



Online Learning in ELT Methods Course: Learning from Students' Voices

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Abstract

Online learning turns out to provide diverse perceptions among students. The purpose of this study to describe students' perceptions toward the use of online learning in the Method of Teaching English as Foreign Language (Methods of TEFL) course. This research employed a quantitative approach with a survey method. The population were 73 students of the fifth semester of the English Department who took the Method TEFL course. A total of 15 students were assigned as tried-out sample and the rest of them were taken as the research sample using simple random sampling technique. In collecting data, a researcher made close-ended questionnaire was used. The try out results revealed that 17 items were valid items, 4 were discarded, and 23 were revised from 44 existing items. The reliability result was 0.900 which was at a good level of reliability. The findings showed that in general, students' perceptions of the use of online learning in the Method of TEFL course were strongly positive. When viewed from each component, students' perceptions were strongly positive in the components of presentation of lecturing material, learner characteristics, technology, lecturer's characteristics support provision assessment and assignment and the learning experience optimization In conclusion, students' perceptions of the use of online learning in the Method of TEFL course were strongly positive.

Keywords:

Method of TEFL,
online learning,
perception

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INTRODUCTION

Technology plays crucial roles in driving changes and improvements in human life and the environment. Its development leads to the creation of strategies, products and machines that advance technological capabilities (Hasanah, 2018). All activities now use technology, including online learning in education, especially in English language teaching. Online learning, also known as e-learning, is a teaching method in which students complete their education remotely via internet using electronic devices such as tablets, smartphones, laptops, and computers with tools like Zoom, WhatsApp, and Google Meet requiring educators to adapt traditional classroom methods to the virtual environment (Oktavia et al., 2023; Suherman et al., 2021;

Yanti, 2019; Nartiningrum & Nugroho, 2021; Rifiyanti, 2020) involves interaction between teachers and students through the web as the communication (Oktavia et al., 2023; Suherman et al., 2021; Yanti, 2019).

In English language teaching, online learning invites teachers to shift from traditional methods to virtual learning. The interaction between teachers and students via the internet not only helps develop speaking and listening skills, but also gives access to a variety of learning resources, such as videos, online quizzes and other interactive materials. Furthermore, as part of distance education, online learning in English language teaching provides greater flexibility than traditional on-campus education, allowing students to study anytime and anywhere (Rahayu & Wirza, 2020), designed to reach a wide and massive group of students, providing opportunities to explore collaborative approaches in activities such as group discussions, projects, or shared creative writing. (Efriana, 2021). Therefore, technology is not only a tool, but also the main strategy in teaching English that is responsive to the development of education in this technological era.

Online learning has been an alternative for ELT classes beside traditional one. This preference is due to some benefits, such as it allows flexible, cost-effective study from any location at any time (Lestari, 2021; Suharsih & Wijayanti, 2021; Herwiana & Laili, 2022), materials can be accessed without being bound by time zones or locations (Rahayu & Wirza, 2020). In addition, using technology help solve educational challenges and enhances students' tech skills (Herwiana & Laili, 2022; Misbah et al., 2023). It supports higher cognitive levels, encourages reflection, information processing, and equalizes positions among participants (Suharsih & Wijayanti, 2021; Rahayu & Wirza, 2020). It is more structured learning, and comfortable to participate in online discussions (Yuzulia, 2021); Likewise, it provides a wider range of information and materials, and also self-regulated learning (Suharsih & Wijayanti, 2021). However, it should bear in mind that online learning has its own drawbacks as it hinders motivation, discipline, too many tasks, lack of socialization (Yuzulia, 2021; Suharsih & Wijayanti, 2021), difficulty in staying connected with instructors or teachers (Rahayu & Wirza, 2020; Suharsih & Wijayanti, 2021). In other hand, online learning has disadvantages. The are several disadvantages of online;(Lestari, 2021); lack of lecturer's guidance (Herwiana & Laili, 2022), too many tasks (Yuzulia, 2021; Herwiana & Laili, 2022). However, poor internet connectivity and accessibility hinder the learning process (Yuzulia, 2021; Bączek et al., 2021); high learning costs using internet (Suharsih & Wijayanti, 2021). In addition, limited understanding of the teacher's explanation and limited communication that is less effective (Misbah et al., 2023; Rahayu & Wirza, 2020), lack of time management, and cheating on exams (Herwiana & Laili, 2022)

