional classroom instruction was replaced with an online format as schools and universities were urged to slow the growth of the Covid. The development was unanticipated, posing numerous challenges for students, teachers, school organisations, and even parents. The challenges could differ between nations, institutions, contexts, and student groups. The implementation of online learning has, however, been fraught with difficulties, particularly in India's rural areas where limited resources, such as mechanical and human resources, are present.

As a result of the spread of COVID-19, fears, concerns, and other issues are also being felt by residents in various parts of the world, including those who are part of the educational cycle, such as children, educators, and parents. In addition to circumstances due to physical separation and other personal factors, parental concerns may be related to reluctance to support children with distance or homeschooling, lack of access to technology or the internet, and lack of influence. May have been influenced by A mechanical configuration used for children with special educational needs and financial emergencies. Educators participating in learning systems have the expertise and skills to apply innovation, are open to innovation, and are disconnected at home, potentially

enabling distance learning or online learning I understand that you have expressed concern about Particularly, countries where the level of purposeful innovation by teachers in the study hall has been deemed particularly low, have been the cause of such concerns. This was before the conditions provided by the preventative measures against the spread of COVID-19. It has also been noticed that teachers all around the world are experiencing greater stress and strain as a result of calls for converting education to an online format.

The global pandemic status of COVID-19 was announced in Walk 2020. All walks of life were impacted, including educators. Colleges and schools had to close as a result. The academic community now has a huge adjustment burden as a result of the astonishing transformation from traditional to online learning. The incident led to the improvement of online teaching techniques. If the educational system has shifted to simultaneous or no concurrent modes, constraints have typically been placed. People must remain at home during a partial or full lockdown, according to the COVID-19 flare-up. The Advanced Education Foundations conclude with a requirement for online course material training.

The majority of international foundations use coordinated and no concurrent online teaching methods; coordinated refers to staff members and their students gathering at a predetermined time as part of intuitive learning classes; no concurrent refers to staff members delivering the course independently of the students. There is no communication between the faculty and the pupils. Staff members are essential to make learning interesting, forming students' opinions and personalities, and ensuring their success. COVID-19 expands the online learning society to include all of society. Even if COVID-19 restricted the shift to online learning, many universities in underdeveloped nations lack the necessary infrastructure to provide successful online courses. The quality of worker preparedness varies between big league wage, centre, and lesser pay nations. Another significant obstacle is how easily accessible the Web is to underprivileged pupils. Although it is true that in-person training is more effective than online training, a complete shift to online training during It is critical to undertake study on how the workforce and undergraduates regard online learning in order to comprehend its benefits, limitations, and difficulties.

This study concentrated on the difficulties and obstacles encountered by college EFL students during the current epidemic, as well as potential solutions and arrangements that could be implemented to deal with these issues in the future. The current review's goal is to examine how the COVID-19 pandemic has changed how EFL is taught. Every single cultural organisation will experience the perilous transformation brought on by the post-Covid-19 situation, with the educational sector being most affected1. These developments require sage forerunners to create guidelines for moulding the ultimate destiny of the variety of locations. Beginning with education and moving on to medical services, financial services, sports, and other fields after that, advanced education will play a significant role in this cycle. If not, disappointment and chaos will result from an unplanned arrangement. During the 2006 Covid emergency, it was observed that several countries throughout the world made historic responses and efforts in the academic and clinical fields. Saudi Arabia was one among these countries. Due to the seriousness of the situation and the COVID-19 occurrence, online learning became the primary option. The majority of states use the lockdown to maintain civilization like it did in the Covid episode. Prior to COVID-19, the college had experience with blended learning, which aided in the shift to the advancement of e-rapid learning during the pandemic. Prior to the Covid episode, mixed learning was activated in some general or elective courses at all colleges and universities using the Slate stage. This allowed certain staff to get quite involved in using the Board's online education tools. These staff members organized educational meetings for various school partners regarding the inclusion of Slate in online learning. The college's preparation and improvement team led online training sessions with enthusiasm for all of the staff from various colleges, universities, and branches.

2. Literature Review

Li and Lalani (2020) provided evidence of how COVID-19 altered how individuals learned in the twenty-first century. Online counseling has taken the place of in-person counseling at the two schools and in higher education. Despite this, this abrupt change tests the capacity of organisations to react to such circumstances. Many nations underestimated the extent to which the shift would occur online, leaving their working population and students ill-prepared for this psychological change.

By promoting and facilitating the participation of reserved students in online classes, Rayan, 2020 proposed solutions for overcoming the limitations of online learning. Understanding these challenges will assist provide satisfactory online education. Online learning enhances student participation and helps timid students to join, but it also prevents social connection, which has an impact on pupils.

The advantages, disadvantages, opportunities, and hazards of online learning are examined in Dhawan, 2020. (SWOT). He provides examples of how dealing with global crises and working with students both demand the capacity for innovation. Therefore, schools ought to teach kids the fundamentals of IT. Another study examined the satisfaction of male and female students who used Malaysian e-learning portals. He observed that there is a significant correlation between customer satisfaction and e-learning. The accuracy of the data provided and the efficiency of the E-administration determine the two members' fulfillment rate. Online education has the following benefits: adaptability, accessibility, and collaboration between students and instructors. The difficulty and benefits of online learning have brought attention to the problems with information privacy. Students' personal information is at risk since they utilize computers and mobile devices to access online portals. Colleges should provide employees and students with training on network security and data privacy.

The influence of the pandemic on entrepreneurial education is examined in Liguori and Winkler's (2020) study. They sought additional information and resources on the difficulties of teaching online business ventures. In the latter hours of the epidemic, another investigation looked at the significance of online education and considered its disadvantages, advantages, problems, and potential. A few recommendations for managing the difficulties of online learning in times of tragedies and scourges were presented by the evaluation.

Wolfinger (2016). The evaluation's main focus was on middle school students' experience with completely online virtual tutoring. Scholars, social support, student characteristics, and educational assistance were the main subjects of the inquiry. The research showed how crucial teachers' roles are in online learning, and how parental encouragement may raise students' intellectual aspirations. A research on COVID19's effects on higher education institutions as a

whole was commissioned by the Worldwide Relationship of Colleges 2020. The review's conclusions demonstrated that the COIVD-19 incident had an effect on the exercises at every one of the participating institutions. The findings also showed that doors could potentially open as a result of a detrimental effect on the type of workouts and the disparity in educational attainment.

Writing boards were utilized by Ali (2017) as an illustration of how to teach and learn English. The review found that while some students were more motivated to work when learning English on the chalkboard, other students were less motivated when using the writing board.

A study on the satisfaction of both teachers and students was overseen by Alturise (2020). The review argued that although e-learning has advanced in the field of education, there is still need for improvement. During COVID-19, a few experts examine the challenges and problems associated with e-learning in light of their respective educational contexts and grants from various foundations.

3. Online Learning

As the emphasis has switched from teacher-focused education to student-focused education, there has been a noticeable improvement in education. The educator serves as the source of education in educator-focused education, and pupils gain knowledge from him or her. On the other side, student-centered education places an emphasis on the part that students play in creating knowledge in the classroom. The obligations of teachers while employing a student-centered approach include "partner to apprentices who set and uphold their own standards. Understudies are given assignment assistance by instructors, who also encourage students to offer supplemental or alternative replies. Making use of the internet and other high-tech mechanical means to disseminate, transport, and expand knowledge has recently helped several new discoveries ". Online learning has established itself as a mainstay of the twenty-first century as a result of its usage of internet platforms. By utilising online stage technologies and the Web, e-learning is the technique of boosting learning and providing users with endless online benefits.

To provide clients with the abilities they will need in the future, the web and education have worked together. Three basic methods of online education exist: improved, combined learning,

and online methodology, according to a 2020 study by Stec et al. To deliver creative and insightful instruction, modern education makes extensive use of innovation. Mixed learning combines online and in-person learning. The online teaching approach shows that the course materials are distributed online. Online education benefits students since it gives them 24/7 access to the material. Students are encouraged to participate in the learning process while teachers act as their guides and mentors in online learning, which is student-centered.