Apart from those strengths and weaknesses, to achieve a good and enjoyable online learning, there are several characteristics that should be taken into account. It requires computer networks and electronic technology (Efriana, 2021; Amin et al., 2022) and therefore needs a computer tutorial (Meylani et al., 2015), allows learning from anywhere, anytime, at a flexible pace and in a flexible way (Dhawan et al., 2022). Likewise, using multimedia, simulation, and manipulative elements in digital media (Meylani et al., 2015; Amin et al., 2022), teaching materials that can be stored in a computer and can be accessed at any time (Efriana, 2021; Amin et al., 2022). In

addition, it deals with individual feelings, such as excitement, pleasure, resentment, and dissatisfaction with certain behaviors, greatly influences the level of learning through technology (Meylani et al., 2015).

Dealing with its implementation, there are two types of online learning that can be used: synchronous which takes place learning happens in real-time, enabling direct interaction between students and teachers through electronic means like teleconferencing and live streaming lectures in a virtual setting and asynchronous, on the other hand, offers flexibility as students study independently without real-time contact, using communication tools like email and WhatsApp (Alqahtani & Rajkhan, 2020). Furthermore, there are two types of online learning, namely computer-based and internet-based e-learning. Computer-based learning involves using hardware and software from information and communication technology for either computer-managed instruction or computer-assisted learning. Internet-based e-learning utilizes online internet resources as its primary tool for learning (Al-Gahtani, 2016).

To successfully implement online learning, there are several factors that should be considered. Technology is one of the influencing factors in online learning (Bhuana & Apriliyanti, 2021; Suryanti et al., 2021; Pham et al., 2021; Volery & Lord, 2000), stable internet connections are very crucial (Aviory et al., 2022) as well as students' characteristics. It is quite reasonable for those whose lacking basic skills and self-discipline may prefer traditional methods (Volery & Lord, 2000; Pham et al., 2021; Bhuana & Apriliyanti, 2021; Aviory et al., 2022). Online learning success hinges on learners' attitudes towards technology, affecting their ability to self-explore, self-pace, and self-monitor (Suryanti et al., 2021), an effective design which will engage and support participants' learning experience (Pham et al., 2021), learning media which serves as both a resource and an intermediary for delivering information (Aviory et al., 2022), course content includes supplementary materials to enhance students' understanding of the subject matter (Bhuana & Apriliyanti, 2021). Content quality refers to the perceived output of the system, encompassing accuracy, relevance, timeliness, sufficiency, completeness, clarity, format, and accessibility (Suryanti et al., 2021).

There are several factors that affect the success of learning, including online learning; one of which is perception. A person's perception is inseparable from the factors that influence it. They are internal factors, such as feelings, attitudes, motivations and desires which in turn shape an individual's perception and decision (Destrianti et al., 2019; Suyadi & Aisyah, 2021), and external factors, like family background, information, surroundings, and cultural beliefs influence perception (Lumbanraja et al., 2023; Nursanti, 2023; Nursafitr, 2021; Suyadi & Aisyah, 2021; Destrianti et al., 2019). Student perceptions can vary greatly between individuals and can be influenced by a variety of factors, including previous experience, confidence, interest and learning preferences. Several studies concerning with perception in relation to online learning revealed that during the COVID-19 pandemic got positive perceptions in the aspect of the dimension of teaching material, dimension of atmosphere/environment, students' interaction, and the benefits of learning English through online learning (Limbong, 2021) that students had a positive perception about using WhatsApp while studying EFL in a rural region during COVID-19 (Lindawati et al., 2022; Rifiyanti, 2020), it can support the teaching–learning process

(Hawa, 2023). However, it was also found that online learning created negative perception towards the online English learning (Galang & Pradnyana, 2020) due to loaded assignments and could not feel any improvement in skills (Misbah et al., 2023).