There are several technologies available on online platforms for organising online intelligent classes to minimise understudies' loss. Platforms for online education are made to disseminate knowledge and direct class activities. Skype (video and sound calls), We Talk Work (video sharing and calls aimed for Chinese consumers), and Home bases The most noticeable and conspicuous intelligent online gadgets are Meet (a video calls tool), Groups (visit, intelligent gatherings, video, and sound calls), We Talk Talk (an intuitive online stage created by Alibaba Gathering), WhatsApp (video and sound calls, visit, and content provide), and Zoom (video and sound calls, and coordinated effort highlights).

4. Online Learning during COVID-19

The World Health Organization (WHO) classified COVID-19 as a pandemic infection on March 11, 2020. A crisis status has been set for Walk 19 to limit the spread of COVID-19. A longer check-in phase followed, which lasted for a while. Most of our education is now online because universities are closed. University results highlight the need for a robust framework and the ability to host online courses. A tool to ensure social exclusion and stop the incidence is online education. Online learning allows everyday entrance to educational levels continually at their preferred time frames and delivers useful learning resources. It also offers versatility, independent of the situation or location. It also solicits comments on the course materials, asks students questions, and replies honestly.

5. Methodology

The aim of the ongoing review is to analyze the situation of students moving to online classes in the second half of 2020 as a result of the COVID-19 epidemic, and to consider possible improvements and ideas for future virtual learning.

5.1. Participants

During the second semester of 2020's final exams and after the conclusion of the online displaying classes, it was carried out. The example had 100 understudies, with 45 men and 55 women choosing to major in English over the course of a four-year college degree. The number of students in other departments is small, but the number of students in the English department is the largest. Most students had never taken an online course before A few general Arabic classes were offered online on the main grounds prior to the present emergency, however they were voluntary. Although the tests were given in person, the students opted to enroll in the available online courses. The accompanying figure illustrates the members' level.
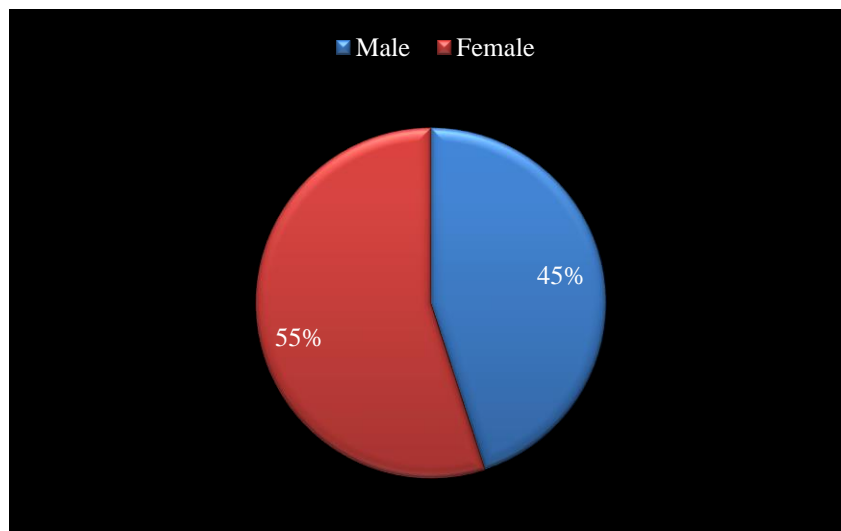

Figure: 1. sample distribution of structures

5.2. Research Instrument

For research and data collection purposes, a research-based online survey was created to assess issues related to EFL online learning in the face of serious economic and health emergencies.

Twenty-three different questions (yes/no, multiple-choice, and open-ended) of the rating-based survey addressed the purpose of the rating.

The first section contains information about the student segment. The second section contains a series of questions related to students' experiences with online learning platforms (whiteboards and other platforms). The third section deals with problems encountered during online learning. The fourth section asks about their satisfaction with online learning. The final section contains simple questions to assess the student's general knowledge. Survey reliability and unlimited quality satisfaction confirmed.

6. Results

The study used detailed exploratory methodologies to analyze the data collected, and its findings are focused on four main criteria:

• Making use of the Slate apparatus's available workouts and services.

• The online learning tools other than Slate that are used as electives.

• The difficulties and restrictions faced when pursuing online English education.

• How well EFL students responded to close-up virtual learning during COVID-19.