As stated previously that students' perception plays an important role in succeeding learning proces which in turn will contribute to the achievement of the learning goals. Since perception is very personal and each individual has a different view, research on students' perception of online learning in Methods of TEFL course is very relevant. This course helps students understand the methods of teaching English as a foreign language and prepares them to join microteaching and preservice teaching programs. This research covers several aspects, such as the *presentation and delivery of course content* through appropriate tools and media during online learning, *student characteristics*, including self-motivation and comfort in using digital devices, *teachers' characteristics* which include enthusiasm, ability to motivate, and stable interaction with students, *provision of support*, such as providing technical support to students so that the learning process runs smoothly, *Assessments and Assignments* covers the types of assessments used during online learning, as well as the platforms used to deliver assignments and assessments, and *optimizing the online learning experience*. This specification focuses on how online learning can optimize students' learning experience, including technology skills, self-motivation, and time management. These aspects are an essential part of Methods of TEFL as the course not only aims to provide theoretical understanding, but also prepares students to apply teaching methods effectively in various contexts, including online learning. This study was conducted to answer question dealing with how students perceived online learning in Method of TEFL Course. To be more specific, this study was addressed to answer students' perception in relation to course content presentation and delivery, characteristics of lecturer and students, technology, lecturer, provision of support, assessments and assignments, and optimization of online learning experiences

METHOD

This research used quantitative approach with a survey-type design to describe students' perceptions on the use of online learning in the Method of TEFL course. The population was the fifth-semester students of the English Teaching Department at UIN Mahmud Yunus Batusangkar with a total of 73 students. The sample was 58 while the rest of them were assigned as tried-out samples using the simple random sampling technique. To collect the data, a researcher made closed-ended questionnaire consisting of 40 questions representing seven aspects. Those aspects were taken as the grids of the questionnaire concerning with consideration in online learning (Aviory et al., 2022; Pham et al., 2021; Suryanti et al., 2021). The aspects include presentation and delivery of course content (6 items) to evaluate the effectiveness of material delivery, tools, and media used during online learning; student characteristics (3 items) to assess students' response to the physical presence or absence of lecturers, motivation, and their comfort in using the tools; technology (11 items) to measure the ease and speed of access to the learning platform and internet reliability; lecturer characteristics (12 items) to evaluate teaching style,

motivation, interaction, and enthusiasm; provision of support (2 items) to assess the availability of technical support; assessments and assignments (4 items) to evaluate the type and platform for assignments; and optimizing online learning (2 items) to assess skill development, self-motivation, and time management. These aspects were carefully selected based on their relevance to students' perceptions of online learning in the Methods of TEFL course. To ensure the validity and reliability of each questionnaire items, a try out was conducted involving 15 students. The results of validity and reliability that have been processed through SPSS version 22 show that 17 question items are valid, 4 question items are discarded and 23 items are revised from 44 question items. Reliability of the questionnaire was analysed by using SPSS 22 version or by conducting Croanbach's Alpha formula. The formula can be seen as follows: $r_i = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum si^2}{\sum st^2}\right)$. The results of validity and reliability are as follow: from 44 items, 17 were valid, 4 were discarded and 23 items were revised while the instrument was reliable (0.900). To analyse the data, SPPSS Version 22 was used using the following formula: $P = \frac{\text{Sum}}{\text{Ideal Score}} \times 100\%$. To interpret the score obtained from the questionnaire, the following table was used.

Class Interval	Interpretation
> (0.80 x maximum score)	Strongly Positive
(0.60 x maximum score) – (0.80 x maximum score)	Positive
(0.40 x max score) – (0.60 x maximum score)	Negative
< (0.40 x maximum score)	Strongly negative

Table 1. Classifications and Interpretations of the Students perception toward the use of online learning in Method of TEFL Course

RESULT AND DISCUSSION

The research findings in the form of research data are further discussed or critically interpreted with particular relevant theoretical approach. Data can also be supported with the presentation of tables, images, etc.