The ability of the students to use all Slate offices for online learning activities was the primary research topic. 58.70% of pupils were able to use all of Chalkboard's administrations for online learning, per the findings. They might sign up for the online classes, exhibit sincere interest, turn in their work, and pass the exams. 20.40% of students were only able to attend classes, 6.70% were able to participate in discussions but not presentations of their work or online assessments, 3.40% were able to participate in discussions but not the exercises on the Chalkboard platform, and 6.30% were unable to complete the exercises. Figure 2 below shows how much the chalkboard device was used for online English instruction during COVID-19.
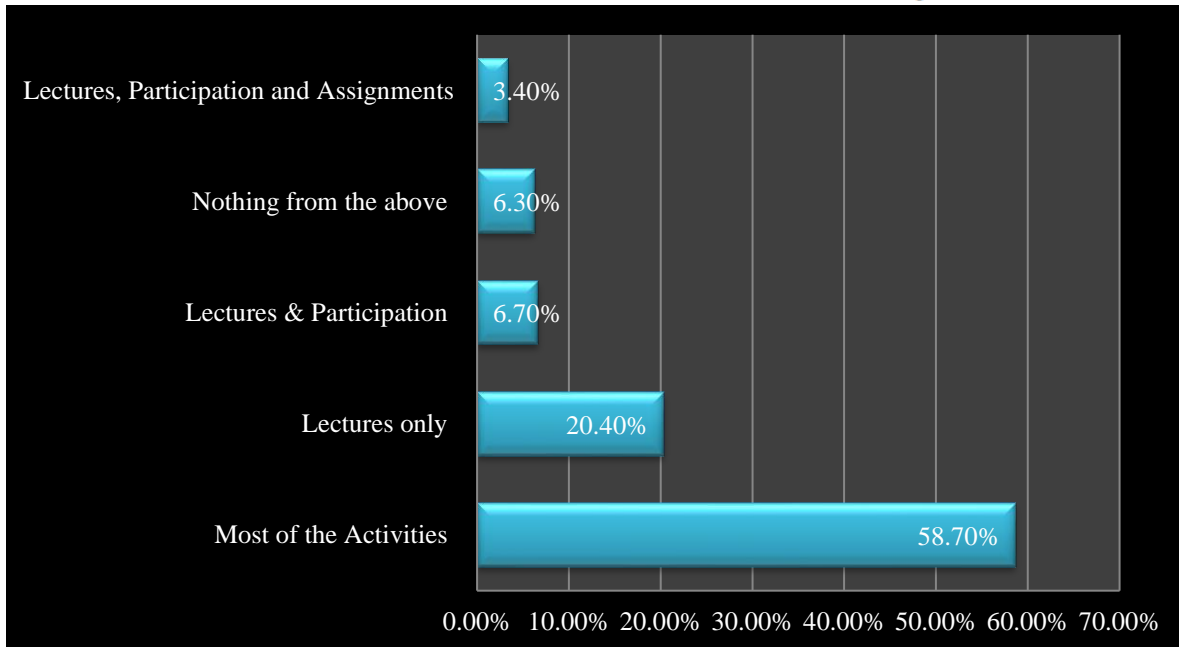
Figure: 2. Utilization of the Blackboard Platform for activities

The next research question focused on the substitute devices that some EFL students utilized in place of the chalkboard device. WhatsApp was used to send and receive schoolwork as well as other delegated tasks. A few teachers used WhatsApp to run courses; the most common use of WhatsApp was with a percentage of 73%, and the second optional stage is with a percentage of 45.50%. Zoom was the third stage, with a level of 22.40%. With 32%, many platforms were used, including Microsoft Group and Google Study Hall. Figure 3 below shows how frequently other tools and phases of the online learning process were used during the COVID-19 episode.
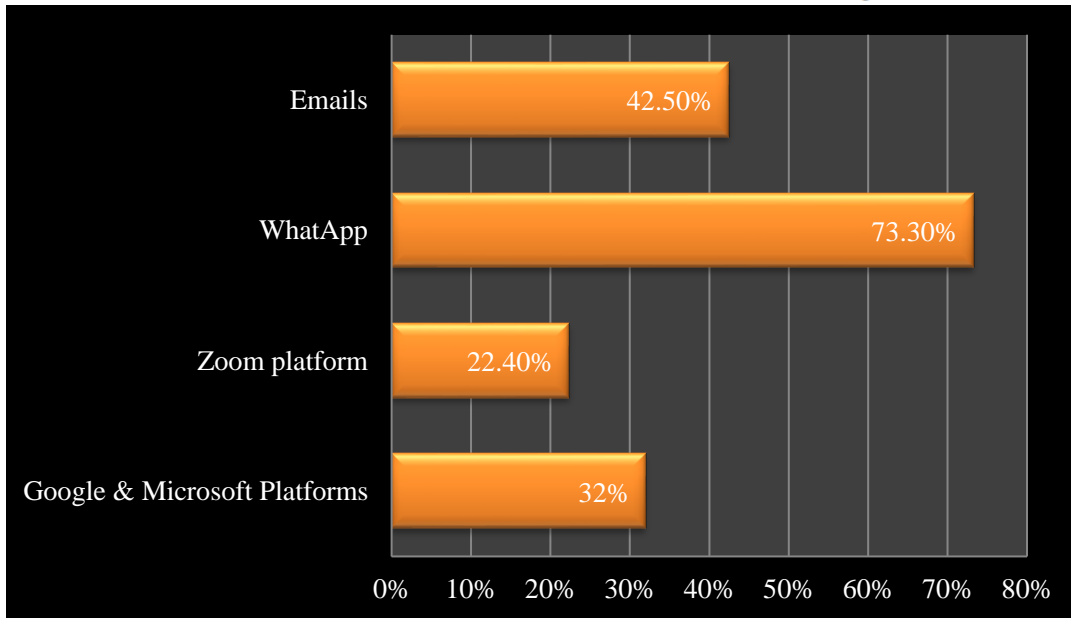
Figure: 3. Alternative online learning environments

The third inquiry question centered on the acknowledged difficulties and obstacles; the primary issue, which affects about 47% of students, is web speed. 17% of students reported utilising the internet to learn without any issues. 15% of the grade is attributable to online access and content downloads. A score of 14% is given to concerns with administering online assessments because some students could have trouble accessing them or with web accessibility. 7% is the result for no lab meeting. These challenges connected to online learning are addressed in Figure 4 below:
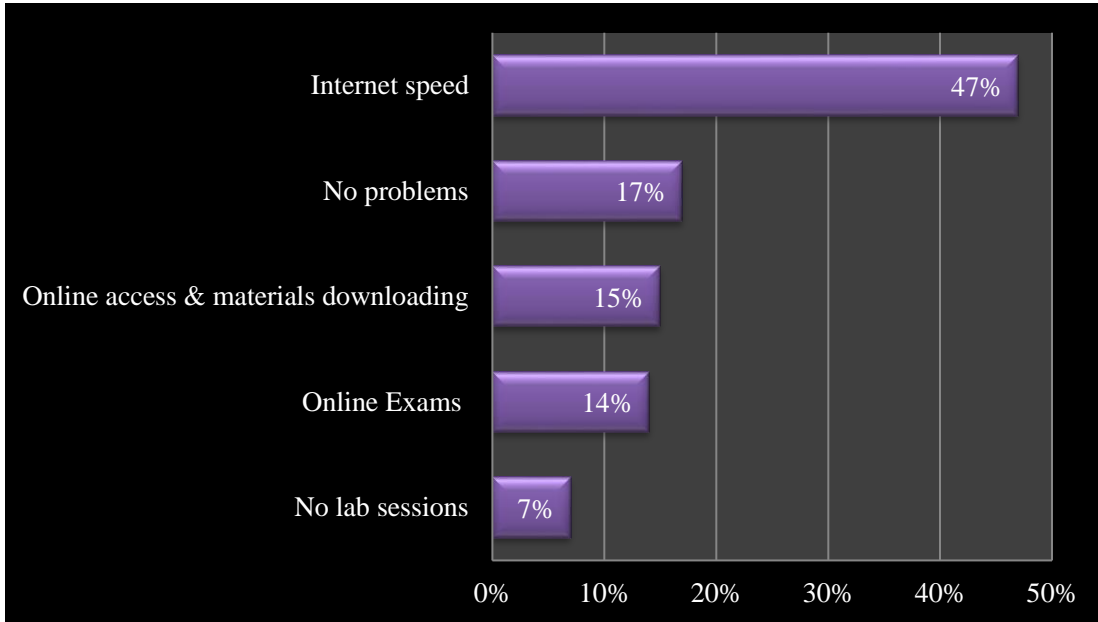
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Figure: 4. difficulties with online learning

Student satisfaction with online education in vogue is the subject of the latest research. Her 42.30% of students preferred teaching online and 43.80% preferred some form of security. 12.70% of students expressed dissatisfaction with online education.