Result

This study aims to answer questions dealing with students' perception toward the use of online learning in Method of TEFL Course. To be more specific, this study elaborates students' perception in relation to course content presentation and delivery, characteristics of lecturer and students, technology, lecturer, provision of support, assessments and assignments, and optimization of online learning experiences

Students' general perception toward the use of online learning in Method of TEFL Course

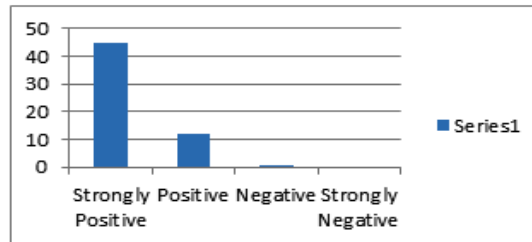
In general, the total score obtained from the respondents, and the mean can be seen in the following table:

Table 2. Total score and mean of students’ perception toward the use of online learning in Method of TEFL Course

Number of Respondents	58
Score Total	8587
Mean	148.05

Table 3. Class intervals and categories of students’ perception toward the use of online learning in Method of TEFL Course

Class Interval	F	%	Interpretation
> 139	45	77.6	Strongly Positive
105-138	12	20.7	Positive
70-104	1	1.7	Negative
≤ 69	-	-	Strongly Negative



Based on the two tables above, it is observed that the mean score obtained was 148.05. If it was compared to the class interval (> 138) table, it can be concluded that, in general, the students showed strongly positive perception toward the use of online learning in Methods of TEFL course.

Students’ perception toward the use of online learning in Method of TEFL Course in relation to presentation and delivery of course content

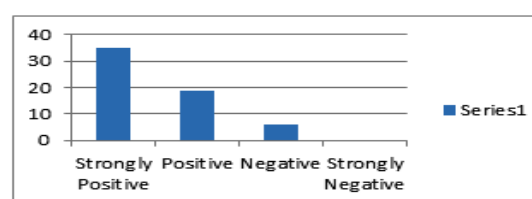
Presentation of course content dealt with the importance for the lecturer to present material that attracts students’ interest and attention, the devices and the media used in delivery learning materials during online learning. The results of students’ perception toward the use of online learning in Method of TEFL Course in relation to presentation and delivery of course content can be seen in the tables below:

Table 4. Total score and mean of students’ perception toward the use of online learning in Method of TEFL Course in relation to presentation and delivery of course content

Number of Respondents	58
Score Total	661
Mean	11.40

Table 5. Class intervals and categories of students’ perception toward the use of online learning in Method of TEFL Course in relation to presentation and delivery of course content

Class Interval	F	%	Interpretation
≥ 13	35	60.3	Strongly Positive
10-12	19	32.8	Positive
7-9	6	6.9	Negative
≤ 6	-	-	Strongly Negative



The two tables above pointed out that the mean score obtained was 11.40. Comparing to the class interval (9-12), it can be concluded that, in general, the students' perception toward the use of online learning in Methods of TEFL course in relation to presentation and delivery of course content was in positive category.

Students' perception toward the use of online learning in Method of TEFL Course in relation to students' characteristic

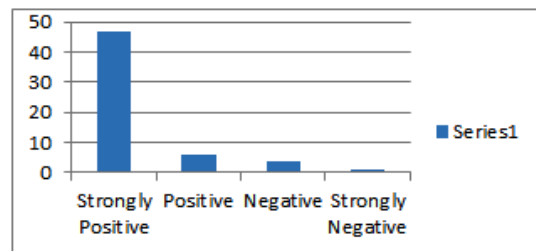
Students' characteristic deals their attitude in responding to the presence or absence of educators physically for their self-motivation and feeling in online learning using devices such as computer, laptop and others. The results of students' perception toward the use of online learning in Method of TEFL Course in relation to relation to their characteristic can be seen in the tables below:

Table 6. Total score and mean of students' perception toward the use of online learning in Method of TEFL Course in relation to their characteristics

Number of Respondents	58
Score Total	223
Mean	3.84

Table 7. Class intervals and categories of students' perception toward the use of online learning in Method of TEFL Course in relation to their characteristics

Class Interval	F	%	Interpretation
> 4	47	81.0	Strongly Positive
3-4	6	10.3	Positive
2-3	4	6.9	Negative
< 2	1	1.7	Strongly Negative



Based on the two tables above, it is observed that the mean score obtained was 3.84. It can be concluded that, in general, students' perceived positively toward the use of online learning in Methods of TEFL course in relation to their characteristics, since it belonged to the interval (3-4).

Students' perception toward the use of online learning in Method of TEFL Course in relation to technology

In this study, technology refers the ease and speed of students in accessing learning sites, and Web speed in response the accessing learning materials. The score of students' perception toward the use of online learning in Method of TEFL Course in relation to relation to technology can be seen in the tables below:

Table 8. Total score and mean of students' perception toward the use of online learning in Method of TEFL Course in relation to technology

Number of Respondents	58
Score Total	1105
Mean	19.05

Table 9. Class intervals and categories of students’ perception toward the use of online learning in Method of TEFL Course in relation to technology

Class Interval	F	%	Interpretation
> 20	32	55.1	Strongly Positive
16-20	23	39.7	Positive
11-15	3	5.1	Negative
≤ 10	-	-	Strongly Negative

Based on the two tables above, it is observed that the mean score obtained was 19.05. It can be concluded that, in general, students’ showed positive perception toward the use of online learning in Methods of TEFL course in relation to technology since it belonged to the interval (15-19).

Students perception toward the use of online learning in Method of TEFL Course in relation to lecturer’s characteristics

Lecturer’s characteristics concern with his ability to teach and to motivate students, employ teaching style to show their enthusiasm as well as to encourage students’ interaction and participation in class and stable interactions. The score of students’ perception toward the use of online learning in Methods of TEFL course in relation to lecturer’s characteristics can be seen in the table below:

Table 10. Total score and mean of students’ perception toward the use of online learning in Method of TEFL Course in relation to lecturer’s characteristics

Number of Respondents	58
Score Total	1113
Mean	19.19

Table 11. Class intervals and categories of students’ perception toward the use of online learning in Method of TEFL Course in relation to lecturer’s characteristics

Class Interval	F	%	Interpretation
> 20	34	58.6	Strongly Positive
16-20	21	36.2	Positive
11-15	3	5.1	Negative
≤ 10	-	-	Strongly Negative

Based on the two tables above, it is observed that the mean score obtained was 19.05. It can be concluded that, in general, students’ showed positive perception toward the use of online learning in Methods of TEFL course in relation to lecturer’s characteristics since it belonged to the interval (16-20).

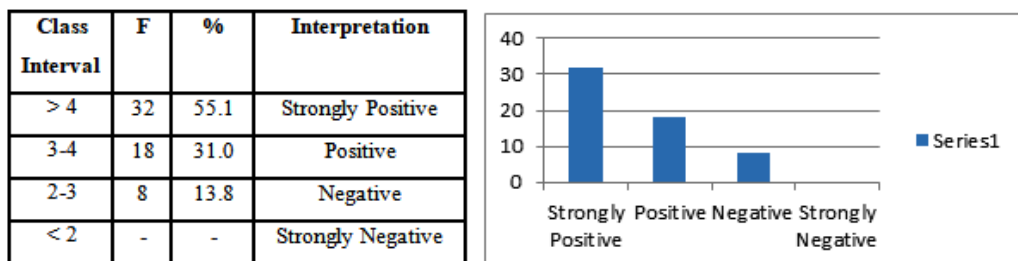
Students' perception toward the use of online learning in Method of TEFL Course in relation to provision of support