The accompanying graphic shows the students' responses to the online feedback learning.
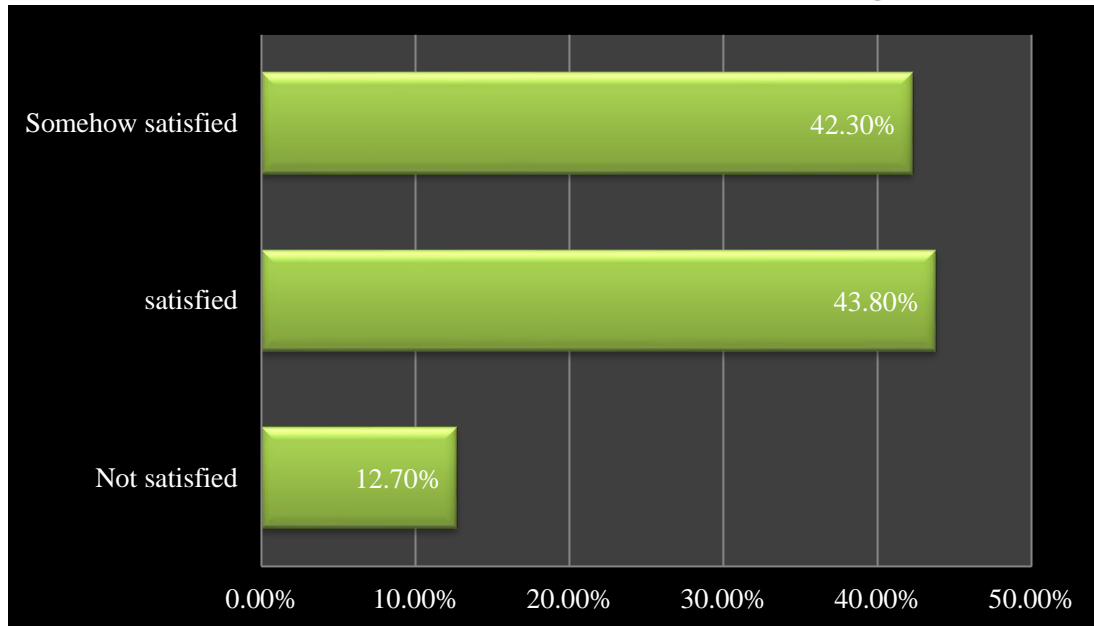
Figure: 5. general contentment with online education

An interesting quantitative analysis of the review is summarized in Table 1. As you can see, the difficulty of learning English online during the pandemic and the online problems associated with it depend on a large number of facts (mean, standard deviation, test difference, kurtosis, skew ness, and confidence level (95.0%) with the highest significance. The board average scores, the grades of options used and student satisfaction with online learning are shown in the table below. The average for variable problems is 2.45. Therefore, the difficulties caused by the COVID-19 outbreak are having a negative impact on EFL online learning.

Table: 1. Summary of Statistical Descriptive Analysis of Variables

Variable	Mean	Standard Deviation	Sample Variance	Kurtosis	Skewness	Confidence Level (95.0%)
Blackboard Facilities	0.2885	0.168318	0.06707	3.773242	1.102483	0.235845
Alternative Used Platforms	0.54714	0.323723	0.035233	-2.84532	0.330375	0.432725

Free / Unpaid
Peer Reviewed
Multidisciplinary
International

| Challenges | 2.4523 | 6.410728 | 65.65203 | 3.893622 | 1.322788 | 8.227244 |
| Satisfaction | 0.222 | 0.257771 | 0.017432 | --- | -2.62233 | 0.328434 |

7. Discussion

Examining the issues EFL students had with online learning during the ongoing epidemic was the main objective of the current review. E-learning difficulty, student interaction with e-learning data innovation tools, and student satisfaction with online learning are some of these issues. The results show that many students (more than 30%) neglected to complete a number of tasks, honour commitments, and communicate with teachers—all essential components of the processes that make up the educational cycle.

The results of Alturise's (2020) study, which stressed the need to resolve the specialised issue, indicated a few particular issues with using the Chalkboard device, including online class access, downloading class materials, playing sound, and video. The review found that in order to ensure unwavering quality in online learning, professional support was required. While using alternative online learning platforms for uninterrupted education, teachers and students must manage this issue. Due to the course's lack of accessibility in Chalkboard at the start of the semester or students' issues signing in to the Board, they used platforms like Messenger for task presentations, Microsoft Groups, Google, and Zoom for facilitating conversations. Furthermore, most students used WhatsApp during their online sessions. The popularity of online learning was aided by the availability of cell phones because the majority of students in this case used their phones. The study's findings are in line with popular opinion, which favored employing online entertainment applications in English language training and endorsed their beneficial learning effects.

As observed in the results segment above, the challenges of learning English online and related online concerns scored the highest among various factual measures. Since all students, educators, and a sizeable number of other areas went to work online owing to the COVID-19 emergency, the majority of the students are coming from isolated locations where the organisation is suffering conflict. The majority of EFL students encountered these problems during COVID-19's online

learning, which were addressed by the review. The largest issue, according to the students, was their inability to view online illustrations, download materials, administer online tests, and other things. A few separate students were unable to access online tests on their mobile devices because of a configuration or extension that was not permitted by their devices. Students also report a lack of computer skills to use chalkboard levels, the need to use all online learning resources, tools and frameworks, lack of actual English practice with teachers and peers, and other the flow paper's findings are consistent with previous research on similar topics related to online learning conducted during COVID-19. As a result, we found that students are not satisfied with distance learning and that there are many challenges.

A final discussion examines students' overall satisfaction with online English classes during the COVID-19 emergency. This supported, collaborated with, and provided students and foundations with a great opportunity to convert to online learning after this pandemic's flare-up. However, the majority of the students made a unique initial online entry. They lack the knowledge and assurance necessary to learn through multiple mediums while online. The majority of the technical difficulties related to online learning phases might eventually be addressed by the majority of students. However, there are still risks associated with English language learning difficulties during the pandemic when learning online. It is predicted that the fundamental discoveries would support online education and help resolve these stated problems. These findings add to the growing body of literature on the major difficulties and challenges faced by EFL students during the sudden transition to online learning caused by the COVID-19 epidemic.

8. Conclusion

The study examined the opinions of faculty and students towards online learning. The investigation showed that virtual classrooms are more efficient than online learning. Online learning students face a number of difficulties due to the difficulty in completing the range of online courses and the absence of interaction between them and their teachers. When unexpected emergencies like COVID-19 arise, e-learning modules make it easy to modify instruction to the needs of the individual students. The government should also aid telecom firms in their attempts to improve

student services at reasonable costs. It is crucial to remember that in order to accommodate the different learning styles of such children, special needs pupils should have lessons that are adapted to their needs and in which special needs specialists should participate.

Due to the COVID-19 pandemic, online learning is currently prevalent in the vast majority of educational settings worldwide. It is currently not a novel characteristic in many non-industrialized nations where online education was not widely developed prior to the outbreak. In the midst of the crisis, COVID-19 may be considered a shining example. For a digital transformation in education at all levels, it offers significant advantages. The COVID-19 Initiative provides interested education partners in developing countries like India with an opportunity to explore the strengths and weaknesses of online learning and to make ICT and blended learning more meaningful in the post-COVID-19 years. It has the potential to lay the foundation for adoption in However; this had a negative impact on student grades and academic performance. After evaluation, it was determined that the student was having trouble advancing to the slate stage. Analysis showed that technology was the biggest barrier EFL students faced in learning online. Some students had problems downloading course materials, connecting to the internet, and accessing courses. Online testing was not available on children's mobile devices. The way students responded to hypothetical questions revealed problems in communicating with teachers during online English lessons. Further study is recommended to understand the perspectives and experiences of instructors regarding online English training during the pandemic.

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