Provision of support concerns with providing technical support to students. The score of students' perception toward the use of online learning in Method of TEFL Course in relation to provision of support can be seen in the table below:

Table 12. Total Score and Mean of Students perception toward the use of online learning in Method of TEFL Course in relation to provision of support

Number of Respondents	58
Score Total	202
Mean	3.48

Table 13. Class intervals and categories of students' perception toward the use of online learning in Method of TEFL Course in relation to provision of support



Based on the two tables above, it is observed that the mean score obtained was 3.48. It can be concluded that, in general, students' perceived positively toward the use of online learning in Methods of TEFL course in relation to provision of support since it belonged to the interval (3-4).

Students' perception toward the use of online learning in Method of TEFL Course in relation to assessment and tasks

Assessment and tasks deal with types of assessments applied by the lecturer during online learning and platform used in providing assessment. The score of students' Perception toward Online learning in Method of TEFL course in relation to to assessment and task can be seen in the table below:

Table 14. Total score and mean of students' perception toward the use of online learning in Method of TEFL Course in relation to assessment and tasks

Number of Respondents	58
Score Total	496
Mean	8.55

Table 15. Class intervals and categories of students’ perception toward the use of online learning in Method of TEFL Course in relation to assessment and tasks

Class Interval	F	%	Interpretation
> 8	55	94.8	Strongly Positive
6-8	3	5.2	Positive
4-6	-	-	Negative
< 4	-	-	Strongly Negative

The two tables above revealed that the mean score obtained was 3.48. It can be concluded that, in general, students’ perception toward the use of online learning in Methods of TEFL course in relation to assessment and tasks was strongly positive since it belonged to the interval (>8).

Students’ perception toward the use of online learning in Method of TEFL Course in relation to optimizing the online learning experience

Optimizing online learning experience describes about how online learning can optimize students’ learning experience, building technology skills, self-motivation and time management. The score of students’ perception toward the use of online learning in Method of TEFL Course in relation to optimizing the online learning experience can be seen in the table below:

Table 16. Total score and mean of students’ perception toward the use of online learning in Method of TEFL Course in relation to optimizing the online learning experience

Number of Respondents	58
Score Total	223
Mean	3.84

Table 17. Class intervals and categories of students’ perception toward the use of online learning in Method of TEFL Course in relation to optimizing the online learning experience

Class Interval	F	%	Interpretation
≥ 4	46	79.3	Strongly Positive
3-4	7	12.0	Positive
2-3	5	8.6	Negative
< 2	-	-	Strongly Negative

The two tables above revealed that the mean score obtained was 3.48. It can be concluded that, in general, students’ perceived positively toward the use of online

learning in Methods of TEFL course in relation to optimizing the online learning experience since it belonged to the interval (3-4).

Discussion

The purposes of this study were to describe how students perceived the use of online learning in Method of TEFL Course in general and each of component of the learning in particular. Based on result above, in general, the students showed strongly positive perception toward the use of online learning in Methods of TEFL course. This finding was in line with previous study which pointed out that students got positive perceptions in the aspect of the dimension of teaching material, dimension of atmosphere/environment, students' interaction, and the benefits of learning English through online learning (Limbong, 2021). Students' perceptions of the use of online learning in Methods of TEFL courses related to the presentation and delivery of materials are in the positive category. This aspect includes the importance of delivering materials that attract students' attention and interest, the tools used, and the media used during online learning. This finding was in line with previous study where students showed a positive perception of the way materials are taught and delivered in online learning conditions since it was a strategy aimed at addressing challenges and enhancing accessibility to learning materials for students (Walangitan et al., 2022). Online learning made it easier for students to access the material and use various media to access easily anytime and anywhere. The students perceived that they could adjust the learning process to all aspects contained in the online learning process (Limbong, 2021). Teachers utilized many media to support online learning so that students can understand the learning even though it is taught online. The effectiveness of online learning hinged on how well teachers deliver the course material in the online environment (Hawa, 2023)

In relation to their own characteristics, students perceived positively toward the use of online learning in Methods of TEFL course. A previous study also pointed out that students felt they could adjust well to the online learning environment, including in terms of engagement, motivation and ability to overcome technical or interpersonal challenges that arose. They were highly motivated when participating in class, and completing assignments (Galang & Pradnyana, 2020). However, different study also revealed that many of them found difficulties in attending classes and tended to be passive due to lacked sufficient data plans or internet quotas. Some also lacked proper devices like Android phones or laptops (Agung & Surtikanti, 2020). This also implies that students with technological limitations experienced significant difficulties in following the lessons and thus lost motivation in learning.

Furthermore, students showed positive perception toward the use of online learning in Methods of TEFL course in relation to technology. A study revealed that students felt that the technology used in the course was easily accessible, reliable and provided adequate learning experiences due to its attractiveness, effectiveness, relevance to course content, and ability to motivate students, particularly in online learning environments (Yanti, 2019). Next, students showed positive perception toward the use of online learning in Methods of TEFL course in relation to lecturer's characteristics. A relevant study reported that students felt that their lecturer in the course were able to deliver material clearly, responsive to students' needs, and able to

facilitate discussion and interaction effectively in the online environment. This reflected that the lecturer was able to adapt to the online learning context, as well able to stay connected and interacted effectively with students, even virtually. The results of this study are in line with previous finding that the lecturer had prepared the materials quite well and the materials provided was also easy to access (Nursafitr, 2021). The lecturer was thoroughly prepared in enhancing their online teaching strategies to ensure that students have a meaningful and successful learning experience (Galang & Pradnyana, 2020)

Furthermore, students perceived positively toward the use of online learning in Methods of TEFL course in relation to provision of support. Students felt that there were sufficient resources, technical assistance and guidance to help them navigate the online learning environment and complete academic tasks successfully. Lecturers made additional efforts for online classes by adapting their strategies and plans to ensure that students continue to receive the quality education they deserve (Galang & Pradnyana, 2020). Furthermore, students' perception toward the use of online learning in Methods of TEFL course in relation to assessment and tasks was strongly positive. Students felt that the tasks were relevant, challenging yet achievable, and provided opportunities to develop their understanding of the subject matter. In addition, they may also feel that the assessments are fair and transparent, allowing them to measure their progress and receive useful feedback to improve their learning. The results of this study are in line previous study which articulated that students had positive perception about the conformity of assessment used to evaluate the online learning outcome with the goals expected (Misbah et al., 2023). Dealing with optimizing the online learning experience, students perceived positively toward the use of online learning in Methods of TEFL course. They felt that various strategies and best practices had been implemented to maximize the effectiveness of online learning, such as the provision of accessible materials, interactions that promote active participation, adequate technical support, and clear mentoring. A study also found that online learning provided an experience that students could improve their writing skills because online learning helped them interact with lecturer and allowed them to learn more online resources (Sulistyo, 2022).

The findings implied that the use of online learning in has shown its positive contribution in shaping the students' perception. This means online learning worth considering as an alternative learning mode in learning beside off line one. This study also recommends to extend this research to other elements of online learning in order to obtain more comprehensive information dealing with students' perception toward the use of online learning.

CONCLUSION

Students' perceptions of online learning in the *Methods of TEFL* course are generally very positive. They appreciated the delivery of interesting materials, appropriate tools and media, and ease of access through technology. Lecturer characteristics, such as enthusiasm, teaching style, and ability to encourage interaction, were positively rated, as were student motivation and their comfort in using the tools. Technical support was considered essential for smooth learning, while assessments and assignments were highly appreciated for their relevance and

the platforms used. Optimizing the learning experience through skill development, self-motivation and time management further reinforced positive perceptions of the course. This study limited its scope on the basis of seven components considered in online learning. Further research is recommended to investigate other components or aspects of online learning with a focus on other courses related to English Language Teaching (ELT), such as Curriculum Development, Language Assessment, or Microteaching, to provide a more comprehensive understanding of the effectiveness of online learning in an ELT context.

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